

INSPECTION REPORT

**ST. ANTONY'S ROMAN CATHOLIC PRIMARY
SCHOOL**

Forest Gate

LEA area: London Borough of Newham

Unique reference number: 131926

Headteacher: Sister Kathleen Colmer

Reporting inspector: Mike Phillips
7704

Dates of inspection: February 5th – 8th 2001

Inspection number: 230486

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Upton Avenue Forest Gate London
Postcode:	E7 9PN
Telephone number:	0208 552 3670
Fax number:	0208 470 2580
Appropriate authority:	The Governing Body
Name of chair of governors:	Sister Una McCreesh
Date of previous inspection:	No previous inspection. A new school.

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7704	Mike Phillips	Registered inspector	History	What sort of school is it?
			Special educational needs	What should the school do to improve?
			English as an additional language	The school's results and pupils' achievements.
			Equal opportunities	How well is the school led and managed?
1165	Peter Dannheisser	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
11901	Patricia Lowe	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Music	
20878	David Pink	Team inspector	Mathematics	How well are pupils taught?
			Geography	

4113	Leonard Hampson	Team inspector	Physical education	
			Information and communication technology	
			Areas of learning for children in the Foundation Stage	
19278	R Allan		Science	
			Design and technology	

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Cheshire
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	18
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	21
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	25
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	27
HOW WELL IS THE SCHOOL LED AND MANAGED?	29
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	33
PART C: SCHOOL DATA AND INDICATORS	34
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	38

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Antony's Roman Catholic Primary school was formed in September 1999 by amalgamating the Roman Catholic infant and junior schools. It is much bigger than most primary schools. The school has 480 pupils aged from three to 11, drawn from a rich diversity of ethnic backgrounds. In the school 28 languages are spoken by the pupils. The school is situated in Forest Gate, which is part of the multi-cultural London Borough of Newham, with a mixture of privately owned and rented accommodation. Almost all the pupils live near to the school. When they enter the Foundation Stage in the nursery and the main school aged five, their standards of attainment are well below those expected for their age. The aims of the school are: to recognise pupils' individual qualities and develop their full potential, to foster a reverence and love for God and their neighbours, and for pupils to acquire knowledge and skills relevant to an ever-changing world. Just under half the pupils come from one-parent families. A quarter of the pupils are eligible for free school meals, which is above the national average. There are 41 refugee children, about half of them from Eastern Europe, a few from Sri Lanka and the rest from African countries. Two fifths of the pupils learn in English as an additional language and one in 10 of these pupils need additional support to learn. This proportion is high in comparison with other schools. Just under one in five pupils have special educational needs; most of them have learning difficulties. There is additional provision for one in 10 pupils who have statements for their special educational needs. This level of provision is broadly in line with the national average. Just under one in 10 pupils join or leave the school other than at the usual times, mainly because parents leave or move to the area when they are rehoused.

HOW GOOD THE SCHOOL IS

St. Antony's RC Primary School is a very good school and provides good value for money. The headteacher's strong leadership has welded two schools into one over a period of 18 months. She has formed a staff team which keenly supports the Christian values of the school and share her firm commitment to high standards. Governors work in partnership with the school very well. School finances are very well managed. Most children in the nursery make unsatisfactory progress but when they enter the school at five their progress improves. Pupils like coming to school and almost all of them work hard all day and behave very well. The good learning atmosphere and high proportion of good or better teaching is raising attainment in English, mathematics and science by the time pupils are 11. However, throughout the school higher attaining pupils are not consistently given challenging work. Pupils with special educational needs make good progress. Pupils who learn in English as an additional language make satisfactory progress and the progress of pupils from refugee and asylum seeking families is similar to most other pupils.

What the school does well

- The strong leadership of the headteacher and governors ensures all who work in the school are committed to high standards.
- Over the past year the school has raised the attainment of 11 year olds in English and mathematics.
- Christian values and care for its pupils underpin all the school strives to achieve.
- The good relationships between pupils and between pupils and teachers are based on mutual respect.
- Most pupils behave very well in and around the school.
- Pupils eagerly come to school and almost all of them work hard all day.
- Over 150 pupils attend activities after school, with good effects on their learning and attitudes to school.

What could be improved

- Teaching in the nursery does not clearly identify the different learning needs of the children.
- The use of assessment information when planning does not always result in higher attaining pupils receiving challenging work.
- The numeracy and literacy achievements of pupils by the time they are seven are not high enough.
- Some subject co-ordinators do not evaluate the effectiveness of teaching and the curriculum well enough.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Amalgamating two other schools formed this new school. Judgements are based on the last inspection reports of these schools.

The infant school was inspected in June 1997. Since the last inspection, improvements in teaching and learning in the Nursery are unsatisfactory. There are good improvements to the curriculum for pupils from the age of five to seven. Improvements in the provision for higher attaining pupils in Years 1 and 2 are satisfactory. The junior school was last inspected in April 1998. Since that inspection, improvements are very good in the use of individual education plans for pupils with special educational needs. Improvements to the management of the timetable for the few pupils withdrawn from lessons are very good. There is good improvement in understanding the attainment of pupils in Year 3. Improvements are good in the marking of pupils' work and in ways pupils present their work. Although there is still more work to do, there are satisfactory improvements in the way assessment information informs marking and in ways work matches the learning needs of higher attaining pupils.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. (Grades for 1998 and 1999 were provided by the school.)

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	D	B
mathematics	B	B	E	D
science	B	B	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The 2000 National Tests English results were below the national average but above those for similar schools. For mathematics, they were well below the national average and below those for similar schools. In science, the test results match the national average for all schools and they were high in comparison with similar schools. The school's results exceeded the realistically challenging literacy targets in 2000 that were agreed with the local education authority. In numeracy, the school was a little below these targets. The school has agreed higher, yet realistically challenging, numeracy and literacy targets for 2001. In music, art and information and communication technology, attainment exceeds national expectations. In other subjects, attainment matches that expected nationally. Pupils enter the school at five with attainment well below that expected for their age. Good teaching results in pupils achieving well by the time they are seven, although standards are still below those expected for their age. By the time they are 11, almost all pupils make good progress and achieve well. Reading, writing, knowledge and use of multiplication tables, and mental mathematics, improve steadily, as pupils grow older. Pupils from different ethnic backgrounds, refugee pupils and those with

special educational needs make good progress. Pupils who learn in English as an additional language make good progress from the age of five to seven. From the age of eight to 11 their progress slows to a satisfactory rate because they have difficulties at times using the specialist language of some subjects to explain their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very eager to learn and over a third of them participate in activities at lunch times and after school.
Behaviour, in and out of classrooms	A few pupils do not behave well at times but others behave well in class and around the school.
Personal development and relationships	Personal development is very good. The pupils respect the feelings of others and views and beliefs different from their own. The school council contributes well to pupils' understanding of what being a good citizen means.
Attendance	Good; attendance is above the national average.

The school identifies oppressive behaviour early in order to eliminate it.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Ninety-seven per cent of teaching is satisfactory or better, 65 per cent is good or very good and one per cent is excellent. Three per cent of teaching is unsatisfactory. A high proportion of teaching in the nursery is unsatisfactory. Literacy and numeracy skills are taught well. Where the teaching is excellent, the management of pupils and high expectations of what they can achieve leads to pupils making very good progress. Where the teaching is unsatisfactory the different learning needs of pupils are not well identified. The good teaching is characterised by carefully planned work, good relationships between pupils and teachers, and effective support for pupils with special educational needs. Planning does not always provide enough opportunities for pupils to do investigations in mathematics and experiments in science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides the full range of National Curriculum subjects and religious education. There is very good provision for sex and drugs education. An excellent range of interesting after school activities contributes significantly to pupils' learning.
Provision for pupils with special educational needs	The very good provision for pupils with special educational needs takes into account pupils' views when reviewing their learning.

Provision for pupils with English as an additional language	Nursery provision is unsatisfactory for pupils who learn in English as an additional language. It is good for pupils between aged five to seven and satisfactory for pupils from eight to 11 years old.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for all these elements. The school ensures pupils know the difference between right and wrong.
How well the school cares for its pupils	Good care for pupils underpins all the school strives to achieve. Good behaviour and respect for different cultures is successfully promoted. Assessment information is not used consistently well to monitor and support pupils' learning.

The school provides plenty of good information for parents about the school and how their children are getting on. Parents work closely with the school to help their children learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Strong leadership and good management ensures all who work in the school share a commitment to Christian values and to high standards of care and of academic success.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well and work very well in partnership with the school to shape its future.
The school's evaluation of its performance	The school is committed to continuous improvement and is in the early stages of self-evaluation which, so far, it does well.
The strategic use of resources	Very good financial planning and excellent day-to-day financial management of the school ensures all spending decisions follow the principles of best value.

Well deployed staff have a good effect on pupils' learning. Limited space, satisfactory resources for most subjects and good information and communication technology resources are used very well to help pupils learn.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They consider that the leadership and management of the school are good. • They consider that teaching is good and their children make good progress. • They are pleased their children like school and that they are expected to work hard. • They believe the school helps their children to mature. • The school works closely with parents and most of them consider they are kept well informed about how their children are getting 	<ul style="list-style-type: none"> • They think the school does not give their children the right amount of work to do at school or at home. • They want behaviour in the school to improve. • They want more information about how their children are getting on. • They want the school to work closer with them. • They want more interesting activities for their children to do after school.

on.	
-----	--

Inspectors agree with most parents' views. They disagree with some parents who say that there are too few interesting activities after school and that they are not kept well informed. Very few pupils misbehave at school. Whilst there is a need to improve homework so that it better matches the learning needs of pupils, homework is set each week and becomes more demanding as pupils grow older.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 2000 national test results show that, for seven year olds, the percentages of pupils reaching the nationally expected levels of attainment in reading, writing and mathematics are below the national averages. The national test results for English show that, for 11 year olds, the percentage reaching the level expected of them is also below the national average. In mathematics, the percentage of pupils reaching the expected levels of attainment by the time they are seven is also below the national average and well below the national average for 11 year olds.
2. The reason why the 2000 national test results for 11 year olds in English and mathematics show levels of attainment to be either below or well below national averages is because such a small proportion exceeded levels of attainment expected nationally. An analysis of the 2000 national test results show that, whilst the percentage of pupils reaching the levels of attainment expected for their age in English and mathematics was above the national averages, the percentage of pupils exceeding these levels was well below the national averages. It is because so few pupils exceeded the levels of attainment expected nationally that the national test results show the school to be performing below the national average in English and well below in mathematics. In science, by the time the pupils are 11, standards of attainment match those expected nationally.
3. The results of the 2000 national test results showed differences in levels of attainment between boys and girls. The results for seven year olds showed that the girls out performed boys in reading and writing by the equivalent of half a term. However, the differences in attainment between boys and girls are reversed by the time they are 11. The 2000 national test results show that 11 year old boys outperformed girls of the same age in English, by the equivalent of half a term.
4. The 2000 national test results for mathematics show that, at seven, the girls out performed the boys by almost half a term. By the time they are 11, the difference is wider because they out performed the boys by almost a term.
5. However, analysis of pupils' work and lesson observations revealed no significant differences in the attainment of boys and girls in English, mathematics and science throughout the school.
6. When the 2000 national test results are compared with similar schools a more positive picture emerges in most subjects. The levels of attainment reached by seven year olds in reading, writing and mathematics match those expected of similar schools nationally. By the time pupils are 11, levels of attainment in English are above those of similar schools but in mathematics they are below. However, in science, by the time pupils are 11, levels of attainment are well above those of similar schools.

7. Children's standards of attainment on entry to the nursery are below those expected nationally. Pupils enter the school when they are five having made unsatisfactory progress in their communication, language, literacy and mathematical skills and understanding because, in these areas of learning teaching is unsatisfactory and so levels of attainment are still below those expected nationally. Pupils who learn in English as an additional language and most pupils with special educational needs also make unsatisfactory progress.
8. By the time pupils are seven, the 2000 National test results show that their reading, writing and mathematical skills have improved significantly. Taking into account the levels of attainment on entry to the school at five, almost all the pupils have achieved well. In reading, just over a third of them reached the standards expected of them nationally by the time they are seven, which is close to the national average. In writing, the proportion of pupils reaching the levels of attainment expected for their age is a little above the national average, but too few pupils reach levels of attainment above those expected nationally. In mathematics, achievements are also good because just under one in four pupils reached the level expected for their age. However, once again, the proportion of pupils exceeding levels of attainment expected for their age was well below the national average.

Trends over time

9. Information provided by the school showed that there was a sharp decline in the results of the 2000 national tests for 11 year olds in English and mathematics in comparison with the two previous years. The 2000 national test results for English showed that the level of attainment had fallen from well above the national average for 1998 and 1999 to below the national average. In mathematics, over the same period of time, standards fell from above the national average to well below. The decline in science was less sharp. The 2000 national test results showed the level of attainment matched the national average, having been above the national average for 1998 and 1999.
10. Evidence provided by the school shows that the standards of attainment for pupils entered for the 2000 national tests were consistently below those expected for their ages throughout their time at the previous infant and junior schools. Inspection evidence shows that the proportion of 11 year olds in all three subjects who now reach or exceed the levels of attainment expected nationally is improving.

Standards of attainment

11. Inspection evidence shows that the levels of attainment for numeracy and literacy for seven year olds are below those expected nationally for their age. By the time pupils are 11, levels of attainment in literacy match those expected nationally, which is a good improvement when compared to the 2000 national test results. There are improvements in the attainment of higher attaining pupils by the time they are 11. In mathematics, standards of attainment are below those expected nationally for their age by the time the pupils are seven. However, by the time they are 11, standards of attainment are close to those expected nationally, with an increase in the proportion of pupils exceeding standards expected nationally. This again is an improvement on the 2000 national test results. In science, by the time pupils are 11, levels of attainment match those expected nationally. This reflects the results of the 2000 national

tests.

12. By the time pupils are seven and 11, levels of attainment in music, information and communication technology (ICT) and in art are above the levels expected of 11 year olds nationally. ICT skills are well taught in the nursery and so pupils begin school at five with the confidence to use computers well. These well established skills provide a good platform for their good levels of attainment as they grow older. Pupils respond enthusiastically to very knowledgeable music teaching that sets high expectations about what pupils of different learning needs and diverse backgrounds can achieve. In art, good teaching, displays of pupils' work and high expectations result in pupils enjoying their work and achieving high standards. In all other subjects, levels of attainment match those expected nationally for seven and 11 year olds.

Analysis of work seen

13. Analysis of pupils' work shows that, by the time pupils are seven, their levels of attainment in literacy are below those expected for their age. In reading, pupils of different levels of attainment and diverse cultural backgrounds make good progress by the time they are seven. Well over half the pupils read simple texts accurately and they talk knowledgeably about stories they have read. Whilst lower attaining pupils make good progress, they have yet to learn to use strategies to make sense of unfamiliar words and then find out what they mean. By the time they are 11, pupils of different levels of attainment have a satisfactory understanding of characters and events from books they read. Higher attaining pupils explain well why they prefer certain types of books and stories. Unlike lower attainers, higher attaining pupils refer to text when explaining preferences. Pupils of average attainment increase their knowledge in most subjects by gathering information satisfactorily from story and factual books.
14. Writing standards are improving throughout the school, because teachers emphasise well in most lessons the importance of clear, well formed writing, correctly written sentences, accurate spelling and of pupils' extending their vocabulary. By the time they are 11, pupils of different levels of attainment make satisfactory progress. Almost three out of five pupils reach levels of attainment expected for their age. Pupils from nine to 11, in Years 4 to 6, are placed in classes according to their prior attainment for English and mathematics. Work often matches the different learning needs of the pupils in these classes, and consequently standards of attainment are rising. However, work is not consistently challenging enough for pupils of the highest attainment. Whilst writing is weak by the time pupils are seven and 11, the emphasis throughout the school on spelling and on extending and developing ideas is raising standards. For example, seven year olds used a text from a South African book called 'Moonburst' to discuss feelings before writing their own stories. In another lesson, 11 year olds successfully wrote a synopsis of a famous poem. Literacy skills are reinforced well in other subjects throughout the school. For example, in mathematics in Year 1, when teaching weighing using words such as 'heavier' and 'heaviest', pupils were expected to read and spell these words accurately. In geography, history and science pupils are expected to write sentences and spell specialist words correctly.
15. In mathematics, work seen shows that standards of attainment, by the time pupils are seven, are below national averages because too few pupils exceed the levels of attainment expected nationally for their age. By the age of seven,

pupils recall their two times table up to 10 satisfactorily, but have too little knowledge of other times tables. Over half the pupils halve numbers up to 20 but others need help to do so. Most pupils satisfactorily name common two-dimensional shapes. By the time they are 11, pupils' standards of attainment are close to the national average. This is because the proportion of pupils matching the level of attainment expected nationally for their age is broadly in line with the national average, as is the proportion exceeding the level expected nationally. It is clear from the analysis of work that opportunities have increased over the past year to put right gaps in pupils' knowledge and understanding, and to set work that challenges pupils of different learning needs. Consequently, standards of attainment are rising and almost a third of pupils exceed the level of attainment expected nationally by the time they are 11, an increase of a fifth in one year. Too many pupils throughout the school are not good at mental mathematics. They are unable to suggest alternative ways of making calculations. There are too few opportunities for pupils to improve their mental mathematics skills in other subjects, for example by calculating the time in years between historical events and in calculating temperature changes in science. Consequently, by the time they are 11, pupils' mental mathematics skills are below those expected for their age. In addition, learning in mathematics is inconsistently reinforced in other subjects, although there are examples where it is done well. For example, in a food technology Year 5 lesson pupils weigh ingredients accurately using their knowledge of grammes and kilos, and in geography in Year 6 they reinforce their knowledge and skills when using co-ordinates to read and interpret maps.

16. When measured against their individual learning targets, progress for pupils with special educational needs is good throughout the school. Work seen in all subjects shows that teachers and their assistants use the good advice of the special educational needs co-ordinator (SENCO) when planning, so that work matches these pupils' learning targets in their individual education plans.
17. By the time they are seven, pupils who learn in English as an additional language have achieved well because they need little individual help for them to understand what they need to do to learn. This is the result of the school's very good use of the advice it received from the local education authority. This is evident in teachers' good awareness of these pupils' needs when planning, in the effective strategies they use when teaching and in ways they discuss and mark pupils' work to help them improve. However, this good progress slows down, as these pupils grow older, although it is satisfactory by the time they are 11. From the ages of eight to 11, over half of them have difficulty using the increasingly demanding specialist subject vocabulary when speaking and writing. Although aware of the language needs of pupils who learn in English as an additional language as they grow older, teachers do not have the specialist knowledge needed to improve further these pupils' learning. A significant proportion of pupils who learn in English as an additional language are capable of achieving more by the time they are 11.

Pupils' attitudes, values and personal development

18. Most pupils' attitudes to school are very good, and their behaviour and attendance are good. Almost nine out of ten parents who answered the pre-inspection questionnaire agreed that behaviour at the school is good and almost all said that their children like school. Pupils say they enjoy coming to school and feel well looked after. They love the clubs and they say that

teachers, assistants and mealtime staff are kind and helpful and that they are very caring. Pupils understand the rewards and sanctions and feel that they are fair. These rewards and sanctions help pupils have a good understanding of the impact of their actions on others. One of the main reasons for this good understanding is because class teachers and their assistants often refer to the school's 'Golden Rules', and the class rules which are based on them, in order to discuss with pupils why their actions may be good or unhelpful for others.

19. Pupils rapidly learn to work and play well together. In the playgrounds, pupils show considerable ability to co-operate in games. They are friendly, considerate, open, and helpful to visitors. They respect one another. There is a marked absence of oppressive behaviour, including bullying, racism and sexism. In the nursery class and throughout the school, children and pupils are encouraged to help each other by serving drinks to each other and by sharing resources in class. Six year old pupils learn these social skills well as they take turns to speak to adults and when they share toy cars in a science lesson. Pupils quietly wait their turn to collect their meal and they move with good consideration for others when they go from their classrooms to other parts of the building. They open doors for each other, teachers and other adults who work in the school and courteously welcome and help visitors. They value their own property and that of others and they respect the delicate objects and numerous displays around the school. They listen quietly to each other, for example in discussions at the end of English lessons when reviewing their learning.
20. Attendance figures are significantly above the national average for primary schools and punctuality is good. Registers are completed twice a day and they meet legal requirements. The school uses an efficient computer system to record and analyse attendance. Pupils are polite and attentive during registrations. Some use the time well, for example by reading. The school works very closely and successfully with the education welfare officer to maintain the pupils' good attendance and seek improvements where necessary.
21. In assemblies, pupils are very attentive. They listen and take part in singing with gusto. Exclusions are rare and carefully managed by the school with the agreement of governors. Almost all the pupils work well together, and in most lessons they sustain their attention and interest well.
22. Over three quarters of all the pupils are eager to learn and they work well together, especially when set challenging work. They listen attentively when the teacher introduces lessons so that they know what they have to do to learn. They show pleasure in their own success and that of others. Pupils move from task to task quickly and quietly. They work well in pairs in the computer area, where the more knowledgeable ones help others as they sit in front of the same screen. Pupils with special educational needs are keen to learn and are well supported, usually within their classroom. They benefit from the good help they receive from learning assistants who contribute significantly to these pupils' positive attitudes to work.
23. Teachers' good practice of praising good behaviour contributes to the pupils' wanting to do well, being confident in what they are learning and reliable in the tasks they tackle. Pupils are positive without being needlessly regimented. Their enthusiasm and involvement in their learning is evident in almost all the

classes and in the very large number of pupils who participate in the many after-school and lunchtime clubs. There is a waiting list for some of these very popular activities, which cover a wide range of sporting, academic and cultural interests.

24. Relationships between staff and pupils are very good and based on mutual respect. Pupils enjoy school and almost all of them work hard all day. Eleven year olds describe their teachers as trusting, reliable, respectful and caring. This is evident in classrooms and around the school. Throughout the school, almost all the pupils eagerly and actively take part in most lessons, and they proudly show their work to visitors, talking confidently about what they have achieved and what they need to do to improve. In a minority of lessons, especially in a Year 3 class where pupils have had a number of temporary teachers, the pace slackens, expectations fall, and attitudes become unsatisfactory. As a result, pupils do not learn enough or make enough progress.
25. Pupils trust their teachers and they know to whom they should go if there is a problem. They are given increasing responsibility as they grow older. They enjoy helping teachers prepare for lessons and activities after school and at lunch times and they help them tidy up afterwards. They deliver registers and messages responsibly and they are proud to serve as school council members. They help each other, for example by acting as 'language buddies' to pupils who speak in English as an additional language. Pupils are proud to describe their involvement in the 'circle of friends', which is set up to help and support individuals with particular needs. Eleven year old pupils use opportunities well to work with younger ones to improve their reading at break times or at the end of the school day. However, there is room to do more to improve further pupils involvement in, and responsibility for, their own learning as they grow older by increasing opportunities to undertake research, for example in geography. Pupils are not always given enough responsibility to do experiments in science because the teacher tells them too often what to do rather than the pupils deciding for themselves. Research and experimental work does not challenge higher attainers consistently enough. There is good practice in the reception classes in involving pupils of different levels of attainment in their own learning and in developing their initiative, with good effects on learning and progress. This good practice has yet to spread consistently throughout the school.

26. Pupils are proud to be elected as school councillors. The council meets regularly and all pupils have opportunities to contribute ideas about how to improve the school and their own learning. The school council's work contributes significantly to the pupils' increasing maturity and self-assurance as they grow older and to their good understanding of what being a good citizen means. These good social and personal attributes prepare pupils well for the next phase of their education when they leave the school at 11.

HOW WELL ARE PUPILS TAUGHT?

27. A high proportion of teaching is good. Ninety-seven per cent of teaching is satisfactory or better. Thirty-two per cent of the teaching is satisfactory, 46 per cent is good and 17 per cent is very good. One per cent of teaching is excellent and three per cent is unsatisfactory. A high proportion of teaching in the nursery is unsatisfactory. This pattern of good teaching is similar to the last inspection reports of the infant and junior schools, now amalgamated to form this school. It is due to the very good leadership of the headteacher, ably supported by senior colleagues, that teachers received the good advice and support that enabled them to teach so well during the difficult time of amalgamation. Good leadership and management of subject co-ordinators for English, mathematics, science and ICT contributed significantly to the maintenance of good and better teaching over the past 18 months. The three newly qualified teachers appointed from September 2000 settled swiftly and effectively into their new posts, as have teachers new to the school over the past year, and those redeployed in September 1999 to teach ages for which they are qualified but which were less familiar to them. The maintenance of good and better teaching during this difficult time is because of the well-organised support systems in the school, led by experienced and good teachers. The school has difficulties recruiting temporary teachers to cover long and short-term absences of established teachers. Temporary teachers receive good planning advice and are supported well by senior and other teachers. However, difficulties arise when a number of these teachers, often from other countries, are placed with the same class. This unsettles pupils, especially those who have difficulties learning.
28. Well-planned lessons clearly identify what pupils have to learn. Teachers use resources well to make sure pupils of lower, average and higher attainment make good progress by the time they are seven. This was seen in numeracy lessons for five year olds in the reception classes, when the pupils made good progress learning to count in twos up to 10 and in their knowledge of times tables. This good teaching was also seen in a Year 2 class, where almost all the pupils made good progress in learning to read unfamiliar words by sounding out their different parts. However, the good teaching from the reception classes to Year 2 does not compensate for the pupils' previous unsatisfactory progress in the nursery. Whilst progress in the reception classes and by the end of Year 2 is good, pupils have a lot of catching up to do, especially in mathematics and in their language skills. Planning places much emphasis on improving attainment but, whilst the learning needs of higher attainers are identified, expectations about what they are capable of achieving are not consistently high enough. Consequently, they do not reach levels of attainment expected for their age nationally by the time they are seven.
29. Teachers make sure pupils know clearly what they have to learn in each lesson. Apart from a Year 3 class, lessons have a clear sense of purpose, not

only because pupils' know what they need to do to learn, but also because, throughout the school, teachers manage pupils' behaviour skilfully. This was seen in the excellent Year 5 English lesson, where pupils received very clear advice on how to identify and describe different types of poems by accurately using specialist language. The pupils' learning was managed in exemplary fashion and the teacher expertly encouraged pupils to behave very well through the use of praise. Similar, good practice was also seen in a Year 6 history lesson. In this lesson, pupils listened wide eyed to descriptions of how streets they know were reduced to rubble when bombed during World War Two. They paid good attention to the teacher's advice as they found out more about the effects of the war on ordinary people's lives. The teaching of these lessons is typical of almost all lessons, where teachers manage behaviour well and establish very good relationships with the pupils. Where teaching is at least satisfactory, teachers share with pupils a strong sense of mutual respect, and this flows through everything that is done in class. These very good relationships contribute to the pupils' eagerness to learn and their confidence in asking questions when they are unsure about their learning. This was evident in a good art lesson for five year olds, where pupils of diverse attainment contributed thoughtfully to discussions about their own work and that of others in order to learn how to improve.

30. The good subject knowledge of teachers in most subjects, and their effective use of resources and teaching methods, contribute significantly to most pupils working hard all day and producing plenty of work. There are many examples of pupils, throughout the school, working hard to create music using a wide range of resources, and of pupils improving their ICT skills and making good progress. They make good progress because planning identifies what needs to be learnt and how resources are to be used to increase the pupils' knowledge and understanding. In English throughout the school, teachers confidently manage the National Literacy Strategies, using their good subject knowledge when using flip charts, asking probing questions, working alongside pupils and selecting work that interests and challenges pupils. This was seen in a Year 2 literacy lesson, where pupils improved their reading skills by practising strategies to make sense of unfamiliar words and phrases. The music teacher's very good subject knowledge resulted in pupils in Year 1 classes reaching levels of attainment above those expected for their age when they confidently composed melodies using computers. Confident teaching of a well prepared Year 6 ICT lesson, where pupils learnt to insert web pages into a document, resulted in pupils of different levels of attainment learning new skills, applying them successfully, and producing work of a high standard. It is mainly due to these good teaching features, and the supportive ways teachers plan together, that pupils' levels of attainment are rising by the time they are 11.
31. Throughout the school, there are good lesson plans to reinforce numeracy and literacy skills in other subjects. A Year 6 history lesson reinforced reading, writing and spelling skills well when the pupils wrote about ordinary peoples' lives in London during World War Two. In a Year 1 mathematics lesson, language and spelling skills were reinforced well when pupils learnt to test and record 'heavier' and the 'heaviest' objects.
32. Homework satisfactorily reinforces learning in class and prepares pupils for their next lessons. Homework for 11 year olds is challenging for three out of 4 pupils and stems from the work done in class. Throughout the school, pupils take books home to read, accompanied by a home / school book, so that

parents can record their comments and seek advice on how to help their children learn. Pupils are tested on their weekly spelling homework and, as they grow older, they are expected to do science homework and to undertake research for their next lessons. Homework demands increase as they get older and prepares most pupils well for their next lessons. Inspectors disagree with those parents who say their children do not get enough homework. Whilst there is a good homework policy, planning for homework does not consistently match the different learning needs of the pupils. Inspectors agree with those parents who say that, for some of their children, homework is at times too easy or too hard.

33. Teachers and classroom assistants work well as a team. This results in well deployed teaching assistants who skilfully support pupils' learning. In numeracy and literacy lessons, opportunities are well planned and organised for assistants to work with small groups of pupils to make sure work set by the teacher is understood and that the pupils learn well. Teachers work closely with their assistants to ensure they know the learning targets in the education plans of pupils with special educational needs. This good practice contributes to the good progress of these pupils.
34. Assessment information is used well to place pupils in Years 4 to 6 in appropriate learning groups in English and mathematics. However, records of pupils' progress and attainment do not always provide sufficient information to help teachers consistently meet the learning needs of pupils who are capable of reaching higher standards of attainment. In contrast, the progress of pupils with special educational needs is measured carefully against their learning targets, and information gathered is used well to help these pupils improve their learning.
35. Classrooms are well organised with colourful displays of pupils' written and art work, as well as teacher produced information, all of which encourages pupils to think about their own learning and value the efforts of others. This good feature of the school and the high proportion of good teaching contribute greatly to the good learning atmosphere, the pupils' good behaviour and their eagerness to learn. This is evident at the start of lessons in the morning and afternoon when pupils arrive on time ready to begin work. It is also seen in the ways so many of them work hard in all lessons and in the ways they move around the school so as not to interfere with the learning of others.
36. In some lessons throughout the school, there are too few teaching opportunities to test pupils' understanding, adjust work accordingly and to provide clear advice on how pupils can achieve more. This was seen at times in lessons for pupils from the age of five to seven, where higher attaining pupils in particular could achieve more to improve their numeracy and literacy skills. Where pupils between the ages of nine and 11 are placed in classes according to their previous attainment for mathematics and

English, work planned matches more accurately and consistently the different learning needs of the pupils. As a result, levels of attainment are rising by the time they are 11, particularly in mathematics.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

37. The quality and range of learning opportunities provided by the school is unsatisfactory in the nursery by the time the pupils are five, but it is satisfactory by the time the pupils are seven and it is good by the time they are 11.
38. Learning opportunities for pupils are good, particularly from nine to 11, because for English and mathematics they are placed in classes according to their previous attainment. There are classes for 11 year old pupils who need to boost their attainment in mathematics and English. The good range of educational visits, visitors to the school and the very good range of interesting activities at lunch times and after school, have a good impact on pupils' learning and their attitudes to school.
39. The curriculum meets the statutory requirements for the Early Learning Goals in the nursery. The school meets the statutory requirements for the National Curriculum for five to 11 year olds, including the teaching of sex and drugs education, where there are policies regularly reviewed and approved by the governing body. The time allocation in each subject is appropriate. The additional time given to English and mathematics reflects the school's commitment to raising standards and does not adversely affect the teaching of other subjects.
40. The curriculum for children in the nursery is not taught well enough to meet the different learning needs of the children, many of whom enter the nursery with standards that are below those expected for their age. However, the curriculum is well managed and taught for pupils who join reception classes at five in the main school. By the time they are seven, the curriculum provides a satisfactory range of learning opportunities. For pupils from seven to 11, the curriculum and activities at lunchtimes and after school provide many well managed opportunities for the pupils to learn successfully.
41. A Key Issue in the last inspection report for the former infant school was to produce an Early Years policy. This has not been done and so represents unsatisfactory improvement since the last inspection. Improvements since the last inspection of the former junior school are good in the production of curriculum planning guidance for teachers. This means that now teachers are able to check that all parts of the National Curriculum are being taught in the amalgamated schools.
42. There are policies and schemes of work for all subjects to help teachers plan. They meet the national recommendations of the revised National Curriculum 2000. Schemes of work identify what needs to be taught in each year group so that, as pupils grow older, they improve, step by step, their knowledge, skills and understanding of the subjects they study.

43. The outdoor education policy provides good planning guidance for teachers about how to make the best use of the school grounds when teaching English, mathematics and science. For example, there is planning guidance for pupils from the age of five to seven in science, when they are taught how to conduct pond surveys to study micro-organisms and investigate evaporation. In mathematics, there is planning guidance for the study of symmetry in flowers and in the use of compass bearings and co-ordinates when planning orienteering activities.
44. The provision for pupils with special educational needs is good. Teachers and their assistants work as a team, using learning targets in the pupils' education plans as they plan to meet the pupils' individual learning needs. Good planning makes sure these pupils are taught all parts of the national curriculum alongside other pupils, with opportunities for additional help if required.
45. The school makes good use of the National Literacy Strategy throughout the school to raise pupils' levels of attainment. Pupils in Years 4 to 6 are put into literacy and numeracy classes according to their previous attainment. This arrangement is improving standards because the pupils' learning needs are identified well and work is often challenging. The school provides an Additional Literacy Strategy in the form of a family literacy course funded through an additional national grant from the Basic Skills Agency. This increases parents' confidence to help their children learn and has a good effect on pupils' learning. In addition, the school development plan identifies the need to improve writing, so there is an emphasis throughout the school on improving spelling and handwriting, which is helping to raise literacy standards by the time pupils are seven and 11.
46. The provision for extra-curricular activities is excellent. Some parents expressed concern about the range of interesting activities available for pupils outside lessons when answering their pre-inspection questionnaires. This may be because most clubs are for pupils from eight to 11, although there are activities for younger pupils. There is an excellent range of lunchtime and after school activities that occur every day and are available to all pupils. After school clubs and activities include four football clubs, two computer clubs, mathematics clubs, tennis and a basket ball club, board game clubs, a singing/percussion group, and a French language class. Over 150 pupils attend these activities, which have a good effect on the pupils' learning and their attitudes to school. This is a very commendable school achievement and represents a high level of commitment from the teachers and their assistants, who willingly give of their time.
47. The provision for equality of access and opportunity is good and is included in each subject and other school policies. Pupils enjoy full access to the curriculum and other learning opportunities provided. The school's very good and successful commitment to inclusion of all its pupils in all it provides is reflected in its aims and objectives, the management of the curriculum, and the high level of support for pupils' individual needs. The school identifies the needs of individuals and specific groups well and takes prompt action to provide appropriate support. However, at times more could be done to identify and meet more consistently the learning needs of higher attaining pupils and to evaluate more accurately differences in attainment between boys and girls and pupils from different ethnic backgrounds, in order to ensure their particular learning needs are consistently met.

48. The provision for pupils' personal, social and health education is very good. There are good curriculum and policy guidelines to help teachers plan. Concern for pupils' welfare is evident in every aspect of the daily life of the school and reflects its aims and values. There is a comprehensive policy and scheme of work to prepare pupils for the next stage of their education. There are good links between the nursery and the main school, with good opportunities provided for staff and parents to meet. There are good arrangements to inform parents of 11 year old pupils about the next stage in their education through meetings and visits to secondary school and visits to the school by the pupils' future teachers. The school's sex education policy is seen in the context of religious, personal, social and health education. The dangers of drug and substance abuse are taught well. Pupils are taught about the importance of a healthy lifestyle. The contribution of the community to pupils' learning is very good. The Family Literacy Project, funded by the Basic Skills Agency through the local education authority, provided good opportunities for parents and children to make books together once a week for ten weeks and for parents to learn how they can help their children improve their literacy skills. There are very strong and close links with the local Roman Catholic Parish and its community. Many church members are involved in the life of the school. Citizenship and responsibility are also taught well in history and reinforced in literacy lessons and through the pupils' involvement in the school council.
49. The school's provision for cultural development is very good. The school not only makes good use of its prominent Christian values but also has a strong commitment to teaching an understanding of the traditions of different cultures and the beliefs of non-Christian faiths. This is seen in the teaching of geography and in the study of texts from other continents when teaching literacy, for example from South Africa. Festivals, such as the Chinese New Year or Eid, are celebrated in lessons and through displays. In art lessons, pupils explore work from a range of cultures, adding to the strong images of Christian and world art around the school. However, despite the undoubted strengths in the school's cultural provision to help pupils learn, even more could be achieved to increase the pupils' awareness of the rich diversity of cultures within their school and neighbouring communities. Educational visits to museums, nature reserves, the theatre, concert halls, historic centres, coastal resorts and places of religious significance: all have good effects on pupils' learning. They visit the National Art and Portrait Galleries. Artists from the nearby art gallery in Bow worked with pupils to improve their understanding of 3-dimensional shapes. Pupils' music awareness and achievements are improved by visits from musicians from the Newham Academy of Music, and specialist music teachers teach each week in the school. Pupils' speaking and listening skills and their appreciation of theatre are improved through regular visits from theatre in education groups. The Young Shakespeare Company involves pupils in Shakespeare workshops at the school. As a follow up, the pupils visit the Bloomsbury Theatre to see a production of the play they studied. Very good opportunities are provided for pupils to write poetry and, as a result, 61 pupils from the school had poems

published in 'Celebration 2000', a publication for school poets from East London. Only one of the eighteen participating schools had more poems published.

50. Provision for spiritual provision is very good. There are very good and varied opportunities provided for the pupils to explore their personal beliefs through the study of Christianity and other faiths. They have many opportunities to reflect on fundamental values, such as the significance of worship and prayer and how beliefs influence the ways people live and behave to each other. Pupils are provided with many very good opportunities to reflect on human achievements in art, science, geography, history and music lessons. In addition, the many and varied opportunities for the pupils' cultural development, particularly in music and drama described above, have a significant effect on their spiritual development. There are very good opportunities for the pupils to reflect on their feelings and those of others, as well as to consider what makes them and other people special. In addition, a time is provided each week for the pupils to consider how they can become even better people and improve the lives of others.
51. The school has very good relationships with partner institutions. There are strong links with a local school comprising many Asian pupils who are Muslim. These pupils visit St. Antony's School to experience Christian festivals and celebrations, such as Christmas. Pupils from St Antony's School visit this neighbouring school to learn about religious celebrations, such as Eid. Sixth formers from a local school regularly help pupils with their reading. Pupils join with other pupils from a local primary school to give musical performances. Students from higher education institutions spend time training to be teachers in the school, and they value the support they receive. As a Beacon School for special educational needs, the school shares its good practice with other schools.
52. The school promotes pupils' personal development very well. The school's Christian aims and values are published in the governors' annual report to parents, in the handbook for teachers and in documents for parents of pupils new to the school. They are seen in displays in corridors and in the school halls, and they underpin the school's 'Golden Rules'. Every class writes and reviews each term their own rules that are based on the 'Golden Rules'. In school assemblies and when accompanied by teachers around the school, the pupils are reminded of the school's 'Golden Rules'. The numerous educational outings provide very good opportunities for the pupils to learn how to be responsible and to care for each other. There are very good opportunities for the pupils to help teachers prepare for lessons, for lunchtime and after school activities and they help to tidy up afterwards. The many sports clubs, such as football and basket ball, teach pupils the importance of fair play very well. The School Council has representatives from every class and there are very good opportunities for pupils to contribute ideas and to use their initiative and take responsibility in order to help the school become an even better place for them to learn in. Residential visits and educational outings to France provided very good opportunities for pupils to learn to use their initiative, be good team members and to exercise responsibility.

53. Provision for pupils' moral and social development is very good. The importance of caring for others, especially those less fortunate than themselves, is fundamental to the Christian values and teaching in the school. For example, during the celebration of the feast of St Antony, a charity for a distressed community in the Philippines was supported by links with a school there and the visit of a sister from the Order. There are very good opportunities provided throughout the school day, in most lessons, for pupils to be taught the importance of courtesy. Pupils are reminded to open doors for each other and adults, to say 'thank you' and 'please' and to greet visitors politely. Throughout the week, time is set aside for pupils to learn about and appreciate the achievements of others. On the few occasions when pupils misbehave, teachers and their assistants spend time talking with the pupils about the effect their behaviour has on others. As a result of all this very good provision, the pupils have a good understanding of the difference between right and wrong.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The staff and governing body contribute to a caring school in which the personal needs of the pupils are met well. This is a strength of the school. Pupils with special educational needs are identified early and the good support they receive contributes significantly to their good progress and achievements.
55. There is a positive atmosphere and the teachers know their pupils well. Parents and pupils say that all the staff are kind and supportive. Pupils' personal, social and emotional development is carefully tracked with the help of a behaviour journal. Pupils are encouraged to be aware of the impact of their actions on others and the environment, and ways in which they can improve the lives of others and the environment in which they live. The school provides good support to those pupils and their families who experience difficulties. A school counsellor visits the school each week. This valuable service for some pupils and their families helps the pupils achieve well. The school identifies pupils who speak English as an additional language well. It measures the degree of their understanding of English in order to help them learn successfully. Whilst teachers are aware of the learning needs of these pupils, they do not have the special skills to make sure that the good progress these pupils make by the time they are seven continues up to the time they are 11. The school made very good use of the support provided by the local education authority in 2000 to improve the achievements of pupils from five to seven who learn in English as an additional language. The school is seeking further support to improve the learning and achievements of pupils from eight to 11 who learn in English as an additional language. The school also recognises the need to develop strategies to identify pupils who have particular gifts or talents. It is producing a policy to achieve this, which will be in place in the autumn term, 2001.
56. Certificates and other awards are given to pupils at special assemblies, with an explanation of why they are deserved. Pupils have a good understanding of the importance and purposes of the rewards and sanctions, and they know why their parents are likely to be involved if behaviour becomes unsatisfactory.
57. The school monitors attendance well and works closely with the educational welfare officer when necessary. The school follows-up any unexplained absences, although to do so a week after an absence is not soon enough. Registers meet legal requirements. The few pupils arriving late enter their

names in a late book at the school entrance. These pupils and their families are fully aware of the importance of punctuality.

58. There are many opportunities for pupils to discuss feelings, attitudes and behaviour with each other. This work is done during times set aside to do this each week, as well as during school assemblies. Feelings, attitudes and behaviour are also discussed in personal, social, health and citizenship lessons, where issues of health and safety, drugs, cleanliness and relationships are also covered. Religious education lessons, visits to places of educational interest and residential visits contribute significantly to the pupils developing a good understanding of and respect for beliefs, customs and traditions different to their own within a rich range of diverse multi-cultural musical and artistic learning opportunities. Pupils are encouraged to think of others and collect for charitable causes. Christian values are prominent in all the school does and they play a balanced part in the lives of all who work, play and pray there. They have a significant and beneficial impact on the ways in which adults and pupils treat each other.
59. Most staff concentrate on reinforcing success and this has a positive impact on almost all the pupils' attitudes to learning and their own high expectations about what they can achieve. This is evident in the special school assemblies, where pupils celebrate each other's achievements and efforts.
60. Teachers and their assistants are fully aware of child protection procedures and the headteacher works closely with the deputy head to keep colleagues fully informed. At playtime, pupils are well supervised by a large number of adults. During several rainy days, pupils were well supervised at break times and they played well in their classrooms. The midday meal supervisors know the pupils well and they meet their line manager regularly to review their practice. They are well aware of their responsibilities regarding health and safety and child protection.
61. There are several members of staff trained in first aid and there are records of all incidents. Pupils with special physical needs are well cared for and staff sensitively acknowledge pupils' needs or abilities.
62. The school and its site are well maintained and the premises and grounds provide a pleasant and safe environment, despite the lack of space. The school makes very good use of the little space it has. The school does not have any more room to extend further pupils' learning opportunities, with limited space in particular for the teaching of music, physical education and ICT and no special facilities to teach Food Technology. Health and safety matters are satisfactorily reviewed and all potential risks are satisfactorily identified and dealt with, for example to teach Food Technology, physical education and ICT safely. There has been a fire safety audit. There are regular checks on the safety of portable electrical appliances, fire extinguishers and physical education equipment. The headteacher and the site supervisor undertake regular health and safety inspections. However, there is a need for governors to become more actively involved in health and safety issues through further improvements to the risk assessments they make. Risk assessments do not pay close enough attention to possible health and safety risks when pupils learn in confined spaces and participate in physical activities on uneven playground surfaces.
63. The assessment of pupils is satisfactory but more needs to be done to

increase the school's self-evaluation of the levels of attainment and achievements of pupils with diverse needs and from different backgrounds. The school has begun to collect information about the achievements of pupils in the national and optional tests. This is not yet complete for all pupils in the school. This means teachers do not consistently monitor and evaluate levels of pupils' attainment, progress and achievements over time. Some analysis is made of the results of tests, but the strategies for meeting the needs of all pupils identified by the test information are not yet fully developed. However, there is good practice in placing pupils in Years 4 to 6 in literacy and numeracy classes based on their prior attainment. The school has plans in place to improve, by the spring of 2002, strategies to analyse the achievements, progress and levels of attainment of boys and girls and pupils' from different ethnic backgrounds, in order to identify where improvements may be required. However, the language and learning needs of pupils with English as an additional language are met well for those aged from five to seven, but the language and learning needs are not consistently fully met for older pupils. The information collected on pupils with special educational needs is used well to inform planning and provision, and this contributes significantly to these pupils' good progress and achievements. Teachers keep records on other pupils' progress but these are not consistent from year to year or subject by subject. In history and geography, assessments do not guide teachers' planning well enough in order to ensure that pupils improve step by step, as they grow older. The school needs to improve further the use of assessment information when planning, so that the learning needs of pupils, especially those who are capable of higher attainment, are consistently met through challenging work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

64. The school works hard with some success to involve parents in all aspects of its work. It provides plenty of information in letters to parents about what their children will be studying. Parents with children in the nursery say they have good information about what their children will be learning. The annual reports on pupils' progress are detailed and evaluative but they do not always provide learning targets to inform parents of the levels of attainment their children need to reach. In addition, the governors are considering ways in which learning activities, after school activities, the curriculum, educational visits, visitors to the school and the staff can better reflect the cultural diversity of British life. They have the help of a group of parents called the 'A team' to raise awareness about these and similar issues, and to improve further ways parents and members of the wider community can work even more closely with the school to help pupils learn.
65. Parental involvement starts before their children come to the nursery, when teachers visit their future pupils in their own homes. Parents attend special events, such as school plays. Attendance at meetings with teachers to discuss children's progress is good. Few parents come in to the nursery or to the main school to help in class because so many are the sole parents and they are busy with other children or they are at work. However, there are plenty of volunteers to help on school visits and walks to the swimming pool. Parents have many opportunities, with guidance from the school, to help their children learn at home through homework. There are reading record books that provide good opportunities for parents and teachers to pass messages to each other, for example to seek and receive advice on how to improve pupils' learning. There is a strong parent/teacher association. The thriving school association organises social and religious events and raises funds for the

school. It is well supported by staff and parents. Parents support their children by ensuring their attendance and punctuality and supporting the very large proportion of pupils who attend after school activities.

66. The family literacy project ended just before the inspection, but the school is planning on starting its own 'Keeping up with the Children' scheme to help parents and carers support their children's learning. The school provides social events for parents and carers to help reinforce the school's warm and welcoming atmosphere. A weekly parent and toddlers group is successfully introducing future pupils and their parents to the school.
67. At the end of the year, parents discuss reports on their children's academic progress. These reports are detailed and helpful, although not all of them are explicit about the individual learning targets their children need to reach. Parents are fully involved through well-managed consultations in the regular reviews of the individual education plans for those pupils with special educational needs.
68. Newsletters are informative if formal in tone. They include a considerable amount of information about school activities but there is little written information about the curriculum. The formality of newsletters may lead to a few parents considering the information unattractive. Parents say they are told what their children will be learning at the well attended meetings at the start of the school year. Home / school agreements are signed by parents and carers and the governors are up-dating the agreement forms to take into account the school's current behaviour expectations.
69. Nine-tenths of parents, responding to the questions sent out before the inspection, considered that the school works closely with them and keeps them well informed. A similar proportion felt comfortable about approaching the school with problems. Almost a fifth of parents said they did not think that their children received the right amount of homework. Some parents said at their meeting before the inspection that there is too much homework, others said there was too little and that it was, at times, too easy or too difficult. Inspectors investigating this concern found that the school provided clear advice for parents about the homework their children will receive and guidance on the amount of time children should spend doing it. There are good opportunities for pupils throughout the school to practise reading at home. The quantity and type of homework set was appropriate for pupils of different ages and it becomes more demanding as pupils grow older. However, inspectors agree with those parents who said at their meeting before the inspection, that work for higher attaining pupils is too easy at times and, for a few other pupils, it is sometimes too hard. Some parents at their

meeting expressed concern about the effect of the lack of permanent staff on pupils' progress and attainment in one Year 3 class. During the inspection it was apparent that these concerns were reasonably founded.

70. Inspectors disagree with those parents who say that the school does not provide an interesting range of activities. There are many and varied opportunities for pupils to participate in activities at lunchtimes and after school. These activities involve over 150 pupils each week. They include a computer club, a French language class, football coaching for boys and girls and art and music clubs. This breadth of provision is one of the strengths of the school and appreciated by many parents and pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The school is very well and strongly led by the headteacher, ably supported by the deputy headteacher. The headteacher's commitment to high academic standards, Christian values, care for the individual and teamwork is shared by all who work in the school. Management is also shared well between the head and her deputy and other members of the senior management team, who are the special educational needs co-ordinator (SENCO) and the co-ordinator for assessment. Strong leadership by the headteacher and the senior management team has contributed enormously to the successful amalgamation of an infant and junior school in September 1999 and the school being awarded Beacon status a year later in recognition of its many strengths.
72. In addition to participating in the main professional decisions affecting the school, members of the senior management team work alongside phase leaders for the education of pupils aged from three to five (The Foundation Stage), five to seven and from eight to 11. These phase leaders oversee the communication with classes, the implementation of school policies, the support of teachers new to the school, including those who are newly qualified, and the consistency of the approach to the curriculum. Phase leaders manage their responsibilities well and they have successfully contributed to improvements since the last inspection. They work closely with subject co-ordinators who are responsible for managing subjects in order to raise standards of attainment.
73. The special educational needs co-ordinator (SENCO) manages the special educational needs provision very well. It includes the good management of a large number of classroom assistants who support pupils with learning difficulties. The SENCO evaluates the effectiveness of provision and teaching and this leads to teachers and their assistants receiving good advice. All this contributes significantly to the good progress made by pupils with special educational needs. The governor with responsibility for special educational needs liaises regularly with the SENCO, values the contribution she makes to the school and has a good understanding of the school's legal responsibilities. The governor has plans to extend the good special educational needs practice to include the special learning needs of higher attaining, gifted and talented pupils. A policy for gifted and talented pupils is being produced. The governor and SENCO work well together to provide information for the governors' annual report to parents.
74. There are good arrangements to support teachers new to the school, including those who are newly qualified, to help them settle swiftly and

effectively to their tasks. A policy, approved by governors, supports this good practice. There are two experienced and trained teacher mentors to support and advise newly qualified teachers and those training at the school. There are two other qualified and experienced teacher mentors in the school who support and advise colleagues when necessary. Teachers new to the school and those who are newly qualified greatly appreciate the help and support they receive. The school works hard to support temporary teachers who may be in the school for a few days. However, alternative arrangements are needed to avoid the deployment of temporary teachers to a class that has experienced previous disruption, or has a few pupils with challenging behaviour. During the week of inspection, temporary teachers appointed to a Year 3 class increased the disruption that these pupils experienced before the headteacher took decisive action to improve the situation.

75. Monitoring and evaluation of the effectiveness of teaching is satisfactory, with some good features. The headteacher and senior colleagues work well with phase leaders to evaluate the effectiveness of the curriculum and to offer advice and support to colleagues when planning. Mentors for newly qualified teachers, for those new to the school and those training to be teachers, provide good advice on how to improve teaching. Whilst subject co-ordinators monitor the curriculum and manage resources well, too few evaluate the effectiveness of the curriculum and teaching, including the use of resources, with the view to ensuring high standards and improving teaching and learning where necessary. This is an area in need of improvement. The good practice of the Foundation Stage and ICT co-ordinators has yet to be adopted by most other co-ordinators.
76. The school is fortunate to have a well led, hard-working and enthusiastic governing body who share a clear understanding of the school's strengths and areas for further improvements. The governing body works very well in partnership with the school to shape its future and it contributed greatly to the successful amalgamation of the infant and junior schools in September 1999. The governing body ensures all statutory requirements are met, although minor improvements are needed to improve its involvement in risk assessment to ensure it has a good understanding of health and safety matters in order to manage them well. There are appropriate committees for finance, resources and building, the curriculum and for personnel. Governors ensure that the appraisal of teachers is well managed and that the headteacher's performance is evaluated each year. In addition to the governor for special educational needs there are well-informed governors for literacy and numeracy.
77. The school has based its development planning on the action plans drawn up by the former infant and junior schools as a result of their last inspections. In addition to these priorities there are two others. One is to amalgamate the two previous schools so that teachers and their assistants work as a team, sharing common aims and values and a commitment to high standards of attainment. The second is to improve the school's limited accommodation. The school considers the development plan to be an important working document, which it uses well as it strives for continuous improvements. It is used well as a tool to develop good practice, as the school becomes better term by term at evaluating itself. For example, priorities in the plan are carefully costed, regularly reviewed and their effect on pupils' progress, achievements and attainment is measured. Governors work with senior managers of the school to evaluate the effectiveness of development plans

and to consult teachers each year before agreeing future plans.

78. The school makes exemplary use of computers in its excellent day-to-day financial management of the school. The secretary provides on request up to date financial accounts of the school's budget for the headteacher and the governing body. Governors declare their financial interests and make sure the few recommendations in the auditor's report are acted upon promptly and properly. There are excellent computer and other checks in place to ensure financial security and to make sure spending limits are not exceeded. The headteacher exercises tight financial control. These financial arrangements contribute significantly to the smooth running of the school.
79. Governors exercise their responsibilities well to hold the school accountable for the education it provides. They do this through good use of the skills and experiences they bring to their roles as governors. For example, the governor leading on multi-cultural education enthusiastically uses his knowledge and expertise as the director of the Catholic Association for Racial Justice. He works in partnership with the school to seek ways in which the school can make even better use of its rich resource of ethnic diversity to improve learning and raise levels of attainment. The chair of the finance committee uses his skills as a civil engineer when planning building improvements for the school. He works closely with the headteacher and chair of governors to ensure the school exercises tight control of its budget and that the principles of best value underpin financial decisions. All spending and other decisions are linked directly to the educational priorities in the school's development plan. Governors actively seek additional funding and grants for school improvements. There are secure arrangements to make sure specific grants and funding are appropriately spent, for example on computers, where the effective use of expenditure is measured against pupils' attainment. Governors review and approve school policies, work with senior managers to analyse national test results and to agree with the local authority the school's attainment targets for numeracy and literacy.
80. The headteacher, senior colleagues and governors evaluated the adequacy of the amalgamated school's teaching and non-teaching staff, the curriculum, resources and accommodation in order to seek improvements. Since the amalgamation in 1999, these evaluations have led to good improvements in most areas, with improvement still needed in the teaching of children in the nursery. There are good resources to teach ICT and the school makes good use of the playgrounds to teach games in the absence of a grassed area. Curriculum resources are satisfactory, with improvements over the past year in literacy resources for pupils aged from five to seven. Curriculum resources have been increased for children under five. Staff have been re-deployed, teachers' professional development opportunities have matched the school's planning priorities and training opportunities for classroom assistants have been made available. This has resulted in teaching and pupil support matching the demands of the curriculum and the learning needs of pupils. However, some pupils who are capable of achieving more are not consistently challenged to extend their learning, although there are improvements in the levels of attainment for higher attaining Year 6 pupils in mathematics. A significant proportion of funding controlled by the governors, and separate from the school budget, was used aside for a building extension to the entrance of the school in order to improve further the efficient day-to-day management of the school, with increases in office space. A few weeks after the inspection, the building of additional accommodation for pupils in the

reception class is planned in order to provide a stimulating outside area for these pupils to learn and play in.

81. The supportive, yet challenging partnership the school enjoys with governors contributes to a strongly supportive, caring, well disciplined learning atmosphere in the school based on Christian values, equal opportunities and a commitment to high standards. All this is evident in the eagerness of pupils to come to school, the relationships between pupils and between pupils and their teachers, and in the ways the school values and celebrates the distinctive contributions pupils from so many ethnic communities bring to the school. It is evident in the great care the school takes of pupils from refugee and asylum seeking families, all of whom settle quickly into the school and are soon indistinguishable from other pupils. It is seen in the good provision for pupils with special educational needs and in the commitment seen in teachers' planning to improve further the provision for pupils who learn in English as an additional language. This is a new school with many fine features and rising standards of attainment. It contributes well to the training of new teachers.
82. The school's accommodation is managed well to make sure it satisfactorily meets the demands of the curriculum and the diverse learning needs and backgrounds of pupils. The headteacher, senior managers and teachers work hard to make the best of the space available, for example for physical education because there is no grassed area and for music and food technology because there are no specialist rooms. Teachers work hard and successfully to make sure that the teaching of food technology in classrooms is carried out safely and hygienically. Subject co-ordinators make very good and imaginative use of available space to ensure that the satisfactory range of resources for most subjects, and the very good resources for ICT and music, are safely stored and easily accessible to colleagues. Resources and equipment are managed safely and their range and quality meet the demands of the curriculum and the different learning needs of pupils, including those who learn in English as an additional language, pupils with special educational needs and those from refugee and asylum seeking families. Learning resources reflect the diverse cultures represented in the school well.
83. Strong leadership and good management of the school, the successful amalgamation of two schools in September 1999, the way the development plan is used to evaluate school improvements, the good improvements since the last inspections of the amalgamated schools, the good improvements in levels of attainment in English and mathematics so that they match national averages, all lead to the conclusion that the school's capacity for further improvement is very good. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84. The headteacher and her senior management team, governors and teachers need to:
- (1) * raise levels of attainment in the nursery by improving planning so that the children's different learning needs are identified and learning activities challenge and interest them; (Paragraphs 28, 40, 80, 90, 92, 97, 98)
 - (2) make sure work set for pupils of different attainment is consistently challenging, by improving the use of assessment information when planning; (Paragraphs 34, 36, 47, 63, 80, 108, 123, 132, 157)
 - (3) improve the numeracy and literacy achievements of pupils by the time they are 7, by consolidating good teaching, improving the language skills of pupils and raising the levels of attainment for pupils who are capable of achieving more; (Paragraphs 28, 36, 106, 108, 110, 122, 123)
 - (4) improve the management of some subject co-ordinators by improving their skills in evaluating the effectiveness of teaching and the curriculum. (Paragraphs 75, 116, 143, 150, 159, 182)

Minor Issues

85. The headteacher, her senior management team, teachers and governors also need to;
- 1) improve further the learning and achievements of pupils from the ages of 8 to 11 who learn in English as an additional language, by making sure they understand specialist subject language well enough to increase their knowledge and understanding, so that they achieve more; (Paragraphs 17, 55, 63, 121, 129)
 - 2) improve the management of pupils by teachers temporarily appointed to the school by making sure there is the least disruption possible to pupils' learning. (Paragraphs 24, 27, 69, 74)
- The asterisk indicates the issue forms part of the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	47	33	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	420
Number of full-time pupils eligible for free school meals		101

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	141

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	31	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	29
	Girls	30	29	29
	Total	54	54	58
Percentage of pupils at NC level 2 or above	School	89 (94)	89 (93)	95 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	29
	Girls	30	29	31
	Total	54	58	60
Percentage of pupils at NC level 2 or above	School	89 (91)	95 (94)	98 (90)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	31	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	17	24
	Girls	24	19	30
	Total	46	36	54
Percentage of pupils at NC level 4 or above	School	78 (86)	61 (79)	92 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	22
	Girls	21	21	26
	Total	37	39	48
Percentage of pupils at NC level 4 or above	School	63 (70)	66 (72)	81 (84)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	95
Black – African heritage	94
Black – other	12
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	0
White	81
Any other minority ethnic group	71

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	2	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	27.9 :1
Average class size	27.9

Education support staff: Y R – Y 6

Total number of education support staff	15
Total aggregate hours worked per week	323

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	14

Number of pupils per FTE adult	10 :1
--------------------------------	-------

FTE means full-time equivalent.

Financial information

Financial year	1999 / 2000
----------------	-------------

	£
Total income	836,099
Total expenditure	868,729
Expenditure per pupil	1,935
Balance brought forward from previous year	25,355
Balance carried forward to next year	-7,275

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	421
Number of questionnaires returned	121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	2	0	1
My child is making good progress in school.	61	31	4	0	3
Behaviour in the school is good.	57	31	7	2	3
My child gets the right amount of work to do at home.	40	40	12	6	2
The teaching is good.	64	31	3	1	1
I am kept well informed about how my child is getting on.	59	31	7	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	22	6	2	3
The school expects my child to work hard and achieve his or her best.	79	17	2	1	2
The school works closely with parents.	64	26	6	2	1
The school is well led and managed.	62	30	4	2	2
The school is helping my child become mature and responsible.	60	33	3	2	2
The school provides an interesting range of activities outside lessons.	54	30	5	5	7

Inspectors agree with most parents' views. They disagree with some parents who say that there are too few interesting activities after school. Very few pupils misbehave at school. Whilst there is a need to improve homework so that it better matches the learning needs of pupils, homework is set each week and it increases in demand as pupils grow older.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR PUPILS IN THE FOUNDATION STAGE

86. Children enter the nursery when they are three years old and attend either the morning or afternoon session. Most of them enter the school full time in the reception year in September or January when they are five, and join one of the two reception classes. At the time of the inspection, half the children in both reception classes had only been in school for four weeks. Nine out of 10 children in the nursery and the reception classes are from minority ethnic backgrounds. One in five of the children who entered the reception classes in September 2000 learn in English as an additional language. Standards of attainment on entry to the nursery are below those expected nationally. Communication and language skills for well over half the pupils whose first language is English are below the levels of attainment expected for their age nationally. By the time the children enter the reception year at five, progress in communication and language skills is unsatisfactory and levels of attainment remain below those expected nationally for their age.

Personal, social and emotional development

87. Children feel happy and secure in the nursery. The caring atmosphere created by the staff ensures that the children make satisfactory progress in their personal and social skills, which prepares them well for full time education. By the time they enter the reception year, four out of five children reach levels of attainment expected nationally for their age in this area of their learning.
88. Children enter the nursery with good personal, social and emotional development and they immediately participate confidently in learning activities. They co-operate well with each other, the teacher and other adults, for example when working on the computer. They register their attendance by placing their name card in a plastic wallet.
89. When the children join the main school in the reception classes at five they have good self-help skills. They change themselves for physical education lessons with little assistance from adults. They also help each other undo ties and remove jumpers. They listen quietly and carefully to teachers' instructions and they respond eagerly to questions. During most lessons children are eager to learn. They sustain concentration well when learning their times tables and improving their writing. However, when learning through drama some children find concentration difficult to sustain.

Communication and language development

90. The provision for communication, language and literacy learning is unsatisfactory and children's attainment by the time they enter the reception year is not high enough. Progress is unsatisfactory for children of different learning needs and cultural backgrounds in the nursery, but progress is satisfactory in the reception classes. Weaknesses in provision affect the levels of attainment in numeracy and literacy by the time the children enter the reception year. Whilst levels of attainment are higher in the reception classes

than in the nursery, the children have much catching up to do. Although children are provided with a range of suitable activities to promote their language development, some of the provision in the nursery does not match their different learning needs well enough, particularly if they learn in English as an additional language. However, learning improves for all children when they enter the reception classes because teachers identify clearly individual learning needs and they plan challenging and interesting activities that ensure the children's good progress. In the reception classes, children soon begin to write unaided and use a simple dictionary to find words beginning with an identified sound. They learn to form letters, begin to understand what a sentence is. They understand how books are organised and that print conveys meaning. The teachers discuss work with children and offer advice on how they can improve. They gather good assessment information when marking the children's work and when talking to them. This information is used well when planning and preparing the children for the next stage in their education.

Mathematical development

91. The provision for children's mathematical development is unsatisfactory in the nursery, and this contributes to the children's attainment being below that expected for their age by the time they enter the reception year. Children's achievements are higher in the reception classes than in the nursery because the teachers in the reception classes have a better understanding of the diverse learning needs of the children, including those learning English as an additional language. In good lessons in the reception classes, children learn well because they make satisfactory progress in understanding mathematical language through a good range of demanding activities.
92. In the nursery, the planning of mathematical lessons is not always based on the children's previous learning. This results in a mismatch between what the teacher planned for the children to learn and what they need to learn. In addition, there is a lack of clarity in planning for the deployment of other adults and in the guidance they receive to make sure they know how to help the children learn. The lack of clear and measurable individual learning targets for the children means that assessment information is not accurate enough to plan work that develops the children's skills and understanding step by step. As a consequence, children are unaware of what they should be doing. They soon lose interest and some wander from one activity to another. Lessons in the reception classes have a much clearer purpose because the teachers' planning identifies clearly what the children are to learn. Teachers make sure the children know what they are to learn and what they need to do to make progress. Consequently, pupils make good progress in counting up to 10, matching different objects in groups up to 10, recognising numbers, taking away and adding up using single-digit numbers. They use the computer programs well to reinforce their numeracy skills. Although their understanding improves well, their use of mathematical language is unsatisfactory and this has a detrimental effect on their attainment. Although progress is good, earlier unsatisfactory progress means that by the time they are five, for 3 out of 4 children, attainment is below that expected for their age.

Knowledge and understanding of the world

93. Standards of attainment in this area of learning are satisfactory. In the nursery, children are encouraged to identify, describe and then draw fruit after reading

a big book. However, not enough attention is paid to improving children's language through these activities and so the children lack the skills to describe how the fruit feels, looks, tastes and smells. Adults do not receive enough guidance on how to proceed from explaining an activity to ensuring pupils learn through the activity. Where this is done well, for example when making fruit kebabs and using celery sticks to absorb coloured liquids, the children become engrossed in their learning as they learn to use new words.

94. Children use computers well but, as with so many activities in the nursery, this is sometimes not always organised well enough to make sure the children concentrate on what they need to do to improve their learning. Children in the reception classes, however, are often focussed on what they have to learn, for example when discussing with the teacher and adult helpers the ingredients and the process used when baking "teddy bear" biscuits. This results in a good increase in vocabulary as the children learn to use adjectives such as 'sticky' to describe the uncooked dough.

Physical development

95. Standards of physical development match national expectations by the end of the reception year. The nursery has a good outdoor play area with suitable large play apparatus and equipment. Children in reception classes respond well to music and movement and incorporate facial expressions and gestures into their movement when learning in the school hall. In class, children handle small equipment with confidence, such as scissors and small construction kits, making satisfactory progress in their co-ordination skills. When painting and drawing, progress is satisfactory in the control of pencils and brushes. At the time of inspection a secure outdoor play area was about to be built next to the reception classes to improve the provision for children's physical development.

Creative development

96. Standards of attainment for creative development are above those expected nationally for five year olds at the end of the reception year. Children learn well and make good progress because they receive good advice in the nursery on how to improve their skills. This was seen when the children drew fruit having read about them in a previous session. They show increasing control of crayons and pencils. In reception classes, their skills continue to improve through a range of challenging activities, which interest the children and match their different learning needs. This was seen in a learning activity, which paid good attention to a culture different from that of many children when they made dragons to celebrate the Chinese New Year. This made a significant contribution to the children's knowledge and understanding of other cultures. Children enjoy singing in the nursery and in reception classes and they very enthusiastically make music using percussion and concussion instruments. This is because of the music teacher's very good subject knowledge and her high expectations about what the children can achieve. The children clap very well in time to music, recognise loud and soft sounds well and they respond very well to music as it slows or speeds up when they sing and play instruments.

Teaching

97. Teaching is satisfactory. It is good in the two reception classes. A high

proportion of teaching is unsatisfactory in the nursery. However, music is taught very well by the school's part-time music teacher. Music teaching inspires the children and makes a good contribution to their creative development. Where the nursery classroom assistant provides good support for the children's learning in science they make good progress because planning clearly identifies what the children need to learn. On a few occasions the teacher and learning assistants moved briskly from one activity to the next whilst maintaining a consistent focus on what the children needed to learn. Where the teaching is unsatisfactory in the nursery, planning does not identify clearly the children's prior learning. As a result, play and other learning activities unsatisfactorily match the different learning needs of the children. Consequently, the children are unsure about what they ought to be learning and they wander happily but aimlessly between unsupervised activities, seldom staying long on one activity.

98. There was no school policy for the nursery at the time of the last inspection and there was not one during this inspection. This represents unsatisfactory improvement. Since the amalgamation of the infant and junior schools in September 1999, there is satisfactory improvement to planning, especially in the reception classes, and in liaison arrangements between the nursery and the reception classes. The deputy headteacher took over as co-ordinator of the Foundation Stage in September 2000. The school's development plan prioritises improvements to teaching and the children's levels of attainment by the time they are five.

ENGLISH

99. Inspection findings do not match the results of the 2000 national tests for 11 year olds because pupils' levels of attainment have risen, especially in writing and for higher attaining pupils.
100. In comparison with all schools nationally, the 2000 national test results show that, by the time pupils are seven and 11, the proportion of pupils reaching or exceeding expected standards of attainment was below the national average.
101. In comparison with similar schools, the 2000 national test results for 11 year olds show that levels of attainment are above the average. For seven year olds, the 2000 national test results match the national average for reading and writing in comparison with similar schools.
102. The 2000 national test results for 11 year olds show that, in comparison with all schools nationally, boys outperformed girls in English by the equivalent of half a term. Similarly, the results of the 2000 national test results for seven year olds showed that the girls outperformed boys in reading and writing, by the equivalent of half a term. However, throughout the school, inspection evidence showed no significant differences in the levels of attainment between boys and girls. The school plans to improve its analysis of the national test results in order to discover if there are differences in performance between boys, girls and pupils from different ethnic backgrounds.
103. Over the past four years, national test results for 11-year-olds show that the steady upward trend in levels of attainment is slightly above the rate of most schools nationally.
104. Pupils with special educational needs make good progress throughout the

school, as a result of the good support that they receive.

105. Pupils enter school at five in the reception year with attainment in literacy below that expected for their age. By the time they are seven, achievements and progress for most of them are satisfactory. Good teaching lays solid foundations for successful learning. For the large proportion of pupils aged from five to seven who learn in English as an additional language, their achievements and progress are good because teachers make good use of advice they received during the time the local authority advisers supported these pupils.
106. By the time they are seven, pupils' good progress and achievements in reading results in standards of attainment matching those expected nationally for their age. Pupils who learn in English as an additional language achieve well. These improvements are due to the high proportion of good teaching. However, lower attaining pupils and some pupils of average attainment have too few reading strategies to help them make sense of unfamiliar words, and then to establish their meaning. By the time that they are seven, most pupils read simple texts accurately, but some average attaining and lower attaining pupils do not always understand what they have read. The pupils make good use of the school library and eagerly take books home to read, all of which has a good effect on their progress.
107. By the time the pupils are 11, standards of attainment for reading match those expected nationally for their age. Almost one in four pupils exceed the standards of attainment expected for their age. The well managed use of a reading scheme, and the good use by teachers of the satisfactory range of fiction and non-fiction books throughout the school to improve reading, have a positive effect on pupils' learning. By the time they are 11, pupils read and study a wide range of different texts, including story and factual books, and they are taught to identify significant ideas, themes, characters and events well. Pupils of average and higher attainment satisfactorily talk, write about and use what they have read in order to learn in other subjects. These pupils draw conclusions from what they have read with reference to the text but lower attaining pupils find this difficult to achieve without help. Higher attaining pupils read fluently and confidently. They summarise succinctly what they have read, give reasons why they like or dislike different books and authors or passages they have read and they support their preferences by referring to texts. Pupils make good use of the well-stocked and organised school library and this has a significant impact on their progress and standards of attainment. All pupils borrow a book each week and, by the time

they are 11, good teaching results in over half of them having good research skills. The school uses its resources well to help pupils learn. The school's attractive texts are used well when teaching literacy.

108. By the time pupils are seven, standards of attainment in writing are below the national averages for their age. The school's development plan identifies writing as a priority for improvement and, through good planning throughout the school, standards of attainment are rising. Although there is much good teaching, particularly to raise the levels of attainment for lower attaining pupils, expectations about what higher attaining pupils can achieve are not consistently high enough. Teachers reinforce the importance of accurate spelling when teaching other subjects, for example in a Year 1 mathematics lesson when weighing 'heavier' and 'heaviest' objects. This reinforcement was also seen in a Year 6 history lesson when pupils wrote about the Blitz on London during World War Two. Throughout the school, teachers improve pupils' writing skills, so that they make good progress. Teachers plan work that interests pupils when they write poetry, descriptions, stories and letters. By the time they are seven, pupils make good progress, as was seen when they wrote creatively, using words imaginatively, having read 'Moonburst', a tale from South Africa, to stimulate a discussion on feelings.
109. By the time the pupils are 11, standards of attainment in writing are close to the national averages for their age. Pupils in Year 5 have satisfactory knowledge of different types of poetry. They re-told narrative poems, with lower attaining pupils doing this using simple sentences and those of higher attainment using more complex sentences. Higher attaining pupils understood the terms that describe different kinds of poems well, such as, 'rap', 'narrative', 'ballad' and 'limerick'. Higher attainers in Year 6 used their senses to describe their feelings on a hot summer day. They made good progress in their imaginative use of language when writing their interpretations of different types of poetry. Average attaining pupils examined the structure of limericks. They developed ideas well using a satisfactory range of vocabulary when writing limericks of their own. There is a great deal of emphasis on improving handwriting, spelling, punctuation and presentation from Year 3 to Year 6, which encourages pupils to think carefully about their writing, by reviewing their work in order to improve. All pupils have a weekly spelling test on words they learn for homework, and this has a good effect on their learning.
110. By the time they are seven, pupils' speaking skills are below those expected for their age but their listening skills match those expected nationally. Although there is a good emphasis in planning to improve the pupils' literacy skills, the achievements of lower attaining and average attaining are not high enough at times. Teachers' expectations about what higher attaining pupils are capable of achieving are not always high enough. For example, when discussing ideas they are not expected to use sentences consistently enough and to expand their vocabulary.
111. By the time they are 11, pupils' speaking and listening skills match those expected for their age nationally. Good teaching contributes to the pupils' very good progress in speaking and satisfactory progress in listening skills. In literacy lessons, most pupils are attentive. They listen carefully to the ideas of others in order to contribute their own ideas and opinions. Pupils who learn in English as an additional language are sometimes supported by classroom assistants in small groups in literacy lessons. In other lessons, teachers provide advice on how they can improve, and other pupils help them learn.

Progress for pupils who learn in English as an additional language slows down when they are 8, although by the time they are 11 they make satisfactory progress. Their progress slows down because teachers do not have the specialist skills to ensure they understand well the increasingly complex specialist language.

112. A very high proportion of teaching is good and it is never less than satisfactory. Seventy-five per cent of teaching is either good or very good and eight per cent is excellent. In lessons where teaching is good or better, teachers have good subject knowledge. Literacy skills are reinforced well in history, geography and science lessons throughout the school. Planning is good, for the year, for the term and then for each week. Teachers make sure that pupils understand what they have to learn. Where the teaching is good or better, the pace of teaching is demanding. This enthuses the pupils and leads to the good use of time, classroom assistants and the wide variety of resources. All this good practice helps pupils of different learning needs to make good progress. Throughout the school, almost all the teachers and their assistants assess pupils' work well and they make good use assessment information when planning to help pupils learn. The use of homework is satisfactory. Good use is made of homework to improve pupils' spellings and reading. However, opportunities to use homework to consolidate and extend the learning of higher and lower attainers are sometimes missed because often all pupils receive the same homework. Throughout the school, teachers successfully encourage pupils to read for pleasure. Pupils read regularly to their teachers and good records are kept so that teachers have assessment information to plan for reading improvements. Teachers make sure pupils take reading and library books home, which many use to read regularly to an adult. The home/school reading records provide a useful form of communication between the home and the school. All this good practice contributes to many pupils throughout the school belonging to a local library and they regularly use the school library, with good effects on their standards. Teachers plan well to reinforce literacy skills, especially writing, in other lessons so that the pupils improve step by step as they grow older. Classroom assistants are well deployed in most literacy lessons to help small groups of pupils who have difficulties learning. This is having a good effect on raising the attainment and improving the achievements of these pupils. The teaching of pupils in groups based on their previous attainment in English in Years 4 to 6 is good. It is raising standards of attainment because teachers identify the learning needs of pupils well in order to plan challenging work. This good practice is raising academic standards, particularly of higher attaining pupils.
113. As a result of the high proportion of good and better teaching, almost all pupils apply intellectual effort to their work. Many of them have individual learning targets, to which they refer when checking their own learning. This was seen in a Year 6 history lesson. Where the teaching is good or better, teachers mark work against the pupils' individual learning targets in order to provide advice about how they can improve. Where this is done well, pupils have good knowledge of their own learning. In most other lessons, pupils' knowledge of their own learning is satisfactory. They work hard, often quickly and carefully, to complete plenty of work. Almost all pupils behave well and work hard all the time. They show interest, enjoy their work and sustain concentration well. Their good attitudes to their work, good behaviour and very good relationships are significant factors in their learning.
114. There are many good examples of pupils' work displayed around the school

and 61 pupils' poems appeared in 'Celebration 2000', a publication for young poets from East London. It includes poems based on the senses and the seasons; some were inspired by work done with teachers in the school grounds, for example when learning about science.

115. The school uses numerous strategies and provides many opportunities for pupils to improve their literacy skills. The National Literacy Strategy is well managed and confidently taught. There are well planned opportunities for some pupils to use computers to draft their written work and to reinforce their spelling. A family literacy course, to improve ways parents and carers can work with the school to help their children learn, had just been completed at the time of inspection. There are opportunities for pupils to attend drama clubs, workshops, visits to theatres, to see theatre in education groups, to enter poetry competitions and participate in book days. These events and opportunities, and the well-chosen new literacy resources, contribute to rising standards of attainment throughout the school.
116. The leadership and management of English is good. Procedures for regular testing, and the use of assessment information when planning are securely in place. However, there is more work to be done to improve some subject co-ordinator's skills to analyse assessment information in order to identify, with increasing accuracy, the different learning needs of pupils, so that work consistently challenges them throughout the school. The commitment shared by teachers and their assistants to raise standards is proving successful, especially for higher attaining pupils. The capacity of the school to improve standards further by the time pupils are 11 is good.

MATHEMATICS

117. By the time the pupils are 11, standards of attainment are close to those expected nationally, which is an improvement on last year's results of the 2000 national test results. The attainment of 11 year old pupils, who left last year, had been below that expected for their ages throughout their time at the former junior school. This explains why the results of last year's national tests showed that the proportion of higher attaining pupils exceeding the nationally expected Level 4 for their age was well below average. The attainment this year of 11 year old pupils is much higher. Inspection evidence shows that the proportion of pupils exceeding the level of attainment expected nationally is much higher than it was in 2000. The school is on course to meet the challenging target agreed with the local education authority, that 75 per cent of 11 year olds will meet or exceed the level of attainment expected nationally.
118. The improvement since the last inspections of the former infant and junior schools is good. Good teaching has been maintained. There are good improvements to the achievement of most pupils, especially those with special educational needs.
119. By the time they are 11, most pupils' levels of attainment are close to the national expectation and almost a third of the pupils exceed this level. Average attaining pupils have weaknesses in some areas of their learning, particularly in number, algebra and data handling. However, higher and average attaining pupils reach or exceed levels of attainment expected nationally in space, shape and measures.
120. The 2000 national test results show that, by the time they are seven, most

pupils' levels of attainment are below those expected nationally but they match the average of similar schools. This is supported by evidence during the inspection. Pupils enter the school with low mathematical skills but, because of good teaching and well planned and structured lessons, they achieve well. It is only since the amalgamation in September 1999 that teaching is planned so that pupils throughout the school have a consistent approach to their learning. Planning shows clearly how pupils of different attainment are to increase their skills and understanding, as they grow older. Information from tests is now used to place pupils in Years 4 to 6 in classes according to their previous attainment. This results in work being more challenging because it now matches more closely the different learning needs of pupils. Consequently, standards of attainment are rising.

121. The 2000 national test results show that, at the age of seven the girls outperformed the boys by almost half a term. By the time they are 11, the difference is wider because they outperformed the boys by almost a term. However, analysis of pupils' work and lesson observations revealed that, throughout the school, well over half the pupils' achievements are good and that there are no significant differences in the attainment of boys and girls. Pupils with special educational needs make good progress throughout the school because they receive good learning support. Pupils with English as an additional language make good progress from the ages of five to seven. This is because teachers are good at improving the vocabulary of all pupils so that they explain their ideas clearly. However, progress for these pupils slows down from the age of eight, although it is satisfactory by the time they are 11. This is because, although aware of their learning needs, teachers do not have enough specialist skills to improve further these pupils' use of English so that they make best use of the increasingly complex special language of mathematics to explain their learning.
122. By the age of seven, pupils recall two times table up to 10 satisfactorily, but have too little knowledge of other times tables. Over half the pupils halve numbers up to 20 but others need help to do so. Most pupils satisfactorily name common two-dimensional shapes. By the age of 11, lower and average attaining pupils plot co-ordinates in four quadrants and higher attaining pupils describe their location well by using minus numbers. However, lower attaining pupils and some average attaining pupils do not use enough strategies when doing mental maths and are reluctant to suggest alternative ways of making calculations.
123. There is a high proportion of good mathematics teaching throughout the school. Ninety-four per cent of the teaching is satisfactory or better, 55 per cent is good or better and 11 per cent is very good. The teaching of pupils from five to seven is never less than satisfactory and sometimes it is good. For pupils from the ages of eight to 11, teaching is mainly good and sometimes very good. The National Numeracy Strategy is taught confidently and well because teachers have good subject knowledge. Well planned lessons use a range of challenging learning activities most of the time that interest pupils of different attainment. When the teaching is good or better, planning identifies well what is to be learnt during the lesson and teachers make sure the pupils know what they have to learn. Good use is made of the final session of each lesson to review with the pupils what they have learnt and what they need to do to improve. The learning demands made on pupils are satisfactory and pupils' learning is improved through careful marking, so that work set matches the different learning needs of most pupils. However,

improvements are needed to ensure higher attaining pupils receive consistently challenging work that extends their learning rather than consolidates what they already know and can do. This is particularly important for higher attaining pupils from the ages of five to seven, in order to provide them with good learning foundations so that they continuously improve their levels of attainment. Pupils sensitively help those who have difficulties learning, or who learn in English as an additional language. Good relationships between teachers and their pupils are a feature of teaching throughout the school. Seven year old pupils are challenged to recount pairs of numbers to ten whilst using the correct vocabulary. Very good teaching occurs when the teacher insists on the pupils explaining their calculations. In a lesson for nine year olds, the lesson was brisk and challenging as they built three-dimensional shapes from squares and triangles. In a lesson for 10 year olds, five pupils increased their knowledge of shape well when they investigated 'nets' to make a three- dimensional shape, from a two-dimensional plan. There are too few planned opportunities for pupils with different learning needs to make use of their good computer skills to help them learn. However, mathematical skills and understanding are consolidated well in most other subjects. In a Year 5 geography lesson, pupils used two figure co-ordinates to locate places on a local map. In a food technology lesson, again in Year 5, pupils measure ingredients accurately and higher attaining pupils convert measurements made in pounds and ounces to grams and kilograms.

124. Teachers observe pupils' learning and test them frequently in order to assess their attainment and to monitor their progress. Teachers gather assessment information by questioning pupils, marking their work and reviewing their learning, and they use it well when planning. As a consequence, there is an increase over the past year in challenging work that matches the different learning needs of pupils. Consequently, levels of attainment are rising for 11 year olds.
125. The reason why standards of attainment are likely to rise further, only two years after the formation of the school, is due largely to the good management of the subject. The co-ordinator has identified strengths and weaknesses in teaching to make sure that teachers have high expectations of what pupils of different attainment are capable of achieving. He is beginning to evaluate well the effectiveness of teaching and the curriculum in order to raise standards of attainment throughout the school, and to use this information to influence priorities for school improvements.

SCIENCE

126. Inspection findings match the 2000 national test results for 11 year olds, which showed that the proportion of 11 year-olds reaching and exceeding levels of attainment expected of them matched the national average. Both boys' and girls' results were well above those of pupils in similar schools. However, whilst the national test results for boys' matched those expected nationally, the results for the girls were well above the national average. The above average proportion attaining the nationally expected level represents good improvement since the inspection of the former junior school in 1998. Pupils enter the school when they are five with attainment in understanding of the world about them below the level expected for their age nationally. They respond well to good teaching and make good progress by the time they are seven and 11. Almost all of them achieve well.
127. Inspection findings, which include the analysis of pupils' work, match the results of teacher assessments in the 2000 national tests for seven and 11 year olds. By the time they are seven, a large proportion of pupils reach the level of attainment expected nationally for their age. Whilst the proportion of seven year old pupils reaching the level expected nationally is larger than the national average, and was above the national average for similar schools, no pupil exceeded the national standard. This maintains the standard of attainment at the time of the inspection of the former infant school, prior to the formation of this school.
128. Analysis of pupils' work throughout the school, and lesson observations, reveal there is no significant difference in levels of attainment between boys and girls and between pupils from diverse cultural backgrounds. However, by the time they are 11, a few pupils do not reach the higher standards they are capable of.
129. Throughout the school, the progress of pupils with special educational needs is good because of the good teaching and support they receive. Due to teaching placing a strong and successful emphasis on pupils' extending their vocabulary and improving their speaking and listening skills, by the time they are seven, pupils who learn in English as an additional language achieve well and make good progress. However, progress slows down for these pupils from the ages of eight to 11, although their progress is satisfactory by the time they leave the school. This is because teachers do not have enough specialist skills to make sure these pupils understand, and then use well, specialist scientific language to explain their learning.
130. By the time they are 11, pupils of different levels of attainment know the principles of a fair test well in order to do experiments. This was seen in a Year 6 science lesson when 11 year olds conducted an experiment to investigate changes that influence the pitch of a vibrating column of air. Their learning and progress was good because they used well what they had learnt in a design technology lesson, when they made instruments. By the time they are seven, pupils explain simple examples of cause and effect. For example, Year 2 classes of seven year-olds thoughtfully predict the results of heat on frozen bread. They then observe, record and describe their results well in order to reach conclusions. Pupils in Year 4 plan experiments to determine the effectiveness of different procedures for separating materials, such as soil and water, and they record their results and analyse findings well. Pupils in Year 6 have a good understanding of the human circulatory system. When

talking about an impressive display of their work, pupils describe the action of the heart and the lungs well. By the time they are 11, pupils develop a good understanding of scientific theories to do with force and they recall examples about gravity, magnetism and friction well, in order to explain motion. Throughout the school, pupils do not use their good computer skills often enough to improve their learning, for example when classifying and analysing their research and experimental findings in order to reach conclusions.

131. Throughout the school, there is no unsatisfactory teaching and a high proportion of good and very good teaching. Thirty-three per cent of teaching is good or better, 17 per cent is very good and 73 per cent is satisfactory. Planning is good throughout the school. This is because teachers have good subject knowledge. They are good at planning work together for the year, the term and then for each week setting out clearly what pupils with different learning needs have to learn. They regularly remind pupils what they need to do to learn. This provides a clear sense of purpose to lessons and contributes significantly to the good working atmosphere in lessons, where pupils work hard and produce plenty of good work. Most teachers use information gathered from the marking of work, observations of pupils' learning and from probing questions to set challenging work that matches the different learning needs of the pupils. Teachers' skilful management of the few instances of potentially disruptive behaviour contributes well to the maintenance of the good pace at which pupils learn. In a Year 2 lesson, in which pupils learnt to improve their powers of observation and recording skills when investigating the effect of heat, the teacher dealt calmly, patiently and firmly with instances of unsatisfactory behaviour. The unsatisfactory behaviour was not allowed to interfere with the learning of others. Pupils' learning in science is reinforced well in other subjects. This was seen in a Year 1 mathematics lesson, when pupils found out that yeast made dough rise as they learnt to weigh ingredients accurately using scales.
132. Although there is no unsatisfactory teaching, there are areas for improvement. For example, at times the expectations of what pupils are able to achieve are too low, especially for pupils of higher attainment. From the analysis of pupils' work and lessons observed, work does not always challenge pupils of different attainment because teachers do not use assessment information consistently well enough to identify clearly the different learning needs of the pupils. At times, throughout the school, pupils do not fully understand what they have to learn. Some of them become confused and this results in these pupils wasting time in fruitless activity. For example, when investigating 'pushes and pulls' in Year 1, some pupils did not understand the purpose of their task and so made slow progress. An area for improvement, even where teaching is good, is to increase opportunities for teachers to allow pupils to use their initiative more during investigations and experiments.
133. There are many good opportunities provided for pupils' spiritual, moral and social development. For example, pupils in Year 4 gasped spontaneously at the invisible force of large horseshoe magnets. Throughout the school, there are numerous good opportunities for pupils' social development because teachers stress the importance of respecting the views of others. Opportunities for pupils' moral development are well provided for by the ways teachers consistently manage behaviour well through the expert use of praise. They and their assistants spend time talking with pupils about the effects on others of good as well as unsatisfactory behaviour. In addition, teachers insist that pupils treat each other with kindness and thoughtfulness. All these good

opportunities contribute significantly to pupils learning well together.

134. There has not been enough time for the co-ordinator to make a significant impact on the curriculum and learning because she has only been in post since September 2000. However, a good start has been made. Resources have been well audited and recorded. As a result, the co-ordinator knows what resources need improving and increasing to meet the demands of the curriculum and pupils' learning needs. In addition, teachers throughout the school know what is available when they plan. There is a good subject action plan that prioritises the evaluation of the curriculum, teaching and learning in order to maintain high standards and improve them where necessary.

ART AND DESIGN

135. Few lessons were observed and judgements are based on the lessons seen as well as an analysis of pupils' work, examination of teachers' planning, reports written about pupils' progress and attainment, photographic evidence, displays of pupils' work and discussions with teachers and the co-ordinators of the subject.
136. By the time pupils are seven and 11, standards of attainment exceed those expected nationally for their age. Since the last inspection of the former infant and junior schools, standards of attainment remain high. The art curriculum meets statutory requirements.
137. By the time they are seven, pupils use well a good range of materials to draw, paint and make models. Art is very closely linked to design. Pupils throughout the school know the differences between the two subjects and draw upon skills and knowledge obtained from both to help them improve their learning. Good planning reinforces literacy skills well. For example, five year old pupils in Year 1 learnt about the different properties of fabric, paper and wool, as they made a collage of their own choice, linked to stories such as 'Goldilocks and the three Bears' and 'Three Billy Goats Gruff'. They mix colours well to paint good portraits, for example, when the pupils in Year 3 made a 'Pass the Jam, Jim' display based on a story in a 'Big Book'. Pupils of different levels of attainment make good progress, for example when they paint Joseph's coat of many colours, with good reinforcement of learning in religious education. Pupils make good progress in their knowledge and understanding of techniques when they study screen printing, by the artist Patrick Heron, and use their good computer skills to draw their own pictures based on his style. They showed independence in their choice of materials. Good teaching identifies the different learning needs of the pupils well, in order to plan challenging work that interests and inspires the pupils. This good practice contributes greatly to the good progress and achievements of the pupils. Pupils who learn in English as an additional language increase their vocabulary and understanding well because good teaching constantly reinforces and consolidates vocabulary new to them as they develop their artistic skills and knowledge.
138. By the time that they are 11, pupils express their ideas, thoughts and feelings well through different types of art, for example, painting and sculpture. They learn to appreciate art from a variety of cultures well and they have good knowledge of different artistic styles. Teachers provide good opportunities for them to improve upon their good knowledge, understanding and skills step by step as they grow older, for example when drawing and painting from direct

observations. Pupils make good progress when using a variety of shading techniques to make light and dark areas. They are taught well to observe closely and record accurately, line, pattern and shape. Progress is good when drawing large scale compositions. Pupils skilfully transfer work from a sketch to a painting, using the correct colour, shape, texture and size. They develop a good awareness of texture and present it realistically. Pupils in Year 3 worked well in pairs to show figures as they might be seen in a portrait, for example children at play and two footballers. They experimented knowledgeably with visual elements, texture, line, shape, form and space. The good teaching they receive enables them to evaluate their work and the work of others in order to improve. Pupils in Year 4 increased their understanding of the work of designers and artists when they experimented with ideas and then made clay tiles. This is because the teachers planned the use of materials and resources well to help pupils learn. Good advice from teachers contributes greatly to pupils learning so successfully through demanding work that interests them.

139. The high standard of attainment throughout the school is evident in the high quality displays of work produced by pupils of different levels of attainment. The care teachers take to display the work, and the ways pupils appreciate the achievements of others, are typical of the ways the school celebrates and values the efforts and achievements of all its pupils. Their displayed work reinforces learning in other subjects well. For example, there are models of musical instruments, Roman shields, moon displays linked to science, paintings of Jesus linked to their work in religious education, and many displays linked to books read in literacy using two- and three-dimensional drawings. Pupils' appreciation and knowledge of well known artists are reinforced by numerous pictures throughout the school, for example 'Le Jardin' by Monet, 'Sunflowers' by Van Gogh and 'Child with a Dove' by Picasso. These pictures and the pupils' art on display contribute greatly to the aesthetically pleasing environment and the very good learning atmosphere in the school.
140. Pupils enjoy their lessons. Their creative effort is good. They talk enthusiastically about their tasks. They contribute ideas and opinions willingly, respond positively to each other's work, try hard to produce work in the style of great artists and keenly learn new techniques. They use resources with great care, tidy away well and respect the displays and the school's resources. There is mutual respect between pupils and teachers, resulting in good relationships and behaviour. All these good features have a very good effect on pupils' learning and contribute to the high standards of attainment throughout the school.

141. There is a high proportion of good teaching throughout the school. Teachers' knowledge and understanding of their subject are good. They use methods that help pupils with different learning needs to achieve and behave well. Lessons and resources are well organised, so that no time is wasted and classroom assistants are well prepared and deployed. The different learning needs of the pupils are identified well, so that they receive work that interests and challenges them. Teachers question and observe pupils working. They evaluate pupils' work in order to gather assessment information. They use this information well to plan challenging and stimulating work that matches the different learning needs of the pupils. Homework is occasionally used to extend pupils' learning in lessons but, sometimes, opportunities are missed to use homework to prepare pupils for their next lesson.
142. The policy and scheme of work are supported by satisfactory, well used and easily accessible resources. Pupils' learning throughout the school is reinforced and consolidated by numerous educational visits, for example to the National Gallery and the National Portrait Gallery. Artists from the gallery in Bow visit the school and work with pupils to improve their three-dimensional drawings and sculptures. Until its closure, pupils benefited from links with 'Shed 22 Community Links Project'. During an art week in the summer term, each class produced two- and three-dimensional models. Pupils in Year 6 worked with children in the reception classes to help them make papier-mache gardens. An art exhibition of pupils' work was very well attended by governors and parents.
143. The subject is well led by two experienced, acting co-ordinators, who give good support and advice to staff to help them plan. They monitor teaching and learning to ensure that pupils improve as they grow older. Whilst there is much good practice, the co-ordinators have too few skills to evaluate the effectiveness of teaching and learning to ensure that high standards are maintained and improve when necessary. Art is given a high priority in the school and is enjoyed by staff and pupils.

DESIGN AND TECHNOLOGY

144. Few lessons took place during the week of inspection. Judgements are based on the lessons seen as well as an analysis of pupils' work, examination of teachers' planning, displays of pupils' work and discussions with teachers and the co-ordinator of the subject.
145. Throughout the school, pupils with special educational needs make good progress. This is because they receive good, well planned support. Good use is made of these pupils' learning targets in their individual education plans to provide demanding work that matches their learning needs and interests them. Pupils who learn in English as an additional language achieve well and make good progress by the time they are seven because teachers' planning shows they spend time making sure these pupils understand, and then use, new words and phrases unfamiliar to them. For pupils aged from eight to 11, teachers do not have enough specialist skills to ensure these pupils' previous good progress is maintained. However, by the time they are 11 they make satisfactory progress. Pupils from refugee and asylum seeking families are indistinguishable from other pupils, which indicates how quickly and happily they settle into school. Analysis of pupils' work and lesson observations shows there are no significant differences in attainment, progress or achievements between boys and girls and pupils from different ethnic

backgrounds.

146. By the time they are 11, the pupils' standards of attainment match those expected nationally. This represents satisfactory improvement since the last inspection. Displays of pupils' work show satisfactory understanding of how different materials are used to strengthen a structure. Pupils with different levels of attainment know satisfactorily how to design models to fit a particular purpose, using and testing different materials, mechanisms and electrical components. Their designs use sketches with satisfactory use of numeracy skills and well written labels. Literacy skills are reinforced satisfactorily through writing design specifications and evaluating models and structures using correct specialist words and accurate sentences, all with good attention to spelling, grammar and handwriting. In a Year 5 food technology lesson, good planning identified well what pupils needed to learn. They understood and followed health and safety rules well when preparing food. The good deployment of classroom assistants, well chosen materials and resources, including different types of weighing machines, made sure the work challenged and interested the pupils as they followed written instructions. Numeracy skills were reinforced well as pupils weighed ingredients accurately. Higher attaining pupils converted pounds and ounces into kilos and grams. Pupils made good progress as they learnt to use a variety of hand tools safely when they used different materials to make models. When discussing work they had completed, 11 year old pupils talked knowledgeably about a 'fair ground rides' project they did with neighbouring secondary school pupils. They explained well how they evaluated their designs in order to improve them, for example by adding gears to propel them.
147. By the age of seven, pupils reach standards of attainment that match those expected for their age. They know how to represent their intentions satisfactorily in a labelled plan before making models or other structures. They use models and pictures satisfactorily to explore ideas. They clarify their ideas by discussing them thoughtfully with each other in order to make sensible suggestions about how to get started. They then select the resources and tools needed to make their models, making good use of their satisfactory knowledge of the tools and resources available. Whilst making hats, pupils in Year 2 checked their plans as they worked hard to ensure their intended features, such as colour and decorative items, matched their drawings. Pupils of different levels of attainment evaluated their model hats satisfactorily in order to decide what they need to do next time to improve their skills.
148. Teaching is good. Teachers plan well for the year, each term and then for each week. At the start of lessons teachers make sure pupils know what they need to learn and that they understand and keep to safety rules. Planning ensures well chosen resources and good links with art lessons provide a good range of well managed learning activities, which challenge pupils. Speaking, listening and literacy skills are reinforced well because teachers expect the pupils to listen carefully to instructions and to each other, to reply in sentences using the correct vocabulary and to write accurate sentences with correct spelling. The pupils want to learn because the teachers manage their learning and behaviour well, with reference, when needed, to the school's 'Golden Rules' and the rules of the class. This results in pupils working considerably with others and promotes pupils' moral and social development well.
149. Teachers make good use of pupils' learning in other subjects, such as art and

science, to reinforce good design principles. This good practice applies also to planning, so that pupils learn to evaluate their practical work well, as was seen in a Year 4 art lesson when pots were designed and made.

150. Management of the subject is satisfactory. Effective monitoring ensures the subject meets statutory requirements, school policies and the recommendations of the amended National Curriculum, in place since September 2000. The co-ordinator has only been in post since September 2000 and has yet to complete the monitoring of the curriculum, teaching and learning. The co-ordinator supports and advises colleagues but there is little evidence that the effectiveness of the curriculum and teaching are evaluated.

GEOGRAPHY

151. By the time the pupils are seven and 11, standards of attainment match those expected nationally for their ages. Pupils with special educational needs achieve well and make good progress because of the good support they receive. Pupils who learn in English as an additional language achieve well and make good progress by the time they are seven. This is because good teaching improves their use of English by constantly reinforcing and consolidating vocabulary new to them. Beyond the age of eight, good progress for most pupils who learn in English as an additional language does not continue, although by the time they are 11 their progress is satisfactory. Teachers are aware of these older pupils' learning needs, but they do not have the special skills to make sure pupils who learn in English as an additional language beyond the age of eight are able to explain their learning well by using the increasingly demanding subject vocabulary. The good teaching identifies the different learning needs of all the other pupils well, in order to plan work that interests and inspires them. This good practice contributes greatly to the good progress and achievements of the pupils. The learning and progress of pupils from asylum seeking and refugee families are indistinguishable from those of other pupils of similar attainment.
152. By the age of seven, pupils have satisfactory knowledge of their local environment. They compare satisfactorily houses and building materials in their locality with those on an island in the West Indies. By the age of 11, pupils locate places satisfactorily on a local map. In Year 1, pupils make satisfactory progress when they collect items in order to select articles that they would need for a holiday in a hot country. Year 3 classes consider thoughtfully amenities in their area and discuss, after a visit, the use of the local park. They make satisfactory progress as a result in understanding how the environment can be improved. In Year 5, pupils use a map satisfactorily to identify alternative road schemes and they increase their understanding of the importance of main roads. They make satisfactory progress by using a computer programme which shows aerial views of the locality and identifying features on a printed map. By the time they are 11, pupils of different

attainment have satisfactory knowledge of how the weather affects the lives, occupations and types of housing of people in different countries and continents.

153. A high proportion of teaching is good. The good teaching is characterised by good relationships between teachers and their pupils, where there is a high degree of mutual respect. Teachers have high expectations for pupils' behaviour which they manage well to secure a calm, positive atmosphere in which pupils work well. Pupils are well supported in their learning in order for them to extend their learning by exploring unfamiliar ideas.
154. In the absence of a humanities co-ordinator, the subject is managed satisfactorily by the headteacher to ensure most pupils to make good progress. There are opportunities for some 11 year old pupils to extend their skills, knowledge and understanding of geography through fieldwork on an annual residential trip to the Isle of Wight. Teachers do not regularly assess pupils learning and so some pupils are unsure how they can improve.

HISTORY

155. By the time they are 11, pupils' standards of attainment match those expected for their age nationally. No lessons for five to seven year old pupils were observed and judgements about these pupils' attainment by the time they are seven are based on an analysis of their work, teachers' planning and discussions with the co-ordinator. Throughout the school, pupils with special educational needs achieve well and make good progress because of the good support they receive. Pupils who learn in English as an additional language achieve well and make good progress by the time they are seven. This is because teachers plan to spend time making sure these pupils learn, and then use, new historical words and phrases. By the time they are 11, the progress and achievements of well over half the pupils who learn in English as an additional language are satisfactory. This good progress is not maintained beyond the age of eight for most of these pupils. Although teachers are aware of their learning needs, they do not have the specialist skills to make sure these pupils use accurately specialist subject vocabulary when they explain what they are learning. The progress of pupils from refugee and asylum seeking families is indistinguishable from that of pupils of similar attainment. Analysis of pupils' work and lesson observations reveals there are no significant differences in attainment, progress or achievements between boys and girls or between pupils from different ethnic backgrounds.
156. By the time they are seven, pupils' standards of attainment match those expected for their age nationally. They satisfactorily compare lives lived in the past with those of today by examining pictures and everyday objects from the past alongside those used today. They know about important kings and queens who ruled in the past, and about significant events, such as the Gunpowder Plot and the Battle of Hastings. Whilst they learn about important past events and people, they make satisfactory progress in understanding how people lived in the past, for example, in Roman Times. Good planning ensures pupils of different levels of attainment make satisfactory progress in understanding time, for example when they place in the correct order past events in their own lives and those in the lives of others. Planning places much importance on teaching pupils to use correctly words important to their understanding of history, such as, 'long ago', 'before', 'after', and the days of the week. Pupils understand satisfactorily that time is measured in days,

weeks, years and centuries. Higher attaining pupils use the word 'millennium' with good understanding. This good planning improves pupils' language skills well, especially those pupils who learn in English as an additional language.

157. By the time they are 11, pupils of different levels of attainment know that the past is divided into different historical periods, such as the Medieval, Tudor and Victorian Times. Pupils of different attainment understand satisfactorily how the past is represented through their use of books, artefacts and pictures. There are well planned opportunities for pupils of different attainment to use their good computer skills to find pictures on the Internet, which they 'cut' and 'paste' into their word-processed work. Good use of pictures, posters, books, probing questions and class discussions, and very good management of pupils' behaviour, contribute greatly to the good progress of pupils. The good teaching of 11 year olds motivates and sometimes inspires them, as did teaching about the effects on ordinary peoples' lives in London during the blitz in World War Two. They were enthralled by the accounts of bombing that reduced streets they know to rubble, and a few listened open mouthed as the teacher described a bombing raid that hit their school. However, opportunities are missed at times to harness the enthusiasm of the class through challenging research tasks that match the learning needs of the pupils, especially higher attaining pupils. An area for improvement is to ensure pupils of higher attainment are consistently challenged. This was evident in a well planned lesson with well chosen resources, which resulted in most pupils making satisfactory improvements in their knowledge about the roles of women during the 1939-45 war. In this lesson, opportunities were missed to increase the challenge of work set for higher attaining pupils' learning when they had finished designing posters.
158. Teachers throughout the school reinforce literacy skills well, with an emphasis on improving spelling and writing accurate sentences. The reinforcement of numeracy skills is satisfactory, with good opportunities planned to use these skills when using computers to do research. However, opportunities to reinforce numeracy skills are missed at times, for example to calculate the time between historical events.
159. The acting co-ordinator provides satisfactory support when teachers plan. He ensures appropriate resources are easily accessible. There is good planning to use the school's computer suite to do research. Frequent educational visits to museums and the good use of artefacts and books consolidate learning well throughout the school. Improvements are needed in the evaluation of teaching and learning in order to maintain high standards and to improve them where necessary.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

160. By the time pupils are seven, their standards of attainment match those expected nationally. Pupils' progress and achievements are good throughout the school, and, by the time pupils are 11, they reach standards of attainment above those expected nationally. This good level of attainment by 11 year olds represents good improvement since the inspection of the former junior school. Good planning and care for pupils from refugee and asylum seeking families contribute greatly to these pupils settling quickly and happily into their new school. As a result, they very quickly make progress similar to that of most other pupils. Analysis of pupils' work and lesson observations reveals there are no significant differences in attainment, progress or achievements

between boys and girls and between pupils from different ethnic backgrounds.

161. Pupils who attended the nursery enter the reception classes confident in their use of computers. For pupils from the age of five to seven, teachers build upon this confidence and enthusiasm to make sure the pupils make good progress. ICT is used well when teaching literacy and numeracy skills. By the time they are seven, pupils use word processors to create stories and posters, for example a 'wanted' poster for a troll in Year 2. They use simple graphics programs to draw and colour pictures. This was seen when seven year olds copied the styles of famous artists, such as Monet, with good effects on learning in art.
162. By the time they are 11, pupils use toolbars well to create multi-media stories that they design imaginatively for younger children. They use the Internet well to research pictures to extend their learning in history. Their good computer skills enable them to cut and copy pictures into text, adding titles and additional text. They confidently and skilfully edit and redraft their work on screen.
163. Pupils are eager to learn. They listen attentively to their teachers. They work well in pairs, taking turns to operate the computers. Good planning provides good learning opportunities for lower attaining pupils, and for pupils learning English as an additional language, to work with higher attaining pupils. These well managed and challenging opportunities contribute greatly to the good progress pupils make in their ICT skills. It also contributes significantly to the high standards of attainment by the time pupils are 11, with good effects on learning in some other subjects, for example when accessing information from computer based encyclopaedias.
164. Teaching of ICT skills is satisfactory up to the time the pupils are seven. It is good for pupils from the age of eight to 11, where most teaching takes place in a computer suite. Planning makes good use of the specialist facilities and the good teaching concentrates on improving specific skills step by step, through the good use of much new equipment. This was seen in several lessons where the interactive whiteboard was used well to explain to pupils how to extend their skills. This good use of resources contributed significantly to the good progress of pupils of different levels of attainment. Lessons are well structured. This is because teachers have good subject knowledge, which they acquired through training sessions, the planning they do together and the advice and support provided by the subject co-ordinator.
165. The school's good practice in ensuring spending adheres to the principles of best value contributes greatly to good investments in ICT equipment and the high standards of attainment of 11 year olds. There are plans securely in place to improve further the attainment of pupils from the age of five to seven, by teaching them in the computer suite rather than their classrooms.

However, the equipment does not always function well and, if this continues, the high levels of attainment achieved, and plans to raise them where necessary, may not be easily achieved.

166. The knowledgeable and enthusiastic co-ordinator supports and advises colleagues well. She makes sure her colleagues' subject knowledge and skills continuously improve and that they use ICT well to support pupils' learning in other subjects, such as music. The co-ordinator is developing good skills in evaluating the effectiveness of teaching and the curriculum, and in the use of resources, to help pupils learn. These skills contribute to good planning to maintain high standards and to improve them where necessary. She is aware of the unreliability of machines that are in need of improvement.

MUSIC

167. Few lessons were seen during the week of inspection. Judgements are based on the lessons seen, a lunchtime music club, singing in assembly, teachers' planning, pupils' reports, an examination of resources, photographic evidence, displays of pupils' work and discussions with teachers and the subject co-ordinator. The curriculum meets statutory requirements and the recommendations of the amended National Curriculum, 2000. Throughout the school, pupils with special educational needs achieve well and make good progress because of the good support they receive. Pupils who learn in English as an additional language achieve well and make good progress by the time they are seven. This is because teachers' planning shows they spend time making sure these pupils understand, and then use, words and phrases new to them to explain their learning. This good progress is not maintained beyond the age of eight for most of these pupils, although it is satisfactory by the time they are 11. Although teachers are aware of these pupils learning needs, they do not have the specialist skills to make sure pupils who learn in English as an additional language express their ideas well by using specialist subject word and phrases. Good planning and care for pupils from refugee and asylum seeking families contributes greatly to these pupils settling quickly and happily into their new school. They very quickly make progress similar to that of most other pupils. Analysis of pupils' work and lesson observations reveals there are no significant differences in attainment, progress or achievements between boys and girls, and between pupils from different ethnic backgrounds.
168. By the time pupils reach the ages of seven and 11 their standards of attainment are above those expected nationally. This represents a good improvement in attainment of seven year olds since the last inspection of the former infant school. Improvement in the attainment of 11 year olds since the last inspection of the former junior school is satisfactory. Standards of attainment continue to be above those expected nationally.
169. By the time that they are seven, pupils select percussion instruments well to make the music they want. They use a range of percussion and concussion instruments well to create musical effects. They sustain skilfully a simple repeated rhythm, develop a good awareness of pulse and pitch, repeat a melodic pattern expertly and recognise accurately changes in dynamics. They follow musical notation, recognise ascending and descending scales, maintain a simple ostinato well, compose music and use sound expressively and descriptively. They rehearse and perform a Christmas musical well. In a lesson observed in Year 2, pupils used vocabulary well that described sound

and identified the type of instruments they heard as they listened to a CD entitled, 'Percussion around the World'. They know the names of several of the instruments and described the sounds they made. They listened carefully to sounds, recognising whether they were long, short, loud or quiet. They made movements to match the sounds. They experimented on percussion instruments with confidence. Pupils sing songs well from memory. They demonstrate well clear diction, pitch control and a sense of phrase and musical expression. They listen attentively and reproduce with a high degree of accuracy sounds and musical notes and phrases they hear. Pupils of different levels of attainment make good progress in understanding that music can be produced in different ways and be used to achieve particular effects. They respond imaginatively to music through dance.

170. By the time that they are 11, pupils demonstrate high levels of skills when they control dynamics and tempo in their compositions, compose rhythmic sequences, clap or play different rhythms, use a graphic score and express dynamics and pitch. Pupils of different levels of attainment make very good progress in their understanding of notation and in recognising high, low and relative pitch changes, structure, beats in a bar and phrasing. They explore, create, select, combine and organise sounds in musical structures and use sounds and structures to achieve an intended effect. They refine and record compositions, using notation if appropriate. They rehearse and perform a Christmas musical very well. During the inspection, pupils in a Year 4 class began a six week course on rhythm, pulse and improvisation. They recognise the difference between rhythm and pulse. Pupils in Year 5 revised the simple principles of melodic construction. Average and higher attaining pupils have very good understanding of pitch, distinguish well between high and low sounds and they describe them knowledgeably in terms of relative pitch. They use computers well to compose tunes, taking into account phrasing, key notes and opportunities for repetition. They evaluate their own efforts and those of others to improve their performance. Year 5 pupils discussed aspects of 'Rhapsody in Blue', with impressive understanding of composition. They responded very well to pitch changes with movement and played sounds at high, medium and low pitches. They have very good understanding about how pitch changes can be 'notated' using shapes. Some pupils successfully follow the melody shape of a clarinet solo.
171. Pupils throughout the school sing with great enthusiasm and enjoyment, putting creative and intellectual effort into their work. They contribute to discussions and perform confidently knowing that their contribution will be valued. They show a developing sense of responsibility and treat resources with care. They listen quietly to music and learn to appreciate the work of the great composers. They respect and appreciate the efforts of others.
172. Provision for music is very good and there is a strong commitment to developing pupils' musical appreciation and skills. These good features contribute greatly to the pupils' very good attitudes to music and their high levels of attainment.

173. A high proportion of teaching is very good because much teaching is done by a very knowledgeable, well prepared and enthusiastic specialist teacher. A good scheme of work, supported by a good range of easily accessible resources, helps teachers plan so that the pupils improve their musical knowledge and skills step by step as they grow older. On the occasions when computers are used to compose music, the class teacher takes half a Year 5 class. On these occasions, teaching is good. It was very good in the lesson observed in Year 2 and in a lesson in Year 5, both of which were taken by the specialist music teacher, who teaches all the classes in the school. The specialist teacher teaches the basic skills very well and uses methods that enable all pupils to acquire very good understanding, knowledge and skills. Planning is very good and expectations are high. The management of pupils is very good and leads to very good learning. Time, support staff and resources are used very well. Assessment information is used very well to inform planning. Pupils' interest, enthusiasm, good behaviour and relationships create a positive learning environment. Homework is sometimes used to prepare pupils for their next lesson and to extend their learning.
174. Throughout the school literacy skills are reinforced well, through teaching that continuously improves pupils' musical vocabulary over time as they learn and read about the works of great composers. Learning in ICT lessons is reinforced well, especially from the age of eight to 11, when pupils compose music using a computer. Well attended after-school and lunchtime musical activities have a good effect on pupils' learning. Specialist teachers visit each week and provide opportunities for many pupils to learn to play the violin, cello, piano, clarinet or the recorder. In addition, there are numerous opportunities for pupils throughout the school to benefit from regular visits from musicians from the Newham Music Academy and visits to concert halls. Good and better teaching and the many opportunities for pupils to learn about, and participate in, music from a rich diversity of cultural and ethnic sources, contribute enormously to the pupils' enthusiasm for music and the high standards they reach.

PHYSICAL EDUCATION

175. Standards of attainment for pupils aged seven and 11 match those expected nationally. This is similar to the findings of the last inspection reports of the former infant and junior schools.
176. Few lessons were planned for the week of inspection for pupils aged from eight to 11. Judgements are based on teachers' planning, records of pupils' attainment and progress and interviews with teachers and the subject co-ordinator.
177. By the time the pupils reach the age of seven, they use space well in the halls and playground. They use small equipment safely and well. They control satisfactorily balls and hoops when they receive and send them. When good teaching increases the challenges for pupils of different levels of attainment, they make good progress. This was seen when Year 2 pupils went from controlling hoops around the playground to practising more complex skills, such as jumping into spinning hoops and throwing and catching a ball whilst running.
178. Year 5 pupils use the swimming pool confidently and are eager to learn. The higher attaining pupils swim front and back crawl. They safely dive to retrieve

a brick from the bottom of the pool. Lower attaining pupils swim without armbands and they float holding 'star floats' for eight to ten seconds. Year 5 pupils make very good progress when swimming. They only attend swimming for one and half terms. In this time two thirds of them swim twenty-five metres, which is the level of attainment expected nationally for 11 year olds.

179. A high proportion of teaching is satisfactory. There are areas for improvement in the teaching of gymnastics because a few teachers lack subject confidence. In gymnastics, by the time they are seven, well over half the pupils make unsatisfactory progress when using large equipment. In a Year 6 gymnastics lesson, a lack of subject knowledge led to the lesson not providing enough challenge for about a third of the class in an otherwise well organised lesson with well-chosen resources and apparatus. The best lessons are well organised, and teachers ensure the pupils know what they have to learn. Where the teachers have good subject knowledge, and some of them have additional physical education qualifications, they use their good knowledge of the pupils' achievements to extend skills, so that pupils of different levels of attainment progress well and reach high standards. A good feature of the satisfactory and better teaching is the way teachers demonstrate skills to explain how pupils are to learn. In addition, they use pupils well to demonstrate skills when reviewing learning with the class, so that pupils know what they need to do to improve. When the teaching is less successful, learning is not consistently well managed through well-chosen and challenging tasks. This leads to time not being used well in parts of lessons, and pupils not working hard enough.
180. The good range of sporting activities provided after school for pupils of different levels of attainment and diverse cultural backgrounds contributes to the pupils good attitudes to physical education, their understanding of the importance of team work and their sense of fair play. There are very good opportunities for pupils to participate in numerous team and other games, for example basketball, tennis and football for boys and girls. The inclusion in all these activities of pupils with special educational needs, those who learn in English as an additional language and pupils from refugee and asylum seeking families, is typical of the school's efforts to meet the diverse needs of pupils and help them to succeed.
181. The school has satisfactory accommodation for physical education. Good use is made of two spacious halls. The school makes the best use it can of the playgrounds and their uneven surfaces in the absence of grassed areas. These surfaces become waterlogged in places when it rains, making it difficult to teach games. During the week of inspection, pupils in Years 1 and 2 became frustrated because the puddles in the playground spoiled their enjoyment of their lessons when they were learning to catch and control balls.
182. The co-ordinator was appointed recently, in September 2000. Whilst there is good support to advise colleagues when planning, there are too few opportunities provided for the co-ordinator to evaluate the effectiveness of teaching and the curriculum in order to plan improvements.

RELIGIOUS EDUCATION

Religious education was not inspected by this inspection team but by inspectors appointed by the Diocesan Authorities for the Roman Catholic Diocese of Brentwood. A copy of their report is available from the school.