

INSPECTION REPORT

BYGROVE PRIMARY SCHOOL

Poplar, London

LEA area: Tower Hamlets

Unique reference number: 100942

Headteacher: Mr. S.J. Cheetham

Reporting inspector: Mrs. Tusha Chakraborti
12603

Dates of inspection: 4 – 7 November 2002

Inspection number: 246093

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 & Junior School
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Bygrove Street Poplar London
Postcode:	E14 6DN
Telephone number:	020 7538 4925
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Karen Polston
Date of previous inspection:	1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Foundation Stage Education inclusion English as an additional language Science Religious education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
8990	David Tytler	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	Special educational needs English Design and technology History Music	How well are pupils taught?
14596	Tony Fiddian-Green	Team inspector	Mathematics Information & communication technology Art & design Geography Physical education	How good are the curricular and other opportunities offered to pupils?
22476	Sue Vale	Team inspector		

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bygrove Primary School is an average-sized primary school for children aged 3-11, with an attached nursery. Currently it has 186 pupils (77 boys and 105 girls) including 19 part-time children in the nursery. A high proportion of pupils are from minority ethnic backgrounds, the largest group being of Bangladeshi origin. The main languages spoken, other than English, are Bengali (Sylheti), Urdu, Somali and Vietnamese. A large number of pupils (67 per cent) speak English as an additional language and 27 per cent of these children are at the early stages of learning English. The proportion of pupils (30 per cent) with special educational needs is above the national average and the number of pupils (two) with statements of special educational needs is average. Many pupils are from economically disadvantaged backgrounds and the number entitled to a free school meal is well above the national average (70 per cent). Pupil-mobility is high because of the temporary housing provision near the school. Overall attainment on entry to the school is well below average.

HOW GOOD THE SCHOOL IS

Bygrove Primary is a good school that is striving successfully to meet the needs of its pupils. Staff and governors have worked hard to provide an effective climate for learning and this, together with good teaching, has helped pupils to develop very positive attitudes to school. As a result, they work hard, make good progress and achieve well. Test results are improving and compare very favourably with similar schools. Leadership and management are good and this has meant that the school is effective in evaluating its work and taking action to raise standards. Good financial planning allows resources to be effectively targeted to help bring about improvement. The school provides good value for money.

What the school does well

- The staff and governors have created a successful school community with a positive ethos and effective learning environment, which promotes very good relationships and attitudes to work.
- The leadership and management of both senior staff and governors are good. The headteacher is extremely well supported by the deputy headteacher. The support from other senior managers is also good.
- The high proportion of good teaching ensures that pupils make good progress in gaining new skills and knowledge and they achieve well.
- The school has a very effective partnership with local businesses and they are giving valuable support in its work.

What could be improved

- Curriculum programmes are insufficiently covered in art, design and technology, geography, history and religious education.
- The roles of the co-ordinators for these subjects are not sufficiently developed.
- Attendance is below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in December 1997. Most of the areas for development identified then have been fully addressed, although monitoring of curriculum coverage in the foundation subjects is yet to be effectively implemented. Standards are improving

across the school. Pupils' work is assessed effectively in all subjects and this is very good in English, mathematics and information and communication technology. The school improvement plan is good. It now effectively identifies and prioritises long and short term targets for raising standards and is fully costed. Staff are trained well to meet their targets to enhance their expertise in curriculum areas; these targets are efficiently linked to improving pupils' standards. The school works hard to involve parents in their children's learning, providing appropriate information about the school, and is arranging courses for parents in English and information and communications technology. The provision for information and communication technology has improved significantly and, as a result, pupils are achieving well in this subject. The provision for design and technology and for an act of daily collective worship meets the statutory requirements. The governors' annual report and the prospectus contain the required information. The school has also improved its teaching and the proportion of good and very good teaching is higher than in the last inspection. The quality of the management, together with the commitment and hard work of the whole school community, means that the school is well placed to improve further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	C	A
Mathematics	E	E	E	B
Science	E	E	C	A

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

Across the school the vast majority of pupils achieve well. All pupils, including those with special educational needs, those who speak English as an additional language and higher attaining pupils make good progress, as they did at the time of the last inspection. The national test results for the year 2002 show significant improvement in standards over the past three years. Standards by the end of Year 6 are comfortably in line with the national averages in English and science. In mathematics, although the average grade for 2002 on the table above is E, indicating well below average standards, the percentage of pupils achieving Level 4 or above, for this year only, is average and has improved a great deal on last year. The improvement in standards is mainly due to school's particular focus on the teaching of literacy and numeracy over the past three years. Compared to similar schools and taking into account pupils' prior attainment, the test results are much higher. They are well above average in English and science and above average in mathematics in comparison to similar schools. The school has exceeded the targets it set for English and mathematics and is well placed to do so again in 2003. The rate of improvement in the school's results is above the national trend. Standards achieved by pupils at the end of Year 2 in the 2002 national tests have also improved markedly in reading and writing. They are slightly below the national average in reading, and average in writing and mathematics. In comparison to schools with similar characteristics, standards are well above average in all three areas.

For current Year 6 pupils, standards in English, mathematics and science are average. For the Year 2 pupils also, standards are average in reading, writing and mathematics. Standards in information and communication technology have improved significantly since the last inspection. They are above national expectations in Year 6 and average in Year 2. In all other subjects, standards are in line with national expectations.

Children's attainment on entry to the nursery and across the school is well below average. Children make good progress in nursery and Reception and, by the time they enter Year 1, most of

them are likely to achieve the level of attainment expected for children of this age in all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good and this helps them to make good progress and achieve well.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils clearly understand the difference between right and wrong.
Personal development and relationships	Relationships between teachers and pupils and between pupils themselves are very good. Many opportunities, such as involvement in the school council, help pupils to develop confidence and a sense of responsibility.
Attendance	Below the national average. Levels of attendance are affected by a number of parents taking holidays in term times. However, attendance is improving.

TEACHING AND LEARNING

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

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

The quality of teaching is good throughout the school, and in around a quarter of lessons very good. Teaching in the nursery and the Reception class is consistently good. The amount of good and better teaching has improved since the last inspection. A major reason for this is the monitoring of teaching undertaken by the headteacher and the deputy headteacher, which ensures a consistent approach in all classes. The good quality of teaching makes a substantial contribution towards promoting the pupils' enthusiasm for learning and raising standards, particularly in English, mathematics, science and information and communication technology.

Strengths in teaching are underpinned by the school's caring ethos and the very good relationships between staff and pupils. Teachers have high expectations of pupils and set them challenging work. Planning is good and is securely based upon schemes of work, particularly in the core subjects of English and mathematics. Learning objectives are shared with the class and they are revisited at the end of each lesson. As a result, pupils are making good progress and gaining knowledge and understanding in all areas. The teaching of the basic skills of numeracy and literacy is very good across the school. The planning for numeracy and literacy reflects the national strategies, which have been implemented very effectively.

Teachers' subject knowledge is good and this, together with well-planned lessons, provide a range of activities and resources that help to interest and motivate pupils. New learning is explained well, so most pupils acquire new skills and knowledge. Most teachers manage pupils well so that there is a sense of purpose in lessons. Pupils are interested, attentive and they concentrate well. Teachers ensure that all pupils are included in the activities in the classroom. Questions are used well to give all pupils an opportunity to contribute and to gain in understanding. Teachers' understanding of how children learn is good and they use assessment information effectively to check their progress. Occasionally, however, where behaviour management is weak, pupils do not concentrate well. They do not make adequate progress in these lessons.

Pupils with special educational needs are supported well. They have appropriate individual education plans. Teachers plan work at different levels of difficulty to suit different pupils in the class. These pupils also receive effective and skilful support from classroom assistants who work

in partnership with class teachers and ensure that these pupils participate fully in all lessons. Pupils who are at an early stage of learning English are also supported well by specialist teachers and classroom assistants. As a result, these pupils make good progress in learning English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It is rich and stimulating in the core subjects but is in need of further development in other subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Good. The caring ethos of the school and the hard work and support of all staff has ensured good provision. As a result, these pupils make the same good progress as others and achieve well.
Provision for pupils with English as an additional language	Good. The majority of support is provided within the classrooms. Pupils are included well in all that the school has to offer and receive the same curriculum as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for moral and social development is very good. It is satisfactory for spiritual and good for cultural development. The school prepares pupils well for life in a culturally diverse society.
How well the school cares for its pupils	The school provides a very caring, safe environment. There are good procedures for monitoring and supporting pupils' behaviour and for assessing their attainment and progress. The information obtained from assessment is used effectively to plan lessons.

The school has a very strong and effective partnership with the local business community and this provides good support to children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides good educational direction and receives excellent support from the deputy headteacher. The contribution of staff with management responsibilities is also good.
How well the governors fulfil their responsibilities	Very good. The strategic role of the governors is very well developed. They have a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Effective monitoring and evaluation of teaching and learning helps to promote improvement. The good system for performance management and staff development ensures that teachers are supported in increasing their expertise, and this benefits the school.
The strategic use of resources	The school uses its funding and other resources particularly well to support initiatives and areas of development and this is helping to improve provision. The principles of best value are applied well.

The good working relationship between staff and governors means that all are working effectively to help move the school forward. The school is adequately staffed, and both teachers and classroom and learning support assistants are making a positive contribution to the provision and standards. The accommodation is satisfactory. Learning resources are satisfactory overall and are used effectively to support pupils' progress. The computer suite is very well resourced and this is having a very positive impact on pupils' attainment and progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school. • Children are well taught and are expected to work hard and do their best. • Children are making good progress. • The teaching is good. • Parents are kept well informed about their children's progress. • The school helps children to become mature and responsible. • The behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • Some parents feel that their children do not receive sufficient homework. • Some parents feel that the school does not work closely with them. • Some parents feel that the school does not provide an interesting range of extra-curricular activities.

The majority of parents are pleased with the school and parents acknowledge the improvements made in recent years. The inspection team agrees with parents' positive comments. The team finds that all pupils receive sufficient homework which is used effectively to extend their learning. The school provides a good range of extra-curricular activities but they are largely available for older pupils. The school is being increasingly successful in working closely with parents, involving them well in their children's education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school does well by its pupils and, as a result, all, including those with special educational needs and those who speak English as an additional language make good progress and achieve well. The results over the past three years show an improving trend and have risen at a rate above the national trend. In the 2002 national tests, the standards of attainment at the end of Year 6 were average in English and science and close to the national average in mathematics. Taking into account pupils' prior attainment, standards are much higher: they are well above average in English and science and average in mathematics. In comparison to similar schools, the results are even higher, being well above average in English and science and above average in mathematics. Standards have also risen in Year 2. In the 2002 national tests, most of the pupils achieved Level 2 or above in reading, writing and mathematics which is a significant improvement in reading over the 2001 results. In comparison to schools with similar characteristics, standards are high, being well above average in all three areas.

2. The pupils currently in Years 2 and 6 are attaining standards similar to those found nationally. Standards are average in English, mathematics and science in Year 6 and average in reading, writing and mathematics in Year 2. Standards in information and communication technology have improved significantly since the last inspection. They are above national expectations in Year 6 and average in Year 2. In all other subjects, standards are in line with national expectations.

3. Children's attainment on entry to the nursery is well below average and it is below average when they enter Reception. Children make good progress consistently in the nursery and Reception. As a result, by the time they enter Year 1, most of them are likely to reach the expected levels for children of this age in all areas of learning.

4. The school's results in the tests in 2002 show a marked improvement on the 2001 results in English, with a greater proportion reaching Level 4. The school has exceeded its targets in English and well placed to do so in 2003. Pupils currently in Year 6 continue to achieve average standards in speaking and listening, reading and writing. Pupils listen carefully and most are confident in discussing their work or expressing their opinions. Many read fluently and expressively and have a good understanding of what they are reading. Some confidently discuss what they read, explaining their preferences, and are gaining a critical appreciation of different genres and authors. They are good at collecting information from the Internet. Many pupils write satisfactorily for different audiences and for a wide range of purposes, such as imaginative stories, poetry, newspaper reports and letters. They generally spell and use punctuation correctly and their handwriting and standard of presentation are good. Pupils in Years 1 and 2 develop good listening skills. Their speaking skills are less well developed as many of them have only a limited vocabulary but they are making good progress in gaining confidence to express their views. From an early age they are taught letter sounds and the sounds made by various groups of letters. Using these skills they can read unfamiliar words although they do not always have an understanding of the meaning. Pupils' reading skills are enhanced by a large group of volunteers from a nearby multi-national bank, who come in to the school regularly to read with the pupils.

5. In mathematics, the 2002 results are much improved over the last year and the school exceeded its set targets. This is because of the very effective implementation of the numeracy strategies across the school. Pupils in Years 1 and 2 can order sequences of numbers and nearly all can now count to 100. They use standard and non-standard units for measuring, understand the properties of two-dimensional shapes such as a hexagon or a triangle and solve simple problems. In Years 3-6, pupils work on larger numbers in the thousands and have an understanding of place value in this work. In Year 6, pupils work out proportions and find equivalent fractions.

6. Standards in science have also risen. The 2002 results show an improvement on last year, with a higher proportion of pupils reaching both Level 4 and Level 5. Pupils make good progress in developing their scientific knowledge and understanding across the range of topics in the National Curriculum. Pupils in Years 1 and 2 are developing their scientific skills through simple investigations. They show a good understanding of the need for fair testing and careful measurement. In Years 3-6, pupils conduct fair testing, showing an awareness that their results may not always agree with the initial hypothesis. Most are able to set up experiments and conduct thorough investigations to test their hypothesis.

7. In information and communication technology, pupils achieve well and this is a significant improvement since the last inspection. The development of the well equipped computer suite and good curriculum development have enabled pupils to exceed the standards found in other schools by the time they leave. In religious education, pupils learn about world religions and explore the use of symbols in different religions. In all other subjects, pupils reach standards in line with the national expectations.

8. Pupils with special educational needs make good progress as they move through the school. They often achieve at least satisfactory standards in their work and, as can be seen from the Year 6 national test results, achieve well in English, mathematics and science. Individual education plans are of a good quality and clearly identify exactly what a pupil must do to improve. The targets set for pupils are very specific and can be accurately measured to inform teachers, parents and pupils exactly when they have been met. Similarly, pupils with English as an additional language also make good progress in the acquisition of English language and in gaining in knowledge and understanding in all subjects. Good progress is also being made by pupils identified by the school as gifted and talented.

Pupils' attitudes, values and personal development

9. Pupils enjoy coming to school and have very positive attitudes to their learning, which are reflected in the very good relationships that exist throughout the school between pupils and between pupils and adults. Pupils are very enthusiastic learners and take good advantage of all the learning opportunities available to them. For example, pupils in a music lesson enjoyed their work, were proud of their efforts and extremely excited when they worked out the melody and wrote it down. In most cases this natural enthusiasm is channelled into positive thinking but on a few occasions, younger pupils lose their concentration. Mostly, however, pupils persevere even when the work is hard, as was seen in an information and communication technology lesson where they tackled the quite difficult concept of controlling a computer design program.

10. Behaviour is good overall in and around the school. It is mostly good or very good in lessons. Occasional lapses of concentration and behaviour are linked to weaknesses in the behaviour management skills of teachers. Behaviour is only satisfactory in the playground at breaks and lunchtimes. This is because of the lack of activities in the playground other than skipping or football. The school is seeking ways to improve the playground provision and pupils in the school council are currently considering how best to improve the facilities. Most parents who attended the pre-inspection meeting and of those who responded to the parental questionnaire thought that pupils' behaviour was good. Pupils have a clear understanding of the behaviour expected of them and there have been no exclusions since the discipline policy was reviewed two years ago. No oppressive behaviour was seen during the inspection, although school records suggest there are a few incidents each year. Pupils respond well to teachers' high expectations of work and behaviour and have a clear understanding of how their behaviour can affect others. As a result, they co-operate and collaborate very well, listening to each other and making their decisions accordingly. In the nursery, children swap ideas as they develop their speaking and listening skills.

11. The personal development of pupils is good and this represents an improvement since the last inspection. They learn well to respect others' feelings, values and beliefs. There are suitable opportunities for pupils to show initiative and take personal responsibility. Pupils in Years 3 – 6 carefully select and use equipment, and older pupils manage and run the very successful fruit tuck

shop. The school council enables pupils to play an important role in the development of the school, such as developing the playground provision.

12. Whilst attendance is improving it is still below the national average and although unauthorised absence is falling it is still considerably higher than the national average. Raising attendance rates remains a priority of the school, which exceeded its target of 95 per cent in the last half term. School records show that children are rarely late for school.

13. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching and learning is good. All the teaching seen during the inspection was at least satisfactory with 71 per cent being good or better. In 27 per cent of lessons observed the teaching was very good. Examples of good and very good teaching were seen throughout the school. This represents a good improvement since the last inspection when 10 per cent of teaching was judged to be unsatisfactory. The overall good quality of teaching makes a substantial contribution towards promoting the pupils' enthusiasm for learning and raising standards, particularly in the important subjects of English, mathematics, science and information and communication technology.

15. Teaching in the nursery and the Reception class was consistently good. A particular strength is the management of the children. Another strength is the very good assessment of how well the children are learning on a day-to-day basis and using this information to lead them on to the next step in their learning. The teaching of basic skills is also very good.

16. In Years 1 to 6 the teachers' knowledge and understanding of English and mathematics is good. As a result, pupils acquire skills, knowledge and understanding at a good rate and progress well. This was clearly seen in a Year 6 mathematics lesson about plotting coordinates using all four quadrants. The teacher demonstrated the tasks very well so that pupils quickly grasped the concepts involved and by the end of the lesson could successfully plot an irregular hexagon. The basic skills are taught very well so that pupils build effectively on what they already know, can do and understand. Most lessons are well planned and help pupils to be productive and work at a good pace. They are also planned to interest and even inspire the pupils. For instance, in a Year 5 history lesson the class were totally absorbed by a visitor who told them about his experiences as an evacuee in the Second World War. This brought their learning to life and they learned a great deal from his wonderful anecdotes.

17. Literacy and numeracy lessons begin with whole-class sessions in which new ideas are introduced and basic skills practised orally. This part of the lesson is often brisk and actively involves all the pupils in their learning. By careful questioning of pupils the teachers can then move on to the next stage confident that all the pupils are with them and understand the work. Next, pupils are involved in activities suited to their varying abilities so that skills are enhanced and consolidated. In the last part of the lesson teachers usually review what has been done and learnt. Pupils enjoy the opportunity to share their ideas and findings.

18. Most teachers manage pupils well so that there is a sense of purpose in lessons. Pupils are interested, attentive and concentrate well. However, occasionally behaviour management is not so good and this results in deterioration of behaviour in class. Teachers ensure that pupils are clear about what is to be learnt in each lesson. These objectives are always written on the board for pupils to read and discussed at the start of the lesson. They are often reviewed at the end to help pupils judge if they have been met successfully and this gives them a greater knowledge of their own learning. Teachers have high expectations of their pupils and constantly challenge them to improve in all aspects of their work. This was most apparent in a Year 6 information and communication technology lesson in the school's new computer suite. The pupils were learning to

write programs to draw various regular shapes on the screen and all were totally engrossed in their work. As they successfully completed one challenge the teacher immediately gave them another, such as writing a program to draw a rectangle, so that the pupils were rapidly moved on in their learning.

19. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress. Teachers use learning support assistants well and they are fully briefed about their role in each lesson. They are often asked to focus on a specific pupil or group of pupils and make useful observations during the part of the lesson when the teacher is directly addressing the class. These observations are later shared with the teacher to help assess the future needs of pupils and devise strategies to help them learn even more effectively. During individual or group work, learning support assistants also give good support and this has a significant impact on the good progress made by the pupils.

20. The teaching of pupils with English as an additional language is also good. Teaching consists mainly of in-class support, but there are occasions when small group work outside the class is set up, particularly for those pupils new not only to school but with little or no English, through joint planning with class teachers. In the lessons observed, the specialist teacher showed a secure knowledge of how to develop the English language skills of bilingual learners across the curriculum. There is a clear focus on developing pupils' speaking and listening skills. For example, in a Year 5 literacy lesson about the second world war, the support teacher and the class teacher give relevant and real support to developing the pupils' spoken language. Pupils, who are at an early stage of learning English, are also supported well by specialist teachers and classroom assistants who ensure that these pupils make good progress in learning English.

21. Throughout the school relationships between staff and pupils are very good and the mutual respect has a very positive impact on learning. Marking of books is very good as teachers add very useful comments to help pupils understand exactly what they need to do to improve their work next time. Very good questioning of pupils and regular informal and formal assessments of their work helps pupils of all abilities learn effectively as the teachers are able to tailor future work to meet their needs.

22. The noticeable strengths of the good teaching are:

- Effective lesson planning with work set at suitable levels for all pupils.
- High expectations of work and behaviour.
- Good management of pupils.
- Good subject knowledge.
- Good and effective use of support staff.
- Basic skills taught very successfully.
- Very good quality assessments that are used well in planning work.

23. These many strengths in teaching make learning a pleasure for pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

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

24. Overall, the curriculum for pupils in Years 1 to 6 is satisfactory. Since the last inspection the school has concentrated very effectively on the core subjects of English, mathematics, science, and information and communication technology. As a result, standards have improved in these subjects, and the curriculum for them is now very good. This represents considerable improvement since the last report. However, relatively little work or development has taken place on the rest of the curriculum, and there are some weaknesses in the provision of other subjects as a result. For example, the organisation of history and geography, while generally satisfactory, when taken over a whole year leaves long gaps between the times that pupils work with each particular subject. In some subjects, the amount of time given each week is insufficient and, consequently, the school

cannot provide consistent and effective coverage in these subjects. This is so in art, where it does not appear on timetables at all in some weeks.

25. All subjects now have schemes of work, and the curriculum meets legal requirements. This is a good improvement since the last inspection. English and mathematics provide very well for the National Literacy, and the National Numeracy Strategies. The principles of equality of access and inclusion are incorporated very well across the school, and pupils learning English as an additional language receive good support. Personal, social and health education is taught well, although formal schemes of work are yet to be completed. Pupils receive sex education, and they are generally made aware of the dangers of drugs. The school takes part in the Healthy Schools initiative. Homework, especially in English and mathematics, is used satisfactorily, and makes a worthwhile contribution to pupils' learning. There are some effective cross-curricular links within the subjects. For example in art, pupils have illustrated stories for English, and in personal, social and health education, they are given good opportunities for speaking and listening.

26. The whole ethos of the school is one of inclusion. The curriculum is very inclusive and, as a result, the needs of all pupils are met effectively. Good efforts are made to promote the pupils' cultural tradition and home languages to raise their self-esteem and confidence. The curriculum for pupils with special educational needs is good and, where possible, is closely linked to the targets in their individual education plans. Such pupils are given full access to the curriculum and receive good quality support from teachers and learning support assistants. Provision for pupils with English as an additional language is good. Effective support for pupils in acquiring competency in English means that they gain full access to the curriculum. It is of significant help that some of the staff speak many of the main languages spoken in the school. This means that the pupils at the early stages of learning English receive very effective support in acquiring English language skills.

27. A programme of extra-curricular activities and educational visits enriches the curriculum well. For example, pupils visit the Imperial War Museum, and the whole school has a day trip to the seaside, annually. There are fewer opportunities for after school clubs for the younger pupils but for Years 4, 5 and 6, the opportunities are very good. These include football, Bengali, music, and a computer club. The quality of the contribution of the local community towards pupils' learning is very good. It reflects the very good links the school has established with the local offices of an international bank. Other initiatives are conducted through the organisation of the local Educational Action Zone. As a result of these contacts, a new and very good computer suite has been set up in the school. Personnel from the international bank come and help pupils' reading, every week. Relationships are good with local schools. Exchange of ideas is frequent with two local primary schools. Links with local secondary schools are also good and provide a secondary club for Year 6 pupils. They are able to experience topics and subjects, such as French, which they do not normally follow here.

28. The school continues to make good provision for pupils' spiritual, moral, social and cultural development. Their moral and social development is very good, their cultural development is good and their spiritual development is satisfactory. The school meets the requirements for a daily act of collective worship, an improvement since the last inspection.

29. Pupils' spiritual development is supported by a clear set of values spelt out by the school, and by their growing knowledge of different beliefs. The vast majority of pupils have increasing self-esteem. The very good relationships which exist throughout the school are based on mutual respect. Moments for reflection are provided in assemblies, with some good examples seen when pupils were asked to consider the beliefs of others. This was particularly evident when older children led an assembly on Diwali attended by parents. However, opportunities for spiritual development of pupils is not planned into subjects or lessons.

30. The high quality provision for moral development is based on a clear understanding of right and wrong, stemming from the good examples set by adults. Where difficulties do arise, pupils are asked to sit down with a senior member of the staff to think through the consequences of

their behaviour and the impact it has on others. Whilst school rules are set by the staff, pupils take time each year to consider the principles they wish to set for their own class. They have a strong sense of fair play that is frequently evident in the circle time discussions which take place regularly in each class. These sessions have benefited greatly from the training that has been provided for teachers.

31. Pupils' very good social development is supported by the effective school council, where pupils are increasingly taking the lead. Its main project last year was to organise the fruit tuck shop. The council researched what was wanted, found a supplier, then advertised, interviewed and appointed "staff" to run it. This year the council is working on playground improvements. Year 6 pupils last year took part in a peer mediation programme but this has currently been suspended. Circle time has also enabled pupils to develop their social skills as was seen in a lesson for older children. This class also offers good support to social and cultural development as pupils discuss the day's newspapers at the start of the day.

32. Cultural awareness is promoted effectively through the celebration of festivals, a range of events and visits to places of interest as well as contributions made by visitors. Parents attending the pre-inspection meeting had very positive views of the way their children are taught to value other cultures and faiths. Cultural education is greatly enriched through links with an Education Action Zone, which has supported a poet in residence, a drama project and visits from artists, musicians and writers. Pupils have also visited museums, the ballet, theatre and outdoor activity centres. There are very good multi-cultural displays throughout the school. This aspect of pupils' education is also well supported by the good role models provided by the staff and good use is made of music from different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to provide a safe and caring community where pupils are given good pastoral support. Procedures for gathering information on what pupils know and can do are much improved since the last inspection and are now used well to guide curriculum planning and to meet the individual needs of pupils. A parental survey carried out by the school showed a high level of satisfaction matched by the findings of the inspection survey in which 93 per cent said that the school was helping their children become mature and responsible.

34. Arrangements for child protection and for ensuring pupils' welfare are good. The headteacher, the named person for child protection, has received recent training. Whilst staff are aware of the correct procedures, they have received no recent training, although this is planned for the future. All statutory requirements are met.

35. Circle time enables pupils' wishes, concerns, difficulties and fears to be shared and supported and children are encouraged to reflect on their own behaviour. The school and class councils provide a forum for pupils to contribute and be consulted on their ideas for school development and improvement. Whilst attendance remains below the national average, good arrangements for promoting and monitoring attendance have resulted in improved rates and a significant drop in unauthorised absence. This improvement is mainly due to the effective teamwork of the staff and the home-school support worker.

36. Similarly good arrangements for monitoring and promoting good behaviour have resulted in improved behaviour and it is now good. Pupils review and discuss school rules annually and write their own class rules. Good behaviour is underpinned by a clear policy, which makes it clear that bullying is unacceptable. The few incidents which do occur, mostly in the playground, are recorded and dealt with effectively.

37. Pupils' personal development is recorded informally unless there are causes for concern, which are carefully recorded alongside the action taken. Teachers know their pupils well and cater for their individual personal needs. Personal development is reported to parents in the annual report on their children.

38. The procedures for assessing pupils' academic attainment and progress are good. English, mathematics, science and information and communication technology are assessed very well and the outcomes are effectively used to help monitor pupils' progress. Marking of pupils' work is good and clearly identifies the stage at which pupils are working and sets out what pupils need to do in order to improve. Pupils are set targets in English and mathematics and these are regularly referred to, helping pupils to recognise what still needs to be done to achieve them. These strategies are helping pupils to make good progress.

39. Assessment procedures in other subjects are also well developed and are being used effectively to assess what pupils already know and can do. This gives teachers valuable information about individual pupil's rate of progress as well as their attainment. The national test and assessment results are analysed and evaluated to identify how the school could adjust its provision to promote greater progress.

40. Pupils with special educational needs are identified early in their school life and are accurately assessed. Their progress is carefully tracked and monitored. Pupils with statements of special educational needs receive their full entitlement of support from the local authority and the school. The school meets the statutory requirements of the new special educational needs Code of Practice. Pupils with English as an additional language are assessed effectively to identify their level of competence in English. The school has promptly introduced the Qualification and Curriculum Authority's scale for assessment. The needs of pupils are carefully assessed and progress is effectively monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents are very supportive of the school and value all areas of its work. It has worked hard to establish and maintain an effective partnership with parents so that they can support their children's learning at home and at school, an improvement since the last inspection. Refining the partnership with parents remains a priority, but inspection evidence suggests that there have been considerable improvements in the last 18 months and parents now feel much happier in approaching the school. Many help with homework and listen to their children reading and most are fully aware of the school's expectations of them in improving attendance and behaviour.

42. The school fosters a welcoming ethos and open approach from school staff and as a result there is good attendance at school events, as was seen during the inspection when Year 6 presented an assembly on Diwali. A home-school support officer has given invaluable help to those parents who have specific needs or who find it difficult to get their pupils to school regularly and on time. Communications with parents having English as an additional language is well supported by bi-lingual staff.

43. Staff visit all parents before their children start in the nursery and parents are closely involved in their children's education. In the main school, formal consultations in September and March are well attended, although fewer parents accept the school's summer invitation to discuss the annual reports on their children. Parents are able to raise concerns with the headteacher and staff at any time and teachers and learning support assistants are available in the playground before and after school.

44. Many parents help in the nursery, celebrating their own cultures by cooking various dishes for children to taste. Other parents help on trips and at school events. A very popular Family Learning Day, funded by the Education Action Zone, designed to help parents support their children's learning, provided workshops with a professional hockey team, an artist and in information and communication technology. A crèche was provided and parents are keen for more such days to follow. The school is starting parents' workshops in information and communication technology and would like to develop others in the near future.

45. Parents are kept well informed of school events through well-produced newsletters. Parents value the information they receive on what is to be taught during the school year. The school prospectus and governors' annual report to parents are clear and meet statutory requirements. Annual reports to parents on their children's progress are informative, explaining what children know and can do and contain targets for improvement. The section on personal development is particularly personal to each child.

46. Parents of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. Those who are unable to attend meetings are kept informed of the targets set and any other decisions made. Parents are given copies of individual education plans so that they can help their child reach the targets set. The school's links with parents of the pupils who speak English as an additional language are good. They receive, if needed, feedback and support from staff from the same language backgrounds. Parents are consulted on their children's targets and receive information on their progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher and the key staff are good. The headteacher provides a clear educational direction and receives excellent support from the deputy headteacher in his work to move the school forward. The school has improved significantly since the last inspection and this is because all staff and governors have a shared commitment to succeed and work very well as a team to raise standards. The senior managers work closely as a team to co-ordinate school development well, and to ensure that the school builds on its successes and continues to tackle its areas for development. The co-ordinators for English, mathematics, science and information and communications technology provide very good leadership overall and this has helped to improve standards. The monitoring of the curriculum and teaching, while very good in English, mathematics, science and information and communication technology, is insufficiently developed in other subjects. This is because the roles of the co-ordinators for other subjects are not appropriately developed yet. However, this aspect is beginning to be addressed and has been planned in the school's development plan.

48. The school has a very good ethos in which pupils feel happy and secure. Everyone is valued and this makes it a particularly inclusive school where all are working hard to meet the needs of individual pupils. In addition, the ethos helps to promote harmony between all pupils, including pupils from different backgrounds. The school's development plan focuses well on what is needed to ensure continuous improvement and contains appropriate priorities that have been accurately costed.

49. The management of special educational needs is effective. Liaison with outside agencies is good and ensures that pupils receive good quality support on a regular basis. The special needs co-ordinator reports regularly to the governing body to keep them fully informed about the provision and any new initiatives.

50. The provision for pupils with English as an additional language is good and has improved since the last inspection. The Ethnic Minority Achievement Grant (EMAG) has been targeted well through deploying specialist teachers and multi/bi-lingual teaching assistants, particularly for younger pupils in the nursery and Reception. The provision is managed effectively by the co-ordinator who, along with the other EMAG teacher and assistants, works well as a team towards raising the achievement of these pupils. There are well thought out arrangements for targeting support for pupils, based on their identified needs and supporting early stage learners across the school is a priority.

51. The effectiveness of the governing body in carrying out its responsibilities is very good. They visit the school regularly and work closely with the senior management team. Some of the governors are very good in involving the local businesses in the work of the school. Regular reports from the headteacher keep them up to date on the work of the school. In addition, subject co-ordinators are regularly invited to give presentations, particularly to the curriculum committee,

when new initiatives such as the National Numeracy Strategy, or new policy documents are introduced. As a result, governors have a very good understanding of the strengths of the school and areas for development.

52. The school monitors and evaluates its performance well and takes effective action to develop it further. There is a good system of performance management, which is well implemented and on its second cycle. This is linked effectively to a well thought out programme of in-service training which not only meets the needs of the school but also of the individual.

53. The school has adequate, suitably qualified and experienced staff to meet the demands of the National Curriculum. Newly qualified teachers, the teachers newly appointed to the school, including the overseas teachers, receive good support through the school's effective induction programme, which is consistently applied. They are also well supported by the deputy headteacher and their mentors. The school has sufficient number of support assistants who are well trained to support pupils effectively.

54. The school provides pupils with pleasant accommodation. The demolition of two temporary classrooms has resulted in more play space, although the playground is rather barren with few activities. The buildings and grounds are kept clean and are in good condition. The outside environment, such as courtyard and playgrounds is used efficiently to enhance pupils' learning. There are imaginative and colourful displays of pupils' work across many areas of the curriculum, creating a stimulating learning environment. Resources for learning have been updated across the curriculum over the past year and are now sufficient in quality and quantity, to meet the needs of the curriculum.

55. The school has a thorough approach to financial planning. The Chair of the finance committee, manages financial planning efficiently, in collaboration with the headteacher. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school improvement plan. Specific grants are used effectively and monitored efficiently. The governors apply the principles of best value in all spending decisions and closely monitor its impact on financial planning. The deployment of teaching staff is effective and ensures efficient management of the school. The school employs an appropriate number of support staff to support pupils' needs. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Good use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To raise standards further and improve the quality of education the governors, headteacher and staff should:

- i. ensure more effective coverage in art, design and technology, geography, history and religious education in order to provide sufficient breath and balance in these subjects by:
 - reviewing the time allocation for these subjects;
 - monitoring planning more rigorously;
 - reviewing the training needs of staff in these areas.

- ii. ensure that the monitoring roles of the of the co-ordinators for the foundation subjects are developed appropriately to improve this provision further;

- iii. continue to improve attendance further by using the very good strategies the school has already in place.

Minor areas for consideration within the action plan include:

- ensure that all staff are appropriately trained in child protection issues.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	24	16	0	0	0
Percentage	0	27	44	29	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	22	180
Number of full-time pupils known to be eligible for free school meals		145

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	124

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.4	School data	3.9
National comparative data	5.6	National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	20	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	9
	Girls	18	18	18
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	93 (69)	93 (85)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	8
	Girls	14	17	15
	Total	22	26	23
Percentage of pupils at NC level 2 or above	School	76 (81)	90 (85)	79 (69)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	10	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	10
	Girls	7	6	8
	Total	16	15	18
Percentage of pupils at NC level 4 or above	School	80 (60)	75 (52)	90 (68)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	7	7
	Girls	5	4	3
	Total	6	11	10
Percentage of pupils at NC level 4 or above	School	30 (52)	55 (68)	50 (64)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	70	0	0
White – Irish	0	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	101	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	5	0	0
Chinese	1	0	0
Any other ethnic group	11	0	0
No ethnic group recorded	4	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	19.7
Average class size	25.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5

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.

Financial information

Financial year	2001/02
	£
Total income	773,925.00
Total expenditure	697,925.00
Expenditure per pupil	3,294.61
Balance brought forward from previous year	-46,233.00
Balance carried forward to next year	29767.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	194
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	11	0	2	0
My child is making good progress in school.	66	27	0	2	5
Behaviour in the school is good.	68	18	2	0	11
My child gets the right amount of work to do at home.	68	20	7	2	2
The teaching is good.	73	23	0	2	2
I am kept well informed about how my child is getting on.	59	18	14	2	7
I would feel comfortable about approaching the school with questions or a problem.	66	16	7	0	11
The school expects my child to work hard and achieve his or her best.	75	18	0	0	7
The school works closely with parents.	61	16	16	0	7
The school is well led and managed.	68	9	5	2	16
The school is helping my child become mature and responsible.	75	18	0	2	5
The school provides an interesting range of activities outside lessons.	61	14	11	2	11

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

57. At the time of the previous inspection Reception was inspected according to the areas of learning as specified in national programme 'Desirable Learning Outcomes'. The current provision was inspected according to the Early Learning Goals for the Foundation Stage¹, introduced for nursery and Reception children two years ago.

58. Attainment on entry to the nursery is well below average in all areas and below in Reception. Children in these two classes make good progress and by the time they enter Year 1, most of them are likely to attain in line with what is expected for children of this age in all areas, as was found in the last inspection. All children, including the higher-attainers, those of minority ethnic heritage, those who are learning English as an additional language, and children with special educational needs, make good progress. The varied activities ensure that the needs of all children are met well.

59. The teachers plan effectively, with activities linked appropriately to varying abilities. Continuous and effective assessment charts children's progress consistently and builds on their previous learning. Elements of literacy framework are well used to ensure that children develop a good understanding of phonics through stories and rhymes. The staff have made a considerable effort to ensure that the learning environment is welcoming and stimulating. Displays are well organised and used as learning resources; children show respect for them and replace any items borrowed. Parents are welcome in the classrooms, coming into school with their children, working with their children and feel able to show their own artwork, such as an Indian art of painting hands with henna. Teaching overall is consistently good in the nursery and Reception.

Personal, social and emotional development

60. Children are making good progress in personal, social and emotional development and the vast majority are likely to meet the expected standards for this age by the end of the Reception year.

61. In Reception, children readily come together on the carpet for literacy and numeracy sessions, and listen with concentration. They enjoy taking part in discussions and volunteer comments, despite their limited competence in English. They work well together and support each other, for example, in the use of computers and listening to stories on tapes. Many children show developing independent learning skills. When they are given a 'free choice' from a number of activities, many are independent in choosing an activity, often sustaining their interest for a significant amount of time. In the nursery, children play happily together in groups or independently and have formed good relationships with one another and with the staff. The teacher and support staff plan appropriately providing children good opportunities for enhancing their personal, social and emotional development. The pleasant and caring learning environment in the classroom ensure that children settle in quickly and receive the right amount of challenge and support.

Communication, language and literacy

62. Children are making good progress both in the nursery and the Reception because of the good teaching and most children are likely to meet the expected standards by the end of Reception. Teachers, nursery nurse and support staff work well as a team. They plan effectively to ensure that children are given ample opportunities to develop their language skills through conversation with adults during different activities. The bilingual support staff are efficient in

¹ Foundation Stage includes the nursery and Reception class together.

explaining new concepts using children's home-language and use this strategy effectively to develop their competence in English language.

63. In the nursery, children are encouraged to develop listening and speaking skills through reinforcement and appropriate use of whole-class sessions and group activities. For example in a whole-class session, while discussing how children made 'diva' for the Indian festival of 'Diwali' one child answered confidently, 'I pushed the clay down to make it'. Children listen to stories with interest and enjoy singing rhymes. They are developing early reading skills well and know that pictures tell stories. In Reception, children listen to and show increasing understanding of the stories that the teachers read to them during the guided reading or story sessions, such as the reading session of 'We are going on a bear hunt'. They are very keen to listen to taped stories using headphones and show a great deal of interest in listening and reading stories using the reading program in the computers. They also use their home language confidently to express their views or to explain what they want to do. For example, a group of children using the reading programme on the computer explain to a new child in Bengali how to use it to listen to the story. As a result, two more children joined the group developing reading skills successfully.

64. The reading area has an appropriate selection of books; these are attractively displayed and inviting for children to make their own choices. Children browse through books with great interest and enjoy showing pictures to each other.

65. They readily share books with each other and with adults. Teachers and learning support staff engage pupils in meaningful discussions and listen well to them, making them aware of the value of their efforts in communicating. Early writing skills are developing appropriately. A good understanding of letter sounds is developing through both formal and informal activities. Most children recognise alphabets and know the initial sounds. Many can write individual letters and the higher attaining children are able to write their names independently. Elements of the national literacy framework are introduced gradually in the Reception class and used well by teachers to meet the needs all children.

Mathematical development

66. Children are making good progress in mathematical development and the vast majority of these children are on line to achieve the standards expected of them by the end of Reception. In the nursery most children can count and identify numbers to 5 confidently. They are encouraged to learn counting rhymes and to use their fingers when joining in. In Reception, children count to 10 and some are able to count to 20. Many can write some of the numbers. They recognise and name shapes and play the matching game correctly. Children with special educational needs are able to join in the activities because of the good use of visual aids and sensitive support by staff who focus on what children can do. There are good opportunities for children to use displays of numbers to count and an understanding of shapes. The quality of teaching in mathematics is good. The children are provided in both classes with a wide range of practical experiences such as building with bricks, printing simple patterns, counting games, matching activities and measuring through sand and water play. Teachers have good subject knowledge, which supports pupils' learning through well planned activities. They encourage the use of mathematical language, such as 'big', 'small', 'more than', 'less than'.

Knowledge and understanding of the world

67. Children enter the school with a very basic general knowledge. Teachers plan well to ensure that all skills are fully developed and that they build successfully on this knowledge to understand more about the world in which they live. They make good progress throughout these two years and are likely to achieve the expected standards in this area because of good teaching.

68. Children observe 'mini beasts' and record their findings about 'mini beasts'. The majority of the children use computer effectively and confidently to paint, to read stories on the screen or to write their names. They are good in manipulating the cursor and recognising the symbols.

Appropriate activities based on different topics widen children's knowledge and understanding in other areas of the curriculum, or example, recording the changes in weather each season, following their walk around the local area. Good opportunities are provided for the children to develop their finer manipulative skills, for example, in cutting and sticking paper to make pictures and using different tools for painting. They successfully construct cars and houses using a range of construction kits and are good at using modelling materials such as play dough, such as making 'divas'.

Physical development

69. By the end of the Reception year, most children are likely to reach the expected standards in this area. Children in both classes make good progress in their physical development.

70. Teaching is good. The outdoor play-area has a good choice of climbing and riding equipment and children are given good opportunities to use these equipments to develop their co-ordination skills and an awareness of space. In Reception, children make good use of the space available, leaving room for others to move safely. In the classrooms, they show good manipulative skills in writing and drawing, handling pencils and brushes with confidence. They also have access to the hall for lessons on physical development. The Reception children follow directions well and make good use of the space in the hall. Teachers ensure that children are able to run, jump, and balance, using the apparatus carefully and developing an awareness of the needs of others in the space around them. In play times, these children show developing abilities with kicking and catching balls. Children in the nursery use malleable materials such as play dough to good effect. They are developing appropriate skills for the handling of tools for cutting and gain safe control of these finer movements. For example, they cut wrapping paper and shape a variety of materials when making a collage. At playtime, children make good use of the playground facilities for games involving skipping and other large equipment, demonstrating good motor skills.

Creative development

71. Children make good progress and almost all of them are likely to meet the required standards at the end of the Reception year. They sing tunefully a range of rhymes from their memory and are developing a sense of rhythm. Children were observed painting independently, selecting their own paper, colour and paint and painting what they wanted.

72. Teaching is good. A good range of activities with well-focused adult support and encouragement means that children make good gains in learning. Children start from a fairly basic level of skill when they enter the nursery and make good progress through a wide range of experiences in art, music, story making and imaginative play. Careful collaborative planning, involving all the adults, ensures continuity in children's learning. They learn how to play alongside others who are engaged in the same theme and use props and resources in the role-play area with imagination. Adults join in role-play activities and help children to develop their ideas and gain confidence. Children use paint imaginatively and print with different objects. They are particularly good in painting pictures using the computers. Most are confident in using the 'colour magic' program to paint imaginatively, for example, their own portraits and fireworks. They enjoy painting using vibrant colour and learn to mix colours to a good effect. The classroom provides a stimulating environment for children to work in and they are well supported by the sensitive intervention of all adults and the good teaching.

ENGLISH

73. Standards attained in English by pupils at the end of Year 6 have improved dramatically since the last inspection. The 2002 national tests showed that, from being well below the national average in previous years, the attainment of pupils in Year 6 was in line with those found nationally and well above the standards found in similar schools. Levels of attainment have risen each year since 1998 and at a faster rate than standards have risen nationally. The national test results for pupils at the end of Year 2 showed that they were attaining standards in reading slightly below the

national average. In writing the standards were in line but in both reading and writing the standards were well above those found in similar schools.

74. The pupils currently in Year 6 are attaining standards similar to those found nationally. Their attainment in speaking and listening, reading and writing is as expected for their age and is a result of the very good teaching they receive as they move through the school. When taking into account the higher than national average number of pupils with special educational needs and with English as an additional language, it is clear that the pupils are achieving well in their work. The pupils currently in Year 2 are attaining standards that are similar to those expected for their age. Again, there are a large number of pupils with special educational needs and with English as an additional language who are achieving well thanks to the good quality teaching they receive in class.

75. Pupils' listening skills are good. They are attentive in class and listen to instructions carefully. The high level of adult support in the classrooms helps the pupils fully understand what is being said to them during the course of each lesson. Speaking skills for pupils in years 1 and 2 are less well developed as many of them have only a limited vocabulary in English and lack the confidence to express their views in class discussions. Teachers are extremely sensitive to this and give them a great deal of encouragement by helping them formulate suitable responses to questions. Pupils are often encouraged to discuss their ideas with a partner before answering a question. They are then able to address the class with confidence and those pupils with English as an additional language learn phrases used by other pupils. By the time pupils leave the school they speak with confidence and willingly contribute to debates and discussions. For example, in a very good Year 6 lesson, in which pupils read out their writing of the story of the Pied Piper as a newspaper article, the teacher constantly encouraged them to question the impact of the work of others and suggest improvements. This they did most successfully and sensibly so that the standard of work improved for all pupils. In class assemblies pupils have the opportunity to address an audience and this they do with confidence and panache. In the Year 6 Diwali assembly telling the story of Rama and Sita, the pupils narrating and acting the story spoke with good expression and could be clearly heard by all the audience.

76. The pupils throughout the school are making good progress in reading. They are reading texts closely matched to their prior attainment and this has had a great impact on improving the standards of reading for pupils of all abilities. By the time they leave the school they have well-developed reading skills and the majority are able to read and enjoy both fiction and information books with good understanding. Given the limited knowledge and understanding of English many of them have when they enter the school, this represents a considerable achievement. From an early age they are taught letter sounds and the sounds made by various groups of letters. Using these skills they can read unfamiliar words although they do not always have an understanding of the meaning. The reading in years 1 and 2 is also enhanced by the dedicated group of twenty-eight volunteers from a nearby multinational bank who come in to school on two lunchtimes each week to read with the pupils. The pupils really look forward to these sessions with their 'buddies' and it raises their self-esteem at the same time as improving their reading skills.

77. Pupils of all ages enjoy reading books and take them home regularly to read for pleasure and to improve their skills. They can talk animatedly about their personal likes and dislikes. For example, one Year 6 pupil thoroughly enjoys adventure stories whilst another is heavily into poetry. Older pupils regularly use the local library to give them access to an even wider range of story and information books. Few pupils have satisfactory library skills and do not know where to find a book on a particular topic using colour coding or the Dewey decimal classification system. Pupils use the Internet and CD ROMs in the computer suite to find interesting and informative text and pictures to use in their work and this adds a further useful dimension to the reading they undertake in school. For instance, Year 6 pupils used the Internet to find out about life since the 1930s as part of their history studies. The school library has a range of appropriate non-fiction and fiction books, some of which are bilingual, that are available for teachers to borrow to use in class. The library is, however, rarely used by pupils to find books for themselves and classes are not timetabled to use it for lessons to learn library skills and research various topics. Indeed, some Year 2 pupils thought the library was for music lessons and to watch videos during wet playtimes.

The use of the reading diaries that the pupils take home is inconsistent. Some are used well to record the books read and give parents and carers the opportunity to make suitable comments whilst others are only used by the pupils and then only occasionally.

78. Standards attained in writing have improved considerably over the past two years. Handwriting is practised regularly throughout the school and this is having a positive impact on the standards of presentation. Throughout the school pupils successfully write newspaper articles, poetry, imaginative stories, instructional texts, factual accounts and balanced arguments. The whole school curriculum has been scrutinised to identify areas that will support and extend the opportunities for pupils to learn to write in a variety of styles and for different audiences. These links are very well used by teachers to improve writing and pupils enjoy the relevance of the work they are given. For instance, when pupils are learning word processing skills in information and communication technology lessons they use their writing from English lessons to make it more interesting. This was seen in a very good Year 4 literacy lesson that took place in the computer suite so that the pupils could edit and improve their animal poems. At the end of Year 6 they are able to write at length with a wide range of appropriate vocabulary to add interest. The pupils write with generally correct grammar and spell words accurately. Punctuation is good with pupils usually using question marks, exclamation marks, commas, apostrophes and quotation marks correctly. Improving standards in writing has been a main focus of the school and has been most successfully addressed.

79. The quality of teaching is always at least satisfactory with over half being good or better. This is an improvement since the last inspection when some of the teaching was unsatisfactory. The strategies for the teaching of literacy have now been fully established and are having a positive impact by raising standards in all aspects of English. Teachers have very good management skills and this enables pupils to concentrate on their work without interruption. The calm and purposeful atmosphere created in classrooms is a significant factor in helping pupils learn more effectively. The pupils respond well to this and have a good attitude to their work and behave well. This was clearly seen in a very good Year 2 lesson in which the pupils were learning to recognise sound patterns and how to punctuate a poem correctly. The lively approach and very good subject knowledge of the teacher grabbed the pupils' imagination and interest and their behaviour throughout the lesson was exemplary. The planning of literacy lessons is very good and includes suitably graded work to help pupils of all abilities make good progress. Learning support assistants are used very well in lessons to work with individuals and groups of pupils to help them concentrate and complete their tasks successfully. They are included in the planning of work and make a very useful contribution during the part of the lesson taught directly by the teacher by monitoring the pupils' responses and helping to manage behaviour. This enables pupils to be fully included as, without such good support, a number would struggle to cope with the demands of some lessons. Pupils with English as an additional language are also very well supported by specialist teachers and bilingual assistants. These pupils make good progress as they move through the school and many of them are among the higher attainers in English by the time they leave. Teachers have a very good knowledge of both the subject and how best to deliver it. They use assessment well to help them plan future lessons and to know exactly the abilities of all the pupils in their care. It enables them to set appropriate individual and group targets for the pupils so that they know what to do to improve further. Marking of work is very good as it encourages pupils in their efforts as well as giving them useful advice about what to do to make their work even better next time.

80. School assessment procedures are very good and are used most effectively to monitor the progress of each pupil. All the information gleaned is used to guide not only the planning of the curriculum, but also to assess the level of support and intervention required to maximise the learning of every pupil. Given the good teaching, the rising standards and the good attitudes of the pupils then it is clear that the school is fully meeting its aims to improve the provision for English.

MATHEMATICS

81. Pupils in Year 2 attain average standards in numeracy and all other areas of the mathematics curriculum. This matches the findings of the last inspection report where standards

were said to be 'satisfactory'. The results of the 2002 National Curriculum tests represents good improvement over the past years. The analysis of those results shows that standards were below average when compared with all schools nationally. The school has made very great efforts to raise standards and the focus given to mathematics has resulted in this better attainment. In addition, since the last report, the school has successfully implemented the National Numeracy Strategy; teachers are confident with it and apply it very well.

82. In Year 6, pupils attain average standards; this matches the findings of the last inspection report. The National Curriculum tests for Year 6 in 2002 represents very good improvement over the past three years. Those results show that pupils' attainment was well below the national average. Analysis of these Year 6 pupils' optional tests, when they were in Year 5, shows that their standards rose to meet national average, with a few above average. This indicates a good grounding for this year. The school has given mathematics very high priority in the last four terms or so, and the teaching they are receiving in Year 6 now is very good. All pupils in Years 1 – 6 make good progress, including those who are at an early stage of learning English, and those who have special educational needs.

83. The quality of teaching and learning for Years 1 – 6 is, overall, good, with some that is very good. None was unsatisfactory. This is helping pupils to make good progress across all ages in the school. Teachers always share the learning intentions with the pupils and discuss how they achieve them. One key feature of teaching throughout the school is the importance that teachers place on asking pupils to explain how they arrived at an answer. For example in Year 1, pupils were adding up two numbers in their heads, such as 3 plus 4. When challenged to explain how they arrived at the answer, one said he did it on his fingers, and another said she counted on from 3. They successfully counted forwards to 100 and back again in tens. They already understand the vocabulary associated with addition such as 'plus', 'combine', or 'makes'. Pupils used a variety of equipment to help them such as counters, and some pupils confidently worked on computers to do their addition.

84. Teachers' pace and challenge for pupils is good. In a very good year 2 lesson, pupils were seen working on multiplication. The teacher spent time on the key words and ensured that everyone knew what to do and understood the terms used. They learnt vocabulary very well as a result. The teacher reminded pupils that they must use the inverse operation to check their work. In other words, if they were sharing out apples, using multiplication facts, they could check by using simple division facts. A key feature of this very good lesson was the constant check made by the teacher that pupils could always explain their workings. In this way, pupils learnt very well.

85. The methods used by teachers are good. For example, Year 3 were seen in a very good lesson tackling word problems. The teacher spent an appropriate amount of time instructing them how to find and use the key words, ignoring the ones that do not matter. By the end of the teaching session pupils had grasped how to go about solving these problems and most were adept at getting straight to the core of the problem. When she discovered that a few had not quite followed, the teacher skilfully changed tack and explained again at their level.

86. Support for pupils who are at an early stage of learning English, and those who have special educational needs is good, and they are included well into mathematics lessons. For example, in a Year 4 lesson several pupils were working with a specialist teacher at their own table. They used their own cards and whiteboard, but were working at halves and doubles in the same way as all the rest of the class.

87. Occasionally time is lost in some mathematics lessons while everyone writes out the learning objectives. In most classes however, a good brisk pace is kept and pupils enjoy mathematics.

88. Topics other than number are covered well. For example, in a Year 5 lesson, after a lively starter session, pupils were estimating the length of objects in the room, or the room itself. They discussed and used a variety of equipment such as measuring tapes, rulers and a trundle wheel.

They related their work well to people they had seen working in the street, measuring with tapes. The teacher constantly referred to the equipment and the units of measurement to be used, such as centimetres, and so pupils learnt well.

89. Year 6 are very well taught and they present an air of “young mathematicians” because they are catching the teacher’s enthusiasm and they really enjoy mathematics. They were seen plotting the moves of mathematical shapes using both positive and negative numbers on the axes. This is a complicated manoeuvre but they grasped it well and attainment in that lesson was consequently above average.

90. Topics of the mathematics syllabus are covered well across the school. Pupils in Year 1 can order sequences of numbers, and write and count to at least to 20, although nearly all can now count to 100. They use money and work out simple written problems, and they use standard and non-standard units for measuring. Year 2 tell the time using o’clock and half past. They understand the properties of two-dimensional shapes such as a hexagon or a triangle, and they use the correct vocabulary such as vertex, face, and edge. Number work is fully addressed and pupils sequence numbers forwards and backwards, understand ‘more than’ or ‘less than’ and know the value of most coins. They solve problems, understand odds and evens, and use a partition method in number workings.

91. Year 3 pupils work on larger numbers in the thousands and have an understanding of place value in this work. They work out two-step word problems and use familiar things in their calculations such as how many rabbits were sold in a pet shop.

92. By the time pupils are in Year 4 they are able to estimate numbers and outcomes, use scales when weighing, and describe both two- and three-dimensional shapes. Year 5 pupils use calculators, and use all four operations of addition, subtraction, multiplication and division. They approximate, work out money problems, and survey pupils’ favourite football clubs, representing their findings on graphs. They work out ratios, proportions and understand the term mode.

93. Year 6 work out proportions and ratios, use decimals, and find equivalent fractions. They work percentages, understand mean, mode and median, and convert Imperial units into metric units.

94. Numeracy skills are used across the curriculum well. For example in geography pupils conducted a traffic survey and recorded their findings on charts and graphs. In food they weigh and measure, and in science they use their numerical skills in some experiments.

95. Leadership of mathematics is excellent and is a key strength of the subject. Very full analysis of all results is done by the co-ordinator, and teachers are kept fully informed about the tracking of their pupils’ progress, together with overall, group, and individual targets. Assessment is very good and fully informs curriculum planning, enabling teachers to focus on areas that need more attention. One of the outcomes of this sharply focused work is that standards are rising.

SCIENCE

96. Standards are in line with the national average in Year 2 and Year 6, as were during the last inspection. The 2002 national test results for Year 6 and the results of 2002 teacher assessment in Year 2 were also in line with national averages, indicating significant improvement by the end of Year 6 over the past three years. The improvement is the result of systematic planning, good teaching and effective assessment of pupils’ progress across the school. Pupils achieve well in relation to their prior attainment and very well, compared with similar schools. However, systematic development of pupils’ skills in applying their knowledge through enquiry and investigation is less secure.

97. Pupils in Years 1 and 2 are developing their scientific skills. They undertake simple investigations making appropriate observations and recording the results in graphical as well as

picture form. Year 2 pupils are able to identify healthy and unhealthy foods and make a graph of the class' favourite foods. They sort materials by whether they are natural or man made and investigate how objects made from some materials can be changed. They show a good understanding of the need for fair testing and careful measurement. They understand how exercise affects their bodies and record their findings before and after exercise in graphs.

98. In Years 3-6, pupils are developing a range of scientific concepts. They show an understanding of the different properties of materials and can construct a range of experiments supporting their ideas. They recognise the need for fair testing, showing an awareness that their results may not always agree with the initial hypothesis. Scrutiny of work shows that pupils in Year 6 experiment how the dissolving process can be speeded up to find out the factors affecting the process. They construct electrical circuits and recognise the conventional symbols used in a diagram. They correctly draw different diagrams showing how bulbs or buzzers, following the experiment.

99. Overall the teaching of science is good. Teachers are clear about what pupils are to learn and build securely on previous work. They plan appropriate activities for the pupils and ask suitably challenging questions, which test their understanding of key ideas. Scientific language is developed systematically and pupils are encouraged to use them accurately. Pupils are also required to explain their ideas which helps to reinforce their speaking skills. All pupils, including those with special needs and those at the early stages of learning English, are making good progress. However, pupils are given limited opportunities to present work through different graphs using computers.

100. The subject is being managed effectively. The new co-ordinators know, through effective monitoring of plans and discussions with staff, what needs to be done to secure further improvement. Classroom observations are yet to be developed and are planned in the school improvement plan.

ART AND DESIGN

101. Only two lessons were available for observation, and these findings are based on those lessons, displays of pupils' work, planning, photographs, and discussions. Evidence suggests that standards of attainment in Years 1 and 2 are in line with those expected for this age group. Standards in Year 6 are also those expected for the pupils' ages, and standards have been maintained satisfactorily since the last inspection report.

102. The indications are that pupils in Years 1 and 2 have satisfactory drawing and painting skills. For example, pupils in Year 1 successfully draw faces and know how to use thick and thin lines in their work. Year 2 pupils have drawn and coloured pictures of musical instruments such as guiros and claves. They produced a portrait gallery of the class, and in more observational work, painted pictures of cactus plants or drew the towers of Canary Wharf. In one of the lessons observed, which was good, pupils drew four pictures with captions to illustrate a story. The pace of the lesson was brisk and the teacher's expectations for work and behaviour were high.

103. Older pupils, those in Years 3 – 6, have continued to develop these drawing skills appropriately for their ages. Year 3 pupils interview each other and drew a portrait to go with each interview. Some pupils have drawn pictures of people they admire and have observed and recorded some detail in their work. Previous work includes a large three-dimensional model of a shrimp for the Lord Mayor's Show. Pupils designed it first in their sketch books, then made a frame covered with paper and painted it. Planning for art includes clay modelling for Year 5 when they make containers.

104. The quality of teaching in the lessons seen, Years 2 and 5, was good, and pupils learnt well. Teachers plan well and explain what pupils are to do at the start of the lessons. A good feature of the teaching is the use of key words, such as 'image', 'tools' and 'technique' in the Year 2 lesson. Pupils in both lessons made good progress. In the Year 5 lesson, resources were used

very well with a very good light box and a vase standing in it. This produced a clear source of light on one side, and definite shadow on the other. Pupils made their own pictures of vases and jugs, with reference to Cézanne's still life pictures, using charcoal and white chalks. They reproduced the shadows well, and they were taught how to smudge the black and white together. Use of sketchbooks is enabling pupils to build up a set of resources which they will use later, when colour and form have been added, to produce a finished 'still life.' Pupils were well motivated in these two lessons and teachers' expectations were high. All pupils, including those at an early stage of learning English, and those having special educational needs display the same enthusiasm for art activities, and made good progress in these lessons.

105. Schemes of work are now taken from the guidelines of the Qualifications and Curriculum Authority, but art does not always appear on weekly timetables. Several year groups did not have art during the inspection time. Although Year 6 pupils, in discussion, could remember doing some work about Picasso when they were in Year 4, there appears to be little work in the style of known artists. The display of art around the school is very largely portraits, and the breadth of experience expected is not to be seen. The planning shows that some is to come. There is no portfolio of art to share ideas and to promote effective practice. Management and co-ordination of the subject is satisfactory. However, the co-ordinator's role is not sufficiently developed, largely because of the understandable and very focused work for English and mathematics taking priority in the school. Resources are good and are up to date so that the schemes of work can be addressed.

DESIGN AND TECHNOLOGY

106. Standards in design and technology are as expected for pupils at the end of years 2 and 6. This represents a good improvement since the last inspection when design and technology was a Key Issue as standards were below those found nationally and statutory requirements were not being met. The introduction of a suitable scheme of work and improved resources means that the subject is now taught throughout the school to an acceptable standard. Only one lesson was seen during the inspection but, from teachers' planning, talking to pupils, looking at examples of finished work and photographic evidence it is clear that all aspects are taught over time.

107. By the end of Year 2 pupils make wheeled vehicles to their own design after studying the features and uses of various vehicles seen on the roads such as fire engines, lorries and cars. They make attractive hand puppets from fabric that they measure, cut and sew. They then add other parts such as hair and eyes to make their finished product more aesthetically pleasing. From year 3 to year 6 pupils steadily build on their skills in most areas of design and technology. Pupils in Year 3 make models such as lighthouses and ambulances from card and wood. There is a good link to their science work as they incorporate a circuit to make a light flash. In food technology the pupils in Year 5 evaluate biscuits from a shop and then bake their own with ingredients of their own choice. They also design and make working musical instruments that they evaluate critically to suggest improvements that could be made. The use of control technology to operate models is an area the school has appropriately identified as in need of further development.

108. The quality of teaching, as seen from the one lesson and completed pupils' work, is at least satisfactory and sometimes good. It is particularly good when the tasks set are imaginative, well planned and interest the pupils. Teachers have good management skills and encourage their pupils to do their best. Pupils respond well to this as can be seen from the care taken in making their products.

109. There has been little effective monitoring of the subject to ensure that all pupils are being set work at the correct level and learning the required skills. The absence of a common design sheet, appropriately modified for the ages of the pupils and used throughout the school, makes it difficult to build up a profile of the development of each pupil as they move through the school. However, the subject action plan is very clear in its intentions to raise standards by more effective monitoring of teaching, introducing new assessment procedures and developing staff expertise.

GEOGRAPHY

110. Geography takes place later in the school term, and therefore it was not possible to see any lessons during the inspection period. In addition, at this early stage of the year, no written work is available for scrutiny in the upper part of the school. The findings of this report are therefore based on single samples of work, one piece from one pupil in each of Years 2, 3 and 5, the planning documents, and discussions with staff and pupils. No judgement can be made about teaching.

111. The indications are that the provision for geography is satisfactory overall, but the organisation means that pupils have long gaps between the times when geography appears on their timetables. Evidence suggests that standards of attainment are those expected for pupils' ages. These standards have been maintained satisfactorily since the last inspection.

112. Pupils in Years 1 and 2 learn about hot and cold conditions, and the type of clothes they would need in a hot climate. They relate climate to work in science, and know that plants need warmth in order to grow. The Year 2 piece of work shows that pupils write about houses, vehicles, land, and sea. They have worked on transport as a topic, and more especially the transport difficulties on the island they heard about in a story. Year 1 have drawn simple maps showing the locality of their houses, and they discussed features of houses and what a letter box is used for.

113. Pupils in Years 3 – 6 show a greater awareness of the local area, and the sample of work from a Year 5 pupil shows work about land use, such as schools, housing, a market, and green areas. One project was to write to a local authority to complain about the proposed hypermarket to be built opposite a school. Pupils wrote about increased traffic, loss of housing space, and the increase of noise, after they had conducted a survey. The Year 4 pupil recognises and describes the properties of a waterfall and its formation. Hard and soft rocks are mentioned, and the parts that the fall of the land and the river play in the formation of the falls. Pupils know some famous waterfalls such as Niagara, and the Victoria Falls.

114. Pupils in Years 3 and 4 are taken on a field trip to an outdoors centre once a year. This enhances the provision for teaching geographical skills and it provides a contrasting view of land use to that of the school's locality. In the school's brochure for parents, there is a small article by a Year 4 pupil writing about the contrast between Poplar and Gorsefield, the outdoors centre. Street lights, public parks, big schools and big bridges typify Poplar for the pupil. At Gorsefield he writes about lots more trees, a small school, windmills and narrow roads.

115. Discussion with year 6 pupils shows that they have worked on a project about docklands, both when the docks were working and in modern times. They have used a world map to locate Britain, and then found London and Poplar, using maps taken from the Internet. They also used these to plot a route from school to home. They recalled a boat trip to the Thames Barrier, and they have done a traffic survey along the East India Docks Road. They have a very basic idea about the use of keys on maps and talked about blue representing the sea and green the land.

116. In general, from planning, the very few examples of work available, and the discussions with pupils, the indications are that key geographical skills such as mapping, geographical enquiry, and links to information and communication technology are insufficiently addressed. Planning does not take full advantage of linking geography with other subjects, thereby proving a full amount of time for each subject, such as art, history, and design technology in one overall project. For example, a project on Henry VIII in history, the study of his portrait in art, with attempts to copy it, a map of royal palaces along the Thames, and a model of a cart used in those times.

117. The school uses the guidelines of the Qualifications and Curriculum Authority as a basis for planning. Key skills are identified in those guidelines, but not enough use is made of them. The headteacher monitors teaching as part of the overall development of the school, but not specifically for geography. A portfolio of work is kept, but this is incomplete, and does not show work of pupils in every year.

118. Geography is paired with history throughout the year and this means that there are long gaps between the times that pupils experience geography lessons. The topics covered and the planning for history enables sufficient work to be done over a year, but there are insufficient attempts to run the two subjects together and enable pupils to have continuous work in both areas.

HISTORY

119. Standards of attainment in history are in line with those expected for pupil's ages, and have been maintained satisfactorily since the last report. Few lessons were seen at the time of the last inspection but standards were thought to be average.

120. The subject is alternated with geography, and history is being taught at this time of the school year. Younger pupils, those in Years 1 and 2, are beginning to understand that objects and ways of life change over time. They are learning to contrast old systems and things with more modern times. Older pupils, those in Years 3 to 6, study topics that take them further into finding out more about history from primary and secondary sources. For example, they see and handle objects from the time of the Second World War, and visitors come to talk to them about those times.

121. The quality of teaching is, overall, good, with some that is very good. Teachers plan well and provide good opportunities for pupils to investigate and discover for themselves. This is enabling pupils to learn well. For example, in a Year 1 lesson, pupils were seen handling old toys and learning how to discover key words and key points about them. Their vocabulary increased by using words such as 'modern' 'old' 'rusty' and 'changed'. The teacher ensured that they learnt to handle the objects, such as an old skipping rope, with care. "Look carefully, but be careful and gentle," he told them. Teachers provide good resources for lessons and give pupils the chance to try to think how it might have felt to be in those times. For example, in a good Year 2 lesson about the Crimean War, pupils were asked to say how they thought the soldiers felt when they were left for days with unattended wounds. They suggested words like 'sad', 'lonely' and 'frightened'. Pupils wrote answers to questions using photographs and text describing the conditions, and they learnt about Florence Nightingale.

122. Older pupils do more investigation and research. Year 3 pupils learnt to look at the details of the things seen in a rich mans' house, contrasting them with the things found in a poor home. They discovered that the floors of a poor home were simply earth while in large houses they were stone or wood. They discussed precious metal plates; gold and silver perhaps, thin porridge and wine from France. The teacher took this research further by showing pupils how to work out more facts from their findings. They soon learnt to think about the occupations of the people and found that maybe the rich man was a merchant, while the poor man probably worked the land. Year 4 pupils are studying the same topic in this part of the two-year cycle of projects. They have all made a particular study of Henry VIII, and looked at a portrait of him to find clues about his personality.

123. Both Years 5 and 6 are working on the topic of Britain since 1930. The lessons seen were very well planned, and both classes had a visitor local to the school, who had been evacuated during the second war. Both teachers had prepared very well and pupils were able to keep up a steady stream of questions for their visitor. They took notes during a short film and collected information well. Both year groups were fascinated by the talks and answers and related very well to the speaker. Pupils are well informed about the reasons for the outbreak of war, and learnt very well in these lessons. They extended their understanding about what it was like to be sent away from home, the schooling, and the ways of life that evacuees experienced. The whole visit was a very good and enriching experience for these older pupils.

124. Co-ordination of the subject is satisfactory. History is paired with geography throughout the year and this means that there are long gaps between the times that pupils experience history lessons. The topics covered and the planning for history enables sufficient work to be done over a

year, but there are insufficient attempts to run the two subjects together and enable pupils to have continuous work in both areas. For example, work on Vikings in a historical setting together with mapping skills, land use and the settlement of people at the mouth of rivers or along their course to further geographical skills in parallel with history.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. Attainment in information and communication technology (ICT) is as expected nationally for pupils at the end of Year 2 and above that expected by the end of Year 6. This is a tremendous improvement since the last inspection in 1997 when ICT was a Key Issue as standards were low and statutory requirements were not being met. Since then the school has made many excellent improvements to enable its pupils to exceed the standards found in other schools by the time they leave. For example, the development of the computer suite, giving pupils regular access to good quality machines, has improved the rate of learning as all pupils can learn new skills simultaneously and not have to wait for their turn. The provision has also been much improved by the purchase of many good quality resources such as laptop computers, a digital camera, microscope, interactive whiteboard and interesting educational software. Many teachers are skilled in ICT and their confidence has been a major factor in helping pupils to learn effectively. All aspects of ICT are thoroughly taught over time and pupils throughout the school achieve very well and make very good progress. The school also has Internet access for pupils to use in research work and to communicate electronically.

126. ICT makes a good contribution to the development of literacy skills through pupils using word processing programs to write and present their work. However, pupils' typing skills are not as well developed as their mouse skills and many can only enter text at a slow rate, which frustrates them and limits their output in the allocated time. There are also many well-planned links to numeracy including data handling and work on shape. The school is worked hard to find appropriate ICT links to all subjects to use to add interest and relevance to the pupils' work. These links are also useful in ensuring that curriculum time is used efficiently. For example, at the same time as practising ICT skills such as searching the Internet, the pupils are learning useful information to help them in their research about life in Britain since the 1930s.

127. Pupils in Year 2 successfully use a computer for word processing and know how to change the size, style and colour of the text. They are able to edit their work using a range of keyboard functions such as delete, backspace, shift and arrow keys. In data handling they create graphs using data collected in class. For example, they asked classmates about their favourite fruit and used the information to make a bar chart, line graph and pie chart. They program a floor robot to follow a set of instructions and understand that a right angle is a ninety-degree turn. Pupils in Year 6 have a good knowledge of the use and impact of ICT on their lives and in the wider world and are very capable users of modern technology. Pupils use sensors to monitor external events. For example, in their science work Year 5 pupils used a temperature sensor to monitor how quickly a cup of tea cooled down. In control technology they successfully write procedures for moving a screen turtle to make a specific shape such as a hexagon. Using control technology to operate other equipment is an area yet to be fully developed although the school has firm plans to introduce this soon. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported by teachers and learning support assistants and have equal access to the available resources.

128. The quality of teaching is very good overall with no unsatisfactory teaching seen. The vast majority of teachers have a good understanding of the subject and their own skills are well developed. This enables them to teach ICT confidently and demonstrate to pupils the correct procedures. The interactive whiteboard in the computer suite is used very effectively in lessons to show pupils exactly what to do and introduce new skills to the class. Pupils are well managed and respond positively to the opportunities offered to them. They handle equipment with care and share it sensibly when working with a partner. Teachers use learning support assistants well to help individual pupils who need extra help in their work. Teachers plan work very carefully to help

pupils develop their skills in a systematic way. Pupils respond well to the good teaching, behave well in lessons and are eager to learn more. This was clearly seen in a very good Year 6 lesson in which pupils were writing a set of commands to create different two-dimensional shapes on the screen. The buzz of excitement and the intense concentration was palpable as the pupils worked extremely hard to complete their tasks. They were constantly challenged by the teacher to try more difficult tasks such as devising the commands to create an octagon and a rectangle. At the end of the lesson they were further challenged to think about how a circle could be drawn. The teacher had very high expectations and the pupils rose to the challenges set so that they made very good progress in their learning during this lesson. They were very proud of their efforts and most reluctant to end the session.

129. The management of ICT is very good and the school has worked extremely hard to improve the provision for the pupils. The assessment procedures to monitor the attainment and progress of every pupil are very good indeed and are building up a useful picture of the areas of strength and those in need of further development. These assessments are usefully linked to the National Curriculum levels so that the school knows that the pupils are working at a standard appropriate to their age. There are many exciting plans in place to develop ICT further. These include an ICT club for pupils and also one to involve their parents as part of the school's family learning initiatives. ICT is a strength of the school due to the good standards achieved, the very good teaching and the very good management.

MUSIC

130. Standards in music are similar to those found nationally for pupils at the end of years 2 and 6 and are similar to the last inspection. All aspects of the subject are taught throughout the school including performing, composing and appraising music. There is a curriculum plan in place to show teachers the aspects they should teach each term. To ensure a consistent approach and maintain standards the school uses a published scheme of work to help non-specialist teachers in the delivery of the subject. The school is also using a part-time music specialist to teach classes and run a music club for more able pupils. This is proving very successful as, at the same time as raising standards, teachers are learning lots of new ideas for teaching music effectively to their pupils. The club for higher attainers gives them many good quality opportunities to develop musically and perform to a high standard.

131. Pupils of all ages sing tunefully and with due regard for phrasing and rhythm. Most of this singing takes place in class lessons or rehearsals for concerts. As there is no pianist on the staff pupils rarely have the opportunity to further improve their skills by singing in daily assemblies. The school recognises this and is looking at ways to address it. From an early age pupils handle and play instruments as was seen in a Year 1 lesson with pupils playing a good selection of untuned percussion instruments with correct technique and obvious enjoyment. Older pupils in Year 6 use tuned percussion instruments to successfully work out the correct sequence of notes played in a Native American song they had learned. Pupils listen to music from around the world in lessons and assemblies. This makes a significant contribution to the pupils' cultural development. They enjoy listening to music and it is sometimes played in other lessons such as literacy to effectively create a mood and help pupils concentrate. For instance, Year 5 pupils used 'The Aquarium' from Carnival of the Animals by Saint Saens as a stimulus for writing their own thoughtful and sensitive poems. Pupils with special educational needs and those with English as an additional language are fully included in lessons and performances and attain similar standards in music to their classmates.

132. The quality of teaching is good overall with no unsatisfactory teaching seen. Good relationships are a strong feature with pupils behaving well in lessons and eager to be involved. In a Year 6 lesson the enthusiasm of the teacher was infectious and the pupils were extremely keen to join in and play an instrument. They were obviously proud of their achievements when they successfully identified the correct notes to a song and played them for the rest of the class. Pupils' work is rarely recorded to help them evaluate their own performance and that of others and to help

them suggest ways to improve. Such recordings would also prove useful in assessing standards reached by individuals and groups of pupils as they move through the school.

133. The visiting musicians who work with pupils further enrich the provision for music. For example, Year 6 pupils worked with a Jazz musician to create their own compositions and perform them in a concert. Pupils have other well-planned opportunities to perform in concerts and productions that are very well attended and enjoyed by parents and carers. The use of information and communication technology to support learning in music is an area yet to be fully developed.

PHYSICAL EDUCATION

134. Three lessons were seen for physical education. The findings of this report are based on those lessons, discussions with staff and pupils, and analysis of planning.

135. The evidence suggests that standards across the school are average for pupils' ages in gymnastics, games skills, and dance. At the time of the last inspection, swimming was restricted to Year 4 only, and this is still the case. The school is of the opinion that by the time pupils leave Bygrove, the great majority are able to swim using recognised strokes. Parents are encouraged to continue giving pupils swimming experience after Year 4.

136. Teaching in the lessons seen was generally good, and pupils learn well. Teachers' planning is good, and all pupils understand the need for safety in the hall or outside. They move round with good attention to use of space and avoid bumping onto others.. Pupils understand why they need to warm up before starting a lesson and most know that heart rate is increased and muscles are stretched. In the Year 2 lesson, pupils marched, jogged and skipped in their warm up session, and they enjoyed the fact that all the adults, teacher and two assistants, joined in with this. Pupils learnt to support their weight on large and small areas of their bodies such as their backs or their toes. By the end of the lesson, pupils were able to put two or three movements together to form a simple sequence.

137. Teachers' expectations for good behaviour are apparent in all lessons and pupils respond well, stopping immediately the signal is given. In Year 3 pupils were excited by the activities but the teacher's management kept good control ensuring children's safety. Ball skills are average in this group, with some pupils able to control a large ball well. Most pupils can catch a ball, although some still find this difficult.

138. In Year 6, pupils learnt to use their jumping skills to form sequences, including work on apparatus such as benches and mats. They showed creativity and originality in this work. Apparatus was brought out and put away with great care and pupils respect the equipment.

139. One of the key features in all the lessons seen is the enthusiasm of the teachers, which is caught well by pupils. As a result pupils enjoy physical education and learn well. Teachers include pupils' own evaluation of their work. For example, in Year 6 a different group was asked to repeat their performance after each activity. This was then evaluated between pupils and teacher so that they found things they liked, and suggested things that might be improved. Demonstrations are used well for the various activities, and teachers make sure that all pupils know exactly what they are to do. In Year 2 all the class chanted the learning objective together. The pace and challenge of lessons are good, which also adds to the enjoyment of the subject and supports good learning.

140. The subject co-ordinator is newly appointed but has made a good start by assessing apparatus and revising the quality of resources. Schemes of work are in place and they enable pupils to develop skills appropriately. Skills are increased as pupils move through the school. In this way they learn the basic skills when younger, progressing to games such as rugby, rounders, cricket and netball later. Resources are improving under the new co-ordinator and they are now good, enabling teachers to plan and pupils to learn well by using the appropriate equipment.

141. After school clubs add to the physical education curriculum with football and dance. The co-ordinator is in touch with her counterpart in another school with a view to fixtures and games with other schools, and there are links West Ham Football Club and a women's football team comes to help. There is tennis coaching in the summer, and sometimes pupils use a local park for cross-country running. The school also invited a ballet company to come and perform and teach workshops, and another group led country dancing for the pupils.

RELIGIOUS EDUCATION

142. By the end of Year 2 and Year 6, pupils' attainment in religious education meets the requirements of the locally agreed syllabus. These findings are in line with those of the previous report. Pupils are taught the subject from a multi-faith perspective. This helps them to understand the differences and similarities in world religions.

143. Only two lessons were seen during the inspection so that judgements are based upon observations, talking to pupils and a scrutiny of teachers' plans and pupils' workbooks. Pupils, including those with special educational needs and those at the early stages of learning English make sound progress throughout the school. Assembly themes and aspects of personal and social education support teaching in religious education.

144. Pupils in Years 1 and 2 study Islam. They learn about special holy books like Qur'an and learn how to treat it with respect, as the Muslims do. They also study other holy books, such as Bible and Torah and explore the meanings of religious signs and symbols in different religions. Pupils in Year 2 explore what is meant by 'precious' or 'special gifts' and share their own 'precious' gifts with the class, explaining why it is so. Pupils in Years 3-6, extend their knowledge and understanding of world religions through more in-depth study of different religions, such as Hinduism, Sikhism, Judaism and Christianity and also through religious celebrations like 'Diwali'. They study the story of Harold's jealousy and its terrible consequences and explore their own feelings and emotions. Pupils look at ways of behaving and gain an understanding of why rules are necessary and how they help people to live together in communities. Pupils in Year 5 study the story of Rama and Sita while exploring the implications of 'Diwali' for Hindus. During inspection, Year 6 pupils performed a drama based on the story of Rama and Sita in a whole school assembly, contributing to the learning of the younger pupils effectively.

145. The quality of teaching is satisfactory. Pupils are well managed, and relationships are good, which leads to pupils developing good attitudes to learning. Pupils are encouraged to say what they think and teachers listen well to what the pupils say. In this way, pupils build up enough confidence to contribute. Teachers vary their teaching methods and use role-play and drama when it is appropriate. This helps to stimulate interest and provides pupils with additional insights. However, scrutiny of planning and pupils' work indicate some repetition of same topics in different years and this means that coverage of the curriculum is not as effective as it should be. There is a set of resources appropriate to each religion and teachers make good use of these to aid understanding. Although teachers are aware of what pupils know, understand and can do, there is very limited written record of their progress.

146. The subject is managed satisfactorily. The new co-ordinator's role is yet to be established to promote good and progressive learning. Resources are good and are used well to support teaching.