

# INSPECTION REPORT

## **ARNHEM WHARF PRIMARY SCHOOL**

Isle of Dogs, London

LEA area: Tower Hamlets

Unique reference number: 130352

Headteacher: Ms M Forty

Reporting inspector: Ms A Coyle  
20603

Dates of inspection: 21<sup>st</sup> – 24<sup>th</sup> January 2002

Inspection number: 230662

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 category:	Community
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	1 Arnhem Place Isle of Dogs London
Postcode:	E14 3RP
Telephone number:	(020) 7515 4310
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Stride
Date of previous inspection:	March 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Ms A Coyle	Registered inspector	English as an additional language Equal opportunities	How high are the standards? What should the school do to improve further?
9769	Mrs M Morrissey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20951	Mr P Littlejohn	Team inspector	Mathematics History	How good are the curricular and other opportunities, offered to pupils?
15011	Mrs M Wallace	Team inspector	English Art and design Physical education	How well are pupils taught?
13210	Mrs M Burslem	Team inspector	Foundation Stage	
14596	Mr A Fiddian-Green	Team inspector	Design and technology Geography Religious education Special educational needs	
31177	Mr M Mangan	Team inspector	Science Information and communication technology Music	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Arnhem Wharf Primary School is situated on the Isle of Dogs, London, within a mini-education action zone. It serves the surrounding catchment area, which consists of mainly local authority rented properties. The school is bigger than other primary schools; there are 143 girls and 166 boys in the school aged between three and 11 years. Children are admitted to the Nursery and they transfer to one of the Reception classes at the beginning of the term in which they are five. Fifty-three children attend one of the two Reception classes and 36 attend the Nursery. Attainment on entry to the Nursery varies, but is well below average overall, because children's language, literacy, personal and social skills are very limited. Sixty-one per cent of pupils are from ethnic minority backgrounds which is much higher than the national average. Apart from English, the main languages spoken at home are Bengali, Cantonese, Vietnamese, Turkish, French, Somali, Arabic, Yoruba, Malayalam, Portugese, Swahili and Burmese; 28 per cent of pupils are at an early stage of language acquisition and they receive support for learning English as an additional language. Fifty-four per cent of pupils are known to be eligible for free school meals, which is well above the national average, but a lower than average 15 per cent have been identified on the register of special educational needs. Six pupils currently have statements for their needs. There is a very high rate of pupil mobility.

### **HOW GOOD THE SCHOOL IS**

This is very effective learning environment with many strengths in which standards are improving rapidly. The teaching and learning are very good overall and the excellent leadership of the headteacher and outstanding commitment to improving standards by the senior managers, staff and governors help to ensure good value for money.

#### **What the school does well**

- Pupils achieve good standards in history and religious education by the time they reach Year 6.
- Pupils show good attitudes to their work. They behave well, are very respectful and relate very well to each other and all adults.
- The provision for children in the Foundation Stage is very good, with excellent features.
- The quality of teaching is very good and often excellent. Teachers and support staff work as an excellent team to provide exciting opportunities for the pupils.
- The 'Success for All' literacy programme has been introduced exceedingly well to the benefit of the pupils and the use of the National Numeracy Strategy has been very effective in raising standards.
- Provision for pupils spiritual, moral, social and cultural development is very good.
- Pupils who learn English as an additional language and those who have special educational needs are supported very well.
- Excellent educational and personal support is provided for pupils; very good procedures are in place for child protection, welfare and the care of pupils.
- The excellent leadership and management of the headteacher is helping the school to raise its standards through very good monitoring and a closely targeted use of funds. The outstanding commitment to the education of pupils is shared by all staff and governors.
- The good use of the accommodation and resources and the good management shown by the governing body is helping the school to meet its aims very well.
- The school has excellent links with the community, very good relations with other schools and good partnerships with parents.

#### **What could be improved**

- Standards are below average in reading, writing, mathematics and science at Key Stage 1 and in physical education and information and communication technology at Key Stages 1 and 2.
- The curriculum is not sufficiently balanced for the foundation subjects, especially in physical education and information and communication technology.
- The school development plan, although good, is not focused enough on the main priorities and it does not provide a long-term strategic plan.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 2000, a new headteacher, an acting deputy and several teachers have been appointed, as well as some new governors. There have been many improvements over the last two years, which have helped to move the school forward. The senior managers and members of staff have worked hard and are now evaluating their success and identifying the next steps. Of particular note, is the strong emphasis the school has given to improving standards in literacy and the action taken to address the previously low achievement of pupils through the 'Success for All' programme. Standards have risen well in the core subjects at Key Stage 2. Acts of collective worship are conducted daily and a new curriculum framework is now in place, although there is still a way to go in creating a balanced curriculum for the foundation subjects. Levels of attendance have been rising steadily over the last two years and although attendance figures are still below average, the school promotes this aspect exceedingly well. The governors are much more involved with the life of the school and partnerships with parents and the community are now strong. Overall, much has been done so far. The school's capacity to succeed is very good because the excellent headteacher, acting deputy, senior managers, staff and governors are all very strongly committed to the education of the pupils.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	C	A
mathematics	E*	E	B	A
science	E*	E*	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

The above table shows very significant improvements in standards over the last two years, rising from well below the national average to well above average when compared to similar schools. Specifically, pupils attained the national average in English by the time they left the school in 2001, but they achieved results that were well above those of similar schools. In mathematics and science, the results were above average nationally and well above those of similar schools. The inspection evidence largely concurs with these results and finds that standards are still rising; they are currently in line with the national expectations by Year 6<sup>1</sup>. Although standards are still low at the end of Key Stage 1 in English, mathematics and science, when compared to the national expectations, they are also improving well. This continuing trend of rising standards is because the quality of teaching is so very good. In addition, the school has devised realistic targets for improving pupils' attainment still further, which it is on line to achieve. From a very low starting point, due to the very high number who learn English as an additional language, the pupils increase their knowledge and skills rapidly. By the time they reach the end of the Foundation Stage <sup>2</sup>, they achieve many of the stepping stones set out in the early learning goals.<sup>3</sup> At Key Stages 1 and 2, all pupils continue to progress very well, even though their lack of language

### <sup>1</sup> ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

### <sup>2</sup> FOUNDATION STAGE –

This stage of learning refers to children aged between three and six years.

### <sup>3</sup> ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: Communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.



sometimes hinders learning. They make good progress in history and religious education and achieve good standards by the time they leave the school. Pupils with special educational needs and those who learn English as an additional language, make as much progress as their peers.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to do well and show great interest in their work. They have very sensible attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils are very well behaved in lessons and at playtimes.
Personal development and relationships	Very good. Pupils relate exceedingly well to each other and are very willing to take on responsibilities.
Attendance	Below average. Pupils are keen to attend school but the level of unauthorised absence is too high.

Pupils show good attitudes to their work and behave well. They form very good relationships with each other and are tolerant, but the levels of attendance are unsatisfactory although the school does its very best to encourage good attendance.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good throughout the school, with excellent features that include the outstanding teamwork and excellent use of support staff and time. Children in the Foundation Stage are given a very good start to their education. At Key Stages 1 and 2, the quality of teaching is very good overall, particularly in English where it is often outstanding. Teaching is never less than satisfactory. Overall, in the lessons observed, more than eight out of ten were good or better and almost two out of every five lessons were very good or excellent. This represents a good improvement since the previous inspection and has a strong effect on pupils' attitudes to their work. Literacy and numeracy skills are taught particularly well and promoted rigorously across the curriculum, which enable all pupils to make very rapid progress in their learning of basic skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall. The curriculum for children in the Foundation Stage is very good and it is sound at Key Stages 1 and 2. However, the curriculum is not balanced well for the foundation subjects, particularly physical education and information and communication technology.
Provision for pupils with special educational needs	Very good. The school responds rigorously to the Code of Practice for these pupils. <sup>4</sup> The provision is very well organised and managed by the joint co-ordinators.
Provision for pupils with English as an additional language	Very good with excellent features. Pupils are supported very well by an excellent team of very caring staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Very effective use is made of a wide range of opportunities to support development. Adults provide very good role models. The use of first names for staff and pupils throughout the school has a positive and unifying effect on the whole school community.
How well the school cares for its pupils	Very good. The school cares very well for pupils' health, safety and welfare; pupils' educational and personal support and guidance are excellent.

The school's partnership with its parents is good. Statutory requirements are met for most subjects, but the curriculum is not sufficiently balanced at Key Stage 2 to provide swimming and aspects of information and communication technology.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The new headteacher has exceedingly clear vision for the development of the school. She is supported very well by the acting deputy and a conscientious senior management team.
How well the governors fulfil their responsibilities	Good. Governors are actively involved and they take their responsibilities very seriously, although the school development plan is not yet focused tightly on the main priorities and it does not provide a long-term strategic view.
The school's evaluation of its performance	Very good. The school monitors and evaluates its provision, taking effective action to address issues where necessary.
The strategic use of resources	Very good. The school uses its resources very well. Expenditure is very carefully linked to raising standards.

The excellent quality of leadership has a very positive effect on the school. Generous staffing levels, good accommodation and good resources help to make the school a very good learning environment for its pupils. Very good care is taken to obtain the best value for money when making spending decisions.

<sup>4</sup> **Code of Practice** – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• The school expects children to work hard and do their best.</li><li>• The school is well led by the headteacher and staff are very approachable.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• Support for pupils with special educational needs.</li><li>• School meals.</li></ul>

The inspectors agree with the positive comments made by parents. The school is rapidly improving its standards because it is extremely well led and managed by the headteacher. Although the inspectors agree with parents that homework is inconsistent, they recognise that the school is working hard to improve the situation. They do not agree with parental comments regarding special educational needs, but find that the provision is very good. School meals are good; they are nutritious and take into account the dietary needs of all pupils, including Halal requirements and the needs of pupils from diverse ethnic backgrounds.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Many children enter the Nursery with very poorly developed skills in personal independence, speaking, listening and mathematics. This is confirmed by the teachers' assessments undertaken in the first weeks in the Nursery, which indicate that standards in these areas are very low compared to those of most three year-olds in other schools. The assessments conducted when children first enter the Reception classes show that they make rapid progress. From very low beginnings, the majority make very good progress and attain many of the early learning goals by the time they begin their studies of the National Curriculum in Year 1. While on course to attain the early learning goals in personal, social and emotional development, creative development and physical development, children are, however, unlikely to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world, because they have not yet developed sufficient skill levels to express themselves clearly. Nevertheless, children are given a very good start to their education by caring, committed staff.
2. In English, pupils' performance at the end of Key Stage 2 in the 2001 National Curriculum tests was in line with the national average. The performance of boys and girls, in relation to pupils of similar background in other schools, is well above average; 69 per cent of pupils attained the expected Level 4, whilst 22 per cent attained the higher Level 5. Pupil's performance in the end of Key Stage 1 National Curriculum tests was, however, well below the national average in reading and writing. Although 72 per cent of pupils attained the expected Level 2 in reading, only four per cent attained the higher Level 3, whilst in writing, 76 per cent attained Level 2 but no pupils attained the higher Level 3. When compared with schools with pupils from similar backgrounds, the results were average in writing and below average in reading. The inspection findings show that, since the last inspection, pupils are benefiting exceedingly well from the recently introduced structured approach of the 'Success for All' literacy programme. Many pupils have made remarkable gains since their Key Stage 1 tests and basic literacy skills are taught rigorously across the curriculum.
3. In the 2001 national tests for mathematics, standards were above the national average at the end of Key Stage 2 and well above those of similar schools; 75 per cent attained the expected Level 4 and 33 per cent attained the higher Level 5. At the end of Key Stage 1, the results show that although standards were below the national average, they were well above those of similar schools with 91 per cent at Level 2 and 24 per cent at the higher Level 3. The inspection findings largely concur with these results and show that standards have improved dramatically in the school since the last inspection. Although standards remain below the national expectations for pupils at the end of Key Stage 1, they are currently in line for the pupils at the end of Key Stage 2. Basic numeracy skills are taught very well and used extensively across the curriculum, but computers are not used well to support numeracy, such as in data handling.
4. In the science results for 2001 at the end of Key Stage 2, the percentage of pupils reaching the expected Level 4 was above the national average and well above that of similar schools; 81 per cent attained Level 4 and 44 per cent attained the higher Level 5, with girls and boys doing equally well. At Key Stage 1, however, the teacher assessments indicated that standards were well below the national results with only 63 per cent attaining Level 2 and above. The evidence gathered during the inspection shows attainment to be below the average at the end of Key Stage 1, but average at the end of Key Stage 2. Pupils make very good progress overall and literacy skills are used very well to help pupils increase their knowledge and understanding of scientific concepts.
5. The standards achieved by pupils in religious education and history are good; they are in line with the national expectations in most other subjects. Pupils' learning is promoted very well generally and subjects are used well to link with topics. However, standards are below the national expectations in physical education and information and communication technology by the time

pupils leave the school, especially in swimming and control technology because the curriculum for the foundation subjects is not yet sufficiently balanced.

6. Pupils' progress in learning is very good overall in relation to their very low starting point on entry. From the time children enter the Nursery, they are taught very well to build on their skills. Pupils' rapid academic progress is maintained as they move through Key Stages 1 and 2. The targets set for last year were exceeded well in English and mathematics. In addition, the school has devised realistic and challenging targets for improving pupils' attainment still further, which it is on line to achieve. There is no significant variation in the progress of pupils with special educational needs who do well and those of other capabilities, including different groups of pupils who learn English as an additional language, because the school has made great efforts to raise the standards of all of these pupils.
7. Pupils identified as having special educational needs and those who learn English as an additional language make very good progress in their learning in the Foundation Stage and at Key Stages 1 and 2. The school uses a range of school based and national tests to determine pupils' needs. The class teachers are responsible for the individual planning and the co-ordinators monitor this carefully and maintain responsibility for the provision. Individual educational plans contain clear targets identifying areas for improvement. They identify achievable steps. The school has worked very hard to set up systems and procedures to identify need at an early age. Once pupils are identified, they receive excellent support throughout the school. Targets are reviewed regularly and programmes of work are adjusted according to need.

### **Pupils' attitudes, values and personal development**

8. Since the last inspection, the school has become more successful in achieving its aims and in fulfilling its mission statements to stimulate a need to learn by responding to children in such a way that inspires and motivates them. From the time children enter the Foundation Stage, it does this by encouraging the building of good relationships and by encouraging pupils to become independent, eager learners. This ensures a happy secure environment in which the contribution of each member of the school community is respected and valued and each child is encouraged to develop respect for themselves and others.
9. Pupils' attitudes to learning and to their role in the school community are good. The whole school works as an excellent team; all are free to express opinions and are keen to listen to the views of each other, particularly through the school council. Pupils are encouraged to develop good relationships, views and opinions in an understanding and supportive environment where all wish to work hard and achieve. The outcome of this (the very good relationships building between pupils and staff) gives pupils the confidence to extend their talents and further raise their self-esteem.
10. Pupils' behaviour in lessons and around the school is good. They understand and observe the behaviour code of conduct they helped to write. They absorb the values transmitted to them by teacher role models. Although two boys were excluded for a fixed period last year for isolated incidents of poor behaviour, no issues of bullying were observed during the inspection and pupils and parents are confident that any will be dealt with swiftly and sensitively with a 'no-blame' approach.
11. Relationships are very good across the school. This creates an environment of care and security where work and learning can progress. Pupils feel that the school provides them with lots of attention and plenty of discussion time. Older pupils are good role models for younger pupils and all show a genuine care for each other.
12. Pupils' personal development is very good; they work well together in all subjects; a particularly good example of this was seen in English, when Year 3 pupils were keen to read the instructions they had written on how to make a mask. Others in the class enjoyed listening and were clearly learning from their work; all pupils were sensible and patient with each other. Through the good opportunities provided, pupils at Key Stage 2 make a significant contribution to the life of the school, taking good amounts of responsibility. They contribute well to the daily routines and

particularly to the quality of other pupils' personal development and well-being. The very effective school council provides good opportunity for pupils to develop management skills and take responsibility for themselves and for the wellbeing of others.

13. Attendance is improving, but is still below the national average. Parents say pupils are keen to come to school. Pupils are mostly punctual; the ethos of good attendance is growing and attendance is gradually improving. There is still a need for some parents to reduce the amount of unauthorised absence and to ensure their children attend school regularly.

## **HOW WELL ARE PUPILS TAUGHT?**

14. The quality of teaching is very good overall and in almost one tenth of lessons teaching is excellent. Teaching was very good or better in almost half of lessons observed. There were no unsatisfactory lessons. The teaching of English and mathematics is consistently very good and teaching is often excellent in English, the Foundation Stage and for pupils who learn English as an additional language. Since the last inspection there has been a high turnover of staff and the quality of teaching has improved well. All pupils, including those with special educational needs and those who learn English as an additional language learn very well and make equally good progress in relation to their prior attainment. Much development goes on in year group and subject planning meetings, which are held regularly. The large numbers of staff are involved in these sessions and this all adds to the high quality of the teaching. All teachers contribute by offering their specialist knowledge and there is plenty of opportunity to debate and evaluate the quality of teaching and learning. The school provides a very helpful environment to support newly qualified teachers.
15. In the Foundation Stage, standards of teaching and learning are consistently very good in all areas of learning. Teaching and learning are excellent in communication, language and literacy and physical development. Teachers throughout the Foundation Stage have a very clear understanding of the needs of this age group and children's individual language needs and they plan rich opportunities for the children to develop their skills in all areas of learning. The children enjoy the activities, which contribute to their growing levels of confidence and joy in learning, particularly for the majority who learn English as an additional language.
16. Teaching and learning in literacy are very good. Teachers have very good subject knowledge and confidently teach the 'Success For All' scheme. The consistent reinforcement of basic skills, the very high expectations combined with the pace and stimulating content of lessons ensure all pupils make maximum gains in their learning. Pupils undertake work, which makes increasing demands on their skills, knowledge and understanding and they practise and refine these constantly improving previous standards. Management of pupils is very good and the strategies to improve behaviour are rigorously enforced. This ensures that there is no slack in lessons; every single minute is used productively. Teachers promote a classroom atmosphere that encourages a conscientious work ethos and enjoyment of learning. Pupils are not nervous about making mistakes. They listen attentively to the advice given so that constructive criticism leads to a discernible change for the better. Marking is very good and pupils are challenged and guided to improve their work.
17. The basic skills of literacy and numeracy are taught very well and are strengths of the school. The use of ability setting and bilingual support staff have been key factors in improving the quality of pupils' learning. Teachers have very high expectations of pupils' behaviour, attention and standards. One of the main strengths is the very good attention paid to the development of language for the very many pupils who learn English as an additional language. Literacy has an extremely high focus and opportunities to reinforce vocabulary and extend language are seized rigorously in all subjects. For example, pupils are taught to communicate mathematically using the precise technical language. Very effective questioning helps to deepen pupils' understanding. Computers are not used well, however, to support learning across the curriculum.
18. Teaching and learning are good in science, art, design and technology, geography, history and religious education. Teaching and learning is satisfactory in music and physical education in the older age groups and in information and communication technology and art and design in the

younger classes. In the satisfactory lessons, the pace of learning is not as good as in other lessons. In Year 6 physical education, for example, too much inactivity and not enough time to practise and refine basic skills reduces the effectiveness of the learning. Generally, very good learning comes about because teachers have very good subject knowledge and ensure a very good emphasis on key processes and terminology. In the excellent lessons, the teachers motivate the pupils so well that joy in learning is evident. Teachers use resources and demonstrations very effectively.

19. Planning is very good for all subjects and identifies learning intentions clearly. Teachers assess pupils' work thoroughly in all subjects and the assessments are used very well to provide support for pupils to overcome difficulties. All pupils have reading homework every night, but homework for other subjects is inconsistent throughout the school.
20. Teaching assistants are very well deployed, particularly in English and mathematics and they work in excellent partnership with class teachers. They know what they are expected to do and they enable pupils to make very good progress. Teaching assistants are well trained and prepared and they make a very positive contribution to the quality of learning.
21. All teachers and members of support staff provide a very good level of support that effectively contributes to the achievement of pupils with special educational needs. The support is flexible and is adjusted depending on individual needs. This makes a positive contribution to the very good rate of progress pupils' make in their learning.

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

22. The quality and range of the curriculum provides satisfactory learning opportunities for all pupils. It meets National Curriculum requirements and the requirements of the locally agreed syllabus for religious education. Since the last inspection, the school has improved the breadth and relevance of the whole curriculum which are now satisfactory overall, but the curriculum is not balanced well enough with regard to the foundation subjects and especially in physical education and information and communication technology. The use of computers to support subjects across the curriculum is also an area for development. Each subject is allocated sufficient curriculum time with appropriate emphasis on English and mathematics. The length of the teaching week meets national recommendations. A scheme of work has been developed for each subject, mainly through the use of national guidelines.
23. There is very good provision for pupils with special educational needs, which is very well managed by the joint co-ordinators and the team of learning support assistants. The individual detailed plans and targets prepared for these pupils help them to make good progress. The provision for pupils with English as an additional language is also very good and ensures that these pupils have full access to the curriculum.
24. The National Literacy and Numeracy Strategies have been introduced very effectively, with detailed lesson plans, which are having a positive effect on raising standards in English and mathematics. The school is currently piloting the 'Success For All' literacy programme to promote standards still further and this is having an excellent effect on pupils' learning; the overall rise in standards last year is clear evidence of its success. The development of pupils' extended writing, for example through historical accounts, is helping to improve pupils' literacy skills.
25. Extra-curricular provision has improved greatly and is now good, with a growing range of lunchtime and after school activities, that are giving a positive experience to pupils throughout the school. There has been a large increase in the number of sporting activities, giving good support to the physical education programme. The extensive list includes drama, sport (including competition with other schools), gardening, music, library, maths club, the 'Adventure Service Challenge Club' after school, and breakfast club.

26. The school makes very good provision through a diversity of texts which reflect as many cultures as possible and which ensure equality of opportunity for all pupils, reflecting the diverse community that the school serves. Tasks in each class are planned according to each pupil's capability and pupils are often grouped with others of similar attainment. Boys and girls are encouraged to work together in all classes and extra-curricular activities are open to all.
27. Provision for pupils' personal, social and health education is good. Programmes for developing the pupils' understanding of healthy living and drugs education, together with sex education are all in place. The school works closely with outside agencies to promote a healthy life style. Health education issues are also addressed through science topics.
28. Excellent links have been established with the local community since the last inspection. The school has established a very strong business link with 'Morgan Stanley', who have been instrumental in supplying the school with computer equipment and whose staff support pupils in reading and other activities. The school has also established good relationships with local secondary schools that help pupils make the transition between primary and secondary education. It makes full use of a programme of visits, both local and residential, to develop pupils' understanding of the world they live in and as part of their social education.
29. The provision for pupils' spiritual, moral, social and cultural development is very good and a strength of the school. Very effective use is made of a range of opportunities to support spiritual development. These include time for reflection in assemblies and class lessons. Very good use is made of the story of Mother Teresa in assembly to develop the idea of the more love we give the more we have to give. Pupils are also encouraged to reflect upon the life of Gandhi and what could be learned from his teachings.
30. Provision for pupils' moral development is very good. Positive moral attitudes are promoted throughout the school. Discussion is used effectively to enable pupils to develop an understanding of the difference between right and wrong. Adults provide very good role models and are consistent in implementing the school's positive behaviour management policy. Throughout the school the system of rewards and positive encouragement has a positive effect on the pupils' attitudes and behaviour. Inappropriate behaviour by one pupil to another is effectively dealt with by discussion, the pupil expressing his/her feelings about the incident and what he/she would like to happen. School rules are appropriate and pupils are involved fully in their formulation.
31. Very good opportunities are provided for pupils to develop their social skills. They work well in a variety of situations. They are paired for short discussions during lessons. The school council provides the pupils with an insight into citizenship and an opportunity to participate in the democratic process. The use of first names throughout the school has a positive and unifying effort on the whole school community.
32. The school's provision for cultural development is very good. The pupils' own cultures and beliefs play a central part in the life of the school. Cultural development is very well supported throughout the curriculum and particularly through studies in religious education, history, art, music and literature. Displays of work around the school reflect the richness of cultural awareness. Pupils also experience the art, literature and music of a range of cultures in assemblies and through visitors who bring their skills and expertise to enrich pupils' multicultural experience.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The school cares very well for pupils' health, safety and welfare; pupils' educational and personal support and guidance are excellent. Appropriate emphasis is given by teachers and governors to provide an establishment where pupils' personal and academic development is a priority and is supported by a healthy and safe environment.
34. Procedures for monitoring and promoting behaviour are very good. The school's code of behaviour is understood and followed by pupils. As a result, they are well behaved and this helps create an



environment in which lessons can progress without interruption. The school has suitable procedures in place to eliminate bullying and other forms of oppressive behaviour; even the youngest pupils say they feel confident that any problems will be dealt with carefully.

35. Procedures for monitoring attendance overall are very good. The registers are regularly monitored; the system is well run and maintained and is having a positive impact on attendance and punctuality. Pupils are responding well to the range of awards now in place to recognise good attendance. The support provided by the East London Schools Worker, together with the headteacher, show that this term at least one year group has reached the national average for attendance. The school is fully addressing the issues raised in the last report to improve pupils' attendance.
36. Child protection procedures are very good. There is a clear policy that is well known to the staff. The designated officer has good working relationships with all relevant support agencies and overall this provides good protection for all pupils.
37. Health and safety provision is very good, monitored by the headteacher as officer in charge and supported by the site manager and governors. The school policy is comprehensive and provides a good basis for consistent safety provision across the school. Risk assessment is up to date and all equipment is well maintained with recorded checks. During the inspection no new health and safety concerns were noted to be a danger to other pupils.
38. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. First aid provision is good; training is up to date, current first aid certificates are held and all staff have first aid training. Pupils understand who will help them and how this will happen. Any serious accidents and head injuries are reported to parents and recorded.
39. The school promotes healthy and safe living through a good programme for personal, social and health education and across the curriculum. The school has good relationships with a range of outside agencies and works successfully with them to secure pupils' welfare. It has achieved a Healthy School Award and this is promoted through the curriculum particularly in science; it also permeates through personal health and social education and is reflected in the provision for school meals, which is good.
40. Arrangements for the personal support and guidance of all pupils are excellent. The school strives for every single child to realise their potential, to be an active learner and to achieve their best. Staff evaluate the success of these strategies through a range of ways and are confident pupils' expectations of themselves as learners and as part of the school community, extend from the positive response to learning strategies, the positive behaviour and the very good relationships with each other and with adults in school.
41. Since the last inspection, the effective system for assessing pupils' attainment and progress has continued to improve. The assessments include national tests and optional tests in English, mathematics and science. These assessments are levelled and provide an overall picture for parental viewing and discussion. Assessment in foundation subjects at the end of each unit allows teachers to focus on individual needs. All outcomes are used for strategic planning. Assessment is well used to guide curriculum planning and daily planning; further work is identified in the school development plan. Tracking sheets ensure the progress individual pupils make is followed as they move through the school and appropriate targets for improvement set, especially for literacy and numeracy skills.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

42. The school's partnership with parents is good. Parents are very positive in their support of the school and they believe that the school has high expectations of their children. Their only concerns were with the amount of homework provided and some of the provision for special educational needs. The inspection findings found that homework is satisfactory, although inconsistent across the school and that the provision for pupils with special educational needs is

very good.

43. Parents returning the questionnaire and those attending the pre-inspection meeting agree the school promotes good attitudes amongst pupils who are keen to come to school. They value the respectful attitudes shown to them by the school; the headteacher deals well with their concerns and staff are dedicated and good teachers. They feel the school has improved well since its original inspection and is continuing to do so.
44. The quality and quantity of information provided for parents are good. The school prospectus, school policies, consultation evenings, newsletters, telephone calls and full end-of-year reports all provide good information for parents and give some insight into the work of the school. Much of the information is available to parents in their own languages through written translations or through help from the school's bilingual support staff. Clear details of pupils' progress are shared with parents at regular intervals and targets for learning are discussed sensitively.
45. Satisfactory opportunities provided for parental involvement in the school are continuing to develop. All parents have signed home-school agreements; they respond well to these and to any request from the school for support. There is, however, a growing awareness by parents of the need to promote good attendance and to prepare children appropriately so they are ready to learn when they arrive in school. The parent teacher association is a good example of this and has worked hard to raise funds to make a contribution to the school's resources and provide interesting events to bring the parents, pupils and the community together. Courses provided for parents are appreciated and more parents are beginning to take part in them; those who do participate say they are improving their skills and gaining confidence in how to work with their children. Overall parents are keen supporters of the school and this is now having a positive impact on the progress pupils make and the standards achieved.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. The new headteacher provides excellent leadership of the school. She has an outstanding awareness of the school's current performance in all areas and a very clear vision for its future development. She receives very good support from all staff and good support from the governing body. Under her leadership, staff work cohesively as a caring team, committed to the welfare of the pupils and the whole community. Staff consistently promote equality of opportunity for all children and the school provides very good support for pupils with special educational needs and those with English as an additional language. Great care has been taken to establish and sustain effective leadership teams. Under the leadership of the headteacher, the senior management team consistently drive the whole school forward through a continued focus on school improvement. This gives the school a very clear sense of purpose and, as a result, inspection evidence indicates that standards and provision are improving rapidly throughout the school. The school's aims are consistently and effectively reflected in its daily work; the school community is lively and caring and pupils are constantly encouraged to be thoughtful and show respect for others.
47. The governing body meets regularly to oversee the work of the school. They are very much part of the school, are active in supporting its improvement and although they have not currently articulated a long-term development plan, they do make a very good contribution to shaping the direction of the school. They work closely with the headteacher and staff in promoting school improvement. The governors are fully committed to the future success of the school and the capacity for further improvement remains high. In partnership with the headteacher, they have been significantly influential in promoting effective links with the local business community, as in the effective partnership with 'Morgan Stanley', which provides increased expertise, staffing, curriculum enrichment and computer resources for the school. The chair of governors meets with the headteacher on a regular basis. He also has high expectations for the school and is very aware of its recent improvements and of the need to sustain these in the years ahead. The governors' committee structure has been well established and generally works effectively and the role of the curriculum committee is being developed to ensure increased monitoring and evaluation of the school curriculum. The governors fulfil all statutory duties effectively.

48. A very comprehensive school development plan is in place, which identifies extremely detailed priorities and action plans for almost every aspect of the school over a one-year period. All staff and governors have been consulted in the production of this plan and this is used to determine the focus of in-service training and the use of school resources. However, the current development plan does not look sufficiently far ahead to enable effective strategic and financial planning, nor does it make fully explicit which are the most important whole school priorities at the current time. This needs to be addressed in the near future to ensure that all available resources are used effectively to target the most important short and long-term priorities.
49. There are very effective systems in place for school self-evaluation and for continuous school improvement. The headteacher, supported by other members of the senior management team and subject co-ordinators regularly monitor the rate of pupil progress and standards of attainment in literacy and numeracy and adapt staffing and provision effectively to ensure continued improvement in these areas. The headteacher also monitors teaching and learning in all other subjects and she is well supported by team leaders who are now beginning to undertake this role effectively in their respective areas. Procedures for performance management and professional development are very effective. Formal observations are completed on all members of staff, including support staff. Records are kept of these observations and individual targets for improvement are clearly identified. The provision of in-service training is very carefully targeted to address identified individual training needs. This is extremely well managed and staff are very positive about the levels of professional support and development that they receive.
50. The recent introduction of a new monitoring policy and framework now ensures that regular monitoring of teaching and learning by subject co-ordinators is also planned for. A few subject co-ordinators have not yet begun to make classroom observations but they now systematically monitor the teachers subject plans and they also monitor the standards of work in the pupils' books. Subject co-ordinators produce detailed one-year action plans for the development of their subjects and they are also allocated responsibility for the purchasing of resources in their respective areas. They are clearly helping to shape the direction of the school through the implementation of their own action plans. The co-ordinators for the Foundation Stage, special educational needs and English as an additional language provide very good leadership. They work very closely with staff and act as very good role models for all staff; the quality of teamwork in the school is excellent.
51. There is a sufficient number of teachers, teaching assistants and learning support assistants. They are all well qualified and all benefit from good arrangements for induction, appraisal and professional development. The co-ordinator for the induction of newly qualified teachers provides strong leadership. The range of opportunities for newly qualified teachers is good. The school places a high priority on the additional support given to pupils and the number of support staff employed is good. They are well supported and deployed and are making a significant contribution to the raising of standards in the school. The headteacher and governors have appointed staff of good quality. Roles and responsibilities have been allocated so that there is a clear line management and responsibility for departments. Subject co-ordinators have been helped to develop their skills and they are assuming increased leadership roles in the development of their subjects. Over recent years a very high number of staff changes have been made and teachers have benefited from the opportunities provided to follow an appropriate range of professional development. This has led to improvements in the quality of teaching so that the pupils now have very good quality learning experiences throughout the school. The headteacher creates a very supportive atmosphere where every child feels valued. The procedures for performance management of teachers are fully in place.
52. The school's good accommodation is very clean and well maintained by the premises staff. Classrooms have good space and allow for whole class teaching or group work to progress well. Plans are in place to provide a computer suite; this will be at the cost of the school library and at the present time no other accommodation has been identified for a library, although a good number of books have been sited appropriately around the school. Facilities for children in the Foundation Stage are good and outdoor provision is very good. The building is completely accessible to pupils with disabilities; a lift allows access to the first floor. The catering staff make a good contribution to

the life of the school. Lunchtime meals are good; they are nutritious and take into account the dietary needs of all pupils, including Halal requirements and the needs of pupils from diverse ethnic backgrounds.

53. The level of resourcing across the school is good. The quality and quantity of resources, including learning materials produced by the teaching staff, are good and contribute to the standards of education and the achievements of the pupils.
54. Very good administrative procedures and very thorough planning by the finance committees and the governors ensure that resources are used very well to provide a very good quality of education for the pupils. There are very clear links between the budget and the priorities identified in the school development plan. The finance committee monitors closely the impact of the spending decisions on the school and its organisation. Spending decisions are very carefully related to obtaining best value for money and the assistant administrative officer checks sources and prices very thoroughly. One of the most significant improvements has been the formation of the finance advisory committee, comprising the headteacher, the senior administrative officer and a financial adviser. This is excellent organisation and advice for the governors when they consider the budget and expenditure. The finance sub-committee of the governors meets regularly and reports to the full governors' meeting. Finance appears on the agenda of the twice-termly governors' meetings as a regular feature and all funds coming into the school are spent wisely. The Ethnic Minority Achievement Grant and the funding for special educational needs are allocated very carefully and monies received in relation to the school's links with the mini-Education Action Zone are targeted very well. The school provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

55. The headteacher, staff and governors should:
- (1) raise the standards achieved by pupils at Key Stage 1 in reading, writing, mathematics and science and the standards throughout the school in information and communication technology, and physical education;  
*(paragraphs 2, 3, 4, 5, 89, 92, 93, 100, 105, 106, 131, 132, 133, 143, 144, 145 and 146)*
  - (2) improve the balance of the curriculum for the foundation subjects; and  
*(paragraphs 5, 22, 131, 143 and 145)*
  - (3) focus the school development plan more clearly to provide effective strategic planning and make fully explicit the most important whole school priorities.  
*(paragraph 48)*

*There are a few minor areas for improvement that the governors may wish to address in their action plan. These are noted in paragraphs 10, 17, 19, 52, 97, 99, 110, 131, 143 and 148 and relate to the need to continue to improve attendance, make better use of computers across the curriculum, provide homework more consistently and improve the library facilities.*

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

56. The provision for pupils' learning in English as an additional language is very good overall and has many excellent features. Attainment on entry to school is often very low. New language learners arrive in each age group and pupils vary widely in their level of literacy in their home languages. However, pupils make very good progress, that matches the progress of their peers because the quality of teaching and learning is so good and often outstanding.
57. Bilingual support is very well organised and targeted. Staff help pupils to access work across all subjects of the curriculum and all year groups and they focus particularly well on the literacy, numeracy and science aspects of pupils' learning. This means that pupils build upon their

knowledge and understanding of English very quickly and learn to apply their language skills to other subjects. Pupils are encouraged to speak confidently and listen carefully to instructions. They participate very well in lessons and generally show great interest in their work.

58. The quality of teaching and learning is very good overall and often excellent. Specialist staff liaise very closely with class teachers. They focus exceedingly well on developing pupils' vocabulary and challenge them to apply and understand the terms learned. The excellent use of the 'Success for All' literacy programme is highly effective in developing pupils' language skills. Good records are kept of pupils' developing language competence, including information on first languages. The staff use bilingual support very well and their strong links with the community help to fully support pupils' needs and assist newly arrived pupils' understanding of the literacy work. Members of staff draw well upon adults from the Bengali and Sylheti-speaking community to provide language support. Teachers are also fully involved in promoting family literacy work through good partnerships with parents. The school has a very welcoming environment for bilingual pupils. Colourful, stimulating displays celebrate the language diversity in the school and all pupils are valued highly and equally.
59. Pupils are given clear learning targets. Good resources, including visual aids, are provided to help give pupils access to core subjects. The support is very well managed by the co-ordinator whose excellent specialist knowledge is a great asset to the school. Staff have systematically tackled all areas identified on the aspect's action plan. The school makes a clear distinction between those who are second language learners and those pupils who have difficulties with English for other reasons. There is very good liaison between the co-ordinator for special educational needs and the language staff, with regular meetings taking place. Teachers who take assemblies are careful to provide visual clues and key word cards so that pupils are able to follow what is going on. The whole atmosphere of the school is very welcoming and highly inclusive towards new language learners. This helps to promote an excellent ethos for learning.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	38	36	17	0	0	0
Percentage	11	45	43	20	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	36	309
Number of full-time pupils known to be eligible for free school meals	0	168

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	4
Number of pupils on the school's special educational needs register	4	43

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	187

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	53

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.8
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	29	17	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	21	27
	Girls	14	14	15
	Total	33	35	42
Percentage of pupils at NC level 2 or above	School	72 (63)	76 (66)	91 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	26	19
	Girls	15	15	10
	Total	37	41	29
Percentage of pupils at NC level 2 or above	School	80 (63)	89 (68)	63 (68)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	16	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	9	10	11
	Total	25	27	29
Percentage of pupils at NC level 4 or above	School	69 (35)	75 (50)	81 (53)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	17	17
	Girls	9	10	9
	Total	23	27	26
Percentage of pupils at NC level 4 or above	School	64 (38)	75 (53)	72 (56)
	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	10
Black – African heritage	11
Black – other	17
Indian	2
Pakistani	0
Bangladeshi	107
Chinese	9
White	72
Any other minority ethnic group	4

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	24

#### **Education support staff: YR – Y6**

Total number of education support staff	20
Total aggregate hours worked per week	415

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	5
Total aggregate hours worked per week	115

Number of pupils per FTE adult	7
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	17

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	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.*

### **Financial information**

Financial year	2000/01
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	£
Total income	1,005,569
Total expenditure	979,750
Expenditure per pupil	3,171
Balance brought forward from previous year	34,721
Balance carried forward to next year	60,540



Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Results of the survey of parents and carers**

#### **Questionnaire return rate**

Number of questionnaires sent out	309
Number of questionnaires returned	141

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	16	2	1	1
My child is making good progress in school.	69	29	1	0	1
Behaviour in the school is good.	66	30	1	0	3
My child gets the right amount of work to do at home.	45	29	17	4	4
The teaching is good.	74	24	1	1	0
I am kept well informed about how my child is getting on.	60	35	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	67	24	1	1	4
The school expects my child to work hard and achieve his or her best.	85	12	1	0	1
The school works closely with parents.	55	31	6	0	6
The school is well led and managed.	63	28	1	0	6
The school is helping my child become mature and responsible.	65	30	2	0	1
The school provides an interesting range of activities outside lessons.	47	33	7	2	9

NB: not all parents responded to all questions, therefore totals may not add up to 100.

#### **Other issues raised by parents**

One hundred and twenty parents attended a meeting and three wrote to the registered inspector. The majority of the comments were positive and many parents took the opportunity to express their

satisfaction with the school. Only a few parents raised concerns; they questioned the amount of homework given, the support for pupils with special educational needs and the quality of meals provided.

## **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**

60. Children are admitted into the Nursery in the September or January, in the school year in which they have their third birthday. The majority of children from ethnic minority backgrounds speak Sylhetti at home. Evidence drawn from the children's records and from inspection evidence shows that, on entry to the Nursery, most children have very low competency in all areas of learning, with the exception of physical development which is just below the expectation. Evidence from the reception baseline assessments show that children's attainment on entry to the reception stage are below the expected goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development, physical development and creative development, the children attain in line with the expected goals by the time they leave the Foundation Stage.
61. Children make very good progress throughout the Foundation Stage. They firmly develop and consolidate their skills. Children in the Nursery and Reception classes, while on course to attain the early learning goals in personal, social and emotional development, creative development and physical development, are unlikely to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world, because they have not yet developed sufficient skill levels to express themselves clearly.

#### **Personal, social and emotional development**

62. Personal, social and emotional development has a high priority in the school. Before starting school, most children have limited opportunities to mix and share games with other children. They enter school with very low levels of personal, social and emotional development but are likely to meet or exceed the expected levels by the time they transfer to Year 1. This represents very good progress achieved while they are in the Foundation Stage. This can be put down to the very good and diligent support they receive from adults in the Nursery. The provision of a wide variety of activities and the calm, effective and consistent interactions with staff make a significant contribution to the children's learning.
63. Children work well together. They take turns, wait patiently and enjoy sharing experiences with each other. Children who cannot yet communicate very well verbally still take part in activities and collaborate through gestures and facial expressions. All the children are supported very well by teachers; bilingual nursery nurses, nursery nurses, teaching assistants and learning support assistants who constantly interact with them. They reinforce good manners, extend the children's spoken vocabulary and support high levels of independence. Adults make a point of joining the children, modelling actions and language during activities, for example by changing shoes for a physical development lesson when a learning support assistant guided children in putting on socks and shoes. The children watch and listen carefully and make choices checking with adults that they are making correct choices. The positive interactions between the adults and the children, the constant reinforcement of good behaviour and relationships, through use of praise and correct language has a noticeable impact on the children's learning.
64. Children quickly learn independent skills. They put on aprons before attempting messy activities and they help to clear up. They put on their coats before going outside and later are able to take off their coats and hang them in the correct places. During carpet activities they are able to wait

patiently for their turn and listen well to each other and to adults. They follow instructions well and are able to form a queue to go outside or to the dining room. All members of staff praise the children for their good manners and each small achievement throughout the day. The children enjoy the adult attention and they show confidence when approaching adults for help. The good organisation of resources promotes the children's independence effectively.

65. Children's behaviour is good in and out of the classrooms. They develop their social skills well, for example, when sharing equipment during activity times. They are encouraged to say please and thank you at all appropriate times. The welcome extended to parents and carers at the beginning and end of each session adds to the children's self-confidence. They willingly help each other with activities. They follow routines sensibly and understand the timetable for the day.
66. Staff actively promote independence by providing a range of interesting activities where children can make choices, within planned tasks or, when not being a member of an adult led group, choose to play with a wide range of games and settings. Children persevere with tasks and concentrate on them for considerable lengths of time, particularly when the task is adult led. If they have to wait their turn they do so patiently.
67. The quality of teaching in this area of learning is very good, resulting in high quality provision that ensures very good progress. Very good opportunities to develop personal, social and emotional skills and states of mind are provided throughout the school day and in all areas of the foundation curriculum. These opportunities are provided for all children including those with learning difficulties and those with English as an additional language. This latter group of children makes good progress. Although teachers plan opportunities for children to share their feelings the low levels of skill in language inhibit the children's abilities to discuss. However, adults encourage all children to take part and model language so that the children use complete sentences when responding. Children are challenged to learn and they are eager to do so. All adults know the children very well and make evaluative assessments of what they know and can do. The system for keeping records of children's progress is very good and all ongoing summative assessments are used in planning future activities. The good standards noted at the time of the last inspection have been maintained.

### **Communication, language and literacy**

68. The majority of children in the Nursery and Reception classes are unlikely to meet the Early Learning Goals in communication, language and literacy by the end of the Foundation Stage. This is because of their very limited skills when they start school, particularly in speaking and listening. All adults take every opportunity to develop these skills and, as a result, the children make very good progress. There is a strong emphasis on teaching English as an additional language in all areas of learning. All the staff continually introduce and reinforce new vocabulary for the majority language speakers. Bilingual staff make very good use of their home languages to translate when required. Consequently, children make very good progress. Children with special educational needs also make very good progress in acquiring language skills due to the very effective support from all the staff.
69. The beginnings of literacy are taught exceedingly well and introduce the children to a suitable selection of children's literature in their topics. They use support staff and resources well. For example, in one lesson, the teacher used the big book of *'Goldilocks and the Three Bears'*. In the second lesson, she used the cover of the book to remind the children of the story and then the teacher and the children retold the story together, with the children joining in refrains such as, *'Who's been eating my porridge?'* The teacher encouraged the children to change the pitch of their voices to match the characters in the story. Later on during the day, it was possible to observe a group of children in the role-play area acting out the story, using the voices of the three bears. During the literacy session, the support staff and the teacher sit with the children and this enables staff to hear what the children are saying when attempting the refrains, and to support any who need help.
70. Teachers introduce children to the early stages of literacy through enjoyment of books and stories. Children are provided with daily sessions when they share texts. They can change books and take

them home to share with parents and carers. Most children handle books carefully, hold them the correct way up and turn pages. Children in the Reception classes have favourite books and can follow when stories are read to them. They know that information can be found in books. The children have time during the day when they read in small groups with the teacher. They are encouraged to look carefully at the words and to identify some initial letter sounds. Teachers regularly draw groups of children together and talk to them about stories. They provide worksheets to provide the children with a framework to write what the three bears are saying. While their writing consists of pencil marks on the paper, they are interspersed with letters. Some children can read their marks aloud confidently to an adult.

71. All adults have excellent relationships with the children and they manage them very well. As a result, the children try hard to succeed, want to please the adults and work very hard. They are interested, concentrate and behave well and have very positive attitudes to school. Due to adults' praise and good modelling of speech and behaviour, the children know how to improve their work. The adults make excellent assessments of children's progress during lessons and use their very good knowledge of individuals to intervene when appropriate to support learning. The system of tracking the progress of each child is used to inform planning for individual children and for groups. While activities are available for all children the adults challenge the more capable by targeting suitable questions at their level to promote learning. The quality of teaching in this area is very good, with examples of excellent teaching. The good standards recognised at the time of the last inspection have been maintained.

### **Mathematical development**

72. The children's mathematical skills are well below expectations when children first enter the Nursery. On entry to the Nursery, most children do not know the names of common shapes. However, by the time they leave the Reception classes, they can identify and name squares, rectangles, triangles and circles and many are able to name less common shapes such as pentagons and hexagons. The well-planned environment that offers children a wide range of counting and number experiences enables them to gain a sound knowledge by the time they reach Year 1. Their achievement during the Nursery and Reception is good, but they are unlikely to reach the Early Learning Goals by the end of the Foundation Stage. This is because of their poor skills on entry to the Nursery.
73. The quality of teaching is consistently very good. The adults use appropriate mathematical language very well throughout the day. They use all opportunities to reinforce mathematical thinking. For example, when a bilingual nursery nurse was making porridge with a group of children she asked them, *'Who likes porridge, ... and who doesn't?'* She put the information gained into a sentence and then used the correct mathematical language to show that there were more children who did not like it than those who did. This helped the children to consolidate their counting skills.
74. Resources are used well to extend children's learning and the excellent planning for mathematical development ensures that the individual needs of the children are catered for very well. This includes children with special educational needs and those for whom English is an additional language. Bilingual nursery nurses play effective roles and ensure that children have full access to the lessons by translating into Sylhetti and back again. As a result, these groups of children often make excellent progress.
75. Mathematical activities are integrated well into each week's planning and have very good links with other areas of the curriculum. For example, in one lesson, the children were involved in a variety of games and a computer program that supported their knowledge and understanding of the world, as well as their language development. All staff are involved well in planning the activities for the week. The plans are displayed so that everyone is able to gain an overview. In addition, individual members of staff have their own extended plans for the activities they are leading. The plans show how the adults are to be deployed and upon which groups of children they will be concentrating. The plans show clearly how assessments of children's progress are used to assist planning. During lessons, the adults record information about each individual child's progress. All adults use

questioning very effectively to support children's learning and to promote thinking. There is a good range of resources to promote mathematical development. The good provision noted at the time of the last inspection has been maintained.

### **Knowledge and understanding of the world**

76. The children's knowledge and understanding of the world is below that expected in the Early Learning Goals by the end of the Reception class. Children enter the Nursery with well below average knowledge of the world around them. However, they are presented with a wide range of experiences to help them learn, including the use of computers and the improvement they make throughout the Foundation Stage is very good.
77. The children are introduced to a varied curriculum. The school uses the immediate area very well to teach the children a variety of skills. For example, photographs taken of the school help the children to know how their classroom fits into the layout of the school. Stories are used to teach the children geographical, historical and scientific skills. For example, having read '*Goldilocks and the Three Bears*', the children were supported by the teacher to make a three-dimensional map of the journey that Goldilocks took from her house to the home of the Three Bears. After having laid out the route, the children took turns to take Goldilocks to the bear's house, telling the other children what Goldilocks was able to see. During the inspection, the role play area was set up as the bear's house. The children, when using the area, wore masks, hats and ears to play the various roles. They used the different voices introduced during the literacy time to act as the characters. The language they learn and practise extends their spoken skills well and their group work has a positive impact on their personal, social and emotional development. The children are beginning to use computers independently and with confidence. They are learning to gain control of the computer mouse and are able to click on the hidden bears in a game.
78. The quality of teaching is very good. The staff plan activities extremely well that clearly focus on the Early Learning Goals. The planned activities complement other areas of learning, such as language, mathematical and social skills. There is an interesting range of activities for the children to explore. All adults in the classroom are very well prepared and understand their roles in each lesson. Staff extend the highest attaining children well and give extra support to children with particular learning needs throughout lessons through their use of skilful questioning and by providing additional support and challenge. They make assessments of individual children's achievements during lessons and at the end of each week. The system for recording is comprehensive and allows work to be planned for all levels of ability.
79. The quality and quantity of resources to support this area of learning are good. The school has maintained the good levels identified in the previous report published in March 2000.

### **Physical development**

80. On entry to the Nursery the children's attainment is below expectations in their physical skills. As a result of excellent teaching, the children achieve very well and they are on course to meet the standards expected at the end of the Foundation Stage. The range and challenge of the outdoor activities presented to the children are of high quality and the children make rapid progress. The adults provide a very good range of activities both indoors and outside using small and large equipment.
81. Staff provide times during each day for outdoor play. The equipment available for the children is extensive and there is a good amount of space for the children to move around safely. The adults work enthusiastically with the children, challenge them to improve their skills, ensure their safety and see that they use the equipment sensibly. There is a strong emphasis on teaching English in all sessions with constant introduction and reinforcement of vocabulary, such as words to describe direction.
82. All staff function as an excellent team and children receive very good individual support. Adults

intervene at appropriate times to teach and reinforce skills to those children who need it. When using the large equipment, the children get on and off sensibly and correctly. They use alternate feet to climb and they move along, over or through the apparatus with increasing skill.

83. The older children in the Nursery and the children in the Reception classes have an opportunity during each week to use the school hall for physical development. This opportunity is enabling the children to gain experience of moving around a large space. They use the space very well and are aware of themselves and others. They move around with increasing control and can balance on one foot, change direction and speed with some skill. They are aware of changes to their bodies when they take part in strenuous activity. The lessons are well planned and allow time for children to warm up and cool down. This is providing the children with good experiences that can be built upon when they move into Year 1 and start the National Curriculum.
84. Children's manipulative skills are in line with expectations for their age, in that they handle pencils, crayons and scissors with increasing co-ordination. They use glue sticks and paint rollers confidently and with control. They use construction sets sensibly. They share and take turns which supports their social skills. The children are provided with many opportunities to cut and stick, paint, explore sand and water and handle 'small world' objects, such as model trees, dolls and puppets.
85. The adults have excellent relationships with the children and manage them very well. As a result, the children derive great enjoyment from their physical activities, they try hard to succeed and want to please the adults. They work at a very good pace, are interested, concentrate well for their age and work independently. Children with special educational needs and children with English as an additional language learn very well due to the very good support from all staff. There is a very good ratio of adults to children, which enables the children to make very good progress.

### **Creative development**

86. On entry to the Nursery, the children's attainment in creative development is well below expectations. Teaching is very good and children make very good progress and are on course to meet the Early Learning Goals at the end of the Reception class. The good standards noted at the time of the last inspection have been maintained. The children are provided with frequent opportunities to use paint in different ways, to cut and stick materials for collage pictures and models and for singing songs and role-play. There is a good balance of direct teaching of skills mixed with opportunities for children to be creative. Adults support and intervene when necessary to extend the children's learning. The art on display and in the portfolios is well presented, colourful, valued and creative. The children in both the Nursery and the Reception classes have had the opportunity to work with the school's co-ordinator for art and the resulting models are of a high quality.
87. In singing and dance activities, the children have opportunities to choose the songs and to decide the movements to be followed by the rest of the children. For example, in the nursery physical development lesson where the chosen rhyme was, *'The Grand Old Duke of York'*. At first, the children marched around the room as the rhyme indicates, but then individual children chose the type of movements for everyone else to follow. The outdoor play facilities include an exciting musical washing line, which enables the children to create music independently.
88. There are good areas for role-play activities in both the Nursery and the Reception. Children form groups in these areas and, although they usually work independently, they are beginning to co-operate well.

### **ENGLISH**

89. Results of the National Curriculum tests in 2001 were in line with the national average by Year 6, but well below average by Year 2 in reading and writing. Standards were well above average

compared to schools with a similar intake of pupils. The school has continued to improve its standards since the last inspection. The current inspection findings indicate that standards are still rising; they are below the national expectations by the age of seven and in line by the age of 11. All pupils, including those with special educational needs and those who learn English as an additional language, achieve well and make very good progress in speaking and listening, reading and writing and boys do as well as girls. Pupils communicate confidently with each other and speak and write with enthusiasm. This is because of the high level of consistency in the quality of planning and teaching in all classes. The school has been a pilot school for the 'Success For All' literacy programme, providing early intervention to support teaching and learning in literacy skills. Pupils receive 90-minute literacy lessons where they are organised into teaching groups according to their phonic knowledge and ability to comprehend texts. This means pupils of different age groups work together. This is very well managed and contributes very significantly to the standards achieved and the impressive progress that all pupils make.

90. Throughout the school, pupils make very good progress in their speaking and listening skills. They listen closely to staff and other pupils in whole class and small group sessions. Pupils' listening ability enhances learning and contributes to the good behaviour. Pupils listen well because teachers use partner discussion and feedback consistently well in lessons. This helps pupils to develop confidence in their oracy skills and gives them confidence to speak to a larger group. They communicate clearly to a partner and readily discuss any issues or clarify learning. When speaking is less well developed, pupils are not always able to adapt their speech for a range of purposes and audiences and average and lower attaining pupils often use colloquial speech to communicate their views and limited vocabulary. In Year 2, pupils explain that 'anansi' means spider in an African story. They explain clearly that a folk tale is made up and may, or may not, be true. High attaining pupils are willing to give their point of view and to explain the meanings of words. For example, the teacher's excellent challenges and high expectations in a Year 2 extended writing lesson enabled pupils to explain the meaning of anecdote and describe how it is developed. Higher attaining pupils in Year 6 suggest their own sentences using a subordinate clause, '*Jamie Lee's shirt that was signed by David Beckham was unique*'. Through the skilful use of questioning, teachers constantly challenge pupils to think and express themselves.
91. Standards are improving, not only in English lessons but also across the curriculum. Drama and role-play are used well to enhance the curriculum. The book celebration provides pupils with an excellent opportunity to plan and perform a short sketch during their lunch hour to a small audience. Pupils announce the title of their book such as, '*Harry Potter*' by J K Rowling. Four pupils perform scenes from '*Harry Potter and the Philosophers Stone*'. Book celebrations provide pupils with good opportunities to work independently, organising themselves and working responsibly with others.
92. Standards in reading are average by the time pupils leave the school and throughout the school pupils make very good progress in their reading. By the age of seven, although standards in reading are still below the national level, pupils enjoy reading and they show an appreciation and care of books. Higher attaining and average pupils identify favourite books but cannot always name authors. They are confident readers and read a story with accuracy and some expression. They can talk about favourite books such as '*Teddy Bear*' and describe the events and characters, giving reasons why they like the book. Lower attaining pupils are reasonably accurate in their reading but are less confident and often hesitant but they know what they have read and can explain the story very well. Strategies for reading are very well developed and all pupils know how to tackle difficult words. Referencing skills are less well developed; younger pupils are unable to describe how to locate books. Reading recovery is taught very well and the Year 1 pupils observed made very good progress with the one-to-one adult support. During whole class reading sessions, Year 6 pupils give opinions about books and identify clearly whether characters are realistic or fantastic or a combination of the two. They identify evidence from the text to illustrate their statements. High attaining pupils read with expression but are hesitant over some words. The teachers emphasise the importance of expression in reading and this is evident in the way pupils read. Pupils are positive about reading by the age of 11. They identify books they enjoy reading such as, '*Animals of Farthingwood*' and explain why the writing is effective such as the way the writer leads the reader from one event to another. They talk about their favourite

characters and can locate information in the story. All pupils are able to predict endings to stories. Referencing skills are satisfactory and older pupils explain how to locate books in the library areas.

93. Pupils achieve very well in their writing skills from a very low starting point; standards are in line with the national expectations by Year 6, although they are still below the national average by the end of Year 2. However, the consistently high expectations, very good teaching, brisk pace and rich content of lessons, combined with very good support for lower attaining pupils are nudging standards up. All pupils receive an extended writing session every week. These sessions are excellent and give pupils the opportunity to consolidate and develop their writing skills. Pupils in all classes make very good progress in writing. Pupils show well-presented, fluent and legible handwriting. By Year 2, higher attaining pupils use accurate punctuation. They create story plans and identify the characters in their stories. Pupils have a good understanding of an anecdote and they use their drawings and written words to plan to write their own anecdote. Higher attaining pupils write in neat joined up handwriting. A good example of writing in Year 2 was a story called *'The Magic Tree'*. Sentences were well written, with appropriate use of capital letters, full stops and speech marks. Pupils are beginning to use description to enrich their story; *'I opened the door and we went inside. We walked down the very long stairs. The witch said, 'I will get you for this.'* Pupils of average capability in Year 2 write sequences of sentences showing they have consolidated understanding of how to use a story planner and most are beginning to use conjunctives in story writing. Lower attaining pupils do not always write in full sentences and they sometimes use incorrect tenses. However, very good teaching is enabling pupils to become confident writers. In Year 4, pupils write thank you letters to the school's business partner, Morgan Stanley and in Year 5, pupils write book reviews of the *'Iron Man'* by Ted Hughes. Pupils in Year 6 write fantasy stories that start in a realistic setting. The story books are carefully constructed with neat illustrations, a cover and all the book details. The books provide pupils with an excellent opportunity to develop their extended writing over three weeks, using books such as *'100 Deeds for Emma McDowd.'* Lower attaining pupils in Year 6 understand the meaning of discursive text and they are beginning to identify the positive and negative statements in a written article about smoking. Pupils have learnt a very positive work ethos because the literacy programme is so very well developed. Pupils understand the main argument and identify the language used to communicate the main points. Pupils in Year 6 analyse and write a play script identifying emotional vocabulary. Pupils are challenged to use lively language and this is evident in the text; for example, *'Suddenly something shone in their wonderful green eyes. It was luminous yellow as bright as the sun'* and *'As a white horse like luminous creature cantered towards him Tybalt jumped away.'* Pupils show well-presented, fluent and legible handwriting. Rigorous procedures ensure pupils learn to spell words correctly. Spelling is taught daily and teachers identify any words that are commonly spelt incorrectly and clear guidance and reinforcement is given.
94. The very good achievement and continually improving standards achieved by the pupils are a result of very good teaching and excellent implementation of literacy across the school. Since the last inspection, the excellent introduction of the 'Success For All' literacy programme has had a very strong impact on standards; it is very well suited to the needs of pupils and is also contributing to the improvements in standards generally across the curriculum. Pupils' learning is very good and they are well motivated, interested and able to apply themselves independently for long periods of time. Many of the pupils with language or special educational needs are making very good progress in reading and writing because of the high quality of support and teaching. Teachers have a very good knowledge of the subject and they use extremely effective methods for teaching literacy skills. They make sure pupils know what they are expected to learn. One of the main strengths in teaching literacy is the very good attention paid to the planning for the development of pupils' speaking and listening skills. As a result, pupils of all ages gain confidence and competence in their ability to communicate confidently. Very effective questioning helps to deepen pupils' understanding and clarity. Pupils respond very well to the pace and high expectations and gain from the partner discussion. As a result of the excellent use of the 'Success For All' programme, pupils in Year 1 quickly learn that words can be changed by altering one letter. They consolidate their knowledge and understanding of phonics very successfully through highly structured and closely timed activities designed to build on prior attainment. The teachers' excellent control and highly organised environment, with very high expectations, leads to



rapid progress by all pupils. The highly structured learning programme works exceedingly well for the majority of pupils who learn English as an additional language to their mother tongue. Teachers use consistent and effective strategies to ensure pupils work with maximum participation and time is used very well. Pupils in Year 5 have learnt to write a detailed character description using effective words for example, *'His hands were trembling and his mouth was watering - he couldn't resist, he had to drink the sulphuric acid and if he didn't he would go away'*.

95. Marking is very good; most pieces of work contain challenging and well thought out comments by the teachers which identify targets for the pupils to work towards and give pupils positive feedback. A significant feature of teaching is the brisk pace and content of work achieved in all lessons. Planning and preparation are very thorough. Teachers have very high expectations of pupils' behaviour, attention and standards. Because relationships and the management of pupils are so good, these expectations are fully repaid and pupils work willingly and very productively. They achieve a lot in a short time. Pupils' work is well presented and they show a pride and care in their work. The reading and writing tasks are interesting and varied.
96. The school is a 'word-rich' environment and literacy has a high focus around the school. Literacy is very well used to enhance learning in other subject areas. For example, Year 6 pupils write newspaper articles based on headlines that they think would have been written in Victorian times. The school week provides rich extra-curricular opportunities for pupils to extend their skills in literacy. The strategy of having reading partners is giving pupils excellent opportunities to read with adult volunteers during lunchtimes.
97. Computers are used appropriately to enhance literacy skills, but the use of information and communication technology could be stronger. There was only a little evidence of computers being used to plan, draft and improve written work and apply features of layout and presentation. For example, Year 6 pupils typed out their stories, such as *'The Friendly Elf,'* and *'Tybalts' Unicorn'*.
98. Assessment procedures are very good and they are well used to plan the next stage of the curriculum. Pupils are assessed every eight weeks to determine whether they are making adequate progress. The results of these assessments are then used to regroup pupils and identify any who are falling behind the rest of the groups and need additional support. This is excellent practice. Teachers keep good records about how the pupils are progressing and evaluative comments are made.
99. Subject leadership is very good and displays a very good understanding and knowledge of the subject. Staff value the support that the co-ordinator offers them. He has prepared a helpful resource guide for all teachers. The 'Success For All' facilitators regularly monitor lessons, plans, books and talks to pupils. As a result, any inconsistency in teaching and learning is identified and support is given appropriately. Teaching and learning is well supported by a wide range of resources, including plenty of books. However, at the time of the inspection, the library area was being prepared to accommodate a new computer suite. The school will need to consider the placement of a new library to ensure pupils are able to benefit from an attractive well-stocked and centralised library.

## **MATHEMATICS**

100. In the National Curriculum tests in 2001, the standards achieved by Year 6 pupils were above average when compared with the results of all schools nationally and well above those of similar schools. The percentage of pupils achieving the higher levels was also above the national average and well above those for similar schools. These standards show a very good improvement overall since the last inspection. The standards achieved by Year 2 pupils were, however, below average when compared with the results of all schools nationally, although well above those of similar schools. The percentage of pupils achieving the higher levels was in line with the national average and well above that of similar schools. Pupil achievement in mathematics has risen consistently over the last four years, and since the last inspection. The standard of work observed in lessons and by examination of pupils' books showed pupils are making good progress. As a result, by the age of eleven, the number of pupils working at the required level is in line with national

expectations. Pupils confidently tackle problems using the four operations of number appropriately to solve them. They are keen to answer their teachers' questions and enjoy explaining the various strategies they have used. The use of 'mathematical partners' to reinforce learning by explaining strategies to a 'partner' pupil is particularly effective. The organisation of setting pupils by ability is helping to meet the differing needs of pupils and provide them with suitable challenges. All pupils are fully involved in lessons by the use of excellent techniques, such as 'Show Me' boards on which every pupil writes an answer giving the teacher an assessment of each pupils' understanding.

101. The quality of teaching is very good overall. Teachers have very good subject knowledge and understanding of the National Numeracy Strategy, which is used very effectively to produce rapid learning. Teachers explain clearly the purpose of tasks; they indicate they have high expectations of what can be achieved and question to probe and extend pupils' understanding. Teachers consistently help pupils develop the appropriate vocabulary and encourage them to explain their understanding and strategies. Where the quality of learning is good, or very good, this is due to the high quality of class organisation and class management, the teachers' high expectations and the maintenance of a brisk pace throughout the lesson. The very good use of learning support assistants makes a positive contribution to the quality of learning for those pupils with special educational needs or English as an additional language and they make good progress. As a result, pupils' attitudes and behaviour are consistently good. The use of positive behaviour rewards, such as spots for following a school rule and well-established procedures for answering questions all help the quality of learning. Pupils' relationships with their teachers and with each other are very good. The pace of lessons is very good, but the lack of instant recall of multiplication tables is restricting the amount of work that some pupils produce. Pupils are very well managed and controlled. Teachers consistently set clear expectations of pupil behaviour and attitudes and pupils respond well to these expectations. Pupils are enthusiastic and show great interest in their work. An extra-curricular math's club, at which pupils can extend their number skills while playing card games and dominoes, is very well attended. Assessment procedures are very good. During the course of the lessons, teachers observe pupils and question them to assess their understanding, knowledge and skills. This information is used well to intervene and support pupils and assist future planning. Praise and acknowledgement of pupils' effort, positive attitudes and understanding are used extensively to motivate and inspire pupils. Statutory and non-statutory tests are used consistently to establish the attainment and progress of pupils and numeracy skills are reinforced very well across the curriculum.
102. Teachers' planning is very good. It identifies clear learning objectives and activities are well described with opportunities for assessment. Weekly and daily planning promotes learning that builds on what has gone before. The quality of planning for the whole range of pupil ability is very good. Homework, where it is regularly set, is effectively used to reinforce recent teaching by asking pupils to practise or revise skills and understanding or as an extension activity. More consistency in the setting of homework is an area for development.
103. Very good use is made of teaching resources including the use of teaching assistants and learning support assistants. The quality of teachers' marking varies; some consistently write comments which help pupils learning by describing what has been successful and by giving guidance on what could be improved. Others simply mark work and make only short statements such as 'Well done' or 'A good try'. The use of information and communication technology, when used in mathematics, is good and well related to the learning objective of the lesson.
104. The management of the subject is very good. The co-ordinator has a very good understanding of the strengths and areas for the development of the subject. The very good tracking of pupil progress together with effective targets set for each pupil all contribute to the very good monitoring of pupils' performance in mathematics. The school is well equipped with learning resources in mathematics. The co-ordinator understands the need for further monitoring of teaching and learning in mathematics as part of the shared commitment that all staff have for improvement.

## SCIENCE

105. The school's drive to raise standards is having a positive impact and there is clear evidence of much improvement since the last inspection when standards were judged to be well below national expectations. Evidence obtained during this inspection indicates that by Year 6, standards of attainment are broadly in line with the national average, but still below average at the end of Year 2. These results are an improvement on the 2001 end of key stage assessments when standards were judged to be well below average at both key stages. There are no significant differences between the attainment of boys and girls.
106. As a direct consequence of the good and sometimes very good, science teaching, pupils make good progress at Key Stage 1 and standards rise, although they are still below national expectations by the age of seven. This good progress continues throughout Key Stage 2 and as a consequence, the attainment of most pupils is in line with national expectations by the age of 11. Pupils with special educational needs and pupils from the wide diversity of ethnic backgrounds in the school who learn English as an additional language, make similarly good progress to their peers.
107. At the end of both key stages, the development of the pupils' scientific enquiry skills is clearly strength – in this area standards attained are at least in line with national expectations. Scrutiny of workbooks and evidence from lesson observations indicates that teachers are taking great care to provide pupils with regular opportunities to form scientific questions and to use first-hand observations to test simple predictions. This is having a positive impact on the standards attained. In Year 2 for example, most pupils are able to construct simple and sensible predictions about how familiar items such as chocolate and cheese will change when heated. They are able to suggest ways in which results can be presented and can record their observations in a simple table. More capable pupils in this year group are also developing a secure understanding of how to construct a fair test. In Year 5, pupils are able to conduct experiments to show evidence of condensation and evaporation and they can record their observations and results using appropriate technical vocabulary and attention to detail. This was also evident in Year 6; whilst investigating the impact of heating materials, pupils demonstrated the ability to form appropriate scientific questions using technical vocabulary and they knew how to make sound predictions based on scientific knowledge and evidence. They keep accurate records to show results, but they are not yet aware of the power of using computers in making and logging reliable measurement.
108. Standards attained in other aspects of science are more variable. Although more capable pupils in both key stages exhibit good scientific knowledge and attain good standards, pupils' factual knowledge and understanding of simple life processes and of physical processes is generally below expectations. In Year 1 for example, many pupils are insecure in the labelling of simple body parts, with and without pictures and they are also unsure how to group living things into simple categories. This is also evident in Year 2 where pupils are insecure in naming parts of a flower and again in Year 6, less capable pupils are unsure about the names and functions of the various organs of the body and many are insecure in their use of a key when identifying specific animals and plants. In both key stages, pupils with special educational needs and those with English as an additional language receive very good support, which enables them to make good progress.
109. The quality of teaching and learning is very good in both key stages. Teachers are knowledgeable and confident when teaching the subject and make good use of subject vocabulary. In most lessons, teachers have high expectations of the pupils and they pose challenging questions to extend understanding. All lessons are well planned with clear and appropriate lesson objectives. Work is appropriately pitched to suit the needs of the less capable, additional support is provided for pupils with English as an additional language and extension activities are often set for more capable pupils. There is strong evidence of this excellent inclusive practice throughout the school. Lessons often begin with an effective recap on previous learning. They are well structured and move with good pace and purpose. Teachers exhibit very good pupil management skills and this helps pupils to enjoy their work and to make progress. Investigative science teaching is a subject strength but, on occasion, teachers direct pupils too much and take too much control of the investigation, restricting opportunities for pupils to develop skills to their fullest potential.

110. Literacy and numeracy are used very well in science and pupils are encouraged to write up their experiments in a scientific way, using the correct technical vocabulary. There is evidence that computers are beginning to be used effectively to support learning in some science lessons. For example, in a very effective lesson in Year 6, pupils were able to examine the impact of burning materials through the use of an electronic microscope linked to a 'smart board' and computer. However, the use of information and communication technology in this subject is not common practice at the present time, but there are other good cross-curricular links, as in the work on the Diwali shadow lanterns, investigating light and colour in Year 4.
111. The subject is very well managed and, as a result of this and the very good teaching, standards are continuing to rise. The co-ordinator provides very good support for colleagues and she also makes a significant impact on standards of attainment at the upper end of the school through a well-directed science club. She has a very good action plan for the continued development and improvement of the subject.

## **ART AND DESIGN**

112. Standards are in line with those expected nationally in Year 2 and Year 6. All pupils, including those with special educational needs and pupils who learn English as an additional language, achieve well and make very good progress in their skills, knowledge and understanding of art and design. Since the last inspection, the school has developed the subject well.
113. By Year 6, pupils have learnt to make clay pots with lids using the coil method. Pupils work with a ceramicist who teaches them to make Victorian tiles. Very good teaching in Year 6 helps pupils to develop more sophisticated pencil techniques. Pupils have developed a good understanding of drawing techniques. High attaining pupils know and explain how shading, flow lines, shadow lines, echo lines and bounce lines can enrich a drawing. They produce figures in moving poses showing good use of these techniques. They are beginning to evaluate their work well and can talk about how to improve it, for example by adding more shading. A scrutiny of work in the school portfolio and pupils' sketch books shows very good progression from age seven to 11. Paint mixing has developed well in Years 3 and 4. Pupils mix interesting colours and use paint well in their water movement paintings. Higher attaining pupils capture the interesting shapes and vivid colours of moving water effectively. The work of professional artist David Hockney is used as a stimulus to help pupils create the effect. Pupils paint attractive and interesting double portraits of best friends. Pupils in Year 3 build on previous work when they are challenged to produce an observational drawing of red cabbage.
114. By Year 2, pupils explore ideas and investigate a range of materials and processes. They record from direct observation and try out different techniques. Pupils use powder paint to mix a variety of colours and paint different shapes. They use colour effectively in portrait paintings and pupils have learnt to use paint to extend parts of a picture to a full painting. Observational drawings of a mother and her child show good attention to detail for their age. The work of professional artists such as Kandinsky is used as a stimulus for collage work. Pupils produce collages using a range of colours, shapes and materials. Evidence of recorded evaluation and appreciation of artwork is less well developed.
115. At the time of the inspection, some good artwork was on display but this did not reflect the quality and range of art stored neatly in the art portfolios. There is a good range of resources to support teaching and learning and these are well labelled and easily accessible. A few links with information and communication technology are evident; pupils draw pictures using painting software. Language is used extremely well and teachers are rigorous and consistent in their use of vocabulary to promote learning.
116. The quality of teaching is good overall at Key Stage 2 and satisfactory at Key Stage 1. There are very good relationships as a result of the teachers' high expectations and encouragement. Some teachers have very good subject knowledge of drawing techniques, which is shared well with pupils. This results in improved quality drawing during the lesson; pupils gain knowledge about how to enrich their drawings and gain confidence and enjoyment. Higher attaining pupils sketch moving figures confidently showing very good awareness of proportion and shading and echo lines

are used effectively to enrich the work. A strength in teaching is the partner discussion and feedback. Pupils respond well to the teaching and activities, showing real enthusiasm. Pupils in many classes are well motivated and enjoy sharing and discussing their work with adults.

117. The subject is led well by a qualified co-ordinator with specialist knowledge. It has not been a high priority in the school in recent years, but there is a clear action plan for its development. The co-ordinator monitors planning and works alongside teachers in the Nursery and Foundation Stage. Pupils are assessed carefully at the end of a unit of work and there is an excellent art club for the very young children.

## DESIGN AND TECHNOLOGY

118. Evidence is taken from evaluation of the three lessons seen, analysis of planning and pupils' work, both in books and on display. The indications are that pupils attain standards in line with their ages across the school. This matches the findings of previous inspections, although progress was reported as satisfactory. There has been good improvement since the last inspection because all pupils, including those who have special educational needs and those for whom English is an additional language now make good progress. The main improvement lies in the teaching and learning, which is now good across the school.
119. The quality of teaching and learning is good at both key stages and this has improved well over the last two years. Year 1 pupils have used glue and tape to fix simple hinges and they understand that a structure must be stable. They also understand about healthy eating and have helped with menus and preparation in science, overlapping into food and design and technology. They identified a range of vegetables. Year 2 pupils have designed and made Diwali cards, providing a good link to religious education and they decorated them, using paint and glitter, to a good standard. They also designed and made glove puppets, listing their materials and describing the method they used to make them. They used colours and fabrics well for this project. Teachers' planning provides very good links with other subjects, such as the work seen about wheeled vehicles linked to geography. Pupils thought about what vehicles they would find on the Isle of Dogs and those on the Scottish island they are studying in geography. Then they began designing a trailer to carry sheep and cows, or, more appropriately for the Isle of Dogs, quantities of paper for the print works. They understand that they can choose between having the axle fixed or rotating and how to achieve either of these. The teacher led a good discussion about the uses of vehicles and the sorts that might be found on a remote island. Pupils were excited and enthusiastic and made many good suggestions about the kinds of traffic they are used to near home, when compared to the Scottish island. They remembered that there is a city farm near the school and therefore reasoned that tractors might be found in either of the places in their study.
120. Teaching and learning by the end of Year 6 are good. The principles of design are soundly established and pupils have completed work on various sorts of bread, containers and slippers. For example, they found out about all sorts of containers before they began their own work on them, making some from coiled clay strips. They designed and made the slippers from a template, using graph paper in some cases. Pupils in Year 5 have made some good photo frames and learnt how to strengthen them so that they stand up well. They have also made musical instruments in Year 5, using boxes, tubes and bottles. They linked this very well to English, writing about how they made them; they adapted where necessary and changed some aspects of their designs after evaluation. This was mostly to fit the materials available. They made guitars, a flower pot drum and a rain stick, all decorated and finished to a satisfactory standard. Teachers provide a good variety of materials for pupils to work with, such as straws, card, elastic bands, rice and beads. Pupils are given clear learning objectives and design and make things for specific purposes, such as the pop-up books in Year 4 or the masks in Year 3. There are good links to several subjects such as English, geography or history. Years 4 and 5 were seen working on textiles, using them to design something that will tell a story after the manner of a *'Grecian Frieze'* or the *'Bayeux Tapestry'*. Year 5 have decided to retell the story of *'Perseus, the Gorgon Slayer'* and each group will depict a part of the story. In a very well planned and prepared lesson, pupils were shown an example, made by the teacher on hessian, but they can use materials such as felt, wool, various fabrics, plastic foil and cellophane. Pupils produced some very good ideas both for the

representation and for the topics to be covered and some very good groundwork had been done in literacy and history about the story.

121. The headteacher manages the subject very well and plans to add more tools and materials and make stronger links with information and communication technology. The subject receives considerable help from groups of adults from a local business concern who come for two lunchtimes a week. These adults are helping pupils to make a wooden sculpture about the school rules. Design and technology skills are used well for this project, such as cutting, shaping and smoothing the wood. Although the time allowed for the subject throughout the school is less than would be expected, the outcomes are at least satisfactory and often good.

## **GEOGRAPHY**

122. During the inspection, the teaching of geography was observed in Years 2, 4, and 6. Judgements are based on these observations, discussions and on the analysis of pupils' work, planning and work on display around the school. The evidence indicates that pupils reach standards that are in keeping with their ages by the time they reach Years 2 and 6. Teaching is now good throughout the school. This represents very good improvement since previous reports when standards were below average and teaching was unsatisfactory. All pupils, including those who have special educational needs and those for whom English is an additional language, make good progress.
123. The quality of teaching and learning is good in Years 1 and 2. Year 1 pupils draw simple maps, such as the one of the school's playground and they have started to identify various means of transport. By Year 2, pupils are able to locate places on a map and recognise areas that have different weather, hot or cold. They are studying a Scottish island as part of the curriculum and they can name places on a map of the United Kingdom, such as Leeds, Manchester and Birmingham. They compare means of transport on the Scottish island with that found on the Isle of Dogs. Teachers plan well and include good links to other subjects such as English and design and technology. In a good Year 2 lesson, geographical skills were being progressively improved as pupils discussed what is the same or what is different on Struay, the Scottish island, compared with the Isle of Dogs. This included geographical features such as the sea, or the Thames, hills, a bay and whether the Isle of Dogs is really an island. They made a chart with examples of 'the same,' being boats, roads and houses; differences centred around whether there were as many houses, or whether those in Scotland look different from those found locally. The pupils in their discussion suggested fields, more farm animals and the tall buildings locally, especially Canary Wharf. Presentation was also addressed well and pupils know what is expected of them when setting out their page, such as the date, underlining and the title.
124. Teaching and learning are good in Years 3, 4, 5, and 6. Geographical skills have increased noticeably and pupils make good progress. For example, on a world map they mark major canals such as Suez and Panama; seas and oceans such as the Arctic and the Atlantic; and major rivers such as the Nile and the Amazon. They understand the water cycle and know how water goes through filtration to make it fit for drinking. Teachers make sure that pupils know, understand and use key words such as 'dew,' 'dam' and 'evaporate,' providing more good links with literacy. Year 4 pupils were seen identifying geographical features in their study of a village in India, Chembakolli. They talked about the use of the land, fields and farming, noticing from the photographs that the valley floors are used for growing rice and the sides of the hills for growing tea. Teachers use good methods that help pupils to learn well. For example, in a good Year 6 lesson, pupils were using both first hand and secondary information. They have visited the banks of the Thames and noted the slopes and appreciate how good it is to be so near such a famous river and they have discovered the amount of pollution both in and along the river. Then, to enhance their first hand surveys, they use local fact-finding information about litter, rats, bins and recycling centres. They discussed better provision of litter bins, more signs telling people where to find recycling centres and whether more people would use them if there were better adverts for them. Teachers go to some lengths to provide good quality information and photographs about the topics and pupils benefit from this, learning more facts, but also learning how to use such information in geography.
125. In general, teachers make sure that pupils understand more about their local area and they

frequently provide opportunities to compare and contrast what pupils see around them every day, with other parts of the world. This is making a very good contribution to pupils' social and environmental development and they are much more aware of features, the use of the land, how people use the area and where they live, as a result of this good planning. The headteacher provides very strong, clear leadership for the subject and understands both its strengths and areas for development. She is very keen on the use of local features such as the river, Epping and Hackney Marshes. Where aspects need some attention, such as an increase in resources for work on the Indus valley, the strengthening further of their use of key words and vocabulary and making more use of the Internet, plans are already firmly in hand. The provision for geography is good and represents very good improvement since previous reports. In particular, teaching and learning are much better and the use of the local environment is a strong feature.

## **HISTORY**

126. Due to the constraints of the timetable it was only possible to see three history lessons during the inspection. Examination of the work in pupils' books shows that the standard of pupils' historical understanding by Year 2 is in line with national expectation and by Year 6, it is above average.
127. Pupils in Year 1 are able to understand the concept of old and new when examining toys past and present. Year 3 pupils can describe the effects of Viking raids on Britain. In their writing they attempted to imagine the feelings of a Viking raider. Pupils in a Year 4/5 class can compare the city-states of Athens and Sparta, using exchange of ideas between groups to establish similarities and differences.
128. Displays of pupils' work around the school show work of a good standard concerning life in Tudor times. Design and technology skills are used well in the construction of a display of Tudor houses. A display on King Henry V investigated the cause and effect of his six marriages. The writing in pupils' books indicates good ability of the pupils to describe events as if they were a character in the account. Pupils in Year 6 have acquired a good knowledge of historical context. All pupils show interest in the subject, together with good attitudes and behaviour.
129. The teaching of history seen was consistently good. Teachers have good subject knowledge and are confident in their teaching. Their planning is good, using a nationally recognised scheme as a basis for their planning. Support staff are deployed very effectively to ensure that pupils with special educational needs and those with English as an additional language make good progress. The assessment of pupils' work is good and marking often includes comments, which are helpful and instructive to the pupil. Pupils work at a very good pace during lessons, concentrating on producing work of a good standard. Presentation, in both writing and illustrations, shows good attention to detail and accuracy. Resources for history are good. Pupils are able to study replicas of Viking armour as part of a classroom display. The school makes effective use of the local area as a part of its history studies. Displays showed a study of the occupations of the local inhabitants at the start of the 20<sup>th</sup> century.
130. Leadership and management of the subject are good. The co-ordinator has very clear appropriate ideas for the development of the subject. The subject makes a good contribution to pupils' social and cultural education, but the use of computers is not yet developed fully to include more research opportunities.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Standards are below the national expectation at the end of both key stages. However, this is an improvement since the last inspection. The school has implemented a number of recent changes which has resulted in improved provision for the subject, but the standards attained are not consistent in all aspects of this subject and currently there is insufficient use of computers across the curriculum.
132. By Year 6, pupils show developing skills in using a computer to access the Internet but many

pupils are not yet fully secure to undertake this task without assistance. More able pupils can use email confidently but others are unsure how to do this. Pupils make satisfactory progress in developing computer skills and knowledge in some aspects of this subject. In Year 3 for example, pupils are taught the structure of a database and they know how to construct a simple search for information, whilst pupils in Year 4 know how to use information workshop to present data on their use of time. Pupils across this key stage can and do use a word processor effectively to communicate meaning. Pupils in the upper part of this key stage know how to use a spreadsheet to calculate the cost of a meal in a Chinese restaurant and in Year 6 pupils are taught to insert a formulae into a spreadsheet. However, some basic operations such as knowing how to use the shift key to insert an upper case letter are not well known at the top end of the school. There is some evidence of good use of the subject to promote learning in other curriculum subjects as seen in Year 6, where pupils use a database on Victorian census data to develop understanding of Victorian life styles, but this is not well developed across the school. Pupils do not confidently discuss their computer experiences inside and outside of school and very few pupils have had experience of using computers to monitor external events such as temperature. There are no significant differences in the attainment of boys and girls.

133. By Year 2, pupils are able to use a mouse independently to access simple programs. They use the computer graphics package 'Colour Magic' to create a picture and present work attractively, as seen in the Year 2 class where pupils present their recipes for a healthy salad. They also demonstrate satisfactory knowledge of how to use a simple word processor to communicate meaning. Pupils in Year 1 know how to use '*My Incredible Dictionary*' to find the meaning of words and they are able to programme a floor turtle using simple commands. However, whilst resource provision in this subject is satisfactory overall, the lack of a computer suite means that sustained opportunities to use a computer in school are relatively limited. As a result of this, pupils do not gain sufficient opportunities to develop confidence in working independently on computer tasks in both key stages. Keyboard skills are relatively insecure, with many pupils unsure of the position and use of the keys on the keyboard.
134. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The recent training for teachers provided by the New Opportunities Fund has enabled all teachers observed to be secure in their knowledge of the subject with some teachers exhibiting excellent knowledge and confidence. Teachers plan lessons well with clear and precise learning objectives. Lessons are well structured and usually move with good pace and direction. Work set in lessons usually stimulates good progress in learning but, on occasion, the tasks provided are too easy for more able pupils and progress is hampered as a result. However, very good support is provided for pupils with special educational needs and those with English as an additional language and as a consequence of this, these pupils make satisfactory progress. Teachers are beginning to use computer logs to ensure fair access to computers although these are not yet used consistently in all classes.
135. Opportunities for direct whole class teaching have been restricted by the lack of a computer suite, but teachers make good use of the new 'smart board' to provide well-taught whole class sessions. However, in at least two of the lessons observed, technical problems with equipment in the new multi-purpose room and in the Year 6 classroom meant that planned lessons had to be abandoned.
136. The subject is well managed. The new co-ordinator has a sound awareness of the areas in need of further improvement and a good awareness of future in-service training and subject resource needs. She has a clear action plan for the development of this subject including imminent installation of a new computer suite generously funded through business links with Morgan Stanley. This is set to have a significant impact in raising standards of attainment in the near future. The co-ordinator is beginning to monitor teachers' planning and undertakes sampling of pupil work but has not yet had the opportunity to monitor the quality of teaching. She is aware of the need to continue to raise standards in all aspects of the subject and particularly aware of the need to extend the use of computers in other subjects. She provides good support for colleagues in planning teaching of the intended curriculum. Care is taken to provide for safe Internet access and good systems are in place to track pupil progress and to set targets for improvement.



Teachers make very good use of computers in managing workloads and in preparing lesson activities. Very good systems are in place for in-service training.

## MUSIC

137. By Year 6, standards are in line with those expected nationally. This indicates that standards have improved over the last two years and the provision meets the requirements of the National Curriculum. Good use is made of specialist teaching to enhance the quality of teaching and learning and this is having a positive impact upon the pupils' good attitudes. Pupils make satisfactory progress overall. There are no significant differences between the attainment of boys and girls.
138. Pupils in Year 6 have a satisfactory understanding of the meaning of tempo and melody. Most pupils can read simple graphic notation, know how to play simple untuned percussion instruments and can suggest ways in which to appraise compositions. They are able to sing tunefully and can hold their own part in a simple round, sustaining pitch duration and tempo as was seen in an excellent singing assembly led by the headteacher. More capable pupils in Year 6 know the names and symbols for minims and crotchets. They are able to describe and compare different kinds of music although their use of technical vocabulary is currently rather limited. In Year 3, pupils can repeat and sustain layers of sound. They play in time to a regular pulse and echo rhythmic patterns given to them by the teacher.
139. By Year 2, pupils have a satisfactory knowledge of instrument names and the sounds that these make. Throughout the key stage pupils increase their knowledge and use of musical terms. They can describe how to play cymbals, drums, bells, shakers and rainsticks. They can also identify different ways sounds can be made and respond well to stop and start instructions. Pupils in Year 1 are beginning to focus their listening skills and can control how sounds can be made louder, quieter, faster and slower. They can clap a rhythm and learn the meaning of a steady beat. They can also play simple percussion instruments with delight, but clearly have not had consistent experience of such work previously. Listening skills are generally good throughout the school. Throughout both key stages, most pupils exhibit confidence and enthusiasm for singing. All pupils, including those with special educational needs and those who speak English as an additional language, are integrated well into activities and make satisfactory progress as a result.
140. The music curriculum is considerably enhanced by visiting performing artists and visits to local centres of interest such as the Barbican Music Workshops and visits to see the London Symphony Orchestra and the English National Ballet. This strategy ensures that pupils experience a wide range of musical opportunities. Good use is also made of singing assemblies to provide opportunities to listen to and respond to a wide range of music with good emphasis on developing exposure to music from a range of cultures. As a result of these additional opportunities, pupils make satisfactory progress overall although progress is uneven across the school and is affected by a lack of regular and consistent opportunities to develop musical skills. Development of listening and appreciation skills is given high prominence but opportunities to play tuned and untuned instruments are currently underdeveloped.
141. Only a small number of music lessons were observed during the inspection but additional evidence on the quality of teaching and learning was obtained through interviews with pupils and teachers and through a scrutiny of planning and assessment records. The quality of teaching is satisfactory overall and sometimes good. Lessons are soundly organised and build upon pupils' current levels of understanding. Pace and challenge is satisfactory in most lessons. Pupils' attitudes to music are positive overall, although inconsistent behaviour and lack of enthusiasm is evident in some lessons when the level of challenge is too low. Some teachers demonstrate very good subject knowledge, but this is inconsistent across the school. Good use is made of specialist teaching to enhance the quality of learning. This has a positive impact upon pupils' attitudes and standards. There is some evidence of good cross-curricular links with humanities, numeracy and literacy especially in relation to simple numerical activities and speaking and listening but also in linking story and music as seen in the work connected with the Harbinger School Festival. Very good emphasis is placed upon listening to music from a range of cultures and the work in this subject

makes a positive contribution to pupils' spiritual and cultural development. The use of computers is developing, as seen in Year 4 where pupils used the computer program 'Compose' to arrange a series of musical sounds to compose simple tunes, but this is not yet common practice in most classes.

142. The headteacher currently co-ordinates this subject and is having a positive impact upon raising standards of attainment. She has excellent subject knowledge and is supported well by the specialist teacher. She has a good awareness of teaching strengths and clear plans in place to address areas in need of development, especially the need to make more efficient use of curriculum time to enable more regular and sustained music teaching in the future. Monitoring of teaching is satisfactory. Good opportunities are provided for pupils to perform to an audience in lessons and in assemblies.

## **PHYSICAL EDUCATION**

143. Standards by the end of Year 2 and Year 6 are below those expected for pupils of this age. All pupils, including those with special educational needs and pupils who learn English as an additional language make steady progress in their learning as they progress through the school. Standards however, are not as high as they could be because not enough time is allocated to the subject to ensure a balanced curriculum. All classes receive one lesson a week; however, this is insufficient to ensure pupils develop the typical standards in all areas of activity. In Years 1 and 2, physical opportunity is limited. Despite good teaching in the infant stage, standards start to slip as pupils progress through the school.
144. Pupils in Year 6 have a satisfactory understanding of strategies for attack and defence in invasion games, but are not always able to apply them in a game situation. Pupils play in nine-a-side games that are often too challenging for the majority. A few high attaining pupils manage to pass the ball to each other but shorter and slower pupils rarely touch the ball. Pupils plan warm up activities for netball players. Knowledge of safe exercise is not up to date and the teacher does not notice when pupils are bouncing in a stretched position with straight legs. Higher attaining pupils have a satisfactory understanding and knowledge of the effect of exercise on the body; average and lower attaining pupils are less secure. Netball club is well attended and pupils enjoy the well-organised sessions, which help them develop their skills.
145. Only one of the two classes in Year 3 receive a weekly swimming lesson at the local pool. Discussion with pupils in Year 6 reveals that many pupils have not experienced swimming at all during their time at school. The school is aware of this and is seeking ways to redress this imbalance and ensure all pupils receive their statutory entitlement to swimming. The school does not currently have ownership of the swimming programme or swimming assessments as the pool staff retain these. Pupils make satisfactory progress in swimming. Many pupils are unable to swim when they start swimming lessons in September. Higher attaining pupils swim confidently on their fronts and are beginning to learn how to swim on their backs. Average and lower attaining pupils are gaining confidence in water and are beginning to push and glide. The pace of learning at the swimming pool does not match that seen in other subject areas and pupils are unlikely to meet the typical standard by the time they leave the school. Pupils who do not experience swimming make no progress in this area of activity.
146. By the end of Year 2 a few higher attaining pupils describe the effect of exercise on their body during activity. They mention that the body gets warm and sweaty. Average and lower attaining pupils are unable to talk about the effect of exercise without prompting. Spatial awareness is not well developed and despite the generous hall space several pupils bump into each other when travelling around the room. Not all younger pupils in Year 1 stop on command but by the age of seven all pupils have learnt to stop on command and listen to their teacher. Resilience is not that well developed and some pupils complained that their feet hurt when skipping around the room. Pupils explore travelling into, around and over their hoop and they share well with a partner. Despite good teaching in Year 2 pupils are falling behind in their ability to catch and throw a ball. Good teaching ensures the pupils improve during the lesson but much time is needed to practise and consolidate basic skills. Pupils are still at the early stage of skill development. Several high

attaining pupils throw and catch with a mature throwing and catching action transferring their body weight appropriately and reaching out to receive the ball. These pupils manage to throw the ball and move into a space to receive their partners' throw. Average and lower attaining pupils are inconsistent in their ability to throw and catch accurately and are unable to move into a space when working with a partner. Evaluation is still at the early stage of observation and pupils are not yet able to suggest improvements to their own and others' performance.

147. Teaching is good in Years 1 and 2 and satisfactory in Year 6. In the good lessons, there is a good level of activity and teachers make good observations. Teaching points are clearly given and demonstrations are always accompanied by clear explanations as to why the movement was good. Teaching is only just satisfactory in Year 6 because teachers allow too much inactivity to creep into lessons. Teachers successfully get pupils to evaluate and think about what they are doing but this is often at the expense of activity time. Pupils are assessed at the end of every unit of work and achievement is recorded.
148. The use of language to enrich teaching and learning is good. Teachers make good use of positional language such as through, under and around to teach basic skills in Year 1. The use of numeracy is less well developed. There is no evidence that information and communication technology contributes to the subject.
149. The headteacher is acting as co-ordinator and monitors planning regularly. There is a clear action plan for the development of physical education. Good extra-curricular opportunities include regular links with The English National Ballet and Dance Junction. Local professional football and netball clubs visit the school and there are effective inter-school sporting links. Resources are good for gymnastics and satisfactory for games.

## **RELIGIOUS EDUCATION**

150. By Year 6, standards are above the expectations of the locally agreed syllabus and this is good improvement since the previous inspection. In Year 2, pupils knowledge and understanding of religious education meet the expectations of the locally agreed syllabus and some attain above average standards. This judgement is broadly in line with previous inspection findings. The school has a caring, supportive and inclusive ethos that encourages pupils to respect the ideas and beliefs of others. Together with collective worship, religious education makes a very good contribution to pupils personal development. Pupils make good progress as they move through the school and this includes those who have special educational needs and those for whom English is an additional language.
151. Teaching and learning are good in Years 1 and 2. Pupils have found out that some gifts do not cost money and they wrote about happiness, kindness, friendship and love. They relate this well to the life and teachings of Jesus in their work on Christianity. Computers are not yet used effectively to extend learning, but teachers generally plan well and often include many good opportunities for pupils to use and practise literacy skills. In Year 2, pupils have written sentences about Judaism, including the family meal at Shabbat and some work about the Torah and how special it is. Pupils have visited a local church, having prepared some good questions for the minister before they went. Year 2 pupils were seen preparing for a visit to the synagogue, using some good photographs that the teacher had taken. Pupils understand that people of different faiths celebrate in different ways, such as Eid in Islam, Christmas in Christianity and Hanukkah in Judaism. Pupils in Year 1 are beginning to understand the idea that belonging to a family can be likened to belonging to a religious community. Teachers ensure that pupils experience a range of world religions and their celebrations. For example, pupils in Year 2 have studied Chinese New Year, Ramadan and what is involved in this Muslim time of fasting. They know the story of Rama and Sita and how it underpins the Hindu festival of Diwali.
152. The quality of teaching and learning is good in Years 3 to 6. Observation of lessons and analysis of pupils' work show that by Year 6 pupils are developing a good awareness of symbols, aspects and traditions in several world religions. For example, they understand the symbolism of the Seder plate used in the Passover meal in Judaism. When studying Islam, they have written some

very good paragraphs about the life of Muhammad (PBUH) and they understand the Five Pillars of Islam. There is some very good work in pupils' books based on the Book of Proverbs and living by God's word. Pupils write about, draw and label articles used by various religions. For example, they know that in Judaism, the reader uses a yad, or pointer, to follow the text. They understand why Sikhs use a chauri to keep their holy book free from pollution. Teachers mark pupils' work well. One particularly good example is a prayer of thanks from a teacher about pupils' listening and their good work. Some pupils have written very fully about Ramadan, including poems about the fast and this work is above average. These older pupils have visited local churches and Year 6 were seen in a very good lesson about the carved angels on the organ in one of them. They used their imagination very well and added their literacy skills. They met the high expectations of the teacher and clearly were proud of their achievements by the end of the lesson. A very good feature of the teaching and learning is the sensitivity that teachers bring to the study of religious education and this was clearly exemplified in this Year 6 lesson. The curriculum is good and gives pupils a knowledge and understanding of the many faiths that are represented in the school as well as others. Visits to local places of worship enhance this good curriculum well and enable pupils to learn more about what other people hold as special.

153. The headteacher undertakes the leadership of this subject very well and has a very clear knowledge of its strengths and areas for development. For example, she understands that some parents may need to know more about the reasons for studying such a variety of religions. She is very good at these explanations and is very willing to talk to anyone who has difficulties. The subject benefits from this very strong leadership. Provision for religious education is very good and makes a very strong contribution to pupils' personal development. Opportunities for pupils to reflect upon the beliefs and customs of others does much to enhance their understanding of society and some of life's deeper issues such as belief and worship.