

INSPECTION REPORT

REDLANDS PRIMARY SCHOOL

London

LEA area: Tower Hamlets

Unique reference number: 100917

Headteacher: Ann O'Reilly

Reporting inspector: Mrs. C. Pittman
18275

Dates of inspection: 8th – 11th October 2001

Inspection number: 230585

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 to 11

Gender of pupils: Mixed

School address: Redman's Road
London

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Appropriate authority: The Governing Body

Name of chair of governors: Roger Moore

Date of previous inspection: 18th May 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18275	C. Pittman	Registered inspector	Foundation Stage	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well is the school led and managed?</p> <p>How well are the pupils taught?</p>
9499	P. Daruwala	Lay inspector		<p>Pupils' attitudes, values and personal development.</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
31963	M. Padmore	Team inspector	<p>Information and communication technology</p> <p>Design and technology</p> <p>Physical education</p>	
20962	C. Ifould	Team inspector	<p>Special educational needs</p> <p>Geography</p> <p>History</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
18116	C. Taylor	Team inspector	<p>Equal opportunities</p> <p>Mathematics</p> <p>Music</p>	

Team members			Subject responsibilities	Aspect responsibilities
3242	M. Newman	Team inspector	English as an additional language Science Art	
31102	S. Karim	Team inspector	English Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redlands Primary is a two-form entry community school situated in the East End of London. The school is much larger in size than other primary schools, with 406 pupils aged from 3 to 11 years. There are 81 children, aged 3 to 5 years, in the nursery and reception classes that make up the Foundation Stage. Most of the children attend the nursery but a few have no playgroup experience. The school draws most of its pupils from the immediate catchment area, which is predominantly of local authority and social housing. A large proportion of pupils come from backgrounds with social and economic difficulties. There is a high level of unemployment in the area. The percentage of pupils speaking English as an additional language is very high. The percentage of pupils eligible for free school meals is also well above the national average. The number of pupils with special educational needs (SEN) is broadly in line with the national average. The number of pupils with statements of special educational need is above the national average. The school has had significant difficulties in filling vacant co-ordinator posts and this has adversely affected the quality of curriculum provision in some subjects.

HOW GOOD THE SCHOOL IS

This is a good and effective school that is improving in very challenging circumstances. Most pupils make good progress from the time they come to the school to when they leave at eleven years. High proportions of pupils are keen to learn even though nearly all have English as a second language. Pupils' good behaviour and the good relationships they have with each other contribute to a positive learning environment. The teaching is consistently sound with much that is good. Staff are committed to improving the quality of their teaching. There are good arrangements to support all pupils and care for them and the school has a strong partnership with parents. The leadership and management of the headteacher and key staff are good. The school is self critical, and gives good value for money.

What the school does well

- When pupils leave aged 11 years they attain standards that are well above average in comparison to similar schools and they make good progress from a low start.
- The headteacher's leadership and management is very good;
- Good progress is made by nearly all pupils, even though most have English as a second language (EAL);
- Pupils are enthusiastic about learning; their good behaviour and respect for each other create good relationships throughout the school;
- Parents' views of the school are good;
- The school cares for its pupils well.

What could be improved

- Standards of attainment in reading, writing, mathematics, science, ICT, design and technology and humanities by the age of 7 years and the standards achieved in design and technology and humanities by 11 years.
- Improving the breadth and balance of the curriculum particularly in the following subjects: design and technology, art, and humanities and using assessment information to raise attainment and guide curriculum planning more effectively.
- Continue to improve the good progress made in the Foundation Stage by developing the nursery and reception classes into a more structured unit ;
- Co-ordinators' monitoring of the teaching of skills in their subjects and particularly the skills of writing across the curriculum;
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected three years ago the standards achieved by pupils required substantial improvement. There were weaknesses in the management and there was some improvement needed in the quality of education provided and the learning ethos. Since then the school has made great strides in many of these areas.

Pupils aged 11 years have made significant improvement in all three-core subjects. Standards in mathematics and science are now in line with national averages from a very low base at the time of the last inspection. English too has improved from very low to just below average. Attainment in writing, however, is very low when children start at the school and continues to be a weakness for pupils aged 5 to 7 years. Teaching has improved and so has the quality and range of learning opportunities for the pupils. Co-ordinators now monitor literacy and numeracy more effectively although they do not monitor the teaching of skills sufficiently enough in all subjects to identify areas for improvement. Assessment is used more effectively to evaluate pupils' progress, particularly in English and mathematics from Years 3 to 6, although there is still the need to improve assessment in other subjects and key stages. The school improvement plan now appropriately prioritises standards for improvement and has targeted literacy and numeracy although the school is aware that to comply with statutory requirements it must deliver all the subjects of the national curriculum. There is significant improvement in the leadership and management of the school following the appointment of the new headteacher since the last inspection. She provides strong leadership and effective management.

Besides addressing the key issues from the last inspection the school has also effectively improved its performance in other areas. Governors are now more involved in financial planning and supporting the curriculum. They are beginning to know the school's strengths and weaknesses. Staff development has been much improved despite problems with recruitment and retention. There is now a good induction programme and teaching assistants are beginning to be well trained. Given the very good quality of its leadership and commitment of its staff, the school is well placed to develop even further.

STANDARDS

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

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

Most children when they start school are achieving standards well below those expected of children of this age. By the time they start their formal education in Year 1, attainment is below the expected standard in many cases, and attainment in writing is low. They make good progress between the ages of three and five although better progress could be made with more structured provision in the Foundation Stage curriculum.

When they leave at eleven years, pupils' attainment when judged against similar schools, and what they achieved at age seven, is well above average in all the core subjects of English, mathematics and science. In comparison with all schools, attainment is in line with national averages in mathematics and science and just below average in English. This is very good achievement considering pupils' low attainment in preceding years and that nearly all have little or no English when they start school. The school's challenging targets last year were met. Boys perform better than girls. The school has made good improvement, overall, in the core subjects. This upward trend is largely the result of the successful monitoring of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and eager to take part in all school activities.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good overall. Pupils respect each other and their teachers.
Personal development and relationships	The personal development of pupils is good. Relationships throughout the school are very positive and older children are given specific responsibilities, which they complete effectively.
Attendance	Attendance levels are unsatisfactory. This is as a result of the number of pupils who are taken out of school for holidays in term time. Although the school does much to impress upon parents the importance of regular attendance, parents have yet to take on board the implications such interruptions can have on the continuity of their child's learning.

Pupils' attitudes to learning are good. They are enthusiastic about school, enjoy learning and show interest and commitment to their work. Pupils' relationships are also good. They are tolerant of each other, listen well and show a mature and growing understanding of differing viewpoints. There was a very low level of exclusion last year. The school has good systems for monitoring and promoting good behaviour and deals with any issues of anti-social behaviour efficiently.

TEACHING AND LEARNING

Teaching of pupils:	Nursery- Reception	Years 1- 2	Years 3 - 6
Lessons seen overall	Good	Satisfactory	Satisfactory

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, overall, is satisfactory in most lessons. However, there are elements of good teaching reflected in all areas with the quality of teaching in the Foundation Stage being particularly good, although there are some weaknesses in the way the learning is organised. There is a relatively small amount of unsatisfactory or poor teaching in both Key Stages 1 and 2.

Most of the best teaching occurs in Key Stage 2 where teachers often use imaginative resources and make intellectual and creative demands on all pupils to extend their learning. In some of the better lessons in Key Stage 1, teaching is knowledgeable, stimulating and perceptive as in an excellent Year 2 mathematics lesson. Challenging questions are used by most teachers to extend and verify what pupils know and understand. Relationships between pupils and their teachers and also with each other are good and provide a positive learning ethos. Pupils are consequently keen to learn and generally make good progress.

Numeracy is taught better than literacy. Writing skills are not emphasised enough throughout the school. The school meets the needs of most pupils well although pupils who speak English as an additional language are better challenged than those with SEN.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall unsatisfactory. There is an appropriate range of extra-curricular activities.
Provision for pupils with special educational needs	There is satisfactory provision for pupils with SEN. Early identification of pupils' special needs helps to target resources and support pupils' learning well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The principles of right and wrong are actively promoted. Pupils' moral development is sound. Pupils' social and cultural development is good. They show a high degree of respect for the differences between people and for their values and beliefs. The provision for pupils' spiritual development is insufficient.
How well the school cares for its pupils	The school's procedures for monitoring academic performance are satisfactory. Children are well known and this awareness is used effectively to support their personal development. The procedures for assessing pupils' attainment and progress are good in English and mathematics and the Foundation Stage but are insufficiently developed elsewhere. Assessment is used insufficiently to guide what pupils are taught next.

The school has been operating a limited curriculum in art, religious education, history, geography and design and technology for some time in order to concentrate on raising standards in the core subjects of English, mathematics and science. The quality and range of learning opportunities in these foundation subjects has consequently been unsatisfactory. This imbalance is now beginning to impact negatively on standards particularly in the humanities subjects and design and technology.

The partnership between the parents and school is good. Most parents are happy that the school works closely with them. Pupils are given good guidance and personal support. The quality of information provided for parents, particularly about pupils' progress, is satisfactory. However reports are too general lacking clarity and depth in each subject and failing in many cases to give a clear picture of the pupils' achievements and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher ensures clear direction for the work and development of the school. Good management by her dedicated deputy and senior management team promotes a commitment to improvement
How well the governors fulfil their responsibilities	Governors are just beginning to monitor performance. They have an increasing understanding of the school's strengths and weaknesses but have not ensured that the school offers a balanced curriculum. The school is aware of the imbalance between subjects and has already started to deal with it.
The school's evaluation of its performance	The headteacher and her senior managers monitor teaching well, although there is insufficient monitoring of teaching skills and curriculum development by some subject co-ordinators.
The strategic use of resources	Very good. Decisions on spending are linked very effectively to educational priorities. This ensures that the best value for money is achieved and the best use is made of resources.

One of the main reasons for the good progress made by pupils last year is the very effective leadership provided by the headteacher. She has built a committed team who reflect critically on what they can do to raise standards. The school is effective and aware of best value principles.

There is a good match of teachers to the demands of the curriculum and there are enough support staff. Teaching assistants are beginning to be well trained. However, the school is at present employing a number of overseas teachers on temporary contracts and does not have the strength of permanent co-ordinators in many subjects. Accommodation is good. Effective use is now made of the ICT area, which is easily accessible in a central location. Externally the school environment is in need of improvement and there are plans for dealing with this. Resources are satisfactory in most subject areas. There is a need for climbing equipment for pupils in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What a few parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The school expects their children to work hard and achieve their best • Their children make good progress in school 	<ul style="list-style-type: none"> • The work children are given to do at home. • The range of activities provided outside lessons.

Inspectors agree with the positive remarks made by parents. The quality and quantity of homework needs to be more consistent between teachers to further raise standards. The range of extra curricular activities is limited but stimulates learning in the activities provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children when they start school are achieving standards well below those expected of children of this age. By the time they reach Year 1, although they make good progress in their learning, attainment is below the expected standard for most children and standards in writing are still well below average. They make good progress between the ages of three and five although better progress could be made with more structured provision in the Foundation Stage. When they leave at eleven years, pupils' attainment when judged against similar schools is well above average in all the core subjects of English, mathematics and science. In comparison with all schools, attainment is in line with national averages in mathematics and science and below average in English. This is very good achievement considering pupils' low attainment in the preceding three years and that nearly all have little or no English when they start school.
2. Pupils' achievement at eleven years, when judged against their prior attainment at the end of Key Stage 1, is well above average in the core subjects of English, mathematics and science. This is good progress. Inspection evidence shows that the underachievement in English and science in Key Stage 2 at the time of the last inspection has been improved, although reading and writing standards are still below average at Key Stage 1. There is no significant difference between the attainment and progress of pupils by ethnicity and social background although analysis of test data shows that boys perform better than girls. The school has made rapid improvement in all the core subjects, bringing English up from well below average to just below and improving mathematics and science to be in line with all schools nationally. This upward trend is largely the result of successful targeting and monitoring of pupils. The school's challenging targets last year were met.
3. The results of the end of Key Stage 1 National Curriculum tests for English in 2001 are well below the national average for reading and writing. In comparison with similar schools reading is in line but writing is well below average. A few pupils achieved the higher level 3 in reading but this is well below average when compared nationally and with similar schools. The number of pupils in Key Stage 2 who reach higher levels in English is well above average in comparison to similar schools. The below average Key Stage 1 results are reflected in the lessons seen during the inspection where standards are also below average. However, at Key Stage 2, in lessons, they are in line with national averages. This is a good improvement since the last inspection when standards in English were below average overall. The difference in last year's test scores, at Key Stage 1, is explained by the very large proportion of pupils with SEN and nearly all pupils having English as an additional language. Additionally, a significant number of these pupils joined the school at various times not having the benefit of a consistent school experience.
4. In mathematics, the attainment of pupils in the national tests at the end of Key Stage 1 is well below the national average. Results are just below when compared to similar schools. By the end of Key Stage 2, results are in line against all schools nationally and well above average when compared to similar schools. This shows good improvement since the last inspection. The percentage of pupils reaching higher levels at Key Stage 1 was near to the average of similar schools. By the end of Key Stage 2 it was well above. Pupils with special educational needs make good progress. Inspection findings show that by the time pupils are aged seven and eleven, attainment in lessons is close to that expected for their age. Their achievement is good at the end of both key stages.

5. In science, national test results at Key Stage 2 show that pupils achieved standards which were above the national average. A large proportion attained higher levels well above the national average. Almost all pupils reached the standards expected for their ages and two out of five the level above. This is very good achievement by last year's pupils. When compared to the performance of similar schools, they were well above average. This represents a vast improvement on the previous inspection when standards were below average. Inspection findings indicate standards in lessons to be below average for pupils aged 7 years and in line with the national averages for pupils aged 11 years. The progress made by pupils in Year 1 and 2 is unsatisfactory but the progress made by pupils in Year 6 is very good.
6. There has been an improvement in the standards attained in literacy and numeracy since the last inspection, although there has been better improvement in numeracy than literacy. Teachers are now responding to the demands of the National Literacy Strategy with the literacy hour being utilised in an effective manner.
7. Enlarged texts and books are used well to develop English skills, with word level work, reading and writing activities being closely linked together. Writing standards at Key Stage 1 are well below average, although a minority is producing work in line with expectations. Too much time is spent discussing writing rather than incorporating discussion into the writing process. At Key Stage 2 pupils progress well with their writing in literacy lessons but the standard of work produced in other curriculum areas is often of a significantly lower standard. Literacy skills and particularly writing skills are underdeveloped through the other subjects of the curriculum.
8. The numeracy strategy has been successfully implemented within mathematics lessons and the use of numeracy in other subjects is beginning to have a positive impact on pupils' achievement. Most pupils apply a range of techniques effectively to solving mathematical challenges. They find ways of breaking up difficult calculations into manageable sections. The pace of their learning is beginning to improve significantly in some classes; in others activities are not provided at appropriate levels according to pupils' abilities and pupils are making less progress. This inconsistency is a weakness.
9. The previous inspection found that standards in information and communication technology were in line with national expectations at the end of Years 2 and 6 and pupils made satisfactory progress throughout the school. At the time of the present inspection standards are below national expectations by the end of Year 2 but in line with expectations at Year 6. Progress is satisfactory for pupils aged seven and good for pupils aged eleven. Provision for ICT in the school has improved significantly in recent months. A new ICT room has been equipped with computers, an ICT classroom assistant has been appointed and a new scheme of work developed. Most teachers have had recent relevant training to make them competent to teach using ICT facilities. The school is in a good position to improve pupils' standard of attainment in this curriculum area.
10. By the end of both key stages attainment is broadly in line with national expectations in all other subjects and pupils make satisfactory progress except in design and technology where standards are well below expectations and progress is poor and in humanities, including religious education, where standards are below expectations and progress is unsatisfactory.
11. Standards attained by pupils with special educational needs are in line with what is expected from their individual education plans. These pupils achieve well overall by the age of eleven when they attain levels just below those found for their age in similar schools. Standards attained by pupils with EAL can be gauged from the whole school figures since nearly all pupils have EAL.

12. Since the last inspection, there has been very good improvement in standards of attainment in English and mathematics and good improvement in science for pupils aged 11 Years. There has been little improvement to the standards achieved by pupils aged 7 years. Standards in the rest of the subjects have been maintained with the exception of history, geography and religious education where they are now below expectations.

Pupils' attitudes, values and personal development

13. Attitudes, values, relationships and behaviour are good. This is an improvement compared with the last inspection in 1998. Parents appreciate the good behaviour that the school encourages. These factors contribute to their children's learning, as pupils want to do well and please their teachers.
14. Pupils enjoy school. They participate well in their lessons and are comfortable with their teachers. They are welcoming to visitors and take an interest in talking to them. Once in class they usually get down to work quickly and show a genuine interest in what they are doing. This was particularly evident in a religious education lesson in Year 1 where the teacher dressed up as Noah and actively participated in the story. The children were spellbound. They later made some insightful comments about how Noah must have felt and really entered into the drama of the situation. These good attitudes are due to the enthusiasm shown by teachers and the good relationships between teachers and pupils. Under the leadership of the current headteacher, the school has made good progress in improving pupils' attitudes to school and their overall behaviour. There has been a change in pupils' perception of the school and their attitudes towards the school community in general.
15. Behaviour is good overall. It is very good around the school, at lunchtime, in the playground and in most lessons. It is less good in some lessons where there is less emphasis on rewarding good behaviour, in keeping up the pace of learning and making lessons interesting. In these instances the less satisfactory behaviour takes the form of restlessness and lack of effort. Appropriate sanctions are applied for unacceptable behaviour. There was just one fixed term exclusion during the course of the last academic year. Pupils are courteous and friendly to visitors and eager to help. Boys and girls mix well together in the classrooms. They do not necessarily mix well together at lunchtime and in the playground, partly due to their cultural perceptions. Pupils care for learning resources and equipment. They share equipment sensibly and take turns when playing games. They show consideration and respect for property and each other. No instances of oppressive behaviour were seen during the inspection. Parents report that if it does occur the school deals with it effectively.
16. Relationships between pupils and teachers and other adults in the school are good, creating a friendly atmosphere within the school community as a whole. Pupils form positive relationships. Amicable and positive relationships exist between pupils and their respective business partners, who listen to them, read and play number games during lunchtime. Pupils participate enthusiastically in teacher-led and sometimes self-initiated activities. The school recognises and rewards good behaviour. The school operates a reward system for pupils who excel in their work, show exemplary conduct and display helpful and considerate attitudes towards their peers. Contributions made by such pupils are recognised by the display of their photographs on the 'Redlands Star Board' situated inside the main entrance.
17. Personal development is satisfactory. Pupils have positions of responsibility, which they carry out enthusiastically. Although the opportunities for pupils to show initiatives are limited, most pupils are keen to take responsibility and contribute to the life of the school community. For instance, pupils tidy up in the classrooms at the end of lessons. They are given responsibility to act as monitors, which they accept with confidence. Older pupils help younger ones.

However, pupils are not given enough opportunities for personal study or to make use of the library to retrieve information and do independent research. There are various lunchtime activities, which enhance learning appropriately. These extra-curricular activities help raise pupils' self-esteem. Pupils are aware of others outside the school community and are involved in charity work. They recently raised money for the homeless.

18. In the academic year 1999-2000, the level of attendance of 92.5 percent was well below the national average. During the same period, the rate of unauthorised absence at the school was well above the national average. Levels of attendance have shown a slight marginal improvement since the previous inspection. Nevertheless, the rates of attendance are well below the national average. Registers are marked efficiently. Pupils, in general, are punctual in arriving at the school in the morning and in returning to their classrooms after the morning break and lunchtime.
19. Pupils with SEN behave well in and around the school. They are fully integrated within the school community. The provision available to these pupils is satisfactory. The school's approach to special educational needs is inclusive and these pupils are considered as an integral part of the school community. On the whole, pupils with SEN have a positive approach to learning and usually work with commitment and dedication working well in groups as well as individually. The school works hard to ensure that these pupils are happy and secure within their class groups. Their behaviour is generally good, both in the classroom and around the school.

HOW WELL ARE PUPILS TAUGHT?

20. Overall teaching throughout the school is satisfactory. In nearly half the lessons teaching was good or better. The rest was satisfactory, with a negligible amount of unsatisfactory or poor teaching. There is a positive ethos for learning in most classrooms. The best teaching occurs in the Foundation Stage, where just over two thirds of the teaching seen was good. In Key Stage 1 half the teaching was satisfactory, just over a third was good and some was very good and occasionally excellent. At Key Stage 2, nearly half the lessons were satisfactory and nearly half were good or better. There were a few unsatisfactory lessons in both key stages. There has been good improvement in the quality of teaching since the previous inspection. There is now very little unsatisfactory teaching and the percentage of satisfactory or better teaching has increased.
21. Teachers' subject knowledge is good overall in the Foundation Stage and satisfactory overall at both key stages. The teaching of basic skills is good in Early Years but needs improvement across the school, and particularly in Key Stage 1. This is evident in English, particularly in writing and reading, science, ICT, and humanities and is reflected in the low level of attainment achieved by pupils. Achievement is also repressed when pupils do not get the opportunity to study certain subjects consistently. Eventually they become uninterested and standards are depressed as in design and technology, humanities and ICT. Teachers match work well to pupils' abilities in English and mathematics but weaknesses in teaching occur when teachers do not always plan activities that take account of pupils' differing abilities as in a science lesson in Year 2.
22. Teachers generally are well organised. They use a good range of questions to check pupils' understanding and knowledge. They have good relationships with pupils and usually teach with firm discipline and control. Management of pupils is a strength of teaching. Across the school teachers generally have high expectations of behaviour, but expectations of the standard of work achieved could be higher in both key stages and particularly in the standard of writing. For example, in a poor religious education lesson in Year 6, where work was

particularly undemanding, pupils were more challenged to sit still and understand what the teacher wanted than being challenged to show their understanding by writing down examples of how moral decisions are based on beliefs and values.

23. In the excellent or very good lessons, such as mathematics in Year 2, the teacher's style, fast pace, enthusiasm for the subject and constant challenge is most effective. Good listening skills are enhanced by the excellent teaching strategies employed. Very good subject knowledge is combined with observational assessment of pupils' skills and development. The lessons contain a good balance of varied activities, whole class teaching, investigative work and opportunities for pupils to use their own learning. Work is well matched to pupils' abilities so that they can build on previous knowledge and understanding. Good features of teaching include enthusiastic and clear explanations, well-organised classrooms, established routines and opportunities for pupils to work in various ways. Resources are well used to motivate pupils and to extend knowledge. In most of these lessons the work is demanding and time is used effectively for all pupils including higher and lower attaining pupils and those with special educational needs. Adults in the classroom are well organised and work effectively to raise standards.
24. In the much less effective lessons, the pace of work is slow, insufficient demands are placed upon pupils and work is not well matched to the ages and attainments of pupils. Teaching is less dynamic so pupils are less engaged and become compliant rather than enthusiastic. In a poor music lesson in Key Stage 2 the teacher's introduction to the lesson went on too long. Pupils consequently became increasingly uninterested and little learning was accomplished. The pace of the lesson was too slow and the work set was undemanding and of poor quality. This inhibited pupils' ability to develop the skills of good independent learning.
25. Planning does not take the needs of all pupils into account. Higher achieving pupils are not always challenged appropriately. Too often they are left to their own devices as in some science lessons where teachers plans lack detail for example in not providing differentiated work or assessment criteria for that lesson. Similarly, in some lessons in history, geography and religious education, work is not matched well to ability and higher achieving pupils are not sufficiently challenged. Conversely, where activities are well matched to pupils' ability this is having a positive effect on raising standards. This is particularly so in mathematics and literacy where specialist resources are used effectively and learning support staff liaise effectively with class teachers. Where co-ordinators do not see teachers' planning as in history and geography, the wrong work is often undertaken and the subjects are not taught in line with National Curriculum recommendations.
26. There is a clear emphasis on developing pupils' skills of literacy and numeracy and these are beginning to be well taught. However, numeracy is better taught through the whole curriculum than literacy. Literacy skills are insufficiently reinforced through other subjects. Teaching of phonics is insufficiently well developed and this is evident in Key Stage 1, where some average and lower attaining pupils do not have the strategies to work out simple words. Pupils' spelling is improving but teachers do not always identify errors to help pupils to correct their mistakes.
27. The special educational needs co-ordinator (SENCO) ensures that good support is given to pupils with special educational needs. A good feature is the way in which some teaching assistants work with the teacher to enable all pupils with special educational needs to play a full part in the lesson and to make appropriate progress. However the individual education plans need to be better used in the everyday context of lessons and to guide planning for the next lesson. In a minority of lessons teaching assistants were used ineffectively to do simple

tasks. All staff are very aware of the individual needs of pupils and always provide them with good support and appropriate help.

28. Focused teaching, by support assistants, for pupils with EAL is good and sometimes very good. This is normally provided within regular class lessons, and is based on careful liaison with class teachers. Support is well targeted and based not only on early identification of pupils and detailed assessment of their needs, but also on regular reviews of these targets.
29. The day to day assessment of pupils' work is unsatisfactory overall. It is good for the Foundation Stage, and unsatisfactory in both Key Stage 1 and 2. In the better lessons good verbal feedback is given and work is usually marked conscientiously. However there were instances when marking was cursory and did not inform pupils how to improve. The use of homework to support pupils' learning and attainment is satisfactory in the Foundation stage but insufficient to help raise standards at Key Stage 1 and Key Stage 2. The homework given in some classes is appropriate but this is not consistent across all teachers.

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

30. The planned curriculum is unsatisfactory. The curriculum for English, maths and science is broad, balanced and relevant. However, the school's decision to focus on raising standards of attainment in the core subjects of English and mathematics means that it does not fulfil statutory requirements for some of the foundation subjects; particularly in terms of time, coverage, and the range of learning opportunities. In addition, many of the foundation subjects are timetabled on a rotational basis and are not taught for a significant part of the year. This inhibits the development of skills and knowledge specific to these subjects. The school follows the local educational authority's agreed syllabus for religious education, although there is little evidence that the subject has been taught for sufficient time and in sufficient depth. This imbalance is now beginning to impact negatively on standards particularly in the humanities subjects and design and technology. The rationale for this was that the school perceived an urgent need to raise the standard of pupils' English and mathematics as far and as fast as possible to make sure that the literacy and numeracy strategies were well embedded. To achieve this, these subjects were given a high proportion of teaching time at the expense of others. In addition the school is presently employing a number of overseas teachers on temporary contracts and does not have the strength of permanent co-ordinators in many subjects. Overall, the curriculum is less balanced than that described in the last report but the school has a clear vision and plan for how the breadth and balance of the rest of the curriculum are to be put in place speedily. This is due to start, according to the school's improvement plan, in the spring term.
31. There is thorough planning for teaching literacy and numeracy but planning is much less detailed for other subjects where there is not always sufficient challenge, matching of work to all pupils' needs or links with literacy, numeracy and use of ICT. Planning for English, mathematics and science is overseen regularly but such monitoring is much less rigorous in other subjects. As a consequence, some lessons do not have outcomes appropriate to their subject and teachers unfamiliar with the requirements of the National Curriculum do not get all the support they need. There is also a lack of planned opportunities for pupils to take responsibility and show initiative, particularly in the investigative aspects of mathematics and science, and there is a weakness in pupils' library research skills.

32. Numeracy skills are taught better than literacy. Speaking and listening are developed better across the curriculum than other aspects of English through the use of 'talking partners'. However, the teaching of basic skills and particularly literacy skills through the other curriculum subjects is insufficiently developed. The consistent use of information technology to support the teaching of all subjects has only recently begun with regular use of the computer suite and the new scheme of work.
33. Much of the teaching of subjects including art and design, geography, history and religious education is based at present on commercial schemes of work. These have yet to be adapted to the school's particular needs and circumstances.
34. The school is successful in promoting the wellbeing of pupils. It has established a comprehensive health education policy which incorporates sex education and drug awareness, enabling pupils to acquire a sound knowledge of healthy lifestyle, personal, social and health education and citizenship. Circle time is used effectively to raise pupils' awareness of moral and ethical values. The arrangements to facilitate pupils going to secondary schools are sound. These ensure a smooth and effective transfer of pupils from the primary to secondary phase of their education.
35. Good support is given to pupils whose first language is not English. Work is modified and adult support targeted to enable these pupils to make the most of their schooling as soon as possible. Pupils with special educational needs are included in the whole curriculum. Although they are sometimes withdrawn from class lessons, this is closely watched so that the benefits to pupils outweigh other considerations. Early identification of pupils with special educational needs helps to target resources and support them in their learning. Appropriate support is given to pupils with statements of their special needs. The school also makes good use of learning mentors who support pupils who lack self-esteem.
36. Due consideration is given by the school to equality of opportunity and in cultivating the confidence in its pupils to express personal ideas and values. In this way pupils have the opportunity to enhance their self-image. The School Council provides a forum for pupils to express themselves. There is no evidence of inequality of opportunity because of the school's actions, for children with special educational needs, English as an additional language, gender or any other group. Some gender-based differences in attainment were noted in the results of the National Curriculum Tests. These were partly due to a large proportion of girls with SEN in the cohort that undertook these tests. However, there appeared to be a difference in approach between boys and girls in the classroom, with some girls appearing to lack confidence to participate effectively in discussions. The school is taking steps to overcome these differences with the provision of learning mentors. It is aware that there is scope to further develop this work in order to raise the academic standards achieved by eleven year old girls to the same level as those of the boys.
37. Extra-curricular activities promote team spirit and inter personal skills. Sportsmanship is encouraged through team games and both boys and girls are encouraged to participate. The school provides a satisfactory range of visits, including residential opportunities for older pupils, that help through learning from firsthand experience and giving a common focus to preparatory and follow-up work. The school also provides a limited range of good quality extra-curricular activities.
38. The school has few links with its immediate community that contribute to pupils' learning but, as in the case of young people from a Christian mission who lead assemblies, these make a positive input. It has begun recently to participate in a project to cater for the needs of its gifted and talented pupils through the Excellence in Cities initiative but it is too early yet to

make a judgement on its effectiveness. There are very strong links with a city law firm. Through this, many pupils benefit from sharing reading and maths activities with adult partners during lunchtime sessions and from the provision and maintenance of an impressive school nature garden and quiet area.

39. The school has a good ethos in which all pupils are seen as individuals and are positively valued. A strong sense of morality underpins the aims and objectives of the school, with pupils having a good sense of right and wrong. They are generally well aware of the responsibility they have for their own actions and show a concern for the well being of others. This is reflected in the class rules agreed by individual classes. It is also reflected in the school's rewards and sanctions system, and re-enforced in 'circle time.' It builds on and extends the strong moral values promoted in pupils' homes and community. The school also provides alternatives to some of the social stereotyping from pupils' upbringing by insisting on a mix of boys and girls at lunch tables. Pupils play and work well together with a noticeable absence of conflict and aggression.
40. Pupils develop good social skills as they progress through the school. All members of the school, including teaching and non-teaching staff, provide good role models for the pupils. Pupils move around the school in an orderly manner, respect their school environment and are courteous to visitors. Good relationships exist between pupils and between pupils and their teachers. Children work well in groups in lessons and older children from Year 6 are given responsibilities which they accept with enthusiasm. Pupils value the school council and feel that they make a positive contribution to improvement. Pupils also demonstrate an effective understanding of good citizenship.
41. Planned provision for pupils' cultural development is good. The school actively promotes understanding between pupils from different ethnic backgrounds. In geography pupils develop knowledge of the world around them and come to an understanding of how societies change over time. In music and art pupils develop an understanding of how great artists and composers have contributed to society, whilst in English pupils develop an understanding of their literary heritage and by considering poetry and stories from other cultures and societies. By its very nature and its good relationships throughout the whole school pupils develop an understanding of life in a multi-cultural society.
42. Provision for spiritual development is less successful in promoting pupils' spirituality and is insufficiently developed overall. The school fulfils its statutory requirement for a daily act of collective worship. Assemblies have a multi-faith dimension to match the different faiths represented at the school and include the use of visitors to extend opportunities for pupils' religious and moral learning. However, the limited curriculum lacks planned opportunities to enhance self-awareness and knowledge and not all acts of collective worship provide time to reflect meaningfully. There is little spiritual dimension to religious education lessons and there is no policy to ensure that spiritual development is actively promoted across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues, since the previous inspection, to provide suitable help and guidance in a safe, secure and purposeful environment for its pupils. All staff are caring and know pupils well. This, together with the school's inclusive ethos, promotes an environment where pupils feel secure and valued. Parents appreciate this support and feel that the school is helping their children to become responsible and mature.
44. The school's procedures for child protection are good. There is an appropriate policy in place and the headteacher is the designated person responsible. The school provides a safe

environment and there are effective procedures to report health and safety concerns and to record any remedial action taken. Appropriate procedures are in place to care for pupils who become ill or get hurt, and injuries are recorded systematically.

45. The procedures for monitoring and promoting attendance and punctuality are satisfactory. Although parents are fully aware of the need to keep the school informed of any absences, many still do not comply with this requirement. As a result, the rate of unauthorised absence at the school was well above the national average during the academic year, 1999-2000. During the same period, the level of attendance was well below the national average. This is attributed to higher mobility amongst families and the number of pupils taking extended leave. The school has recently appointed two learning mentors, who will collaborate with class teachers and the education social worker, in order to raise the level of attendance and reduce unauthorised absences. The school has good liaison with the education social worker, who visits regularly. Pupils usually arrive punctually and lessons start on time.
46. The school ethos instils a respect for all cultures and religions and friendship between teachers and pupils. This positive ethos is reinforced by the school's coherent and effective behaviour policy. Procedures to eliminate any occurrences of oppressive behaviour and harassment are good. Any form of unacceptable behaviour, including bullying, is promptly dealt with. Pupils' good efforts and work are duly recognised, and they are rewarded for their accomplishments. Each classroom has on display its own code of conduct. Lunchtime routines are well established, and mid-day supervisors work effectively to ensure that lunchtime is an enjoyable social occasion.
47. Procedures for assessing pupils' attainment and progress are unsatisfactory overall. They are good in reception and in English and mathematics but are lacking for other subjects and areas. Pupils are assessed on arrival in the reception class and through the statutory tests at age 7 and 11 years. The school is beginning to analyse the results of national tests and other assessments to ascertain where there are shortcomings in teaching and learning and to take action to address the weaknesses. However, there is no consistent practice for using this analysis throughout the school in order to raise attainment and for instance, to investigate the reasons why standards in English are lower at the end of Key Stage 2 than they are in mathematics and science.
48. Teachers generally maintain their own assessment records. Assessment data is analysed by ethnicity. However, the use of assessment information is unsatisfactory. There is some good practice, referred to above, but in general not enough data is available to decide where the curriculum needs some modification. In the foundation subjects there is insufficient variation in what is taught to take account of the prior attainment of pupils. At present there is no way of tracking the progress of individual pupils except in English and mathematics. Pupils are insufficiently involved in the setting of their own targets and subsequent review.
49. The procedures for monitoring and supporting pupils' personal development are satisfactory. They are informal and based on teachers' knowledge. There are useful summaries of personal development in annual reports.
50. The school has established appropriate procedures for identifying and assessing pupils with special educational needs and meets the Code of Practice. There is a good collaboration between the specialist support staff and class teachers. A specialist teacher withdraws groups of pupils from the classrooms for teaching, enabling such pupils to make good progress. The educational needs of individual pupils are identified and learning targets are set after each assessment. However, attention to ensuring that targets in pupils' individual education plans are measurable and time bound would make the task of assessing their progress more

straightforward. The school maintains an inclusive approach and has established a caring and supportive ethos. However, higher achieving pupils are not always adequately challenged, particularly in Key Stage 1.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. There is a good and purposeful partnership with parents. Most parents welcome the school's 'Open Door' policy. Parents are highly appreciative of the education provided and the improvements that have been made. The quality of information sent to parents has also improved considerably. This is an improvement compared with the last inspection.
52. Parents feel that their children like school and that behaviour in the school is good. They believe that their children are expected to work hard and that they make good progress. Parents attending the pre-inspection meeting indicated that they were made to feel welcome. Their only significant criticisms are about the amount of homework their children receive and the range of activities provided outside lessons. The inspection team agrees with parents' positive remarks. The amount of homework given is inconsistently applied by teachers and needs to be developed if it is to be used successfully to raise standards. The range of extra curricular activities is limited but they are of good quality.
53. Parents' involvement in the school is improving. Parents come into school to help with reading and other tasks and support school events. However, few parents help in classrooms.
54. The quality of information provided for parents is sound. Parents are kept well informed about the school's work through regular newsletters, formal and informal meetings and written reports, which they are able to discuss with teachers at the consultation evening in the summer term. However, pupils' annual reports lack clarity and depth and fail to give a clear and detailed picture of their achievements and progress in each subject. They give advice by way of target setting on what the child needs to do to improve. The school prospectus is a clear and comprehensive document. The governors' annual report meets statutory requirements except for some minor details, which the school is aware of.
55. The contribution of parents to their children's learning at school and at home is generally unsatisfactory. The school has recently introduced a Home School Agreement. Both parents and pupils were consulted. However, few parents write in reading logbooks to show they have heard their children read. In order to keep abreast with their children's learning in the school, the school has initiated several groups for parents. These enable parents to support their children's learning at home and contribute towards their progress and achievement. Parents of pupils with special educational needs are informed regularly of their children's targets and the progress made. They are fully involved, where appropriate, in the review process.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides very good leadership and has a clear vision of where the school is going and how standards are to be improved. A significant strength has been the development of a climate of mutual respect amongst staff and pupils alike. Staff and pupils feel valued; this improves their self-esteem and raises their level of commitment. The school has explicit aims and values and all share in the commitment to make these work. The headteacher has an open-door policy, which instils confidence in parents to share problems and concerns.
57. The school is well managed. Senior managers work well together and promote improvement. Staff are trusted and there is a clear delegation of responsibilities and accountability for their work. The strong team ethos is reflected in their high levels of commitment. The school reviews its own work effectively. Decisions are arrived at by a thorough analysis of the problem

or issue. The headteacher and her deputy have been very effective in monitoring the work of the school and this has had a positive impact on raising the quality of teaching. Staff support each other well although policies and schemes of work are not yet developed collaboratively. Subject co-ordinators monitor learning in English and mathematics to help teachers assess outcomes and plan future activities, although, with the exception of these core subjects, the co-ordinators' role in monitoring teaching and learning is insufficiently developed. A reason for this is that the school is at present employing a number of overseas teachers on temporary contracts and does not have the strength of permanent co-ordinators in many subjects.

58. Educational priorities such as the forward planning for ICT provision are well supported through careful financial management. The school improvement plan is used effectively as a tool for strategic planning. Although it is well organised, costed and sets realistic targets it is not effectively targeted to periodic review to ensure the implementation of plans and focus on further raising standards in specific areas such as religious education, art, history and geography. The day-to-day running of the school is very well organised. Administrative procedures and routines are clearly documented and contribute to the efficient way the school is run. Administrative staff carry out their responsibilities well.
59. Governors make an effective and increasing contribution to strategic planning and management. There is an appropriate committee structure, which monitors and evaluates the work of the school. Governors are becoming more actively involved in planning decisions. There is a shared commitment to improvement and the need to succeed. Both staff and governors are involved in regular audits and evaluations of the progress made in meeting the school's challenging targets for improvement and understanding its strengths and weaknesses. However, although governors are fulfilling their statutory duties in helping to shape the direction of the school they do not fulfil their obligations through effective monitoring to provide a curriculum that is broad and balanced.
60. There is a good match of teachers to the demands of the curriculum. There is a good mix of experienced senior staff and teachers new to the profession. There is an appropriate number of support staff who are beginning to be well trained. The midday supervisory assistants manage pupils well at lunchtimes. The process for the induction of newly qualified teachers is good. There are also good procedures for all teachers to have professional interviews to identify strengths and areas for improvement. The school ensures that members of staff attend regular training sessions. Overall the good quality of the staff as a whole is beginning to have a major impact on the ethos of the school and on driving up standards.
61. Overall support for pupils with special educational needs is satisfactorily managed and this enables pupils to make sound progress. Funds and resources for special educational needs and statements of special educational needs are well used. There is good provision within classes for pupils to receive the necessary support. Teaching assistants are effectively deployed and are familiar with their responsibilities. There are, however, some areas that need further development and the school is aware of these and is committed to improving them where necessary. These are, provision for higher-attaining pupils, daily use of the individual education plans in classrooms and pupils being involved in their own targets and therefore their learning. Both the special needs co-ordinator and governor are aware of the strengths and weaknesses of the provision. They recognise the need for the governors' annual report to parents to include a more evaluative section on the provision for special needs to meet the requirement for accountability. The support for pupils with EAL is better and they make good progress. The planned provision for pupils with EAL is well managed.
62. The accommodation is adequate for the number of pupils on roll although many classrooms are cramped for the numbers in the class. The accommodation is well used. However, the

location of the library in the vicinity of the Early Learning Unit on the ground floor is unsatisfactory. It does not provide easy access to all other pupils in the school to this shared facility. Of particular value is the new computer suite, essential for the development of information and communication technology. Both the inside and outside environments are maintained to a good standard. The school's accommodation has improved since the last inspection. The school has fulfilled the recommendations made in the previous inspection report by making the necessary improvements to indoor and outside toilets.

63. Effective procedures ensure good financial control. All spending is carefully monitored and regular financial statements are available for senior staff and Governors. All subject plans are carefully costed and relate well to the overall budgetary position for the school. The school is cost conscious and makes savings where it can in relation to the purchase of its equipment. The recommendations of the most recent audit have been implemented. Specific grants are used effectively for their designated purpose. Resources are adequate in most subject areas although there is a need for more challenging climbing equipment for the Foundation Stage.
64. The school makes appropriate use of new technology. The best value principles of comparison, challenge and competition are rigorously applied by the headteacher and governors in the school's acquisition and use of services and resources. There has been significant improvement to certain aspects of management, such as the monitoring of teaching and learning, since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. **Raise standards of attainment in reading, writing, mathematics, science, design and technology, ICT and humanities by the end of Key Stage 1, and the standards achieved in design technology and humanities by the end of Key Stage 2 by:**

- ensuring that sufficient time is given to the teaching of skills and particularly the skills of writing across all subjects;
- monitoring, evaluating and targeting pupils' outcomes to improve their achievement;
- devising a manageable and practical system of assessment for each subject to enable teachers to constantly evaluate what has been learned and improve pupils' progress;
- encouraging pupils to take responsibility for their own learning and share in the setting of their own targets.

137 Paragraphs: 3, 4, 5, 7, 22, 26, 29, 31, 47, 48, 74, 83, 90, 91, 110, 111, 113, 117, 119, 126, and 140.

Improve the breadth and balance of the curriculum by:

- improving the quality and range of learning opportunities and providing enough time for art, humanities and design and technology to be taught to the appropriate level by the end of Key Stage 2;
- co-ordinators consistently monitoring the teaching of skills and curriculum provision in their subject areas;
- providing appropriate training for teachers in how to teach specific skills such as ICT or writing skills.

Paragraphs: 25, 30, 31, 33, 104, 109, 112, 116, 119, 136 and 140.

Review and develop the school's provision of the Foundation Stage by:

- reviewing and clarifying the role of the co-ordinator;
- improving the progression and continuity of pupils' learning;
- improving the use of time and classroom support;
- structuring the activities pupils are asked to do so as to evaluate their progress more accurately.

Paragraphs: 1, 76, 80 and 81.

Other issues for consideration:

- Improve the quality and consistency of the homework;
- Improve the provision for pupils' spiritual development;
- Continue to improve attendance.

Paragraphs: 18, 29 and 42.

English as an additional language

65. Pupils with EAL make up a very high proportion of the school (99%). Thirteen percent of the pupils are in the very early stages of learning English. The EMAS team of 5 teachers and 3 classroom assistants supports these children. In addition a number of mainstream teachers and classroom assistants are able to give pupil support in their home language. The majority consist of Sylheti speakers but there are also small numbers from Somalia and Eastern Europe.
66. Attainment can be gauged from the whole school figures since the number of EAL children is so high. At the end of Key Stage 1 it is well below national averages but it meets expectations for comparable schools in reading and mathematics, although writing skills are well below. This is good progress considering that virtually all pupils are Stage 1 language learners on entry to the school. At the end of Key Stage 2, attainment is below average in English but is in line with national averages in mathematics and science. In relation both to prior attainment and comparable schools, standards in English, maths and science are well above average. Throughout the school there is clear evidence of progress in language fluency from Stage 1 in the nursery to full fluency (Stage 4) in year 6. There is some under performance of girls, who do less well than boys in science and mathematics. Overall pupils with EAL make good progress throughout the school.
67. The work seen of EAL pupils met national averages and achievement was good. Work was well presented and pupils were making good progress in relation to their stage of language acquisition or SEN status. Pupils were observed to learn well, even when in the early stages of learning English. Their relationships to each other and to the teachers and support staff were good. Able EAL pupils made good progress.
68. Teaching by EMAS staff was good. They thoroughly understood the needs of the pupils and made good provision for the teaching of basic skills, especially literacy and numeracy. Planning was very good, down to the level of individual need. Teaching resources were made and used. Behaviour management was good for the minority of pupils, who had particular frustrations or emotional needs. As a result, learning was good in those classes and groups supported by the EMAS team. The pace of work was good. The school has good links with the Sylheti community and many teachers and support staff gives support to new pupils. There is an EMAS assistant whose job it is to welcome new pupils, which makes a good contribution to making them feel welcome and settling them in.
69. Those pupils supported by the team had a good curriculum, but this was not always the case for EMAS/EAL pupils in mainstream classes, without support. In some cases the practical curriculum (science, technology, art) was neglected, thus losing an opportunity to raise self-esteem through promoting interest and use of language. In a minority of cases, unimaginative and undifferentiated teaching did not meet the needs of EAL pupils. However, the general use of talking partners to help discussion plays a good role in developing thought as well as speaking and listening. Within the EMAS team, assessment of pupils is thorough and the information is well used to provide the best support possible and to guide learning. Pupils are well known and well looked after. EMAS is well managed and all the staff that work in this area (teachers and classroom assistants) are committed, hard working and act as a team. New staff are well inducted and there are good relationships and co-operation with mainstream teachers. The school is aware of differences in attainment between boys and girls and is following a range of strategies (including use of learning mentors) to raise the self-esteem and achievement of the girls.

70. Strengths and weaknesses can be seen in the above paragraphs. The main strengths are in the commitment and work of the team, teachers and classroom assistants together. The main weakness, at the moment is the experience of EAL pupils in those classes where teaching is less than satisfactory. The lack of practical work in the mainstream curriculum in some classes is a further weakness that should be remedied. In the last inspection, EMAS teaching and learning was judged to be sound and support good. But recent initiatives on EAL monitoring and basic skills teaching raise the judgement to good. This means that progress in this area is good.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	83
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	36	38	2	2	-
Percentage	1.2	4.8	43.4	45.8	2.4	2.4	-

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)	51	353
Number of full-time pupils known to be eligible for free school meals	26	255

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	73

English as an additional language

	No of pupils
Number of pupils with English as an additional language	401

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.2

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	10	12
	Girls	16	13	20
	Total	29	23	32
Percentage of pupils at NC level 2 or above	School	73 (80)	63 (83)	83 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	17
	Girls	15	20	13
	Total	27	32	30
Percentage of pupils at NC level 2 or above	School	68 (80)	(78)	(41)
	National	85 (84)	(88)	(88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	28	28	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	26
	Girls	18	24	26
	Total	35	40	52
Percentage of pupils at NC level 4 or above	School	63 (66)	73 (74)	91 (79)
	National	75 (75)	71 (72)	88 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	23	25
	Girls	18	20	23
	Total	35	43	48
Percentage of pupils at NC level 4 or above	School	63 (63)	77 (68)	86 (75)
	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	0
Black – African heritage	7
Black – other	1
Indian	1
Pakistani	5
Bangladeshi	273
Chinese	0
White	9
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	1	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	19.4
Average class size	23.5

Education support staff: Y1 – Y6

Total number of education support staff	16
Total aggregate hours worked per week	253

Qualified teachers and support staff: Foundation Stage

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	24
Total number of education support staff	7
Total aggregate hours worked per week	190
Number of pupils per FTE adult	10.2

FTE means full-time equivalent.

Financial information

Financial year	2000 - 01
	£
Total income	1245337
Total expenditure	1197019
Expenditure per pupil	2906
Balance brought forward from previous year	49717
Balance carried forward to next year	98035

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	36	48	4	4	8
Behaviour in the school is good.	55	35	5	0	5
My child gets the right amount of work to do at home.	29	36	16	10	9
The teaching is good.	60	26	4	1	9
I am kept well informed about how my child is getting on.	47	35	8	5	5
I would feel comfortable about approaching the school with questions or a problem.	48	29	3	9	12
The school expects my child to work hard and achieve his or her best.	61	27	3	1	8
The school works closely with parents.	53	31	5	7	4
The school is well led and managed.	51	29	3	1	17
The school is helping my child become mature and responsible.	55	33	8	0	5
The school provides an interesting range of activities outside lessons.	39	29	14	1	17

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

71. The education provided for the Foundation Stage is broad and balanced and in line with the nationally recommended areas of learning. Most children when they start school are achieving standards well below those expected of children of this age. However, they make good progress overall in the nursery and reception classes and by the time they reach Year 1 some are achieving at the expected standard with the majority achieving below average standards. Writing standards, however, are still below average for most children entering formal education. The reason for this is the low starting point for children in language acquisition as nearly all pupils speak English as an additional language. None the less, most pupils make good progress in personal, social and emotional development, communication, language and literacy and mathematics. Progress is satisfactory in physical development. The area where the least progress is made is in children's knowledge and understanding of the world and in their creative development. Pupils make better progress in the reception class than in the nursery. The provision for pupils with SEN is good.

Personal, social and emotional development

72. Nearly all the children enter the school with immature skills in personal and social development. Pupils' confidence is not strong when they start in the nursery and few are able to establish effective relationships. They prefer to work alone and find working in groups, sharing and taking turns difficult. Few are able, when they join, to take the initiative in games or activities, although most listen and respond well and are eager to explore new learning. By the time they are five they make good progress and some are attaining at the expected level for this age. They are beginning to work well in groups by this stage and are developing their own independence. They show a growing confidence in making choices, particularly when allowed to choose their own reading books. They are beginning to know right from wrong and are becoming increasingly more sensitive to the needs of others. This is evident in the way they care about and the tolerance they show for other children in the playground. This shows good achievement and reflects the skilful teaching in the Early Years Unit where children are constantly encouraged to feel confident about what they can achieve. They are rewarded with praise when they show initiative or make choices and are encouraged to think about others and why they have taken certain actions.

Communication, language and literacy

73. Teachers in the nursery and reception classes place suitable emphasis on developing language and literacy. Communication and listening skills are encouraged in every activity, including role-play. However this is an area where many children come to the school from a very low start of language acquisition and only a minority can make up their own stories and talk confidently about their experiences by the time they leave at five years. All children make a satisfactory start to early reading and writing skills and many show good progress. Adults use talk to good effect and are good, active listeners. Children are encouraged to take books home regularly. They enjoy books and handle them carefully. When they first start at the school they understand how books work but do not associate sounds with words and letters. Some, not many, can tell stories, using the illustrations within the book and can answer simple questions. Children's development of early computer skills is good. However, their ability to demonstrate that writing can be for different purposes is well below expectations.

74. By the time they start their formal education at age five years, the majority are able to recognise and write their own name and they know some small connecting words. They are able to recognise initial sounds associated with the letters of the alphabet and a few recognise key words from their first reader. A sound understanding of phonics is developing through effective word, sentence and text level work using well-known stories and rhymes. Children hold their pencils correctly and some can shape letters accurately. Most can trace over or copy the teacher's writing. Many are keen to produce their own emergent writing. They can draw simple artistic figures well and are more confident when talking about their drawings and mark-making. The majority is achieving standards just below average.

Mathematical development

75. Children make good progress in the mathematical area of learning. On joining the school most children are achieving standards well below the expectation for children of this age. However they are beginning to use some mathematical language such as 'bigger' appropriately, can match items and know some counting rhymes. By the beginning of Year 1, many are using numbers to 10 and can sort, match, order and sequence and are familiar with counting songs and games. Most are achieving just below average for children of this age, although their ability to count is at the expected level. Basic mathematical skills are well taught. Although they do not use strategies for counting, most pupils are able to count up to 10 with the teacher. They find it more difficult to use number although some can add simple sums on their fingers. Children's attitudes to their learning are satisfactory and teaching is often imaginative, with 'puppets that find it hard to count', although teaching methodology is sometimes not particularly conducive to effective learning. For example children in the nursery are allowed to choose the activity they want to be involved in on the understanding that they will attend all lessons in a two-week period. This is an area of concern as during the week of the inspection many were only visiting the practical learning areas like the sand and the playground while few were seen doing any numeracy or literacy. The structure of lessons in the nursery needs to be reviewed so that all areas of learning are consistently covered by all pupils to improve the pace of learning. Pupils are not monitored closely enough to ensure that they learn to complete a task properly before moving on to another. This results in little purposeful learning taking place.

Knowledge and understanding of the world

76. Children enter the reception class with basic general knowledge. Very few understand about the place where they live and their families past and present. When they start in the nursery most are achieving well below average in this aspect. Very few know how they get to school or question the differences and similarities in the world around them. A few can use the skills of cutting, joining, folding and building successfully. By the time they enter formal education at age five, most are still achieving below average standards when asked to talk about where they live, their families and the past and present in relation to themselves. They talk about when they were younger and the toys they used to have and some features of living things. The majority still does not ask many questions about how things work. Teachers challenge the children in the reception class well, to work according to their capability particularly children with EAL. All children are encouraged to use the computer independently and many do so with confidence. Most can control the mouse and recognise letters on the keyboard. A few can select resources and a larger group now uses tools effectively, although the majority is still achieving standards which are below average.

Physical development

77. On entering the school, most children are unable to use small equipment like scissors, They are not confident about climbing and balancing, with or without help. The outdoor play area has helped children to make good progress in the development of their physical skills. They can run jump and balance and reception children show awareness of the needs of others in the space around them. Teachers make good use of language to encourage children in their physical responses. Children are challenged to think carefully of how they can demonstrate movement. Some reception children demonstrate that they can use space very creatively. Teachers also teach skills such as cutting to enable children to gain safe control of these more delicate movements. By the time pupils reach the end of the Foundation Stage they are attaining standards below expectations for this age. Although the majority is aware of space and others, only a minority can use a range of equipment confidently and handle tools appropriately. In a nursery physical education lesson the teacher understood young children very well. Sufficient time was provided for the activity and interesting resources were used in a variety of ways. Most nursery children showed some awareness of space and themselves but little of others. Most moved with control although they lacked the confidence and imagination to use the apparatus in different ways. Basic skills were well taught first in English and if this was not then understood in the children's own language.

Creative development

78. This is an area where children make slow progress on what they could do when they first came to school. Children start from a fairly low level of skill when they enter the nursery. They cannot use imagination in play with others or represent ideas with their artwork. However, teachers encourage them from the time they first start school to experiment with paint and colour and work from observation and imagination. Teachers effectively support and extend the children's love of role-play with puppets and imaginary characters. By the time the children reach Year 1, most are achieving just below the expected standard. They are acquiring an increasing ability to use imagination in activities and many are learning to explore colour and texture in three dimensions. In an art lesson based on colour mixing and matching with nursery children, most were able to make a shade of blue lighter by mixing it with some white paint although none were able to explain to the teacher what they had done. In a similar lesson with older reception children there was little progression on what was being learnt. All understood how to make the blue paint lighter or darker but only one out of the group of eight children offered any explanation as to what they had to do to lighten or darken the paint even though the teacher questioned them all constantly during the lesson.
79. The quality of teaching in the Foundation Stage is good overall. Two thirds of the lessons seen were good with the rest satisfactory. Teaching staff and assistants work very well together and have a clear understanding of how young children learn. Individual lessons are particularly well planned in the reception groups, taking account of the requirements of children's different capabilities although there is insufficient structure in the planning in terms of how pupils are achieving overall in the nursery and reception class prior to their starting in Year 1. Teaching and learning is not sufficiently monitored, particularly in the nursery groups. Consequently, the pace of progress is sometimes too slow. A wide variety of stimulating activities is provided within each nursery session. However, pupils have too much free choice and consequently opportunities are being lost to reinforce learning in all the areas and to consistently evaluate progress, lesson by lesson, term on term. This is not the case in the reception groups. Here children are taken systematically through the early learning goals and progress is much more easily measured. For example in a good literacy lesson, to devise a caption for a picture nearly all the children were at an early stage of English fluency. However, the teacher used real food packets to identify labels and the children demonstrated a

satisfactory awareness of initial sounds. All the children concentrated and were attentive but this was only possible because of the teacher's uninterrupted focus. In the less successful lessons the tasks are too simple and the children become uninterested when they find their activity is not being monitored too closely and often wander off to do something else. Skills from how to hold a pencil to experimenting with colour and symmetry are taught well in the Early Years Unit.

80. Assessment is immediate and this enables every child to make progress. However, there is insufficient continuity in how children are taught when they first come to the nursery and how they are taught in the reception groups. There is insufficient information as to their attainment on entry to the nursery to measure how well they are learning through the Foundation Stage. However, the co-ordinator is aware of the problem and has already begun to formulate a baseline assessment for the nursery. A simple baseline assessment for pupils' entry into the reception class has been successfully carried out. Parents are encouraged to be involved from the beginning of their children's education and to follow their progress throughout. Regular formal and informal consultations, before and after admission, are well received by parents and effectively establish common objectives between home and school.
81. The Early Years Unit is visually pleasing and stimulating. Overall, resources are satisfactory. There are sufficient books for pupils to use and borrow. There is generous teaching support. There has been satisfactory improvement in the progress made by children under five since the last inspection.

ENGLISH

82. The end of key stage tests taken in 2001 indicate that standards of attainment at seven years are well below the national average for both reading and writing. In comparison with similar schools standards in reading are in line but for writing they are still well below average. Standards of attainment at eleven years are below average compared to national figures but well above in comparison to similar schools. There has been a marked improvement in standards of English overall and pupils have made significant progress.
83. Inspection evidence indicates that attainment in the current Year 2 is below national averages with writing being in line. Good progress has been made in pupils' understanding of phonics but the range of reading strategies is insufficiently developed. Pupils with SEN make satisfactory progress and those with EAL make good progress; as nearly all pupils have EAL, this is particularly good achievement.
84. Most children under five enter the school with speaking and listening skills that are well below average. However they make good progress in the Early Years Unit and by the time they reach Year 1 their speaking and listening skills are below average. The introduction of "talk partners" throughout the school provides pupils with an opportunity to practise their speech before having to contribute to the larger group. In Key Stage 2, older pupils are encouraged to contribute more to class discussions. They listen carefully to questions and give sensible answers but, not having English as their first language, they lack English fluency.
85. In Key Stage 1, pupils have begun to gain an understanding of the conventions of print. The youngest have started to understand how books work and that illustrations and text tell a story. Books are handled with care and pupils enjoy sharing them with adults. Phonic skills are taught systematically and pupils are beginning to recognise letters and the sounds they make. Older pupils in the key stage are starting to use picture cues in their reading. Satisfactory progress is maintained in Key Stage 2. The majority of pupils enjoy reading books but although there is a policy for taking books home many do not have anyone they can read to at

home. Higher order reading skills are consequently poor. Some pupils are able to discuss their preferences and a few are familiar with the names of the authors they enjoy. Pupils in each class have a reading journal but these are not consistently used. They keep a log of books read but these journals are not used for communicating with parents nor are they used by teachers to provide feedback to the pupils. This is a weakness. The schoolbooks are not coded to provide appropriate challenges at every level and teachers' reading records are not comprehensive. The school has a strong partnership with a local firm and 40 reading partners come to hear children read once a week. This is well organised and the Year 3 pupils, who participate in this, value the opportunity of working with an adult on a one to one basis. Some of the more confident reading partners are venturing into playing phonic games with the pupils and promoting the learning of phonics. Insufficient use is made of the school library to promote reading.

86. Progress in writing is satisfactory at the beginning and the end of Key Stage 1 but pupils make slower progress in Year 1 due to the lack of English fluency. The early skills of writing are introduced and the younger pupils are given practice in copying shapes and patterns, learning to form their letters correctly and observing correct spacing. Some are able to sequence words in simple sentences using the basic punctuation of full stops and capital letters. By the end of Year 2 a range of writing experiences has been covered including the writing of letters, lists, factual accounts, poetry and extended stories. In Key Stage 2, pupils make good progress. A wider range of writing experiences is covered and the pupils' imaginative writing and poetry is beginning to show an increased use of vocabulary and there is more accuracy in the use of punctuation.
87. Presentation of work by pupils is poor and a consistent approach when modelling handwriting for pupils needs to be developed by staff. The use of literacy across the curriculum, particularly within the foundation subjects is insufficiently developed. ICT is not sufficiently used in the subject across the school. Although pupils are taught to form their letters correctly and handwriting is practised in many classes, the standard of handwriting and presentation is poor throughout the school. Often work which is unacceptably untidy is passed without comment by the teacher. Poorly scribed work is often very difficult to read and could well be a contributory factor in the numerous spelling mistakes in so many pupils' books.
88. Attitudes to learning are very good. Pupils usually settle quickly, behave well and are keen to get on with their tasks. There is a purposeful working atmosphere in most classrooms, relationships are good and pupils respond to praise and encouragement.
89. Although the quality of teaching is good overall in Key Stage 1, some weaknesses in lessons were observed in Year 2. In Key Stage 2, the quality of teaching is satisfactory in two thirds of the lessons. One in three lessons is good or very good. Teachers' planning is satisfactory with learning intentions stated clearly but with little evidence of prior learning to show how assessment changes what is taught next and at what level. There is insufficient assessment and record keeping to ensure that the pace of pupils' progress is monitored and that work is tailored to meet the needs of all pupils. In some classes a particular strength of the teaching is the use of questioning to probe pupils' understanding and give them confidence to express their views. However, in the more unstructured lessons, this sometimes occurs at the expense of pupils writing things down. Classroom assistants are usually used effectively. Good teaching skills are evident among the overseas-trained teachers who have recently joined the school although further training is necessary to enable them to become familiar with the requirements of the National Literacy Strategy. The quality of teaching in Key Stage 2 is having a positive impact on the rising standards being achieved by many pupils. Pupils at the early stages of fluency are well supported by bi-lingual support teachers. The recent

appointment of the English co-ordinator is beginning to have a positive effect on how the subject is developed through the school.

MATHEMATICS

90. Work seen during the inspection shows attainment in mathematics is close to the national average for pupils at both seven and eleven years old. They are achieving very well across the school. Pupils come to the school with very little spoken English and attainment levels in mathematics that are well below average. According to the 2001 National Curriculum Tests, by the age of seven, standards were below the national average, and in line with results in similar schools. For children of eleven, they were in line with the national average and well above average in comparison to similar schools. Achievement at eleven years is very good when compared to the standards reached at seven. Attainment in mathematics has improved significantly since the last inspection when it was well below the national average for both seven and eleven year olds.
91. Girls are getting better results than boys at seven years. At eleven, boys get significantly better results. Inspection evidence indicates that for eleven-year-olds these differences can be attributed to a higher proportion of girls with special educational needs. Some girls have less self-confidence and are less willing to participate in class discussions. There was no evidence of teachers giving preferential treatment to either boys or girls across the school, and they are undertaking a range of strategies to improve the self-confidence of girls. Pupils with SEN and EAL make similar progress to the rest and are well supported in most classes.
92. By the age of seven, children are able to undertake simple sums requiring multiplication and division. They can work with numbers up to 1000 and have a good knowledge of time. They are good at mental mathematics. In one class they could add numbers together mentally such as 7 add 7 and then develop this to 8 add 8, explaining the strategies they were using. By the age of eleven pupils are confident with number. They have good mental recall of number facts. The majority of them can undertake multiplication and division. In one class they were playing a game working out dividing by 10 to two decimal places. They can calculate percentages (such as 10% of 500) and fractions such as $\frac{2}{3}$ of 36. However, there are relatively few opportunities for them to undertake investigations or to structure their own work. Some classes are doing data handling work, creating tables of data and interpreting graphs, but this is sometimes at a basic level and not sufficiently advanced for the pupils' age and ability.
93. Learning for pupils up to seven was satisfactory or good in all lessons seen. In one class, pupils were learning to add 9 to different numbers, by adding ten and taking one away. They were able to do this confidently by the end of the lesson. In another, pupils aged six were learning the names of different geometrical shapes. For Year 6 pupils, learning in all the lessons seen was satisfactory, with some good and some very good learning taking place. Pupils aged nine were learning about measurement. They had to decide whether to use centimetres, metres or kilometres to measure different distances before measuring boxes, to see how much ribbon was needed to wrap around them. In another class, ten-year-old pupils were learning how to create a database and interpret graphs. Appropriate methods were used with all abilities. Pupils in Year 6 were learning ways to do division sums by using multiplication. They found this an enjoyable, challenging activity.
94. The teaching of mathematics was satisfactory or better in all lessons seen, with the majority being good for pupils in Years 1 and 2, and good or very good for pupils in Years 3 to 6. Teachers have good subject knowledge and have integrated the Numeracy Strategy very effectively into their teaching. They have a good knowledge of their pupils' abilities and plan work well suited to them. Relationships with pupils are good and most use appropriate

teaching strategies. The quality of planning is good, with work being well matched to pupils' abilities. Teachers generally assess pupils' work well and use their assessments to guide future planning. However, the quality of marking was inconsistent in some classes. In some cases, work was not marked, in others there was an absence of comments to help pupils improve. Pupils are assessed every year in Key Stage 2 by the use of optional National Curriculum Tests, as well as by informal teacher assessment. However, there are occasions when the higher attaining pupils are insufficiently challenged. In the less effective lesson in Year 3/4 the teacher used time poorly, and pupils lost interest and concentration.

95. Information and communication technology is used in some classes to support the teaching of mathematics, but opportunities to do this in other classes are sometimes missed. In effective lessons teaching is very good, the pace of the lesson is exciting, and pupils of all ability are appropriately challenged. Teachers use pupils to explain and demonstrate their mathematical strategies to the rest of the class. There are some opportunities provided for pupils to undertake investigations, but work in this area is limited, with pupils being offered few opportunities to structure their own investigations. Pupils with SEN and EAL were taught effectively. Teachers gave good support in the class and prepared suitable work for their needs. Where classroom assistants are used, they are well briefed to support the groups they are working with.
96. Pupils' attitudes to mathematics are generally good right across the school. They enjoy lessons and sustain concentration well. Good behaviour is usually maintained. However, there were some lessons where pupils lost interest because the pace was too slow. On the whole, children take pride in the quality of their work and their standard of presentation is generally satisfactory although this is inconsistent throughout the school and depends on the standards set by the teacher.
97. The co-ordinator ensures standards are maintained by monitoring pupils' work, teachers' planning and class teaching across the school. During the inspection, there was no evidence of the library being used to support the teaching of mathematics. The subject has made good improvement since the last inspection.

SCIENCE

98. Standards in science tests in 2001 for pupils in Year 6 were in line with national averages at both level 4 and level 5. In comparison with similar schools, standards of attainment were well above average and also well above average when compared to pupils' prior attainment in the Year 2 tests. Boys' attainment was higher than that of girls. The most striking feature of the science tests was the year on year improvement for both boys and girls, since 1997 and continuing to 2001. As part of the improvement, the number of pupils attaining the higher level (level 5) has now moved above LEA and national averages.
99. Work samples seen at the school showed good attainment in some classes in Year 2 and Year 6. Other classes fell below expectations because of a lack of attention to investigatory science. Standards observed in lessons met national expectations in both key stages particularly in oral understanding. Standards were lower in written work and in those classes where higher attaining pupils were not sufficiently challenged.
100. In Key Stage 1, teaching was sound. Infant children were given a range of experiences, which allowed them to show good learning about life cycles and the growth of plants. They were able to make, record and test predictions about how beans grow. Teachers consistently made pupils aware of the learning objectives and some teachers assessed whether objectives had

been achieved. In a less effective lesson teaching did not set clear objectives and consequently pupils made little progress in this class.

101. In Key Stage 2, teaching was sound overall and sometimes good. However, in some classes teaching took the form of note taking and independent work and investigatory skills were neglected. Pupils learned about graphical techniques such as block graphs. They developed skills in those classes where teaching focused sharply on investigation and work was matched to their individual needs. For example, pupils in Year 5 were encouraged to make their own hypotheses when working on sound. Some pupils were able to select apparatus and test it, such as in Year 3/4 work on separating materials by filtering. In one Year 6 class pupils were able to make genuine predictions, record results and make graphs. They were able to carry out and explain fair testing and use keys to identify animals. There was less evidence of these skills in the parallel class. Here pupils' practical and oral skills met expectations, although their written skills, at this early stage in the term, were lower. Literacy was addressed in science and in some classes it was effectively taught. In others, there was too much teaching from revision books beyond the linguistic competence of many pupils. Paired discussion between pupils was a strong point in developing understanding.
102. Attitudes were in general good. In all age groups there was interest in science and in practical activities when pupils had the opportunity to do them.
103. There is no co-ordinator at present. Teachers are well supported by a temporary co-ordinator and resources are good. The scheme of work has yet to be developed from a commercial scheme to a form that suits the needs of the pupils and teachers at this school. Teachers are not all following the planning and a lack of balance in the provision for investigative work. Teaching is monitored insufficiently. Assessment is variable between teachers. ICT is not used sufficiently. The school recognises that it is necessary to put more emphasis on science and this has been put into the school improvement plan. There has been very good improvement in the results achieved in the subject since the last inspection.

ART AND DESIGN

104. Standards are in line with expectations at both key stages. Work in Years 1 and 2 was in line with that expected of pupils of this age and in some cases it was above expectations. In Years 3 to 6 standards of work, overall, meet expectations.
105. Teaching varies in quality. There is good teaching in both key stages which leads to a high level of interest and the development of a number of skills including aesthetic awareness, creativity and good social co-operation. This was seen in Years 1 and 2, where there was extensive portrait work, stimulated by photographs and mirrors, with a good range of pastels. Teachers' emphasis on self-evaluation helps some pupils to produce above average work with good observational detail such as pattern on clothing and expression around the eyes and mouth.
106. Good practice was also seen in some junior classes where an artist in residence stimulated creativity with his own work on a school mural which led pupils to produce some good repeat patterned prints, using polystyrene print blocks. Other pupils produced good wax resist prints. There was one older junior class where active teaching of shading technique and aids to observation such as viewfinders, enabled pupils to produce pencil sketches that were good. Work from previous years indicated that a range of techniques have been used such as fabrics, tapestry, collage, 3D structures, paint, pencil, charcoal and pastels. However, on the evidence of the work around the school, the experience of art is limited in some classes in Key Stage 2.

107. Overall therefore teaching and learning are sound. If the best practice were further disseminated, they would be good. There were some good examples of teacher assessment and helpful comment leading to learning about techniques and the use of greater thought and creativity. However assessment in art is at an early stage and needs to be improved. There is little use of ICT to broaden pupils' experience of art through the school.
108. Co-ordination is also in its early stages. The main curriculum guidance is a national commercial scheme (QCA), which needs further explanation to support teachers who are less practised at art and to fit the needs of the children at the school. Resources have improved recently and children are now provided with good quality sketchbooks, although only a few teachers have started to use them. The coverage of the art curriculum is unsatisfactory. It is a weakness that it is not used more to develop the self-esteem of bilingual pupils and enable them to experience language in a range of contexts. Strikingly, there are far too few attempts to introduce pupils to a variety of styles. There was some work based on Western culture (Chagall, Van Gogh, Lowrie, for example), but the rich culture of Islamic art from around the world is under reflected in the curriculum and the school environment.
109. Art has marked time since the last inspection. As a result of the emphasis on literacy and numeracy, standards in this subject have slipped back.

DESIGN AND TECHNOLOGY

110. During the inspection it was possible to see only one design technology lesson. This was because of the way the school teaches design technology in blocks of time later in the year. As the inspection took place at the beginning of the term there was little to see on display in classrooms and in corridors. From discussion with the co-ordinator and teachers it is clear that standards of attainment in design technology are well below national expectations. This is largely caused by the fact that pupils do not have the opportunity to acquire and develop their design technology skills in a systematic way that builds on previous experience. The school does not systematically record design technology outcomes by for example using its digital camera. Due to this combination of factors it was impossible to arrive at a secure judgement on the quality of learning and teaching in design technology in the school.
111. The deputy headteacher has been given the role of caretaker co-ordinator for design technology. This is a stopgap measure. Due to the pressures of her other commitments she has not been able to make much headway with the subject. There has, for example, been insufficient monitoring of the delivery of the subject. There is no school-wide assessment of design technology. The school needs to appoint a co-ordinator, who will have the responsibility to write an up-to-date policy and to produce a scheme of work that makes sure that teaching follows the National Curriculum Programmes of Study, to address these issues.

GEOGRAPHY

112. At the end of both key stages, standards are below what is expected nationally, which represents a decline since the last inspection. This is partly as a result of a limited curriculum having been taught for at least the past two years. There was little evidence to be seen during the inspection either in pupils' books, on display, or from the small amount of work retained by the school or from what pupils recalled of work they had done. By the end of Key Stage 1, pupils can colour a world map to show what is land and what is sea. They can find Bangladesh on a world map and name its capital, main rivers and nearby countries. They learn the vocabulary for weather found there and its effect, such as *monsoon*, *cyclone* and *flood*. They can also colour a map of Europe to locate France and then write a 'postcard' that includes references to what can be found there, such as *the Eiffel Tower* and *croissants*.

113. Pupils in Years 3 and 4 know that Australia and the Gabon are hot countries; that Iceland, Sweden, the Antarctic and Canada are cold countries; and, that this is related to how close or distant they are in relation to the equator. Both year groups do the same work. In Year 5 pupils are aware of the effects on a canal side environment and its wildlife that a “disco boat” might have. By the end of Key Stage 2 pupils are aware of the water cycle and can identify the features of a river, such as *source*, *meander* and *delta*. Pupils match photographs to descriptions including geographical terms of the way a river and its environment are used along its length. Discussion with some pupils in Year 6 revealed that they had previously studied and compared Theydon Bois and Bangladesh with their own locality. They had also looked at their local environment and considered ways of improving it.
114. Teaching in the four lessons seen was satisfactory and pupils’ learning was sound in all bar one of these lessons. The exception was where the planned outcome of a lesson in the lower juniors, for example selecting appropriate clothing to take to a hot or cold country, was more closely related to design and technology than to geography. Teachers share learning intentions clearly with pupils and refer back to them to keep pupils on task or confirm that work has been done satisfactorily. They recall and build on what pupils already know and can do, as in a Year 2 lesson when pupils identified the main rivers of Bangladesh before going on to learn more about why the country has so much water and rain. All pupils were given sufficiently demanding work in a Year 6 lesson when they were organised in mixed ability groups and given roles such as reader or scrutiniser of photographs appropriate to their prior learning. Support given to pupils with SEN or EAL enables them to take part in lessons and learn as much about places as the majority of their classmates. Pupils are keen to learn in most lessons and enjoy studying places such as Bangladesh, which many of them have visited.
115. A further decline since the last inspection is the inconsistent help for and oversight of the work of teachers unfamiliar with the requirements of the National Curriculum for this subject. The co-ordinator does not see planning or the resultant work in order to ensure that things are as they should be. As a result, other work seen in geography books about needing passports and foreign currency in order to travel is included when it is not part of what should be studied according to the National Curriculum. Although this is the second year that the model scheme of work has been available, little has been done to develop a scheme more appropriate to the school and the requirements of the National Curriculum. For example, the work for Key Stage 1 should be based mostly on local study and not include two overseas countries. There is little use of computers to support the subject. Geography features in the timetable for the equivalent of only one term out of three and this does not enable subject skills and knowledge to be developed progressively. There are no examples of graded geography work to guide assessment of the subject and show what standards can be achieved. There is also no agreed record keeping. The subject is guided by a recently written policy but needs urgent attention to bring all other elements of its management to an acceptable standard. The subject is, adequately resourced and benefits from a local environment rich in opportunities from which pupils regularly benefit.

HISTORY

116. Standards at the end of both key stages are below those expected nationally, partly because there is insufficient teaching of the subject to meet the requirements of the National Curriculum. The school also has very little evidence to show what is taught and learned in the subject. The subject was not timetabled for this half term and so there was no current work. The school does not maintain a collection of what has been taught in the past, either as evidence of attainment or to show what can be achieved. Discussion with some pupils in Year 6 confirmed that they recalled a visit to the Tower of London and watching a video from which

they knew some facts about Henry VIII and his wives. They also recalled learning about life in Britain during World War II.

117. One lesson was seen in which both teaching and learning were good. The lesson was based on two photographs of people at the seaside in Britain at different times in the last century. Pupils' prior knowledge was not good because most have very limited experience of this aspect of life in England. Despite this, the teacher had high expectations of the evidence she expected pupils to draw from comparing the photographs. She introduced the task very clearly and would not accept sloppy or inaccurate English from pupils as she moved around the classroom, prompting and clarifying what they said. Most pupils were enthusiastic about the work and revelled in the praise and satisfaction they got from their insights. Pupils with SEN and EAL were given good help to learn in this lesson from an additional adult.
118. The subject's management is similar to the position described for geography. Together, they are referred to in the school as 'the humanities' and are co-ordinated by the same person. The subject has similarly infrequent timetabling and the same lack of the school's own scheme of work. It is identified in the school's action plan for development in the near future and this is very necessary. Resources in the school and local environment support learning well. However, there is little use of ICT to support the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. The standards attained in information and communication technology by pupils at the age of 7 are below national expectations. This represents a decline from the ICT standards described in the last inspection report. By age 11, pupils are attaining standards that are in-line with national expectations similar to the last inspection. Pupils with SEN attain similar standards and make similar progress.
120. Provision for ICT in the school has improved significantly in recent months. A new ICT room has been equipped with computers, a classroom assistant has been appointed and a new scheme of work developed. Most teachers have had recent relevant training to make them competent to teach ICT. The school is in a good position to improve pupils' standard of attainment in this area.
121. By age 7 pupils are attaining standards that are below national expectations. This is due to a lack of ICT teaching when this age group was in Year 1. They are only now making progress towards the national targets. They are already able to communicate information through simple pieces of word-processed text that describe themselves. Most are able, with help to open up applications, to save the information they generate and to print it off. They have had little experience of the other elements of the curriculum they should have covered such as the measurement and control or modelling, although Year 1 pupils are now experimenting with graphical images as they create shapes and fill them with various colours to achieve effects.
122. By age 11 pupils are attaining standards that are in line with national expectations. Over the past year they have had a suitable range of opportunities to develop ICT skills. They attain average standards when they write simple programmes that direct the movement of a cursor around a computer screen. They can create basic geometric shapes on screen using commands that allow them to repeat actions. They know that computer language can control machines to carry out tasks. They attain average standards in communicating information when they combine text and pictures in the fairy stories or autobiographical pieces they create. They have learnt how to produce, send and receive e-mail messages and can draft and redraft their work on screen. They have worked with databases and are beginning to search for information via the Internet using suitable lines of inquiry. Their spreadsheet work is mainly

confined to producing tables and charts. They have not been given sufficient opportunity to model information, for example to explore what happens to the profit, in a profit and loss account, when certain figures are increased or decreased. They have experimented with colour and form using a graphics package.

123. The new schemes of work make sure that ICT is taught in the context of the other subjects in the curriculum and that pupils learn to use it as a tool to extend their learning. For example pupils develop their investigative skills when they research rivers in a geography topic. Their numeracy skills are consolidated when they use degrees in the programming language they use to draw geometric shapes on screen.
124. The teaching of ICT is satisfactory in both age groups. Visual aids are well used to help pupils better understand the symbols they find on the computer screen. Teachers also make sure that pupils' learning is not slowed by a lack of the right terminology. In their planning they identify the words that pupils are likely to have difficulty with and make sure that these are explained in the introductions to lessons. Most teachers' knowledge of ICT is at least up to the needs of the lessons they teach and they are able to support pupils well. The specialist teacher makes a valuable contribution to the development of teachers' knowledge. She teaches alongside the less confident teachers and helps them to advance their skills. Teachers are always aware of the need for good order particularly in the computer room and use classroom conventions, such as insisting that pupils hold up hands, to achieve this. The outcome is invariably well ordered lessons that allow learning to progress at a sound pace. Relationships are good and pupils feel comfortable in asking questions of the teacher to increase their knowledge and understanding.
125. The subject is well co-ordinated by the headteacher and a part-time specialist teacher. They have recently drawn up a useful scheme of work for ICT that teachers are already effectively using as a basis for their planning of lessons. However, the modelling strand of the National Curriculum is presently not sufficiently addressed in the scheme

MUSIC

126. Standards in music are satisfactory across the school and are in line with national expectations. By the age of seven, the majority of pupils can sing in tune. They respond well to music. They can echo simple rhythm patterns clapped by their teacher. By the age of eleven, they can sing well in tune, in two or three parts. They can clap rhythms, both echoing a rhythm clapped by the teacher and as a pulse to accompany a tune. In one class ten-year-olds were able to play a tune on xylophones using a simplified form of notation. All children have the opportunity to learn the recorder between the ages of eight and eleven. Standards are similar to those found at the last inspection when they were in line with national expectations.
127. Pupils' learning of music is generally satisfactory. They have knowledge of musical concepts and terms. They know a range of songs and can sing well in tune from memory and song sheets. They talk confidently about what they like or don't like. In lessons they learn how to make words fit in with a tune and can express their ideas. However, no opportunities were observed of them being able to listen to pre-recorded music or that played by other performers in classes. Although cassette recorders were used in one lesson, there was no evidence of other forms of ICT being used to support learning in music. Likewise, there was no evidence of use of the library to support learning. Pupils with SEN and EAL make satisfactory progress overall.

128. Only two music lessons were seen with pupils up to seven years old. Teaching was good in both these lessons; the teachers knew their pupils well and had good relationships with them. They sang alongside their pupils, organising the lessons and resources effectively even though they were not music specialists. In one case, the children had been taught songs in an African language. There were no opportunities for composition, but in one class, a group of pupils were able to play percussion instruments. For pupils from eight to eleven, the teaching of music was mostly satisfactory, with one poor lesson seen. The lessons here were not taught by the class teachers, but by specialists. On the whole, teachers have sound relationships with their pupils, plan appropriate activities and manage the activities effectively. Teachers' subject knowledge is satisfactory. Where teaching was less than satisfactory, it was let down by a lack of pace to the lesson and poor management of the pupils.
129. Pupils' attitudes to music are good for pupils up to seven years old. They enjoy listening to music and making it when they have the opportunity, and generally behave well. They concentrate in their lessons and participate in singing enthusiastically. For children up to eleven years behaviour was generally unsatisfactory in the majority of lessons seen. In one class, the children were learning to play tunes on xylophones, this was generally appropriately planned and managed, but there were only enough instruments for one between three and the periods waiting for a turn lead to restlessness. In one recorder lesson, the slow pace of the lesson lead to a general restlessness, which was poorly managed by the teacher, so little playing actually took place.
130. Co-ordination of music is satisfactory. There is an appropriate subject policy but the scheme of work lacks detail and coherence. Resources for the subject are generally good, with a wide range of classroom instruments, cassette tapes and music books being available in a dedicated resources room. However, for some lessons there were insufficient instruments available for the teachers to provide all pupils with access. At present there are no opportunities for children to learn instruments other than the recorder. There are no opportunities for extra curricular musical activities such as a choir. Use is made of music in the school for listening and for cultural development, with a range of musical styles being played in assembly and in concerts for the children. However, despite the fact that there was good quality audio equipment available, the equipment used to play music both in classes and in the hall was of poor quality.

PHYSICAL EDUCATION

131. By ages 7 and 11 all pupils including those with SEN, reach standards of attainment that are in line with those expected nationally. This was the situation as described in the last inspection.
132. By the age of 7 pupils are aware that running and jumping exercises their muscles and gets their blood pumping around their bodies. They know that this type of activity helps them to develop as healthy human beings. They learn that they need to warm their muscles up to get them ready for more strenuous activity and that they need to work to relax them afterwards. When they move around the hall they know the rules about safety. They acquire basic throwing and catching skills. They have a satisfactory awareness of how they perform these skills and can suggest ways in which they can be improved.
133. Year 6 pupils are progressing well in their swimming. Only a small number lack the confidence to swim a length unaided. The provision at the swimming baths used by the school is good. Of last year's pupils nearly all were able to swim a full 25 metres and a good number left the school being able to swim 50 metres. In gymnastics pupils are sensible in the way they move around the hall and in the way they use large apparatus. They attain average standards in

developing sequences of movements. They offer useful criticism of their own and others' performance. Over the lesson they built on constructive criticism to improve their practice.

134. Teaching is satisfactory. No unsatisfactory teaching of physical education was observed during the inspection. This was an improvement on the situation reported at the last inspection. Teachers produce sound planning that follows a well-structured scheme of work. The main elements of National Curriculum physical education are taught systematically. There is a satisfactory variety of activities planned into lessons and this helps to stimulate and sustain sound learning. Teachers put appropriate emphasis on the safe control and management of pupils and this leads to orderly lessons that allow pupils to make sound progress. The pace of lessons is generally a little better for the older pupils and this is due to an improvement in listening as pupils get older. Teachers make sure they prepare well for lessons so that little time is lost. Teachers of older pupils use question and answer well to share what is being learnt with the class. They give pupils more responsibility for the development of a critical awareness of their own performance and this has a direct result in the improvement of performance over the lesson.
135. The physical education co-ordinator has been recently appointed. This is an improvement on the last inspection when there was no co-ordinator. She is well qualified for the task and has already had an impact on the development planning for the subject. The school has made a commitment to further training of teachers in the subject using a commercial scheme. The provision for extra-curricular activity is weak compared to the national picture although the school benefits from the voluntary activities of a law firm whose staff help with a football club at lunchtimes. The school also runs a residential journey during which pupils get the chance to involve themselves in a variety of purposeful physical activities such as orienteering, volleyball and rounders. There is presently no monitoring and evaluation of the quality of teaching in physical education.

RELIGIOUS EDUCATION

136. Standards at the end of both key stages do not meet the expectations of the locally agreed syllabus, which is contrary to the last inspection. While there is a policy and brief schemes of work based on the locally agreed syllabus in existence, religious education is not planned to be taught on a regular basis across school. Long-term planning identifies topics to be covered by each year group every term but none of these are being taught. A Year 1 lesson was observed, within which the pupils enacted the story of Noah, with a lot of help from the teacher. The pupils understood the story, were willing to contribute in the lesson and enjoyed participating in the story, but the topic to be covered during the autumn term was "families & communities". There was no evidence of this in the term's work. No religious education topic had been identified for Year 2 for the autumn term but a lesson on the story of "Daniel and the Lion" was observed. The standards attained were in line with expectations and the progress made by pupils within both these lessons was satisfactory but they were not improving on pupils' learning lesson by lesson. The absence of assessment and record keeping has made it difficult to maintain or aim for high standards.
137. At Key Stage 2, a lesson which was largely moral based, and included a Bible story, was not in line with what had been specified within the long term planning. The majority of the pupils in the school are Muslim and have EAL. They demonstrated a good understanding of their faith and of the part religion plays in many people's lives. They were willing to participate and made good contributions to the lesson, but these ideas were not explored. Valuable teaching and learning opportunities were lost and the progress made by these pupils was poor. Pupils at both key stages worked in mixed ability groups. Work for both the higher and lower attaining pupils and those with SEN was not matched well to their ability. Similarly, there was little use of ICT to improve learning.

138. The pupils at both key stages were well behaved and eager to take on the tasks set by the teachers although the quality of teaching in some cases was not entirely satisfactory and the tasks were not fully explained or clear.
139. There is a good range of artefacts and resources available in the school, but better use of these needs to be made within appropriately planned and delivered lessons. In order to raise standards and meet the requirements of the locally agreed syllabus, religious education needs to be taught regularly with appropriate assessment and record keeping in place so that the progress pupils' make can be tracked. The co-ordinator does not have time to regularly monitor teaching and learning in the subject. This is a weakness.