

INSPECTION REPORT

PORTWAY PRIMARY SCHOOL

Park Road

Stratford

London E15 3QP

LEA area: Newham

Unique reference number: 131846

Acting Headteacher: Derek Stritton

Reporting inspector: Clare Lorenz
9282

Dates of inspection: 28th January – 1st February 2002

Inspection number: 230566

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Park Road
Stratford
London

Postcode: E15 3QP

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Appropriate authority: Governing Body

Name of chair of governors: Mr Anil Basra

Date of previous inspection: First inspection

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Portway is a community primary school in Stratford, East London. It was formed in 1998 when the infant and junior schools were combined. The acting head teacher has been in place since January 2001. Since the formation of the school, despite a considerable turnover in staff, the school is fully staffed. It is much bigger than other similar schools with 624 pupils on roll. It includes 40 part-time places in the nursery. The school roll fluctuates due to the high mobility of pupils many of whom are moved into and out of the borough. One hundred and eighteen pupils (twenty one percent) joined the school in the last year and 68 pupils (twelve percent) transferred elsewhere. Three quarters of pupils are from ethnic minority backgrounds and 288 pupils (sixty percent) speak English as an additional language. Half of them are at an early stage of language acquisition. Seventy pupils (thirteen percent) are refugees. More than half of pupils are eligible for free school meals which is well above the national average. One fifth of pupils are identified as having special educational needs of whom four have statements for their needs. School assessments indicate that attainment on entry to reception for the majority of pupils is below the national average.

HOW GOOD THE SCHOOL IS

Portway is a good school. Standards have risen significantly since the opening of the school in 1998 and, in comparison with similar schools, were above or well above the average in the 2001 Key Stage 1 national tests. In Key Stage 2, where many pupils have English as an additional language or join and leave the school, the standards in the 2001 national tests, when compared with similar schools, met the national average. Inspection evidence shows rising standards in mathematics and science. Teaching and pupils' learning, with the exception of the nursery, is good throughout. The high proportion of pupils with English as an additional language make good progress when they have been at the school for a number of years. Pupils with special educational needs make very good progress. Leadership has ensured excellent direction for the development of the school and management is very good. The school provides good value for money.

What the school does well

- Teaching and learning is good for pupils aged 5 to 11. In one fifth of lessons it is very good.
- Pupils attain above average standards in science and achieve well by the ages of seven and eleven.
- Leadership has ensured excellent direction for the development of the school and is clearly focused on raising standards.
- The provision for pupils with special educational needs is very good and they learn very well.
- Pupils with English as an additional language who have spent most of their primary years in the school make good progress.
- Pupils' behaviour is very good and their attitude to learning is good. Relationships between pupils and all staff are very good.
- Pupils are cared for very well and their moral, social and cultural development is good.
- The school's links with parents are good.

What could be improved

- Attainment in English and in information communication technology throughout the school and in mathematics for pupils aged 7 to 11.
- The quality of teaching and learning in the nursery.
- The level of attendance.
- Assessment procedures and their consistent use to set targets for individual pupils.

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

STANDARDS

Portway Primary School was formed in 1998 through the amalgamation of Portway Infant and Junior schools. This is its first inspection. There has been a significant raising in standards in Key Stages 1 and 2 in the last two years.

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E*	E	E	C	well above average A above average B average C below average D well below average E
mathematics	E*	D	E	C	
science	E	E	E	C	

In 1999, the first year of the school's results, standards in English and mathematics were in the lowest five percent. The 2001 national test results for pupils aged seven show that reading, writing and mathematics met the national average. When compared with similar schools reading is well above average and writing and mathematics are above average. The 2001 national results for pupils aged eleven show that English, mathematics and science are well below average but average when compared to similar schools. Over the past two years Key Stage 2 results have risen significantly in English and science while nonetheless remaining well below the national average. Attainment in art is above national expectations but religious education, geography and information communication technology is below. Girls and boys achieve equally well. Those who have been in the school since Key Stage 1 make better progress in English and science than those who have joined the school later. Pupils with English as an additional language, who have a good grasp of English, progress as well as their contemporaries. In Key Stage 1 the school has exceeded its 2001 targets. In Key Stage 2 the school met its English and science targets and was close to its mathematics target. Inspection findings show that Year 2 and Year 6 pupils are unlikely to achieve national standards in English. Standards are well below national expectations. Standards for Year 6 pupils in mathematics have risen although they still remain below national expectations. Pupils of seven and eleven are doing well in science and are expected to achieve above national standards due to the good teaching. Overall pupils make good progress in Key Stage 1 and satisfactory progress in reception and Key Stage 2. The impact of pupils' mobility bears a greater impact on achievement in Key Stage 2. Pupils do not achieve satisfactorily in the nursery.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Their enthusiasm for work and school has a good impact on their learning. There have been no exclusions.
Behaviour, in and out of classrooms	Behaviour is very good and is fostered through the consistent expectations of staff.
Personal development and relationships	Pupils' personal development is good. Pupils of all racial backgrounds get on very well with each other and with adults and respond well to opportunities for taking responsibility.
Attendance	The level of attendance is well below the national average. Attendance targets have not been met.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good in Reception. Unsatisfactory in the nursery	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.

Teaching is good in Key Stages 1 and 2 and one fifth of lessons are very good. In the Foundation Stage, in reception classes teaching was satisfactory with one fifth of teaching very good. However teaching was unsatisfactory in the nursery. It was undemanding and pupils were not able to learn sufficiently well. English and mathematics are taught well in Key Stages 1 and 2. Teachers' expectations are high and they teach the basic skills well. They work at a brisk pace leading to good learning by the majority of pupils. Pupils' concentration and interest in their work results in good progress. Teachers' knowledge and understanding of their subjects, their planning and teaching methods are good. They use support staff well. The management of pupils is good overall and very good in reception and Key Stage 1. Teachers' quality and use of assessment varies. It is good in the Foundation Stage, in mathematics, and for pupils with special educational needs. However, it is inconsistent and unsatisfactory overall. Teachers' records are not kept consistently in every subject across the whole school. Overall, literacy and numeracy are taught well. There are effective withdrawal groups to support pupils with English as an additional language, gifted and talented pupils, those with literacy difficulties and pupils with special educational needs. These enable most pupils to make good progress. The setting by ability for English and mathematics in Years 2 to 6 enables teachers to focus on the needs of particular groups and they learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities is good except in religious education, geography and history where insufficient time is allowed. The school has a strong and appropriate emphasis on literacy, numeracy and science. Some pupils, including those at an early stage of language acquisition or with special educational needs, are withdrawn for literacy support during foundation subjects and therefore do not receive their full entitlement to the curriculum.
Provision for pupils with special educational needs	Provision is very good. Individual education plans are related to needs and targets are clear. Appropriate support in and out of lessons makes a significant contribution to very good progress for most pupils. Gifted and talented pupils are identified and receive extra challenges.
Provision for pupils with English as an additional language	Good. Provision for pupils with English as an additional language has resulted in pupils making good progress. They take part in all aspects of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' personal, moral, social and cultural development is good. Their spiritual development is satisfactory.
How well the school cares for its pupils	The school provides a very safe and caring environment where every child is valued. The procedures for promoting good behaviour are very effective. The procedures for assessing each pupil's attainment and their use to set targets to drive learning forward is inconsistent and unsatisfactory. The school works well with parents and actively encourages them to participate in the life of the school. The quality of end of year reports is variable with many not reporting sufficiently on the progress that pupils make in all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher ensures excellent educational direction. The very good leadership and management by key staff has ensured that the school is making rapid improvement overall.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. It understands the strengths and weaknesses of the school and takes a very active role in shaping the direction of the school.
The school's evaluation of its performance	Very good overall The school has a strong culture of self evaluation and monitors and evaluates its teaching and learning policy thoroughly.
The strategic use of resources	Very good. There is a very good match of staff, and support staff, to curriculum needs. Resources and accommodation are adequate and funding supports educational priorities very well. The school endeavours to get best value when making purchases and considers a number of factors before spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and are making good progress• The teaching is good and pupils are expected to work hard• Parents feel comfortable raising questions or a problem.• Behaviour is good and pupils are helped to become mature and responsible• The school is well led and managed.	<ul style="list-style-type: none">• Homework set consistently in all subjects.• More information about pupils' progress• More extra curricular clubs.

Inspectors agree with all the positive points made by parents. Homework was found to be set during inspection week but there is some inconsistency between classes. There was a satisfactory range of clubs and activities taking place during and after the school day. There was agreement that end of year reports do not consistently report the progress made by pupils, or set targets, but there are open evenings during the year at which progress can be discussed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the formation of the school in 1998, pupils' attainment has risen significantly from a very low base in Key Stages 1 and 2 as a result of focus, determination and great effort by staff and pupils. There is nonetheless, room for further improvement in national standards as pupils of eleven are not yet achieving the national average for their ages in English and mathematics and in science. Inspection findings show that Year 2 and Year 6 pupils are unlikely to achieve national standards in English nor are Year 6 pupils likely to achieve national standards in mathematics. However, pupils of seven and eleven are doing well in science and are expected to achieve above national standards. Overall pupils achieve well in Key Stage 1 and satisfactorily in reception and Key Stage 2. Girls and boys achieve equally well.

2. The school faces a number of difficulties. There is high mobility amongst pupils, causing disruption to learning which particularly affects Key Stage 2. Last year 14 pupils entered Year 5 and 12 entered Year 6. In addition, more than half the pupils in the school have English as an additional language, although half of them are not now at an early stage of language acquisition. Fifty two pupils out of ninety entering the Key Stage 2 national tests in 2001 had English as an additional language although only eight of them were at the early stages of learning English. Furthermore, there are 70 children with refugee status some of whom have never previously been in a school whose attainment starts at a low level but who make satisfactory progress. The majority of pupils on roll have not been in the school from start to finish. The school has responded to the situation well and chosen to focus firmly on pupils' achievements in the core subjects, English, mathematics and science.

3. Pupils are set by ability in the core subjects from Year 2 to 6 and there is freedom of movement between the sets. There are many support sessions which take place both in and out of lessons for particular groups, for example those with English as an additional language, special educational needs, lower ability pupils or the gifted and talented. These strategies have a good impact on raising pupils' attainment. All pupils learning English as an additional language make good progress and those at the later stages of language acquisition achieve as well as their contemporaries. Pupils with special educational needs attain as well as possible and make very good progress. The progress made by the gifted and talented pupils, which at present constitutes members of the most able group, is good in Key Stage 1 and very good at Key Stage 2.

4. Pupils who have been in the school since Key Stage 1 - only 42 pupils - achieved better than those who have only been at the school for part of their primary schooling. Their results in the 2001 Key Stage 2 national tests show that they are on average one grade higher than most other pupils, meeting the national average in science and below average in English and mathematics. The majority of pupils make satisfactory progress commensurate with their ability as they move up the school. The number of pupils achieving the higher levels in national tests (levels 3 or 4 in Year 2 and levels 5 and 6 in Year 6) is below average, nonetheless of those who achieved level 3 in Key Stage 1, virtually all achieved level 5 or 6 at the end of Key Stage 2.

5. The school has set targets for both Key Stages for 2001 to 2003. These are below the national averages. In Key Stage 1 the school exceeded not only its 2001 targets but those that were set for the next two years. It needs to raise its Key Stage 1 targets to ensure that they remain challenging. In Key Stage 2 the school met its English and science targets and was close to its mathematics target. Yearly class targets are set using data, usually the

results of optional national tests, known for each cohort. The school may wish to check the accuracy of its school targets for 2002, particularly in Key Stage 1, to ensure that they are realistically challenging.

Foundation Stage – nursery and reception.

6. The majority of children entering the nursery have low literacy skills. Their progress in the nursery is hindered by the unchallenging teaching and dull environment. Although some achieve more than others, in part due to innate ability, by the time they enter reception the majority have not progressed as well as they might. Baseline assessment in reception shows that the attainment of the majority of pupils is just below the average. In reception, where half the classes comprise children who have not been in the nursery, the standard of work seen was satisfactory and sometimes good. Overall, satisfactory progress is made in the six areas of learning by the time children enter Year 1, although a minority of pupils achieve the Early Learning Goals and level 1 of the National Curriculum by the time they enter Year 1. Whilst progress in all areas is unsatisfactory in the nursery, progress by the end of reception is satisfactory in all areas and good in physical development.

Key Stage 1 – Years 1 and 2.

7. The 2001 national test results for pupils aged seven show that reading, writing and mathematics meet the national average. When compared with similar schools, reading is well above average and writing and mathematics are above average. In terms of raw data, reading results rose 25 percent between 2000 and 2001. Writing results rose 15 percent and mathematics results rose 21 percent. Inspectors found that across the curriculum by national standards one fifth of pupils is attaining well, just over half satisfactorily and one quarter are below national expectations. Literacy and numeracy are taught well, however, pupils' attainment is below expectations in English but satisfactory in mathematics. Teacher's high expectations ensure that pupils work hard and pupils take pride in their achievements. By the end of the key stage most pupils have achieved well.

Attainment at the end of Key Stage 1 is:

- **English** – below national standards

8. The majority of pupils enter Key Stage 1 with below average attainment in all aspects of language and literacy. Despite the good progress made in Key Stage 1, standards of attainment in reading at seven during inspection remain below average. In the 2001 national tests attainment in reading and writing met the national average and was well above average when compared to schools with a similar intake.

- **Mathematics** – meets national standards

9. A considerable percentage of pupils throughout the school enter with only a very basic understanding of numeracy. Standards are broadly average in 2001 national tests taken by pupils aged seven years. When compared to schools with a similar socio-economic background, the pupils at seven years of age achieve above those in similar schools. Inspection evidence shows that it is likely that pupils aged seven will achieve average standards by the time they take their tests.

- **Science** –above national standards

10. During the inspection, the level of attainment in science was good. In 2001, the attainment at the end of Key Stage 1, based on teachers' assessments, was slightly below

the national average but good in comparison with similar schools. These results continue the upward trend in science results since 1999 and indicate a significant amount of progress.

- **Art and design** – above national expectations

11. It was only possible to observe one art lesson during the period of the inspection. This lessons, plus teachers' planning documents, and a significant amount of good quality work on display around the school indicates that pupils make good progress in their art skills and achieve standards above those expected for their age. Pupils with special educational needs and those for whom English is an additional language make the same progress as all other pupils.

- **Design technology** –meets national expectations

12. Attainment is broadly as expected.

- **Geography** – meets national expectations

13. The standard achieved by pupils at the end of Year 2 is satisfactory as is their progress.

- **History** – meets national expectations

14. During the course of the inspection, it was not possible to see enough lessons in Key Stage 1 in order to form a reliable judgement, but the scrutiny of work and discussions with staff suggest that standards are broadly in line with national expectations.

- **Information communication technology** – below national expectations

15. Pupils' standards of attainment do not reach national expectations at he age of seven but some pupils are achieving as well as they can, and standards have improved a great deal since the school was opened. Hardware and other problems arise in some lessons which result in slower progress than would be expected.

- **Music** – meets national expectations

16. Attainment is broadly as expected. Occasionally weak subject knowledge and short time allocation hinder pupils' progress.

- **Physical education** - meets national expectations

17. Pupils in both key stages make satisfactory progress in their physical education skills and achieve standards in line with expectations for their age. Pupils with special educational needs and those for whom English is an additional language make the same progress as all other pupils.

- **Religious education** – below national expectations

18. Pupils' standards of attainment are unsatisfactory. Pupils are not making sound progress, and they are not achieving as well as they are expected to.

Key Stage 2 – Years 3-6

19. The incidence of high mobility and the high proportion of pupils with English as an additional language has greater impact in this key stage. 2001 national results for pupils aged eleven show that English, mathematics and science are well below average but average when compared to similar schools. Over the past two years results have risen eleven percent in English and fifteen percent in science while nonetheless remaining well below the national average. Mathematics dropped by an insignificant two percent. Inspectors found across the curriculum that by national standards one seventh of pupils is attaining well, more than half satisfactorily and one quarter, are below national expectations. Literacy and numeracy are taught well, as in Key Stage 1, but pupils attainment in English is well below national expectations and below expectations in mathematics. Attainment is good in science. By the end of the key stage the majority of pupils have achieved satisfactorily.

Attainment at the end of Key Stage 2 is:

- **English** – well below national standards

20. By the time they are eleven, pupils' attainment is well below average although national tests show that attainment is average when compared to schools of a similar intake. The impact of pupils for whom English is an additional language, some of who have not been in any school before, who are starting from a low level of language knowledge is felt most keenly in this key stage. Standards have improved over the last three years. Observations in class and a detailed scrutiny of work indicate that current Year 6 pupils are on task to achieve results similar to last year. Speaking and listening is below average. Overall attainment in reading and writing is below average although pupils make satisfactory progress.

- **Mathematics** – below national standards

21. Whilst standards have risen quite considerably since the development of the new school they are still below standards expected nationally by pupils at the age of 11. When compared to schools with a similar socio-economic background, the pupils achieve in line with national averages. Inspection evidence shows that it is likely that pupils age 11 will reach the targets set by the local education authority but, despite good progress, not the national average.

- **Science** –above national standards

22. During the inspection, the level of attainment in science was good. It is taught well. In 2001, the attainment at the end of Key Stage 2 showed that the percentage of pupils reaching the expected level 4 matched the national average and was the same as the percentage for schools in similar circumstances. This result continues the upward trend in science results since 1999 and indicates a significant amount of progress.

- **Art and design** – above national expectations

23. One lesson was observed, which, together with displays, teachers' planning documents and good quality work around the school indicate that good progress is made.

- **Design technology** –meets national expectations

- **Geography** - below national expectations

24. At the end of Year 6 standards are below expectations. There is too small an amount of work to see if pupils have made satisfactory progress or not.

- **History** – meets national expectations

25. Standards are in line with national expectations. Groups work well together and ensure the inclusion of pupils with English as an additional language.

- **Information communication technology** – below national expectations

26. Progress is satisfactory although attainment is below national expectations at the end of the key stage. Most pupils need a lot of help remembering procedures the next time.

- **Music** – meets national expectations overall

27. No lessons were seen in Year 6. When there is specialist teaching it raises attainment and results in good progress. The short length of timetabled lessons reduces the possibility of group performance.

- **Physical education** - meets national expectations

28. Pupils make satisfactory progress and achieve in line with national expectations.

- **Religious education** – below national expectations

29. Little progress is made and attainment is below that expected.

Pupils' attitudes, values and personal development

30. Pupils' attitudes and personal development are good and behaviour is very good. However, levels of attendance at the school are poor. Many pupils have attendance records well below the national average for similar types of schools and this poor attendance has an adverse affect on the standards that pupils are able to achieve. Some parents, including those new to Britain who may not understand the education system, are reluctant to send their children to school.

31. Of those pupils who are at school, in most lessons pupils make progress in their learning and respond well to teachers and classroom assistants who work hard to ensure all pupils are engaged in lessons. Pupils are generally attentive and work well both individually and when given the opportunity of group work. The few incidents of less focused work during lessons usually occur where lessons are less well planned and are insufficiently challenging for some pupils.

32. The school is a harmonious and orderly place. There have been no exclusions in the last year. Improving pupils' behaviour has been a priority of the school and parents acknowledge that significant progress has been made. Staff at the school are excellent role models and work hard to ensure any improvement in pupils' behaviour or attitude to their work is acknowledged. This helps in raising pupils' self-esteem, enabling them to contribute more fully to lessons. Pupils are usually aware of the consequences of their actions and show respect for others. Pupils with challenging behaviour are rarely allowed to disrupt others and any incidents that do occur are quickly and sensitively dealt with. This has a positive effect on the learning and personal development of all pupils. However, the practice

of time-out periods for the few pupils who do disrupt lessons can result in those pupils missing important parts of lessons. Bullying, which is not frequent, is dealt with fairly and pupils are confident that their worries and concerns will be listened to and dealt with.

33. Pupils' behaviour outside the classroom is, with rare exceptions, very good. For example, when moving around the school between lessons or outside during break and lunch times the very good behaviour has a significant impact on the success of other activities that may be taking place in the school, such as the eating of packed lunches in the dining room corridor. There has been no racism or sexism in the school. Indeed pupils enjoy each others company, are at ease with each other and accept the wide range of backgrounds that make up the school community.

34. Opportunities are provided to help pupils become more independent and take decisions. For example, there is a School Council, with its own budget, where representatives of all year groups take pride in the opportunity to make decisions about the running of the school. Pupils have other chances to contribute to the running of the school. All year groups are expected to return registers to the school office and to help put out and clear away resources in classrooms. They do this willingly. Senior pupils keenly take on extra responsibilities for younger pupils such as being playground and lunchtime mentors. Some help on the reception desk at lunchtimes. New arrivals are paired with another classmate who show them the ropes and help them in class. This quickly dispels concerns and new pupils are quick to be happily assimilated into the school. All these opportunities to contribute to school life are enjoyed and all contribute to raising pupils' self-confidence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

35. The school has laid great emphasis on improving the quality of teaching and learning over the last year. All teaching staff have worked together in developing a new teaching and learning policy and agreed to its introduction and implementation. Its purpose is to ensure consistency of approach across the school and to raise standards. It has been a very useful tool which has resulted in good teaching and learning in all but the nursery. In the nursery more than half the lessons were unsatisfactory.

36. Teaching is satisfactory in reception and Key Stages 1 and 2 but unsatisfactory in the nursery. In all Key Stages, including reception classes, one fifth of lessons are very good. There were no unsatisfactory lessons in Key Stage 2 and only one in Key Stage 1. The quality of pupils' learning directly relates to the quality of teaching and is good in reception and Key Stages 1 and 2 and unsatisfactory in the nursery. Pupils with special educational needs learn very well. Those with English as an additional language learn well in Key Stages 1 and 2 and very well in reception. Gifted and talented pupils in Years 1 to 6 have recently been identified and there are withdrawal sessions for them which are taught well and they find challenging.

37. Literacy and numeracy are taught well. Most teachers understand the strategies and deliver them well. However, there are times when pupils appear to understand yet are unable to explain what the task is or apply it in written tasks. More careful checking, particularly when pupils are working in groups, might enable pupils to move ahead more confidently and correctly.

38. English and mathematics and science are taught well in Key Stages 1 and 2. No lessons in geography in Key Stage 2 or history in Key Stage 1 were taught during the period of inspection but where these subjects were observed they were well taught, as were music and design technology in Key Stage 2. All other subjects were taught satisfactorily although teaching and learning in religious education is unsatisfactory because lessons are very short and there is little expectation that pupils will do more than discuss matters.

The following are characteristics of teaching that made some lessons very good, others good or satisfactory and a few unsatisfactory.

- **subject knowledge**

39. Teachers, with rare exceptions, have a good knowledge of their subjects. Key mathematical and historical vocabulary is used well. Teachers have good knowledge of art and design. They present their ideas well and pupils are both interested and challenged by what they have to say. In a Year 5 lesson pupils were asked to decide whether it would be cheaper to buy certain items in New York or London. To do this they had to grapple with varying exchange rates. The effects of changing daily rates were observed on computers and pupils struggled with pleasure, satisfaction and success to discover how a high or low rate affected their purchases. In an unsatisfactory music lesson, where the teacher's own musical knowledge was limited, pupils were unable to learn successfully.

- **teaching of basic skills**

40. Teachers are good at teaching the basic skills. They use phonics successfully and, where teachers are experienced and confident, they draw out pupils' explanations to increase their reading, speaking and listening skills. Pupils in a Year 1 class were challenged according to their abilities; some spoke the letters of the alphabet, some used phonic pronunciation, others read a complete word out loud. Less confident teachers sometimes let short, or single word answers suffice and thereby do not extend pupils' learning. On the odd occasion staff do not model correct forms of speech in their conversation or teaching of pupils. For example, "he done it" is incorrect. This may cause particular difficulty to those at the start of learning English. There is, however, a strong emphasis from an early age on correct grammar and punctuation in written work.

- **planning**

41. Teachers plan well throughout the school. Weekly plans show what is to be learnt, what the learning objectives are and how they are to be met through teaching and classroom support. The layout of the planning sheets, which are monitored by subject coordinators and the senior management team, does not, however, allow for day to day assessment to be recorded. Great care is taken by year heads to ensure that lessons in parallel classes are planned the same. In mathematics learning objectives are shared with pupils and referred to at the end of lessons. Lessons are well planned in physical education.

- **teacher's expectations.**

42. Teachers' expectations are high, sometimes unreasonably so. Throughout the school there was a good emphasis on problem solving in mathematics and science, however, despite being keen to do so, not all pupils grasped the essentials quickly and in some cases their written answers showed confusion. For example, in English, many pupils in a Year 3 literacy lesson were confused as to where speech marks are placed. In some instances there is not enough consolidation and careful checking to ensure that pupils are not moved ahead before they can show full understanding on paper, as well as in spoken form. Teachers have high expectations of what those with English as an additional language can achieve. In the nursery little is done to extend children's learning and expectations are too low.

- **teaching methods**

43. Teachers are good at gearing their methods of teaching to the demands of the lesson and the needs of pupils in their class. Tasks are usually explained well although there are occasions when the learning objective is not shared with the class. Good use is made of praise and timed targets are given for activities in English. Teachers are very aware of the diverse needs of their pupils. Sometimes extra time is spent on literacy by withdrawing pupils from foundation subjects. The chance for pupils, especially those with language difficulties, to shine in practical subjects is thereby reduced. Lively, well organised classrooms are the norm with relevant displays which allow the teacher to reinforce learning during the lesson. Open ended questions deepen pupils' thinking, for example in mathematics in Key Stage 2 when pupils were asked "How did you work out that...."

- **management of pupils**

44. Teachers manage their pupils well and as a result they concentrate and behave well. Almost without exception they use the positive reward system consistently and fairly thereby creating classrooms where pupils are able to learn well. Although it is rare, when teachers are inconsistent in their use of rewards or sanctions, pupils sometimes lose concentration. However, they are aware that they will be sent to the re-start room if they behave badly and most behave very well.

- **use of time, support staff and resources**

45. Most teachers work at a good pace thereby keeping pupils on task. The majority time their lessons well and achieve what they set out to do. In the main they brief and use support assistants or the learning mentor well to work with individuals or small groups within the lesson. At its best, the result is good team teaching. However the lack of individual targets for pupils who receive extra support means that support assistants are not able to focus closely on the individual needs of pupils, such as those with literacy or language needs. Resources are satisfactory in every subject and are used appropriately. Dual language texts are of particular use to the Bangladeshi pupils who receive good support from a dual language worker.

- **the quality and use of day to day assessment**

46. Teachers' use of day to day assessment varies and is unsatisfactory overall. In the best lessons teachers use the plenary session at the end to recap and assess what has been learnt. Pupils of differing abilities, or who have worked in different groups, are all included and the teacher thereby knows who knows what at the end of the lesson. This then informs future planning and teaching. Not all teachers do this well and everyday assessment records are thin. Individual, as distinct from class, targets are set as a result of assessment in some subjects, but not in others.

- **homework**

47. The use of homework to reinforce learning is satisfactory overall. It is used, with some inconsistency, throughout the school. In some cases work is to be finished, in others a new challenge is offered. Work is marked but there is no insistence that corrections are made.

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

48. The curriculum covers all the National Curriculum. The school provides a good range of learning opportunities for its pupils. The provision for personal, social and health education is satisfactory with a scheme of work in place that includes drugs and sex education as well as citizenship. Statutory requirements are met. Since the development of the new school, the national strategies for literacy and numeracy have been successfully introduced. The amount of time allocated to the teaching of English and mathematics is high but appropriate, with particular emphasis given to the teaching of literacy and numeracy as prioritised by the school. This has an impact on time allocated to certain foundation subjects, particularly history, geography, religious education and music. There are useful schemes of work for all subjects. These schemes are used effectively by teachers to plan suitable activities for their pupils across year groups. Subject coordinators monitor the planning to ensure that all aspects of their subjects are being taught in sufficient depth and at an appropriate level for the age and abilities of the pupils.

49. All pupils take advantage of the many learning and social opportunities provided. This school is fully committed to all its pupils. For example, in some class assemblies, teachers draw on pupils own religious and cultural backgrounds to share knowledge and understanding of other faiths. Overall, the quality and range of learning opportunities for children in reception classes are satisfactory but they are unsatisfactory in the nursery. The planning takes account of the early learning goals and is well linked to appropriate themes. The foundation stage prepares children to a satisfactory level for their start of the National Curriculum when they reach Year 1.

50. Provision for pupils with special educational needs is very good. The school has a well co-ordinated approach to special educational needs. It meets the requirements of the Code of Practice and complies fully with the standards of reporting that are required. Whilst the majority of pupils have equal access to the curriculum, there are some occasions where pupils are withdrawn for extra work or do not have access to the curriculum for example in physical education because they have left their P.E. kit at home. There is effective support for those pupils who have English as an additional language. Support in class and in withdrawal groups is carefully planned and organised to meet the targets set out in pupils' individual education plans so that it is of maximum benefit to all pupils concerned. The special needs coordinator maintains good links with the class teachers and learning support assistants to ensure that the curriculum is balanced across the school. The needs of pupils with statements are well met. Pupils who are gifted and talented have their needs met through challenges which are offered in withdrawal groups in both key stages. The curriculum for those with English as an additional language meets their needs satisfactorily. Those whose English is at Stage 3 or above receive support only as appropriate to their subject needs. Those who are at the early stages of learning English have far more support in small groups to effectively enable them to acquire a good understanding of the language.

51. The curriculum is enhanced by a satisfactory range of visits to places of interest, which are linked to pupils work in class, for example in Geography in Year 6 where pupils when learning about rivers visit the River Thames. Older pupils have visited, the Imperial War Museum to support their work in history, and the Science Museum in Year 5 to support their work in science. Younger pupils have been to the local mosque and Hindu temple and church, this provides them with a good first hand experience of others faiths and cultures. The school welcomes a variety of visitors each year who talk to or work with the pupils. These include;

- Theatre groups
- A writer in Residence
- An artist in Residence
- A Juggling workshop
- Princes Trust Volunteers
- Carnival Banner Project and Costumes
- Police
- Road Safety Office
- MPs

Through these visitors the pupils learn a great deal about the outside world.

52. There are satisfactory links with the local community. For instance, Portway Primary School is used as a base for the teaching of family literacy, aerobics and information communication technology training for people from the local community. As these classes develop so more members of the community are expected to participate.

53. There are satisfactory links with other educational establishments, for example teachers from the local high school visit pupils and take part in special events at school.

54. Pupils have a satisfactory range of extra curricular activities to take part in. Many go to the after school clubs which are run off site.

55. The school makes good provision for the moral, social and cultural development of its pupils. Spiritual development is satisfactory. Whilst it is mainly fostered through assemblies and discussion in religious education lessons, it can also be seen through other areas and aspects of school life such as art work used in display. Pupils show respect for others.

56. Provision for moral development is good and reflects the importance the school puts on good behaviour. Through discussion, pupils are very aware of the impact of non-acceptable behaviour. Pupils are actively taught right from wrong the moment they start school. Members of staff provide good role models in their dealings with each other and with pupils. School rules are implemented consistently and with care by all staff. Pupils know very well what the consequences are of poor behaviour are and good use is made of the re-start programme and a good reward system for good behaviour.

57. Provision for social development is good. There are valuable opportunities for pupils to work collaboratively in class, in numeracy lessons they often work in pairs, and there is no discrimination between differing genders or races.

58. The provision for cultural development is good. An appreciation of the culture of this country is established, history and geography topics develop pupils awareness of Romans, the Victorians and life in the Second World War for example in Year 6. Aspects of work in other subjects offer a wealth of opportunities to explore other cultures, for example, in Year 2 where they learn about life in Mexico. Art allows pupils to create their own beautiful masks representative of other countries, including Africa.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. This is a very caring school where the high priority given to the physical and emotional well being of pupils ensures a very good environment for effective learning. All teachers know their pupils very well and the strong, caring and supportive school ethos allows teachers throughout the school to monitor pupils' personal development effectively. The monitoring of pupils' academic performance is, however unsatisfactory as assessment

is inconsistent at present and is not usually used to develop targets for individuals and thereby to drive learning forward.

60. Very effective procedures are in place for the monitoring and promotion of good behaviour and the elimination of oppressive behaviour. Parents acknowledge there has been a considerable improvement in pupils' behaviour since the headteacher arrived at the school. This improvement has been achieved very quickly due to external resources having been brought in to assist in developing the school behaviour management programme. There are simple school rules that are understood by all pupils and these rules are applied consistently throughout the school. The behaviour policy emphasises praise and encouragement as the preferred means of improving behaviour. There are very good procedures in place to manage any incidents of inappropriate behaviour that do occur and this enables pupils to make very good progress in improving their behaviour. There is a process of escalation that includes the involvement of the acting head teacher and parents where appropriate. The school's effectiveness in promoting and encouraging positive behaviour helps produce a very happy and orderly community and contributes very significantly to pupils' progress.

61. The school is very effective in providing for pupils welfare. There is a common approach across the school from all staff, including non-teaching staff, to creating an atmosphere of warmth, security and well being where pupils feel safe. Parents and pupils appreciate the Breakfast Club the school provides before the start of the school day and there are many other examples of good practice including older pupils acting as mentors for younger ones that help develop a sense of community spirit within the school. The work of the Bangladeshi Action Project team within the school during the current school year has been very effective in supporting the largest ethnic minority group within the school. The project provides family support as well as helping pupils in school and plans are in place to ensure the good practice will continue when the project moves on to other schools. There are plans to extend the principles of the Action Project to other ethnic groups.

62. Good procedures for child protection are in place and there is very good practice for the promotion of the health, safety and well being of pupils. There is a very good provision of first aiders within the school and any incidents, including minor ones, are fully recorded and parents notified when appropriate. However, the school has still to incorporate the current good practice and formally review Health and Safety policies and risk assessment to ensure that internal audits take place. Buildings are in safe condition and the grounds secure and any matters of concern with regards to health and safety are quickly addressed by the Head Teacher.

63. Teachers, support assistants and all others working in the school demonstrate a genuine concern for pupils' care, support and guidance. Pupils feel confident that they are able to discuss any problems they have with any adult in the school. Staff throughout the school are excellent role models. Staff treat pupils with respect and set very good examples of how to behave appropriately. Teachers make very good use of any opportunities during lessons to reinforce the school's caring ethos. Pupils with English as an additional language and those with special educational needs are well supported in the classroom and the school takes steps to ensure pupils are not withdrawn from lessons unnecessarily. Special needs of all sorts are handled in an inclusive classroom environment wherever appropriate. Pupils make very good progress especially so in the development of their language and communication skills and in the ways they learn to behave and get along together with other pupils. This is a real strength of the school. Many make such good progress that they are not considered to have special needs or language difficulties any longer. Other pupils go a long way to catching up with their classmates but always need the support of the special needs or English as an additional language team in one form or another to maintain their very good progress. Staff explain in simple terms, repeat and demonstrate things and build up positive

support relationships so that pupils are comfortable in their learning and are not left behind. Sometimes there is additional support in a quiet room. When this happens staff try to ensure that they are doing the same work as classmates. If this is not possible they change times regularly so that pupils do not always miss, for example, their geography or science lessons.

64. The overall provision for special needs is very good. The management and organisation are very effective across the school under the leadership of an experienced and well qualified coordinator who has organised a lot of training for herself and for other staff. Individual targets are set in the individual education plans (IEPs) and are increasingly good. As the coordinator checks them with teachers termly. Parents are involved as are pupils who are invited to have their say in the setting of targets. The coordinator keeps pupils' records and checks progress. She monitors planning of how special needs pupils' targets are to be met in lessons and observes teaching throughout the school and teaches most of the pupils with learning or behavioural difficulties each week. There are good plans for developing provision based on questionnaires of perceived need. The special needs team meets weekly to ensure a team approach and consistency. Resources, including the use of withdrawal rooms, are good and wide ranging. The coordinator is very well aware of the new code of practice for special needs children and is already implementing much of it.

65. Despite the poor attendance rates at the school procedures for monitoring and improving attendance are satisfactory. Registers are marked both morning and afternoon and comply with legal requirements. The school works very hard to ensure pupils arrive punctually to school and this means there is a very effective start to the day with few disruptions. The school follows up unexplained absences and will contact parents if pupils fail to arrive when expected. However, not all parents are reminded of the importance of good attendance in ensuring their children learn as well as they can.

66. A good start has been made to introduce regular assessment in the school. However, assessment overall is inconsistent at present and unsatisfactory. Assessment procedures upon entry into the school are good, and provide secure information which enable teachers to plan stepping stones for achievement, and strategies which enable pupils to work towards their early learning goals. Much of the assessment in the core subjects takes place through the school's good marking procedures. Work is regularly corrected and marked with teachers applying positive and constructive comments to pupils' work with suggestions as to how it can be improved. However, pupils reported that they were not always made to do corrections.

67. The school uses statutory and the optional SATs well to assess pupils' achievement and to set class or group targets. This information however, is frequently not used to set targets for individual pupils.

68. All pupils in Years 1 to 6 have an individual assessment file, which contains individual pieces of work for the core subjects. It would appear however that this system is in a state of abeyance, with little having been placed in these files since 2000. In the Foundation Stage assessment is good. It is also good for pupils with special educational needs who have good individual education plans which set clear targets for improvement which are regularly reviewed. Initial assessment for pupils with English as an additional language is good but this information is not translated into tightly framed targets for use by teachers or support staff in the classroom. The assessment procedures in mathematics are satisfactory. Pupils do half-term assessment tasks and short assessment tasks take place in individual lessons. In English there are no consistent, or commonly agreed, assessment procedures to inform teachers of pupils' progress in their reading, either as individuals or when involved in guided reading activities. There are similar inconsistencies in the assessment and recording of pupils' English written work. Some assessment documents were incomplete. There are no end of module tests in science, assessment principally taking place through marking work.

Although teachers keep individual samples of pupils' work there are no common or consistent assessment and recording procedures for the foundation subjects.

69. The member of staff responsible for assessment is aware of the issues identified in this paragraph and is already addressing the issue through the introduction of a new assessment policy and systems to record achievement and set individual pupil's targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

70. The effect of the school's links with parents are good. The school works very hard to develop good relationships with parents with all staff very accessible and available to talk to parents at the beginning and end of the school day. Teaching staff are well supported by school reception staff, the Bangladeshi Achievement Project, the school's Family Support Worker and members of the Behaviour Support Team who are currently at the school. Good use is made of the parents' room and appropriate courses are held to assist parents in helping with their children's learning. A significant emphasis is placed on encouraging parents to communicate with the school with appropriate use of translated texts for parents and home visits where parents find it difficult to visit school. For example, the school prospectus is translated into 6 different languages. The school has also sent useful booklets home to parents including explanation of the behaviour management programme in place at school and "Helping at Home" which provides parents guidelines for helping children with a range of curriculum subjects including reading and mathematics.

71. The majority of parents are very supportive of the school and happy with the progress that they can see in their children. A very high proportion of parents responding to the questionnaire and attending the meeting prior to inspection agree that the school works closely with them keeping them generally well informed and that staff are helpful and approachable. However, a significant number of parents felt the school could do more to keep them better informed of their children's progress and that insufficient homework was set. Inspection findings show that the amount of homework that is planned and set for pupils is appropriate. However, there is inconsistency from class to class. Parents would be better able to support their children's learning at home if they received more information about their children's curriculum.

72. The school is working to improve the standard of annual academic reports for parents. However, the quality of reports is still variable across the school with few reporting the progress pupils make in all subjects and even less identifying sufficient targets for pupils to work towards. The termly parents evenings are well attended and this enables parents to better evaluate the progress being made by their children and identify areas where they may support learning at home. Reporting on pupils who have special educational needs is done well by the school.

73. The school acknowledges that culturally some parents wish to have only a limited involvement with the school but it does welcome contact from all parents. Parents are actively encouraged to communicate with the school, and the school is committed to partnership with them. These partnerships are developed from a very early stage starting even before children start school at mother and toddler groups. A recent consultation process with parents regarding how the school can further improve has recently been carried out with the results fed into the School Improvement Plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. The leadership and management of the school is very good. In April 2001 the acting headteacher accepted a contract to stay until April 2003. Since his appointment, in January 2001, the school has undergone dynamic change resulting in the raising of standards in

2000 and 2001 and increased commitment to and involvement with the local community. Through outside funding the school supports a family support worker for parents and pupils from the Bangladeshi community. Computer classes and aerobic sessions are run in school for local people during and outside school hours.

75. The head has ensured excellent, clear educational direction for the school. A new management and coordinator structure has been introduced and an assistant head teacher has been appointed. The senior management team and coordinators are clear about their roles and they and other staff pull together in an impressive way. They have a constant focus on improving standards in English, mathematics and science and supporting the wide range of pupils in the school. There is a very good shared commitment to raising standards and the capacity to succeed.

76. There is a wide range of systems and structures in place to improve standards. For example, all staff contributed to a new teaching and learning policy and there is regular observation of classroom teaching to ensure its consistent implementation. Behavioural support was bought in from outside the school and with it the introduction of a commonly agreed and implemented positive behaviour policy. Together, these have resulted in orderly classrooms where teachers can teach and pupils can learn well. Setting in English and mathematics has been introduced for pupils in Years 2 to 6 to allow pupils to move ahead amongst a group of similarly able pupils. The high number of support assistants has enabled pupils to progress by having work well matched to their needs. This is of particular importance to pupils who are at an early stage of language acquisition, have special needs, are of low ability or who may have joined the school recently. In addition the school has identified its most able pupils, the gifted and talented, and started sessions for them where they tackle challenges not normally found in lessons. For example, a group of older pupils have not only developed a job specification for a new headteacher but elected one. She is in Year 5.

77. The acting head is supported and challenged by an effective governing body which fulfils its responsibilities well. It helps set targets for Key Stages 1 and 2 and attendance. The school has achieved all its academic targets except Key Stage 2 mathematics in 2001. It has, however, not addressed the issue of how it will achieve its attendance target. Governors have a very clear understanding of the school's strengths and weaknesses and they are rightly proud of the achievements which the school has made in a short time. The curriculum and finance committees have clear remits and operate in efficient manner feeding their deliberations in timely manner into full governing body meetings.

78. The School Improvement Plan is very good. It is a well structured and full document which charts thoroughly how the school will improve over a two year period. Each item is relevant to raising standards both at school level and with reference to the local education authority's educational development plan. The budget is well planned and prudent. It is able to draw on external funding for some items. For example, in the last year money has been spent from the school's budget on much needed dual language books and it has established part-time use of the second (community) information communications technology suite which is funded by New Deal for Communities. The underspend which the acting head inherited has been used for improvements, such as new carpeting, which has improved the environment for current pupils. Everyday financial administration is good and bursar's services are bought in. Specific grants are used well for their purpose and new technology is used satisfactorily.

79. The monitoring and evaluation of the school's performance is very good. The school is not complacent. It is a dynamic and reflective place which constantly looks for ways to improve. It values self evaluation and has effectively concentrated on improving pupils' behaviour and developing good teaching to raise standards. Staff undertook a close scrutiny

of “where we are now” last year to assess the effectiveness of initial improvement strategies such as the introduction of the teaching and learning policy and use of a re-start room for poor behaviors. In June 2001 the local education authority was invited in to school to evaluate the effectiveness of the school. In the same year threshold applications and performance management were fully put in place and the senior management team, including the acting head, undertake regular and thorough classroom observations and feedback to teachers. This has resulted in a common understanding of what constitutes high standards and how to achieve them. Inevitably, a few staff have greater difficulty than others in consistently achieving high standards and they have received good support from the senior management team. The four newly qualified teachers receive training together with very good support and feedback from the deputy headteacher.

80. Subject leaders have been appointed for all subjects except music. They show a good ability to lead their subjects. They check planning and undertake some inservice training but as yet have not observed their subjects as they are taught in the classroom. Were they to do so they would be able to note the inconsistencies in assessment and lack of setting of individual targets in most subjects. Special education needs is very well managed. The coordinator for pupils with English as an additional language ensures that initial assessments are thorough but these are not yet used to set explicit targets for individuals. The coordinator for gifted and talented pupils has ensured that staff have identified pupils in Years 1 to 6 and they are now offered exciting and open ended challenges outside their normal lessons.

81. The school has a very good number of teachers and assistants to match curriculum needs deployed across the school. Teachers and support staff regularly attend training which links well with the school's priorities. The valuable support given by classroom assistants enables many pupils to achieve well. Playground staff, lunchtime organisers and the kitchen staff also make a very positive contribution to the care and welfare of pupils. The school's accommodation is satisfactory overall. It is cheerful inside and there have been playground improvements but the information communications technology suite is overcrowded and there is no music room. There are sufficient resources for learning overall although there is an inadequate central school library. The resources for music, and religious education are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

82. In order to continue developing the school and raise attainment further the governing body, acting head teacher and school staff should:

(1) Raise standards in

English in Key Stage 1

English and mathematics in Key Stage 2

Information communication technology in Key Stages 1 and 2

Paragraphs: 1, 8, 9, 19, 20, 21, 115 - 128

(2) Raise teaching and standards in the nursery

by improving the quality of teaching for all areas of learning

by guiding children to extend their thinking and learning

by making the classroom and external environment more lively.

Paragraphs: 84 - 91

(3) Raise the level of attendance

by ensuring that the school's systems for reducing non attendance are made more effective.

Paragraphs: 30, 65

(4) Improve assessment procedures and ensure their consistent use to set targets for individual pupils

by developing recording systems which accurately reflect the stage of pupils' learning and understanding so that specific, measurable, timed academic targets can be set for all pupils. Targets should include details of what needs doing, how it is to be achieved and by when.

Paragraphs: 66 - 69

The school should also consider:

- Raising standards in religious education in Key stages 1 and 2 and geography in Key Stage 2
Paragraphs: 18, 24, 29
- Increasing curriculum time in history, geography, music and religious education.
Paragraph: 48
- Ensuring that despite withdrawal from class for support that all pupils have a full entitlement to the curriculum
Paragraph: 50

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

122

Number of discussions with staff, governors, other adults and pupils

50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	23	51	37	8	0	0
Percentage	2	19	42	30	7	0	0

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

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)	40	584
Number of full-time pupils known to be eligible for free school meals	-	301

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	4	101

English as an additional language

	No of pupils
Number of pupils with English as an additional language	288

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	118
Pupils who left the school other than at the usual time of leaving	68

Attendance

Authorised absence

	%
School data	92.9
National comparative data	93.9

Unauthorised absence

	%
School data	3.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	45	41	86

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	35	40
	Girls	36	38	38
	Total	74	73	78
Percentage of pupils at NC level 2 or above	School	86 (61)	85 (70)	91 (68)
	National	84 (83)	86(84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	40	40
	Girls	36	37	35
	Total	74	77	75
Percentage of pupils at NC level 2 or above	School	86 (70)	90 (71)	87 (63)
	National	85 (84)	89 (88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	53	37	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	43
	Girls	27	25	31
	Total	56	52	74
Percentage of pupils at NC level 4 or above	School	62 (51)	58 (60)	82 (67)
	National	75 (75)	71(72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	45
	Girls	26	25	29
	Total	51	54	74
Percentage of pupils at NC level 4 or above	School	57 (53)	60 (62)	82 (62)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	61
Black – African heritage	110
Black – other	32
Indian	36
Pakistani	35
Bangladeshi	114
Chinese	0
White	138
Any other minority ethnic group	98

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	2	-
Other minority ethnic groups	1	-

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: YR –Y6

Total number of qualified teachers (FTE)	28.3
Number of pupils per qualified teacher	19.8:1
Average class size	25.1

Education support staff: YR-Y6

Total number of education support staff	17
Total aggregate hours worked per week	551

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24 :1
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12:1

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	1,236,253
Total expenditure	1,240,334
Expenditure per pupil	2053
Balance brought forward from previous year	68,623
Balance carried forward to next year	64,542

Recruitment of teachers

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	15

Total number of vacant teaching posts (FTE)	-
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	-

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	549
Number of questionnaires returned	254

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	1	1	1
My child is making good progress in school.	56	37	4	1	2
Behaviour in the school is good.	61	27	4	2	6
My child gets the right amount of work to do at home.	33	31	20	11	4
The teaching is good.	58	33	2	2	4
I am kept well informed about how my child is getting on.	49	32	11	4	3
I would feel comfortable about approaching the school with questions or a problem.	61	30	3	1	6
The school expects my child to work hard and achieve his or her best.	62	30	2	0	6
The school works closely with parents.	47	38	8	2	4
The school is well led and managed.	58	28	0	1	12
The school is helping my child become mature and responsible.	48	40	4	1	7
The school provides an interesting range of activities outside lessons.	41	32	9	5	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

83. Children attend the nursery for either a morning or an afternoon session. The greatest proportion of pupils entering reception come into school without having been in the nursery and from such a variety of backgrounds that the level of attainment on entry to both parts of the Foundation Stage varies from well below expectations to below. The limited amount of baseline assessment that relates to pupils who have been all through the nursery and reception indicates that attainment fluctuates from group to group and the overall picture is made more complex by the number of pupils who use English as an additional language. Evidence from the inspection suggests that attainment on entry to reception for the majority of children is below national expectations. The work in the Foundation Stage is well planned and well co-ordinated between the nursery and reception and there is a strong emphasis on collecting evidence to support the judgements made about pupils' attainment and achievement. Boys and girls achieve equally well but a minority, given the low starting point, complete the early learning goals by the time they enter Year 1.

84. Teaching is satisfactory overall in the Foundation Stage. Although teaching is predominantly unsatisfactory in the Nursery, in reception it is generally evenly split between good and very good with only rare examples of satisfactory and unsatisfactory teaching. Most teachers have a very clear understanding of the needs of all the different children and make sure that they are all included in the activities on offer but where teaching is unsatisfactory it is because teachers are not active enough in structuring the learning activities they have planned. Too often, in unsatisfactory lessons, the assessment of one activity takes priority over everything else and as a result children are left with too little encouragement to try something new. Where teaching is good and very good teachers plan a wide range of enticing activities that help them to assess how much the children know and can do. They also ensure that pupils who are not being assessed on a particular activity move around and they deploy support staff to attract the children to the different activities. Most teachers use their assessments to adjust their teaching programmes so that some skills can be consolidated and the particular needs of individual children are met. Clear records of these assessments are kept and they are used to help future planning and to monitor each individual child's progress. Members of staff have a pleasant, helpful and encouraging manner with the children and most of them use every opportunity to praise them for their work. In the better lessons there is pace and purpose at all times and time is utilised to the full. In unsatisfactory lessons too many learning opportunities are missed and children are given too little guidance and direction to enable them to benefit as much as they should.

Teaching

	Nursery	Reception
Personal, social and emotional development	Unsatisfactory	Good
Communication language and literacy	"	Very good
Mathematical development	"	Good
Knowledge and understanding of the world	"	Good
Physical development	"	Very good
Creative development	"	Good

Standards

	Nursery	Reception
Personal, social and emotional development	Unsatisfactory	Good
Communication language and literacy	"	"
Mathematical development	"	"
Knowledge and understanding of the world	"	"
Physical development	"	"
Creative development	"	"

Achievement	Nursery	Reception
Personal, social and emotional development	Unsatisfactory	Good
Communication language and literacy	“	“
Mathematical development	“	“
Knowledge and understanding of the world	“	“
Physical development	“	“
Creative development	“	“

85. Leadership and management within the Foundation Stage are shared but the liaison between the two coordinators works well. Planning is based firmly on the recent revisions to the curriculum and all aspects of work are covered. Joint planning ensures that all children in reception receive the same programme. The general activities that structure the work of the nursery give way to a slightly more formal approach to learning in reception that helps to prepare the children for entry into Year 1.

86. Teachers and support staff work together to ensure that all children are safe and properly supervised but the lack of direction in the nursery does mean that although children are safe they do not learn social skills. In general the quality of the teaching from all members of staff enables all the children, including those with special educational needs, to make good progress but some children with more serious special needs are so heavily supervised that they have limited opportunities to interact with other children. In reception whole class sessions are used well to celebrate success and to develop language use as well as to meet the social and emotional needs of the children. Children with English as a second language are encouraged to use English well in reception. In the nursery their language skill is not developed sufficiently.

87. The children's attitudes and behaviour are almost always good. Although newcomers may be shy on entry and may lack the necessary language skills to participate as much as they would like, they are valued by their peers and by staff. The more experienced, more confident pupils are instrumental in helping newcomers to settle in quickly. Some children are very quiet and respectful of adults and when teaching is unsatisfactory this can mean that they spend too much time unprofitably sitting and waiting. In good and very good lessons staff are skilled at encouraging the children to join in and use a variety of strategies to ensure that they are rewarded for doing so.

88. The curriculum covers a wide range of topics and activities. These are carefully planned so that even when children spend an extended period in the Foundation Stage they develop their skills across different topics. Children's abilities and needs are carefully assessed on entry into the school in association with parents and clear records are kept of their work and progress. The teachers and support staff record their day to day observations using a standard format and then complete cumulative records at intervals so that individual pupils' records of attainment are updated. Most children with special educational needs are supported appropriately, as are children who speak English as an additional language. They are fully integrated into all activities.

89. The accommodation for the Foundation Stage is bright and appealing in the reception classes but the décor of the nursery is dull and unexciting. Captions are used in all classes to create interest around the displays and to further the awareness of print in the children's immediate environment. In the nursery however written suggestions alongside activities are well beyond the children's level of understanding and are rarely explained more than once despite the fact that children rotate at will between the different activities that have been set up for them. Resources are satisfactory but the plans to develop the outside area will make it much better.

Personal, social and emotional education

90. Children's personal and social development is emphasised throughout the Foundation Stage, they are taught well in reception and they achieve satisfactorily in this area of learning by the end of reception. However, a minority of children are expected to complete the early learning goal by the end of reception. As soon as they start in the nursery they are encouraged to develop independence, to make choices and to respect one another. Staff members are skilled in supporting new children who are anxious about being separated from their carers and use a variety of distractions that lead the children into active involvement in what is going on. They are not active enough on other occasions in encouraging the children to experiment and try things out at other times and as a result time is not used as well as it should be. In the nursery there is some attempt to teach the children how to look after their environment but this is much more pronounced in reception where they learn to tidy up as they go as well as at the end of a session.

91. In reception the children are more of a social group and they show an awareness of each other's feelings and talk about friends. The everyday routines of registration and break times are used to emphasise how to respond politely. Examples of good behaviour are well used to convey teachers' expectations about how to behave and classes are set up so that the distraction of needing to go to the toilet is minimised by a system that new children soon learn to operate. Children are warmly praised for every success. They learn to co-operate with one another and to take turns with popular activities. There is also a conscious effort to mix girls and boys whenever activities are set up and the same attention to detail ensures that all pupils are chosen at some point in a session.. Snack times are social occasions and members of staff promote good social skills that reinforce the work at registration but in the nursery children struggle to eat whole pieces of fruit and the sharing and singing and counting games that enliven this time elsewhere are missing. Older, more experienced children look after newcomers well. Most of the staff place a strong emphasis on making best use of time and sequencing activities so that there is a clear structure, focus and purpose to time in school .

Communication, language and literacy

92. Teaching is very good in reception but unsatisfactory in the nursery and a minority of children are expected to complete the early learning goal by the end of reception. Children are encouraged to listen carefully from the moment they come into school and they learn to concentrate on stories as well as instructions As soon as they enter the nursery, children are taught to attend to the way that their names are written and they soon learn to recognise their own names on cards. In the nursery the encouragement of reading and the use of the home corner are much less good than in reception. This is a missed opportunity because on the occasions when they act as the starter for an activity the children use more language than at any other time and engage in extended fantasy play.

93. Simple songs are used to reinforce sound patterns in reception. Rhymes, sounds and actions are used to support letter names and phonics so that children learn to identify letters and words in a variety of different ways. All children are encouraged to speak clearly and confidently and gesture is used well to reinforce communication particularly with less confident children and those who speak English as an additional language. Children are encouraged to rehearse more difficult words together and they then enjoy using their new learning by telling visitors all about 'guava', a new word from one of their storybooks. This word has been given additional relevance because of a linked activity that draws them into tasting the different exotic fruits mentioned in their storybook of the week. In another class every additional activity grew out of the week's story and the children are keen to explain about how they could paint, draw and write about a family of owls. They are drawn into conversation by the use of puppets and props and enjoy acting out the events they have

been reading about. They begin to ask questions of the teacher and vary the mode of address according to whether the character is male or female. Home corners support this activity and children rehearse ideas and experiment with words there with their peers. Children are confident about using story tapes and can access relevant computer programmes to listen to stories or to learn more about individual letters. In Reception they also learn about the links between words on the page and spoken language. They write cards for Laben, a boy in Africa, complete with greetings and salutations, and enjoy listening to the letters that come back via their teacher. This activity evokes a particularly good response from the children because so many of them share different aspects of his story .

Mathematical development

94. Teaching is good in reception and unsatisfactory in the nursery. Pupils make satisfactory progress in reception nonetheless a minority of children are expected to achieve the early learning goal by the end of reception. In the nursery, children consolidate and develop their mathematical knowledge by sorting and matching, shape cutting, finding different numbers in sand, completing inset puzzles and a variety of other activities. Without an adult to attract them to such activities however most of the children pay scant attention to them and go off to play elsewhere. There are few opportunities to practice counting through songs, games and lining up and so even more learning opportunities are missed. When they are encouraged to do so the children talk about sand timers and explore which one will empty in the shortest time. They count the leaves on a stalk of a satsuma when encouraged to do so. A few children also recognise the pattern of spots on dice.

95. In reception, there is a more systematic approach to developing early mathematical understanding and children develop a better awareness of what numbers look like and how they can be used to count chairs in order to sit in the right place. They learn about how many more are needed to make different numbers and are encouraged to make sure that they count carefully and methodically. Audiotapes and games reinforce learning and add variety to the lesson. Children are taught how to look at shapes carefully so that rather than guess they can use a curved side to recognise a circle and can check whether something is square or rectangular. In good lessons new vocabulary is reinforced and children practice using it so that progress can be measured in the course of a lesson. Time is taught in passing by reference to clocks on the wall and the passing of time is linked to the movement of the clock's hands. More able children have a good idea about number sequences up to 20 and know that 19 is next to it in a display. They are also beginning to set out sums in a standard way. Children use their fingers to count on and can say what number is one or two more than another single digit number.

Knowledge and understanding of the world

96. Teaching is good in reception and unsatisfactory in the nursery. A minority of children are expected to achieve the early learning goal by the end of reception. As soon as they start in the nursery, children quickly have to begin to make their own choices. Play on large mats in the classroom shows an emerging awareness of roads while activities using the water table enable them to talk about whether different animals live on land or in the water. Pretend shopping makes use of the real fruit that is offered in school and children enter into the fantasy fully even when they are not fluent language users. They play with toy people and demonstrate a range of different ideas about how to climb a ladder like Bob the Builder. They enjoy taking photographs of one another and are keen to pose for the camera. They show an awareness of how to fasten a nappy and take spares with them if they have to go shopping. Little direct teaching takes the children's learning forward during this time however and as a result progress is slow even in an area where children can draw on skills they already possess.

97. In reception children fasten tracks of different kinds together and then alter the layout to make it continuous. They comment on patterns that they observe when they cut play dough and can roll it out and cut it up using a variety of different tools. They beat time to music and experiment with different percussion instruments. Children talk about foods at home and experiment with tasting new things on offer in the class before trying to say why they like or dislike them. Computer usage is more advanced in reception and some pupils switch between programmes and turn printers on and off independently. They talk about their lives outside school and describe and illustrate their journeys into school. Writing to a boy in South Africa reveals that children have a clear idea about posting letters and also that they know, sometimes from direct personal experience, that Africa is a long way away from Newham.

Physical development

98. Teaching is unsatisfactory in the nursery and very good in reception. Children progress satisfactorily nonetheless a minority of children are expected to achieve the early learning goal by the end of reception. The nursery has plenty of safe outdoor space that is used to foster a wide variety of skills from running and chasing to steering tricycles and playing with balls. Staff members develop quite imaginative games to make use of the outside space but how much the children understand about these games is an open question. The area is awaiting redevelopment and will benefit from the provision of some fixed equipment that will encourage children to climb and balance. The open areas around the reception class are also large but need similar development because they do not lend themselves to the full range of activities needed to promote this area of learning. From the very first children are encouraged to use pencils and crayons and to trace letter outlines. They produce collage work that unites cutting, sticking and colouring and links into their work on numeracy and literacy development. Inset-board puzzles are completed and the range on offer is varied according to the learning goals for the day.

99. In reception, children follow hand patterns and clapping routines and they become very good at following their teachers. In the nursery children's marks on paper are given meaning but in reception, staff encourage children to form their letters correctly and talk them through how to write particular letters. In the nursery, children use part of a hall for a range of activities but although all children have a turn in the game too much of their time is spent sitting and waiting. In reception, by contrast, the space was fully utilised and children are taught to warm up and stretch before exploring different forms of travelling so that they are being well prepared for more formal physical education lessons when they start Year 1.

Creative development

100. Teaching is unsatisfactory in the nursery and good in reception. A minority of children are expected to achieve the early learning goal by the end of reception. Throughout the Foundation Stage, children have use of a wide variety of paints, crayons and pencils and use brushes and sponges to explore their properties as painting and printing items. A variety of surfaces is used to generate rubbings. Good observational skills begin in the nursery where children draw quite accurate representations of a spider and these are fostered in reception so that, not only do children colour in the outline shapes of different fruits, some even put in the shading on an apple. Children print letters and numbers to reinforce learning in other areas and use different computer programmes to create abstract designs and to produce different faces. Children enjoy role-play in the various home corners in each class and use their play to try out different roles within the family. In the nursery, there was little consistent use of this valuable resource but in one class in reception it had been set up to reinforce the book of the week, so that the children could continue to explore what it meant to be one of a family of owls. Teachers use glove puppets well in reception to introduce different activities and to provide a different focus for the teaching. In the nursery, similar

puppets were available so that children could put on a play in a model theatre but, without a demonstration to open up the possibilities of the theatre, no one made use of them.

English as an additional language

101. The school is very welcoming towards pupils with different language backgrounds. Different cultures are valued and respected and this is evident in all aspects of the work and in pupils' behaviour towards each other. All staff demonstrate a positive attitude towards the pupils and take account of their needs. A good level of staffing enables pupils to get individual attention and opportunities to learn in small groups. Teachers designated to work with pupils who speak English as an additional language (EAL teachers) and the Bangladeshi Achievement Project teacher have a good impact. This positive learning environment contributes significantly to the progress of pupils learning English as an additional language. Consequently they try hard and persevere with their work.

102. Pupils with English as an additional language, who attend this school for most of their primary education, learn well and make good progress and achieve as well as other pupils. Later entrants to the school make satisfactory progress but the majority of these do not attain the same standard as other pupils. Faster progress is possible if there were clearly identified targets for English language development, essential if standards are to be raised.

103. The overall good level of teaching in the school is a major factor in the good progress made by the majority of pupils who speak English as an additional language. Most teachers are aware of the needs of pupils new to English, produce well-designed tasks and are careful to present ideas in a way that pupils can understand. Pupils in Year 2 and 6 are well taught by the EAL teachers. For example, a Year 6 pupil who is at a relatively early stage in his English is enabled to write a play script using speech marks and stage directions and in a subsequent lesson to read expressively and in character. In a history lesson, the teacher used visual aids and vocabulary prompts so that pupils not yet confident in English could learn about Greek Gods and read their work to the class.

104. Year 2 pupils follow the same overall curriculum as other pupils and make good progress in learning sounds of words and in making comparisons between the character of the hare and tortoise in the story they are reading. However the amount of time spent in whole class teaching sometimes takes up too much of the lesson especially when there are enough adults to work more intensively with small groups.

105. The support provided for literacy and numeracy in this year group is generally good and ensures that most pupils join in with the class topics. However some of the quality of the teaching of small groups would be more effective if pupils had precise language targets as well as good access to the learning intentions of the lesson.

106. As a result of effective bilingual teaching by the Bangladeshi Project teacher, Bengali speaking pupils in Year 2 classes can understand more easily as well as improve their spoken and written English. However, those older pupils who can read and write in their home languages are not encouraged to use these as a transition into English which means there is a lack of opportunity to express themselves more fully while their English catches up.

107. Although most of the teaching is good there are aspects that are less so. Teachers or support assistants sometimes unintentionally provide pupils with incorrect models of written English, such as punctuation and grammar, which is unhelpful for pupils speaking English as an additional language who are more dependent than others on the teachers for their models of English. Questions are used to find out what pupils know and to get them to express their ideas but not all teachers sufficiently probe pupils' thinking or provide them with

enough support. Often pupils do not have the language structure which they need to answer effectively and opportunities are sometimes missed to demonstrate how something might be said, giving pupils the chance to follow the teachers' model. This means some pupils do not make as much progress as they could in speaking, which has implications for their writing. Teachers do not always ensure that the books pupils choose to read are appropriate for their reading level and for their English language development. The lack of a home/school record with comment from school means that parents have no guidance as to how to best help their child.

108. The school makes a considerable effort to ensure that pupils speaking English as an additional language are included in all aspects of the curriculum. By Year 2, all pupils are taught English and mathematics in classes according to the stage of their learning, so in most instances the work is adapted to match the needs of the group. Lessons are usually structured so that bilingual pupils can understand the content of lessons as well as improve their English. For example, in a Year 2 maths lesson the teacher provided notes and coins to show pupils the currency. She demonstrated ways of working out the sums as well as plenty of opportunity for pupils to explain their own method of working. As a result pupils learned about money as well as developing their speaking and listening skills.

109. Occasionally, introductions to tasks by teachers rely too much on the spoken word. For example, in a Year 2 design and technology lesson there was no opportunity for pupils to handle materials even though they were expected to select the most appropriate to use for the puppets they were to design. Consequently pupils' designs showed insufficient emphasis on this aspect and pupils speaking English as an additional language made little progress in their vocabulary. Sometimes the subject matter is difficult to explain and too challenging, how to create a formulae on a spreadsheet on a computer for example. Then, despite help, pupils struggle to complete the task.

110. Although the school tries to ensure pupils do not miss lessons when receiving extra literacy support they may at times be withdrawn from a lesson and miss a practical subject such as design technology.

111. The school takes good care of pupils with English as an additional language and the arrangements for assessing their progress are sound. The school compares the attainment of these pupils at seven and again at eleven so they know how much progress has been made over time. They are assessed at entry and at regular intervals to evaluate their progress in English so teachers are clear about what the pupils can do. Teachers know pupils well and use this information to ensure that pupils are in the appropriate group. For example, a Year 5 pupil who is a reluctant speaker nonetheless works with a higher-level group as her understanding is good. Pupils move from one group to another as their work improves. A Year 2 boy for example, moved to a different maths group and the teacher was careful to give him extra help for the written aspect of the task.

112. However the information gained from assessing language development is not yet used to set specific English language targets for the next step in learning for speaking, reading, writing and understanding. The lack of well-focused targets means that teachers and teaching assistants are often not sure precisely what they are aiming for in the support they give to the pupils, beyond helping them to get the task done.

113. Precise targets are particularly important in order to speed up the progress of later entrants to the school who themselves need to know what the targets are so they can aim to reach them. The need for targets is particularly evident in the written work of the older pupils who are not yet confident English speakers. Their writing often shows that they mispronounce many words so need encouragement to speak more clearly. Many errors reoccur without a clear indication to the pupil about what should be corrected and when.

114. The management of the support for pupils who speak English as an additional language is effective. Resources have been increased and more are planned. Support is put where it will have most impact on results. Occasionally, when there is a high number of adults per pupil, the adults are not all used as well as they might be, particularly during the teaching of small sets. The school recognises that there is a need for more training, particularly for the teaching assistants who provide most of the support for pupils who speak English as an additional language.

ENGLISH

115. Standards achieved by pupils must be set within context of the school intake, with many pupils having English as an additional language, with a number of pupils having low levels of English language acquisition.

116. Pupil's attainment is also influenced by the high mobility rate in school with a number of pupils leaving and arriving at the school with below average language and literacy skills. The majority of pupils enter Key Stage 1 with below average attainment in all aspects of language and literacy. Despite the good progress made in Key Stage 1, standards in reading during inspection at seven remain below average. In the 2001 national tests attainment in reading met the national average, although it was well above average when compared to schools with a similar intake. Pupil's attainment in writing during inspection by the time they are seven was also below average. The 2001 tests showed writing was average and well above average when compared to pupils in similar schools.

117. By the time they are eleven, pupils' attainment is well below average although national tests show that attainment is average when compared to schools of a similar intake. The impact of pupils for whom English is an additional language, some of who have not been in any school before, who are starting from a low level of language knowledge is felt most keenly in this key stage. Standards have improved over the last three years. Observations in class and a detailed scrutiny of work indicate that current Year 6 pupils are on task to achieve results similar to last year. Speaking and listening is below average. Overall attainment in reading and writing is below average although pupils make satisfactory progress.

118. Attainment in speaking and listening by the time pupils are seven is below average. Pupils' speaking and listening skills upon entry into Year 1 are below average, with a number of pupils having a limited exposure to the English language at home. This often continues throughout the whole time they are at school, though most pupils become bi-lingual during Key Stage 2. The majority of pupils in Key stage 1 are good listeners, though they can be somewhat restless when they do not fully understand what the teacher is saying. Teachers use a good range of teaching and learning styles to promote oral skills in their classes, though most of it comes about through teachers' good questioning skills at the beginning and end of lessons. Teachers try to ensure all pupils are included by asking direct questions to some of the more insecure and less confident members of the class.

119. Occasional opportunities are provided for pupils engage in simple role-play activities. A good example of this was observed in a Year 1 class with pupils exploring character, by taking on the roles of a queen and her subjects. Good links were made with the development of basic English skills, with pupils focussing on adjectives and how they can be used to describe people. Whilst this good provision enables many pupils to develop good social oral skills, a number of pupils, particularly those with English as an additional language, still find it difficult to articulate their ideas at length and speak in clear extended sentences.

120. Pupils' reading by the time they are seven is average overall. Many pupils arrive in Year 1 with a limited knowledge of books. Reading is well taught, with an appropriate emphasis on the development of phonic skills. The sharing of enlarged texts and guided reading activities enable pupils to make good progress in their understanding. Pupils with specific reading concerns receive good additional support from the special needs department. As a result of this input pupils make good progress in their technical reading skills, though some pupils do not always fully understand what they are reading.

121. Attainment in writing by the time pupils are seven is below average. Pupils achieve well in relation to their earlier learning. Attainment in pupils' written work upon entry into Year 1 is extremely variable, and ranges from pupils making meaningful marks on paper to those who are already able to produce simple sentences with appropriate punctuation. Teachers have high expectations of pupils immaterial of their ability and language skills and provide them with the opportunity to develop simple basic English skills and use them within a challenging range of writing activities. Pupils write about events in their lives and retell in a simple way the stories and poems read to them in class.

122. Speaking and listening, for most pupils, by the time they are eleven is below average. The majority have achieved satisfactorily. Pupils continue to improve their oral skills as they move through Key Stage 2, with regular chances to talk about the books they read and the writing activities they are involved in. Occasional opportunities are provided for pupils to engage in role-play activities. A good example of this was observed in Year 6, with pupils taking on the roles of various members of the school community as they discussed whether parents should curb the amount of television watched by pupils. Role-play and educational drama however is rarely used.

123. By the time they are eleven most pupils are confident in their ability to talk in an informal manner to their friends, teachers and visitors. They are less secure in their ability to structure their ideas and opinions in a logical manner, and speak at length in a formal situation. An example of this was observed in a Year 6 class with pupils asking a teaching assistant to feed back their findings after an activity, rather than expressing them themselves.

124. Overall, attainment in reading by the time pupils are eleven is below average. Pupils continue to make satisfactory progress in their reading skills as they move through Key Stage 2. Pupils are given the opportunity to read a range of factual and literary materials, including literature from other cultures and traditions, though there are limited chances for pupils to read pre-twentieth century literature including the plays of Shakespeare. A small number of higher attaining pupils have good reading skills. They regularly read at home and borrow books from local public libraries. In contrast to this many pupils do little reading outside of school. Because of this lack of regular reading a number of pupils lack expression and fluency in their reading and have problems in comprehending the characters, storylines and issues in the books they read.

125. Pupils' attainment in their written work at eleven is well below average. Pupils nonetheless achieve satisfactorily in relation to their prior learning. The effect of a sizeable increase in pupils with English as an additional language in Key Stage 2 affects standards. Pupils regularly word process their work, and whilst handwriting and presentation is at least satisfactory, a significant number of pupils in Year 6 still write in pencil and in print. Pupils produce a good range of written work, and can write for different purposes, in different styles, and with a number of audiences in mind. Pupils produce a good range of factual, instructional and creative essays, with opportunities for pupils to plan their work and to improve it through the use of drafting skills. Pupils produce diary entries, book reviews, a good range of poetry of their own and short play scripts. Pupils also produce simple leaflets and create newspaper articles. They also write about a number of contemporary issues

such as bullying and the issue of allowing children's mobile phones into school. Good examples were seen where pupils produce a number of pieces of written work linked to a common stimulus. This was observed in Year 6 with pupils producing an advertisement for a teaching assistant post in school. They produced a curriculum vitae for an applicant, a letter applying for the job, and a letter in return from the school offering an interview at a given time.

126. Many average and high attaining pupils are capable of producing good extended pieces of work with few or no mistakes. In contrast to this a significant number of pupils, in particular those with special educational needs, and those pupils with English as an additional language who have arrived late in Key Stage 2 still have problems with their basic English skills, their sentence structure and their ability to write at any length. Literacy is well developed across the curriculum, with, for example pupils in Year 4 creating some very imaginative and amusing lonely heart letters from Henry the Eighth asking for a new wife. Pupils have also used their experiences in geography to write some sensitive poetry entitled, 'Everest'.

127. Teaching is good. The good teaching and learning which takes place in the large majority of English lessons is very much influenced by pupils' positive attitudes towards their work, their good behaviour, and their ability to work with sustained concentration.

128. There is a policy for the subject, with the school using an effective commercial scheme of work to guide teachers in their planning. Teachers regularly correct and mark pupils' work and suggest how it can be improved. Pupils however do not correct their own errors and opportunities are lost for pupils to learn through their own mistakes. Current assessment and recording procedures are unsatisfactory and fail to identify short-term achievable targets for pupils. The subject is managed by two well-informed coordinators, though their role is currently under-developed, with limited opportunities for them to plan and monitor development in the subject

MATHEMATICS

129. Since the development of the new school in 1998 standards in mathematics have improved in both Key Stages.

130. A considerable percentage of pupils throughout the school enter with only a very basic understanding of numeracy. Standards are broadly average in 2001 national tests taken by pupils aged seven years. When compared to schools with a similar socio-economic background, the pupils at seven years of age achieve above those in similar schools. Inspection evidence shows that it is likely that pupils aged seven will achieve average standards by the time they take their tests. Whilst standards have risen quite considerably since the development of the new school they are still below standards expected nationally by pupils at the age of 11. When compared to schools with a similar socio-economic background, the pupils achieve in line with national averages. Inspection evidence shows that it is likely that pupils age 11 will reach the targets set by the local education authority but, despite good progress, not the national average.

131. There is no significant difference between the performance of girls and boys in this subject. All pupils are suitably included. Those with English as an additional language and special educational needs are well supported and make good progress. For example, in Year 2 where pupils with Bengali as their first language, are ably supported by a specialist teacher who assess that they have access to the mathematical curriculum and supports their understanding of the spoken language so that this does not impair their success in solving word problems in mathematics. Pupils achieve satisfactorily by the age of seven and

unsatisfactorily by the age of eleven. considering the low baseline and the fact that many pupils join the school during the year.

132. By the age of seven years, many pupils have satisfactory knowledge of place value and there are good opportunities for problem solving. They have satisfactory knowledge and understanding of number bonds. They use practical apparatus well to support their learning. They know some of the properties of two and three dimensional shapes and tell the time for o'clock and half past the hour.

133. By the age of eleven years, pupils can carry out mental calculations quickly in their heads and with the use of white boards can do more complicated multiplication sums using three digits. They understand how to interpret data to a satisfactory standard. More able pupils can solve problems which need more complex solutions. Throughout the school pupils use their numerical knowledge to solve every day problems carefully. From Year 2 onwards they use complex reading skills to understand what the question is asking so that they know which calculations they are to use to solve problems. However, due to the complex nature of the school's population achievement overall is unsatisfactory.

134. Despite standards in Key Stage 2 being below national averages, teaching across the whole school is good overall. For example:

- Well planned lessons that have clear learning objectives for the mental warm up activity and main activity, which are shared with pupils and referred to at the end of lessons.
- Effective learning methods used in mental warm up activities develops a speedier recall of numbers, for all abilities of pupils. This was seen across the whole school.
- Teachers use a varied range of resources to interest pupils and to keep them focused, this is particularly evident in lower ability sets for maths.
- Open-ended questioning used by the teacher to explore pupils' methods and deepen their thinking of how to solve problems when asked questions such as, 'How did you work out that 256 multiplied by 26 is 6656?'
- Key mathematical vocabulary is explained by staff and there is a high expectation for pupils to use these words, for example, 'inverse' and 'partition'.
- Where teachers inform pupils how long they have to carry out a task they are effectively utilising time.
- Good management skills on the whole ensure that pupils concentrate, behave well and work well together.

135. There have been many improvements since the development of the new school in the teaching of mathematics resulting in a raising of standards. The development of mental mathematical skills and use of key vocabulary is contributing to help raise standards from a very low base. The coordinators monitor planning and all teachers have been watched teaching and feedback given. Pupils are now assessed formally at the end of each year with additional national tests and Qualifications and Curriculum Authority tests. They are also assessed more frequently after the end of topics and the teaching of new concepts. This good practice was particularly noticeable in Year 6 where pupils were assessed at the end of the lesson to see how much they had understood. Pupils' progress is tracked year by year and these results used to inform future planning. At present there are no individual targets set for pupils in mathematics.

SCIENCE

136. During the inspection, the level of attainment in science was good. Standards have risen significantly over the last two years from well below the national average in 1999. In

2001, the attainment at the end of Key Stage 1, based on teachers' assessments, was slightly below the national average but good in comparison with similar schools. These results continue the upward trend in science results at Key Stage 1 and indicate a significant amount of progress. It is taught well. In 2001, the attainment at the end of Key Stage 2 showed that the percentage of pupils reaching the expected level 4 matched the national average and was the same as the percentage for schools in similar circumstances. This result continues the upward trend in science results in Key Stage 2 since 1999 and indicates a significant amount of progress.

137. By the end of Key Stage 1, pupils understand the importance of fair tests and demonstrate this well when discussing and setting up an experiment to investigate the importance of different growing media and water for plant growth. They learn to make sensible predictions based on their existing knowledge and justify them when the teacher asks them to say why a statement applies. For example, one pupil said, "compost is nearest to soil" while another said she knew all plants need water. Pupils know which objects do and do not need electricity to function and draw simple circuits. Pupils show awareness that only some animals live in it and work on foodstuffs indicates that they have good ideas about what to eat to stay healthy. Pupils use a range of terms such as sticky, rough and smooth accurately to describe different materials. They classify objects according to the materials used to make them and name parts of the body. In Year 1 new vocabulary is used well to show how much pupils have learnt about a magnet and its power to attract some metal objects. They also have clear ideas about the fact that not all parts of a wooden clothes peg are magnetic and can justify their opinions. All pupils enjoy science lessons and the way that ideas are recorded makes sure that even new pupils who are learning to use English as an additional language participate. Pupils learn well from each other and share resources sensibly.

138. In Key Stage 2, pupils continue to develop their investigative skills well. They make good use of opportunities to design and carry out fair tests and discuss how to ensure that parachutes with different canopy areas are dropped from identical heights. Pupils work on teeth is linked in well to subsequent work on the importance of diet and different food groups. In the early years of this key stage pupils are encouraged to use words such as 'leguminous' and know that a 'hilum', the place where a seed is joined on to a pod, looks like a tummy button. Pupils refine their understanding of electrical circuits and draw them using right angles and conventional symbols with great accuracy. They also show a good understanding of magnetism and the effects of different forces. Later in the key stage, work on the Internet adds significantly to research carried out about micro-organisms and the solar system. Pupils learn about the properties and uses of oxygen and the differences between liquids and solids. Work on reversible and irreversible changes gives rise to some challenging questions for follow up work.

139. Teaching is good. All lessons are well planned and the consistent use of lesson objectives at the start of every lesson not only gives focus to the introduction but it also enables pupils to monitor their own learning at the end. Teachers enjoy very good, positive relationships with the pupils and this combined with their good subject knowledge and the pace of lessons motivates all pupils, including those with special educational needs and those for whom English is an additional language. Pupils enjoy the stimulating lessons, listen carefully and enjoy the challenge of difficult topics such as the phases of the moon in which they act, in part, as demonstrators for each other. Information technology is used well to reinforce the learning objectives. Teachers have high expectations about what they expect pupils to achieve and in one class a step by step approach ensured that by the end of the lesson pupils learnt how to write time accurately down to one hundredth of a second. Cross curricular links emphasise the importance of science in all areas of life so that not only is electricity studied but its safe use is also emphasised. Work on the human body leads into the creation of some excellent three-dimensional models in the style of the artist Alberto

Giacometti. Teachers encourage pupils to use different ways of recording their work and this approach is beginning to help pupils to gain in confidence about their ability to read information in different tables and graphs. Marking is consistent between years. Older pupils in Key Stage 2 have books to aid their homework and revision and extension work supports those pupils who want it. Teachers have clear ideas about their pupils' levels of understanding and this information does modify planning to some extent but there is too much reliance on teachers' memories. The coordinators' plans to review what the pupils know, understand and can do are very well developed and grow out of the Qualifications and Curriculum Authority's scheme of work that the school uses.

140. The curriculum for the subject is broad, balanced and well organised throughout the school and this provides a solid base of knowledge that the pupils use to good effect. The language of science and the importance of evidence are developed through both key stages. The monitoring of planning is very thorough and general teaching points that emerge from this are shared with staff and go into the development plan for the subject. The school's results from the tests at the end of Key Stage 2 are rigorously analysed as are national summaries about the tests. These are used to influence changes in teaching strategy, such as the recent emphasis on forming conclusions and making generalisations. The development of the coordinators as monitors of the teaching of science will take their professional development forward. Science teaching is consistently a strength of the school.

ART AND DESIGN

141. It was only possible to observe one art lesson during the period of the inspection and this was well taught. This lessons, plus teachers' planning documents, and a significant amount of good quality work on display around the school indicates that pupils make good progress in their art skills and achieve standards above those expected for their age. Pupils with special educational needs and those for whom English is an additional language make the same progress as all other pupils. One lesson was observed, which was well taught, which, together with displays, teachers' planning documents and good quality work around the school indicate that good progress is made.

142. The impressive artwork on display around the school contributes to the welcoming atmosphere in the school, makes a positive contribution to pupils' cultural development, and celebrates the multi-cultural nature of the school.

143. Some particularly high quality work can be observed in the school entrance hall on the theme of 'One World' with pupils producing aboriginal art, American Indian totem poles, African mask-making, Japanese calligraphy and paintings and some impressive large three-dimension work based on the standing stone figures of Easter Island. Good cross curricular links are made between art and other subjects. Inclusion is assured for all, with pupils having equality of access to all areas of the national curriculum for Art and Design.

144. Pupils in Year 1 shared reading in English of the enlarged story 'The Rainbow Fish to the Rescue' was used as a good stimulus for pupils' collage work on under-sea scenes. The task and skills to be developed were well explained by the teacher, with appropriate emphasis on the safe handling of tools. They worked with sustained interest and supported each other in their efforts and took great care in selecting materials for their colour and texture. They produced some good quality work. Good cross curricular links were observed in a Year 6 lesson, as pupils continued with some imaginative mask-making activities based upon their history work on the Ancient Greeks. Pupils listened with interest to the teacher's explanation and instructions, and worked with real interest when engaged in working on their own masks.

145. Examination of the work on display indicated that pupils are provided with the opportunity to experiment with and explore a number of styles, techniques and materials and mediums. Pupils draw and paint, with activities often being based upon the works of artists such as Van Gogh and Monet. They display good observational drawing skills as they produce still life pictures influenced by Cézanne. Pupils engage in three-dimensional work on 'People in Action' as they create figures using wire bases and Modroc. They create good architectural drawings and paintings of famous places around the world and produce computerised artwork.

146. There is a satisfactory policy and a scheme of work which guides teachers in their planning. There are currently no assessment and recording procedures for the subject which means standards and progress are not recorded for future use. The subject also lacks a portfolio of pupils' work that matches national standards .

DESIGN AND TECHNOLOGY

147. Attainment is broadly as expected in both key stages. Last year, pupils at age eleven were taught how to follow a design brief to produce to make a 'Portway Theme Park'. They worked to the design brief that the ride must be motorised, use a pulley system and be colourful and attractive. First they investigated rides at Thorpe Park, then annotated drawings to show what they wanted to do, made good working drawings. Very good quality worksheets produced by teachers enabled pupils to think about and write about the mechanisms used. Evaluations of the work showed how pupils solved problems and recommendations for improvements. Pupils from the current Year 6 described the process involved in designing slippers and showed the needlework they are doing as preparation for the sewing . The unit of work is not yet finished but their ability to describe the process and talk about the materials was unsatisfactory for pupils of their age.

148. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. A lesson taught to Year 3 pupils was effective in helping pupils plan how to make a healthy sandwich. The teacher ensured that different food habits and cultural backgrounds were taken into account and presented the work in a practical way so all, including pupils speaking English as an additional language, could understand. She showed pupils how to layout the design, as result all produced a credible plan.

149. Year 1 pupils experience a variety of design challenges. In one class some have made quite imaginative playground equipment although they have yet to solve the problem of how to join pieces of balsa wood. The designs for a dolls' house in another class show pupils beginning to develop the idea of a plan, while a different class have made full sized walls around the carpet to show how a castle is constructed. Year 2 teaching is satisfactory but the lessons seen were rather dull and lacking in challenge. As a result the pupils' designs for puppets were unimaginative with little attention to key features such as materials to be used.

150. Management of the subject is effective. Resources have been reorganised so they can be used more effectively by teachers and are tied into the units of work. National guidance is used for the subject and on the whole this is well used. Better ways to assess pupils' progress in the subject are being trialled in Year 3 and the intention is to standardise this throughout the school. Links with local arts groups were successful in helping pupils make huge lanterns for a parade.

GEOGRAPHY

151. The standard achieved by pupils at the end of Year 2 is satisfactory as is their progress. At the end of Year 6 standards are below expectations. There is too small an

amount of work to see if pupils have made satisfactory progress or not. The standard achieved by pupils at the end of Year 2 is satisfactory as is their progress. Judgements are based on one lesson seen, displays, pupils work and discussion with pupils and teachers' planning. At the end of Year 6 standards are below average. There is too small an amount of work available to see whether or not pupils have made satisfactory progress.

152. No lessons were seen in Key Stage 2 as at the time of the inspection the curriculum emphasis was on the teaching of history. Pupils in Year 2 learn about life in a Mexican village and compare it well to life in West Ham. Older pupils in Key Stage 2 learn about the Water Cycle in Year 5 and how rivers erode in Year 6. Limited work in books and displays that have little geographical content explain why standards are unsatisfactory in Key Stage 2.

153. Whilst the coordinator has good subject knowledge and the planning of the curriculum is satisfactory, there is a short amount of time given to the teaching of geography in school.

HISTORY

154. During the course of the inspection, it was not possible to see enough lessons in Key Stage 1 in order to form a reliable judgement, but the scrutiny of work and discussions with staff suggest that standards are broadly in line with national expectations. Standards are in line with national expectations. Groups work well together and ensure the inclusion of pupils with English as an additional language.

155. In Key Stage 1 pupils learn to recognise homes of different kinds and know that Victorians used outside water closets and did not have garages. They learn to look at artefacts from the school's own collection carefully and can compare and contrast these with objects in their own homes. They show a real understanding of the ease using a washing machine now and the physical demands of using a scrubbing board and a tub. They draw and write captions to show the difference between toys in the past and toys now. Older pupils show understanding for the conditions of soldiers in the trenches of the First World War. They write from "a stinking trench somewhere in France" to show an understanding that some information could not be shared with friends and relatives.

156. In Key Stage 2 pupils use time lines with different scales to explore the succession of invaders and settlers in one class while in another the time line is a detailed examination of Sir Francis Drake's voyage around the world. Information about the topics studied is presented in a variety of forms from posters and simple charts. Some lonely-hearts advertisements for King Henry VIII and newspaper accounts about the alleged affairs of Ann Boleyn are particularly effective in conveying important information in an original way. Pupils use their own knowledge and experience of different belief systems to talk about the gods of the Ancient Greeks. They then use their ideas well. Some of the prayers are particularly well written and show a real understanding of this form of writing. Work on the Second World War summarises a great deal of information about living conditions for evacuees as well as those left sheltering at night in the London underground. The absence of local history from this topic does however represent a missed opportunity to collect first hand witness testimony. Pupils for whom English is an additional language are incorporated into groups well and often paired with pupils from similar backgrounds who help them.

157. Teaching is good in Key Stage 2. Teachers use new vocabulary well and encourage pupils to use it too so that by the end of a lesson most are talking with confidence about, for example, a voyage of discovery or Mount Olympus. Teachers prepare and plan their work together in year groups and evidence during the inspection shows that all pupils in a given year receive a very similar curriculum. Throughout the school teachers ask pupils to justify

what they say about a topic and this develops historical understanding. At the start of Key Stage 1, for example, they ask pupils why they prefer modern houses to a two up two down house, whilst later in Key Stage 2 pupils are given a range of artefacts and asked to say what they can learn from them. The pace in lessons is high and interest in the subject is well maintained by the way that teachers introduce lessons and regularly reinforce the main learning points. The provision of copies of folders of information about a person, such as Boudicca, is well designed to encourage pupils to reach their own conclusions about historical figures. Teachers use pupils' mistakes to create good learning opportunities and one confusion between the Royle family on television and the royal family was used as a way of reinforcing the fact that teachers and pupils always need to check out what is being said very carefully.

158. Despite the organisation of theme days, during which pupils learn what it was like to be alive during Roman or Tudor times, the amount of time devoted to the subject is restricted by the school's emphasis on raising standards in the core subjects. Curriculum maps and the monitoring of planning for the subject ensure that the programme of study is covered. Assessment techniques are needed in order to ensure that the contributions of all pupils can be used to refine planning and to determine just how much has been learnt and understood. The adoption of the Qualifications and Curriculum Authority's scheme of work has given structure to the subject but it is also showing up the need to acquire extra, up to date resources, that are suitable for different age groups and sufficient for the numbers of pupils in the school. Greater challenge is needed for those pupils able to work independently. Links to other curriculum areas are strong and a painting of St. Paul's Cathedral, against a backdrop of fires during the Blitz, was particularly effective. The subject makes a useful contribution to the spiritual, moral and cultural awareness of pupils and the consideration of health and safety issues for Tudor sailors typifies a broad and thoughtful approach to history.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. Pupils' standards of attainment do not reach national expectations at the age of seven but some pupils are achieving as well as they can, and standards have improved a great deal since the school was opened. Hardware and other problems arise in some lessons which result in slower progress than would be expected. Progress is satisfactory although attainment is below national expectations at the end of Key Stage 2. Most pupils need a lot of help remembering procedures the next time. The standard attained by many pupils is not up to national expectations because there are many pupils with learning difficulties; many pupils arrive with little understanding of English and some aspects of the teaching and provision are unsatisfactory. However, as they move through the school, most pupils achieve satisfactorily.

160. Teaching is satisfactory. Teachers build soundly on the start that is made in Reception, and by the age of seven years pupils have mainly learned the basics of using a computer - the keyboard, mouse, menus and icons. Many pupils make satisfactory progress across a good range of topics, and practise some skills in other lessons such as English and mathematics. Some pupils have used computers to write in lessons, and have made pictures and patterns using different programs. They have drawn faces, firework pictures and star patterns, and they change the colour of the background, the size of the printing and type of drawing tool. The more able pupils have found pages on a CD ROM encyclopaedia, such as about the First World War, hospitals, and Florence Nightingale. They have controlled the movements of a "turtle" (a robotic toy) as it moves across a world map, a street map or around a map of Britain. Some pupils have made block graphs of the results of a survey they carried out - about the number of legs that different animals have.

161. By the age of eleven years, most pupils have gained skills and knowledge across a wide range of topics. They have learned how to extract the information they need for other

lessons from CD ROMs, and move pictures and text into their own work. When making a birthday card, for example, they use different printing fonts, add clip art to their work, and change the style of the background and the border to produce the effect they want. They have learned how to make repeating patterns, like wallpaper or wrapping paper. The more able pupils set up a database from their own surveys, and look for information in more complicated databases, such as ones about the food values in different chocolate bars. Many pupils, however, need a lot of help from staff at every stage of this kind of work and their progress is slow. Similarly, when making and using spreadsheets, no pupil confidently enters the information and then create and use different formulae to work out various solutions to questions, such as how much would three drinks and a burger cost if there was a discount of fifteen pence on each. Using such programs, however, most pupils produce graphs of the results, and they can decide which would be the most appropriate kind of graph to use, such as block, line or pie graphs. Pupils have checked the temperature around the school, and made graphs of the results, and they have entered instructions into a screen "turtle" to make it perform a series of complex movements. Many pupils have used a scanner, digital camera, and a camera mounted on top of a computer screen; they look for their favourite pages on the Internet, and have sent emails to each other. However, most pupils, need a lot of help in remembering how to use them the next time and this results in slow progress. Some of the most able and enthusiastic pupils have made good progress by the time they leave the school; for example, some have begun to make interactive screens that have active points that lead into different information pages.

162. Teaching is satisfactory. Teachers generally make good use of a large screen mounted on a wall when they are explaining what the pupils need to do, and they ask good questions to make the pupils think about what they are doing. Often, they will stick up a large page saying what the aims of the lesson are, although they often do not refer to this, or sometimes do not follow the aims very closely. Most teachers have high expectations for their pupils' effort, behaviour and involvement, and they keep good order in their lessons, so there are no major interruptions to pupils' learning.

163. Problems do arise, however, in some lessons, and a combination of these factors slows rate of progress in the long term:

- the computer suite is too small, especially for a full class of older (and bigger) pupils; they are too crowded at the computers, and they cannot easily see the wall screen;
- the wall screen that teachers use to demonstrate with is unreliable, not very clear, and does not always work;
- some of the computers are very slow, and pupils overload them with too many key presses, and the computers very often "freeze up";
- sometimes, the teachers explain what to do for too long, or their expectations are too high, and the series of instructions is too complicated for the pupils to understand;
- or the topic (such as finding information from a very complex database about the amount of sugar, treacle and syrup produced in a local factory) is not the most interesting that might be chosen.

164. Altogether, this creates some frustration for the teachers and the pupils; some pupils get bored and restless, and do not try as hard as they might.

165. In one lesson, for example, the teacher introduced the pupils to a new program that could be used to make up sentences, and then speak them aloud. However, the teacher allowed the pupils to play in an unstructured way for most of the lesson, when they could have been challenged to do much more. This *did* happen in another lesson using the same program, where, although the wall screen was faulty at first, the teacher showed the pupils

how to load words in from a word bank or list, and to have them in sentences, rather than just random sounds. The second lesson increased the pupils' skills well; the sentences that the computers spoke aloud sounded much better to the pupils than the random words of the other class.

166. In other lessons, such as mathematics and English, teachers satisfactorily use their classroom computers to expand the learning of the different subjects, and to practise and extend the pupils' computer-related skills. Some teachers do this very well, but this is not consistently happening around the school in a range of lessons where the computers could be valuable aids to learning.

167. This subject is well organised and managed. The coordinator is very capable, well qualified and experienced. She works with three colleagues: a "shadow" coordinator, a technician who fixes all the problems, and an "Intranet worker" who works with the school's web site and organises some of the displays and resourcing for staff. It is not part of the coordinator's job to monitor the standard of teaching, and teachers are not monitoring the progress that pupils make. This results in staff not having a clear and accurate view of the standards that some pupils are actually attaining. The coordinator has a clear view of the present situation, and has plans for how to develop the subject. These plans are revised each term as the provision develops. The next priority, for instance, is to concentrate on supporting mathematics through information technology. There is a good long-term scheme of what should be taught, and it covers all of the required areas of the subject well. The coordinator has organised much training for herself and for teachers and support staff. This shows in the high level of expertise during lessons. Some good use is made of outside places and people, such as visits to a local computer centre; parents and children being involved in after-school workshops; and the involvement of a local professional football club with the older pupils, looking at databases and Internet sites about football. There is also a computer club for some of the younger pupils, and these pupils have particularly good confidence on the computers. There is some very good equipment around the school, both in classes and in the two suites. Some of the older equipment is, however, unable to keep up with the speed of modern programs, and is due to be upgraded or replaced. One computer suite is new, but is mostly used by adults who come into the school; the other suite is rather small and crowded when a full class is using it.

MUSIC

168. Attainment is broadly as expected and pupils achieve satisfactorily. Occasionally weak subject knowledge and short time allocation hinder pupils' progress. No lessons were seen in Year 6. Where there is specialist teaching it raises attainment and results in good progress. The short length of timetabled lessons reduces the possibility of group performance.

169. There is no manager for the subject at present although plans have been made to appoint one as soon as possible. In the meantime teachers plan lessons using an appropriate scheme of work which ensures that pupils make steady progress. There are a number of clubs that make a contribution to music in the school and specialists who come in to teach violin, brass and guitar and to take singing and some class lessons. The profile of music in the school is raised by these lessons. However, sometimes pupils are withdrawn from lessons to attend booster classes which means they miss out on the music curriculum.

170. Pupils sing well in an assembly, they follow the rhythm well and their pace is good. Pupils in a Year 5 lesson play credible sequences to illustrate a space theme. Teaching is satisfactory. Teaching is effective in reminding them of different sounds, rhythm and use of instruments so they have clues to look for in each other's performance which is good preparation for listening. The teacher uses musical terms well such as pitch and tempo with

the expectation that pupils will follow his lead. However the time allocated to the lesson is too short to allow for much development and improvement. The timetabling of music was a factor in several of the lessons at Key Stage 2 especially when group work and time to perform is needed. One of the Year 4 teachers managed to encourage pupils to critically appraise others' playing on a pentatonic scale which then improved the performance of the next group but there are limitations in what can be done in a short time especially when pupils are using instruments.

171. Exciting teaching at a fast pace by a specialist teacher enabled pupils to make very good progress in clapping an ostinato. They learn very quickly to clap the rhythm and to keep to their own pattern alongside different ones. The pace of teaching was quick, the teacher uses musical terms in conjunction with sounds or rhythms so they made sense to pupils. She wrote the rhythms on the board and it was very easy for pupils to follow. They clapped the different rhythms of songs such as Michael Finnegan at quite a pace. Her very lively demonstration of the different voices in a Three Bears Song ensured that the pupils kept up with the lyrics and rhythm which they did with great enthusiasm.

PHYSICAL EDUCATION

172. Pupils in both key stages make satisfactory progress in their physical education skills and achieve standards in line with expectations for their age. They make satisfactory progress. Pupils with special educational needs and those for whom English is an additional language make the same progress as all other pupils.

173. Teaching is good. It was only possible to observe game skills, tennis and gymnastics during the period of the inspection. An examination of teachers' planning documents indicates that pupils engage in all areas of the National Curriculum for PE. Although virtually all pupils learn to swim, not all of them fulfil the requirement to swim twenty-five metres by the time they are eleven.

174. Pupils in Year 1 display simple gymnastic skills. They travel and move over a range of medium level equipment, incorporating twists and turns, balances and moments of stillness. The sound progress in this lesson was very much influenced by the pupils' own good self-discipline and their ability to focus on the skills to be development.

175. Pupils' good self-discipline was observed once more in a games skills lesson as pupils in Year 2 worked on ball control activities used in football. The good progress observed in this lesson was enhanced by the teachers good planning and organisation of the lesson, with pupils moving around a carousel of activities, which developed their passing, striking and ball-trapping skills. The two teacher assistants involved in this lesson provided good support to some of the lesson confident pupils in the class.

176. In a Year 3 lesson pupils were working on striking the ball and the appropriate use and handling of a tennis racquet. Pupils in Year 5 likewise focussed on tennis skills with pupils developing their forehand and backhand strokes. The good progress made in this lesson owed much to the willingness of the pupils to listen to and respond to the teachers' coaching points, and their wish to please her. Gymnastic skills were observed in Year 5 with pupils focussing on the sequencing of a number of symmetrical and asymmetrical shapes as they travelled over medium level equipment and wall bars. The good work produced by pupils by the end of the lesson was helped by pupils' good self-control, and their ability to improve and refine skills through repetition.

177. There is a policy for the subject and a scheme of work which guides teachers in the planning of lessons. Although the school does not have any playing fields it has access to

two well-equipped halls and good outside hard surface playing areas. There are currently no assessment procedures which inhibits future planning of effective lessons .

178. There is satisfactory range of extra-curricular sporting activities for older pupils, including dance, football and gymnastics. Older pupils are given the opportunity to go on an adventure holiday which focuses on a number of sporting activities, including orienteering, canoeing and sailing, windsurfing and climbing.

179. With its emphasis on inter-active and team building skills the subject makes a positive contribution to pupils' social development.

RELIGIOUS EDUCATION

180. Pupils' standards of attainment are unsatisfactory They are not achieving as well as they are expected to. Little progress is made and attainment is below that expected. By the age of seven years pupils have begun to learn that some days, places, events and foods are special. They take part in class discussions about stories, buildings, symbols and people from several major religions. They learn, for example, about the Star of David, a Mosque, the Prodigal Son, and the birth of Jesus. Pupils draw some lessons from the stories, and begin to learn to be sensitive to the needs of others.

181. By the age of eleven years, pupils do not make enough progress and continue to underachieve. They continue to discuss some of the lessons that can be learned from the stories of different religions, but some pupils are reluctant to learn about religions other than their own. Much of what pupils learn is about how we should live together, and about each others' cultures, rather than their religions. Pupils do not always have a clear idea of the main points of each religion; instead, they hear isolated stories about people, Gods and symbols. Many pupils only know that there are differences in religions, with little detail as to what the differences are. Some pupils have learned about the Pillars of Islam and the Wheel of Buddhism and they have produced a set of their own class rules based on what they have learned from the major religions.

182. The teaching and learning in individual lessons during the inspection were satisfactory, but the overall teaching and learning situation is unsatisfactory. Past work over a longer time than one lesson is judged to be unsatisfactory. Where the teaching has weaknesses, these centre around lessons being too short, and with little expectation that pupils will do more than discuss matters. Occasionally, pupils have written a very short passage about what they have discussed, but there is very little support for literacy in general through this subject. Sometimes pupils draw a picture, cut out some pictures to re-arrange, or act out a part of a story. Most often, however, there is no follow-up to the discussion, and pupils do not have anything to show for their lesson. Some teachers do not have a good knowledge about the religion they are discussing, such as who the apostles were, and how many disciples there were. Others do not make enough effort to make sure that all pupils are listening when a religion other than their own is being talked about: in one lesson, for instance, the teacher knew that at least three pupils being very inattentive because they were not Christians, and did not want to learn about Christianity, so he did not make a proper attempt to involve them. The timing of some lessons - the last period on a Friday afternoon for all of the oldest pupils, for instance - is not ideal, especially when combined with personal and social education. What pupils *do* learn well is often the personal and social lessons that religions portray; they learn *from* the religions, but not *about* them

183. Aspects of the teaching are good, and a number of the lessons that were observed were good: some teachers plan their lessons well, and build on what has taken place in previous lessons, others do not. Staff have positive relationships with the pupils, and they

manage the pupils' behaviour well, so that they are attentive for the most part, and join in the discussions sensibly and with some interest.

184. The management of the subject is satisfactory. There is a new coordinator in place who has a positive attitude and has already made a lot of progress in re-organising the subject. He has arranged training and has sought some valuable advice from outside the school. He is re-writing the policy for religious education so that the teaching and planning will be checked and progress assessed and monitored. The resources are very good. Some use is made of outside resources, such as visits to a church, a mosque and a gurdwara, but there are many missed opportunities to bring people in to talk about their own religions. The plan of what will be taught is being changed to include more topics about religion, instead of social and cultural matters. Assemblies are now planned to be more spiritual occasions, with good opportunities to reflect on life, and recognition of a supreme being. This subject has not been a priority in the school for some time, but changes are planned.