

# INSPECTION REPORT

## **CURWEN NURSERY AND PRIMARY SCHOOL**

Plaistow

LEA area: Newham

Unique reference number: 120715

Headteacher: Mr D Wilson

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 20 – 24 January 2003

Inspection number: 246233

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Atlas Road Plaistow London
Postcode:	E13 0AG
Telephone number:	020 8472 0290
Fax number:	020 8503 5183
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Joy Laguda
Date of previous inspection:	15 – 18 January 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	English; physical education	The school's results and pupils' achievements. What could the school do to improve further? How well is the school led and managed?
9708	Mrs S Daintrey	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
12603	Mrs T Chakrobati	Team inspector	History; religious education; English as an additional language; educational inclusion	How good are the curricular and other opportunities offered to the pupils?
22147	Mrs A Holland	Team inspector	Art and design; music; the foundation stage	How well does the school care for its pupils?
7871	Mrs J Mackie	Team inspector	Science; design and technology; information and communication technology	How well are pupils taught?
23805	Mrs M Lygoe	Team inspector	Special educational needs; geography; mathematics	

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

### **INFORMATION ABOUT THE SCHOOL**

Curwen Nursery and Primary School is situated in the London borough of Newham and is part of the Newham Education Action Zone. It is larger than most other primary schools and provides education for pupils in the 3 – 11 age range. There are 458 pupils on roll, with an even number of boys and girls. 59 pupils, 13 per cent of the school roll have special educational needs, a figure that is average. This includes three pupils who have a statement of special educational needs, a figure that is above average. 188 pupils claim free school meals, a figure that is well above average. The school has a slightly higher than average number of pupils who leave or enter the school other than at the normal admission times. The percentage of pupils with English as an additional language is well above average. Pupils enter the school with well below average levels of attainment, most notably in their communication, language and literacy development.

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

The school, after a period of having to deal with teacher recruitment and retention issues that reduced its ability to provide pupils with a stable quality of education, is now effective. The quality of teaching and learning is good and pupils by the end of Year 6 make good progress in English and mathematics. The curriculum is good and made interesting for pupils by the development of their learning through the arts. The pupils work hard in lessons and there is a high level of racial harmony. The school is well led and managed. The headteacher, ably supported by a hard-working and enthusiastic staff, provides the school with a clear sense of educational direction. The school offers satisfactory value for money.

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

- Pupils make good progress in English and mathematics.
- Teaching across the school is good and teachers devise interesting ways to promote pupils' literacy and numeracy through other subjects of the curriculum.
- The pupils work hard in lessons and often produce work to the best of their ability.
- There are very good relationships among pupils and a high degree of racial harmony is evident.
- The curriculum is good and significantly enhanced through projects such as citizenship and learning through the arts.
- All staff demonstrate a high degree of care towards pupils.
- Teachers are creative in the way that they promote the pupils' spiritual, social, moral and cultural development.
- There is good leadership and management of the school and the senior management team provides a clear educational direction.

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

- Standards in history, geography and design and technology are below expectations at the end of Key Stage 2.
- The assessment of pupils' progress in subjects other than English, mathematics and science is inadequate.
- The rate of unauthorised absence is well above average.
- Links with parents in order to improve their involvement in supporting their children's learning are insufficient
- The accommodation is inadequate to support pupils' learning.

*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 progress since its previous inspection in January 2001. At that time it was judged to have serious weaknesses. Teaching was then judged to be unsatisfactory. By effectively monitoring teaching and learning and using the information gained to plan improvements, standards continue to rise. The school has effectively tackled the shortcomings identified in relation to the

curriculum as well as using the information gained from assessing pupils' progress to plan the next steps in their learning. The management of arrangements for pupils with special educational needs and English as an additional language is more secure, ensuring that the pupils concerned make as good progress as their classmates. The school, under the sensitive and effective leadership of the headteacher and senior management team, is well placed to build on recent initiatives and continue to improve.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	D	E	C	well above average A above average B average C D below average well below average E very low E*
mathematics	E	E	E	C	
science	D	E*	E	C	

The above table indicates that in the end of Key Stage 2 National Curriculum tests (SATs), pupils reached standards that were well below the national average in English, mathematics and science. When compared with similar schools, based on the number of pupils who claim free school meals, standards were average in all three subjects. Over time, the improvement in the pupils' performance has been in line with improvements seen nationally, and the school has significantly raised the number of pupils reaching the expected levels in the tests over the past three years.

The findings of the inspection, based on the current Year 6 pupils, are that standards in English are well below national expectations and in mathematics and science are below national expectations. Pupils make good progress in English and mathematics from a low starting point when starting school and the imaginative way in which the school promotes the pupils' language and number skills in other subjects is impacting well on pupils' progress. Progress in science is satisfactory. Standards in information and communication technology (ICT) are in line with national expectations. Standards in art and design, music, religious education and physical education are in line with national expectations. Standards in geography, history, and design and technology are below expectations; however, the school has undertaken work in these subjects to raise standards, although this has yet to impact fully on the standards that pupils reach by the end of the key stage.

The National Curriculum test results for 2002 at the end of Key Stage 1 indicate that pupils reached standards in reading and mathematics that were well below the national average. In writing, standards were below the national average. When compared with similar schools, standards were below average in mathematics, average in reading and above average in writing. The findings of the inspection are that standards in reading, writing and mathematics are below expectations, although pupils are making good progress.

By the end of the Foundation Stage, pupils reach standards in line with the Early Learning Goals in their mathematical development, knowledge and understanding of the world, creative and physical development. Progress is good. Although pupils make good progress in their personal, social and emotional development, communication, language and literacy, children do not reach the Early Learning Goals for these aspects by the end of the Foundation Stage.

The school has improved significantly the provision for pupils with special educational needs as well as for those children identified as having English as an additional language. Pupils receive well-targeted support in class and make good progress.

The school does set appropriate and challenging targets to improve the pupils' performance in the National Curriculum tests for Key Stage 2. These are based on a close knowledge of the pupils' abilities. While these were met for mathematics in 2002, those for English were just missed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils work very hard in lessons and try hard in what they are asked to do.
Behaviour, in and out of classrooms	The majority of pupils behave well in and around the school, although a small number find the school's expectations more challenging.
Personal development and relationships	There is a high level of racial harmony and relationships are very good. There is good provision for pupils' personal development through, for example, Citizenship Week.
Attendance	Attendance rates are below average and are unsatisfactory; the level of unauthorised absence is well above average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 and learning throughout the school is good. Teaching in the Foundation Stage is frequently good and children settle quickly into the school as a result. At Key Stage 1 and Key Stage 2 the teaching of English and mathematics is good. Teachers devise interesting activities to promote the pupils' literacy and numeracy development, and good scope is given to develop the pupils' speaking and listening skills through other subjects of the curriculum. There is good teaching in other subjects including art and design and religious education at both key stages. Strengths in teaching include the management of pupils and the teaching of pupils with special educational needs and those at the various stages of learning English.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides an interesting range of learning opportunities for all pupils. Learning is significantly enhanced through projects such as citizenship and by effective planning to develop the pupils' literacy through other subjects of the curriculum.
Provision for pupils with	There is good provision for pupils with special educational needs. Teachers have a good understanding of pupils' needs and use the pupils'



special educational needs	individual education plans well to guide their learning.
Provision for pupils with English as an additional language	Teachers effectively ensure that pupils at the various stages of learning English are given good support in class. The many opportunities planned to develop the pupils' confidence in using English contribute well to their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the pupils' cultural and social development, and that for pupils' spiritual and moral development is good. Limited space in some classrooms reduces opportunities for pupils to follow their own lines of enquiry in their learning.
How well the school cares for its pupils	Good care is taken of the pupils on a day-to-day basis, with all the staff having a good understanding of the pupils' needs. Procedures to monitor the pupils' academic progress in English and mathematics are good; however, procedures to monitor their progress in other subjects are unsatisfactory.

The school provides parents with good written information; however, while the school works hard to involve parents more fully in the life of the school, there is limited response from most parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher, who is ably supported by the senior management team, provides clear and purposeful educational direction. Co-ordinators undertake their work well.
How well the governors fulfil their responsibilities	The governors have a satisfactory understanding of the school's strengths and fulfil most of their legal responsibilities; however, their responsibilities in respect of overseeing arrangements for health and safety are not fulfilled.
The school's evaluation of its performance	The school makes good use of assessment data to indicate where improvements need to be made and the monitoring of teaching and learning is regular and effective.
The strategic use of resources	The school makes very good use of the additional grants it is given to support developments. Learning support assistants' expertise is used well to support teaching. The school has a secure understanding of the principles of 'best value.'

The school has sufficient numbers of teachers and support staff to ensure that the National Curriculum can be taught. Resources are satisfactory; however, some classrooms are very small, which impedes some aspects of learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high level of racial harmony.</li> <li>• The degree of care that their children receive.</li> <li>• The quality of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A small number of parents would like to see the amount of homework increased.</li> </ul>

- |                                      |  |
|--------------------------------------|--|
| • How the school is led and managed. |  |
|--------------------------------------|--|

Inspectors support the very favourable views that parents hold of the school. Inspection findings indicate that the amount of homework given to pupils is satisfactory and inspectors do not support parents on this issue.

## **PART B: COMMENTARY**

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

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

1. When children enter the Nursery class, their attainment is well below that expected for their age, particularly in their social and communication, and language skills. Children make good progress in the Nursery and Reception classes, largely as a result of the good teaching that they receive. By the end of the Foundation Stage, children attain the Early Learning Goals in their mathematical development, their knowledge and understanding of the world and in their creative and physical development. Although children make good progress in their personal, social and emotional development and in the development of their communication, language and literacy, they still only reach standards that are below expectations by the time they enter Year 1.
2. In Years 1 and 2, pupils make good progress in speaking and listening, reading and writing. In the national tests taken by pupils in 2002 (Key Stage 1 SATs), the pupils achieved results that were well below average in reading and mathematics and below average in writing. When compared with similar schools, based on the number of pupils claiming free school meals, the pupils reached standards that were above average in writing, average in reading and below average in mathematics. Notable improvement has been made over the past three years, raising the number of pupils reaching the expected levels in the tests. The most recent teacher assessments in science indicate that the number of pupils who reached the expected level was well below average.
3. The findings of the inspection are that standards in English are well below average and in mathematics and science they are below average. The attention given by the school to the improvement of the pupils' attainment in writing is impacting well on learning and pupils make good progress in this aspect of their literacy, although attainment is below average. Equally good attention is paid to the development of the pupils' speaking and listening and reading; however, despite the good progress that pupils make, attainment is still well below average by the end of Year 2. In mathematics the pupils make good progress in their understanding of number and apply this knowledge and understanding well to solving everyday problems. Pupils make good progress in science, and the pace of learning is significantly enhanced as a result of the good teaching that the pupils receive.
4. In the national tests taken at the end of Year 6 (Key Stage 2 SATs), the pupils achieved results that were well below the national average in English, mathematics and science. When the results are compared with similar schools, standards were average in all three subjects. The school has continued to increase the number of pupils reaching the levels expected for eleven-year-olds since its previous inspection, although the school's aim to raise the number of pupils reaching the higher levels remains a constant challenge.
5. The findings of the inspection are slightly better than the National Curriculum test results indicate. While the pupils' attainment in English remains well below average that in mathematics and science is only below average and better than in the most recent SATs. Progress is good in English and mathematics. Evaluation of the pupils' work indicates that the teaching of English places good emphasis on developing the pupils' knowledge and understanding of the need to make their work interesting and lively by making use of rich and vivid vocabulary. Despite this, pupils do not always employ such vocabulary in their written work and this limits the overall quality. Pupils make good progress in their speaking and listening which is successfully promoted through regular opportunities for discussion and debate. Progress in reading is satisfactory. Only higher-attaining pupils read confidently and fluently using skills of expression to make their reading more imaginative. The lack of support from the children's parents limits progress.
6. By the end of Year 6, most pupils use a satisfactory range of strategies to calculate answers mentally and a few pupils can explain with assurance how they arrive at their answers. Increasing use is made of computers to support the pupils' numeracy development and this helps to develop their understanding of how computers and other ICT equipment can be used to enter numerical

- data and place it into programmes such as spreadsheets and turn it into tables and charts. Pupils make good progress as they move through each of the classes. This is aided by good teaching which places good emphasis on the development of the pupils' mental skills in solving problems and in developing their understanding of the importance that mathematics plays on their daily lives.
7. The pupils make satisfactory progress in science. While higher-attaining pupils are able to write about their investigations independently, other pupils need considerably more support. For their age, pupils have a generally weak understanding of different scientific concepts such as electricity, forces, materials and living things. Their ability to retain what they have learned is weak and this limits their overall progress.
  8. There is a mixed picture of attainment and standards in other subjects of the curriculum. At the time of the last inspection pupils made unsatisfactory progress at both key stages in geography, history, and ICT. The curriculum was found to have a number of weaknesses in these subjects which reduced the pace of pupils' learning. The school has significantly improved the quality of the curriculum in these subjects and is increasingly effective in ensuring that other subjects make a valuable contribution to the pupils' literacy and numeracy development. At Key Stage 1, pupils make good progress in art and design, design and technology, geography, history, ICT and music, and reach standards in line with national expectations by the age of Year 2. Progress in physical education is satisfactory. At Key Stage 2, the work that the school has undertaken in respect of the curriculum has yet to impact on the standards reached by pupils by the end of Year 6. As a result, standards in design and technology, geography and history are below national expectations, although pupils currently make satisfactory progress. Standards in art and design, music, ICT, and physical education are in line with national expectations and the pupils make satisfactory progress. Standards in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages. As they move through the school, pupils make good gains in their learning about religious customs and traditions.
  9. Evidence from National Curriculum tests indicates no significant difference in attainment between boys and girls. Inspection findings confirm this. The school has well-developed procedures that have been considerably strengthened since the previous inspection in order to monitor the learning of pupils with English as an additional language. The co-ordinator and the senior management team carefully monitor the progress of the pupils concerned. Where necessary, pupils are provided with additional support to boost their confidence in using English, and in many classes the good emphasis placed by teachers on developing the pupils' learning of spoken English enables them to make good progress.
  10. Pupils with special educational needs make good progress. Those with a high level of need are given well-targeted support, enabling them to make good progress in relation to their specific learning targets. For some pupils, these targets relate to the need to improve their behaviour and understanding of the impact their behaviour can have on others. Many staff are polite and firm yet equally patient with the pupils concerned. As a result the pupils make good progress in developing their awareness of others.
  11. The school sets challenging targets for pupils' improvement in National Curriculum tests in English and mathematics. These are set in close co-operation with the governors and local education authority and are based on a good understanding of the pupils' academic abilities. In 2002, pupils reached the targets that were set for mathematics. In English, the targets were just missed and reflected the generally weaker attainment of pupils in English compared with that in mathematics. The school has a fewer than average number of higher-attaining pupils. Those that are achieve satisfactory standards. The school has identified a small number of pupils who are gifted and talented and makes good provision for them.
  12. The school has made good progress in raising the standards reached by pupils, and the progress pupils have made since its previous inspection in 2001 is good. At that time, pupils were found to be making unsatisfactory progress in several key subjects. By continuing to improve the quality of teaching and by tackling the shortcomings in the curriculum, the school is raising the pupils' attainment.

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

13. The pupils' attitudes and relationships have improved since the last inspection and are now very good. These outcomes are a strength of the school and enable pupils of all ages, abilities and ethnic backgrounds to make good progress and achieve well. Standards of behaviour and personal development are now more consistently good than at the last inspection, although there are still occasional lapses in behaviour when the quality of teaching is not as strong as it could be.
14. The pupils have very good attitudes to school and to learning. Over three-quarters of the parents returning the questionnaire strongly agree that their children like school. A notable feature of many of the lessons seen was the enthusiasm, enjoyment and commitment shown by most pupils in their studies. For example, they worked very well, independently and unsupervised, on the computer program designed to raise their attainment in mathematics. The children in the older Reception class are eager to handle bilingual books in the main school library and they turn the pages with great interest. In Years 1 and 2, where the best attitudes are seen, the pupils show high levels of interest and enthusiasm in their lessons and have developed the confidence to speak to the class about what they know. The pupils in Years 3 to 6 are very well motivated and fully engaged when the tasks are interesting and challenging. This was seen, for example, in a philosophical discussion in a Year 4 class on issues of poverty and greed and in a Year 5 design and technology lesson when the pupils were sensibly and confidently practising techniques of decorating materials. Pupils throughout the school work hard at improving their reading, even though many find it difficult. Those Year 6 pupils attending the homework club and representing the school council speak warmly of the ways in which the school helps them to learn and develop.
15. The pupils' behaviour is good. Most pupils respond very well to the teachers' high expectations and very good techniques of controlling behaviour in classrooms. The pupils enter and leave the halls for assemblies in a very orderly fashion and treat the occasions with respect. The behaviour of all pupils during the two consecutive wet lunch-times that occurred during the inspection was very impressive, and it was also very good when at last the pupils were able to play outside. This is because they are given plenty of interesting things to do and the staff supervising them make good efforts to interact and play with them. The small but significant number of pupils with challenging behaviour are mostly managed very well, both by teachers and by the support staff who often work with them in small groups. There are occasions when some pupils' immaturity and lack of social skills, combined with the difficulties of the accommodation, impede the learning of groups of pupils. For example, some of the children in the younger Reception class were very restless and unable to concentrate on a music lesson after a wet lunch hour and a very few were disobedient. Similarly, in a Year 6 session in the library, a small minority of boys failed to engage with the task of developing their research skills and behaved in a disruptive manner. The number of fixed period exclusions has fallen since the last inspection and there was none last term.
16. The pupils' personal development and relationships are good. A strength is the very constructive way in which the pupils work together and help each other in pairs and small groups. This is strongly promoted by the teachers and contributes very well to the pupils' learning. Another strength is the racial harmony in the school, as commented on in the last inspection report. There are occasional incidents of name-calling but parents and pupils are confident that any bullying is dealt with effectively. The pupils make good progress, from a low base, in developing personal skills of enquiry, independence and responsibility. They have a good ability to debate moral issues relating to their daily life at home, the local community and the wider world. Pupils of all ages, including those in the Nursery, enthusiastically help the teacher tidy up at the end of a session. The older pupils are beginning to take an active part, through the school council, in the improvement of aspects of school life, but they still have to be quite heavily guided by the deputy headteacher in following through, for example, ideas about dealing with litter in the playground.
17. Attendance has improved since the last inspection, although in the last school year it was still below the national average. In the first term of the current school year, attendance was 94.35 per cent which is close to the school's target. Children start in the Nursery with poor habits of attendance, but these improve as they move up the school so that the attendance of Year 6 pupils, for example, was over 96 per cent last term. The rate of unauthorised absence remains well above the national average. This is partly because the school is appropriately strict about not

authorising extended holidays of more than two weeks duration, but mainly because too many parents still do not provide the school with acceptable reasons for their child's absence. Punctuality is satisfactory, as it was at the last inspection.

## HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching has improved significantly since the last inspection and is now good throughout the school. During the inspection, in 95 percent of lessons the teaching was satisfactory or better and in seven out of ten it was good or better. The teaching in one-fifth of lessons was judged to be very good or excellent. The good teaching is enabling the pupils to develop new skills quickly and make good progress in their knowledge and in approaching new learning. The teachers have high expectations of the pupils who are keen to learn and work hard. Relationships within the classrooms are very good. The improvement in teaching is a result of the rigorous monitoring and targeted support and the increasingly effective planning at year group level. This has been particularly helpful for teachers new to the school.
19. Teaching is good in the Nursery and mostly good or better in the Reception classes, although two lessons observed in the same class were less than satisfactory. The planning is effectively underpinned by national guidance for children of this age. The staff work well together as a team, sharing good practice. In one Reception class the teacher used a well-chosen set of activities to help the children to learn about initial sounds. The good pace and positive relationships enabled the children to make very good progress in their learning.
20. Teaching in the rest of the school is also good overall. All teachers plan their lessons very carefully and share the learning objectives with their classes so that the pupils know exactly what they are expected to achieve by the end of the session. The teaching of English and mathematics has improved since the last inspection and is now good in both subjects. The teachers have a good understanding of the literacy and numeracy strategies and implement them effectively, enabling the pupils to achieve well and make good progress in their learning. In a Year 2 literacy lesson, for example, the teacher challenged the pupils to discuss different story settings. The pupils responded very positively and they were able to speak with confidence about the stories being considered. As a result of the high expectations of the teacher and the crisp pace generated in the lesson, the pupils made very good progress in developing their skills of comparing and contrasting stories with different settings.
21. All teachers plan to meet the full range of needs within their class. In a particularly effective Year 6 mathematics session on place value using the decimal point, the teacher provided a good range of tasks, which enabled all pupils to tackle the problems set with confidence. He helped pupils to consolidate their understanding by encouraging them to explain their working out and challenged higher-attaining pupils with further follow-up questions. The interactive white board was used to good effect during this session to enhance learning. In general, the teachers' use of ICT to promote and support learning in all subjects of the curriculum has shown improvement since the last inspection but there remain times when opportunities in lessons are not fully exploited.
22. In many lessons, the teachers' presentations are lively, capturing the interest of the pupils and securing good concentration from them. In an excellent Year 4 music lesson exploring rhythmic patterns, for example, the teacher began by singing *Catch a Falling Star* unaccompanied, which generated very focused discussion and practical work, with the pupils using instruments and singing in unison with confidence and clarity. The progress made by the pupils in their musical skills and their ability to evaluate their own performance was very good indeed.
23. The pupils with special educational needs and those with English as an additional language are well catered for. The teachers are fully aware of the pupils' needs and work very closely with support staff to ensure that these targeted pupils are able to join in the lesson and progress as well as the rest of the class. In many instances, the staff use visual stimuli to good effect when working with pupils with limited English. The support staff in general play a key role in securing good achievement and progress not only for pupils with particular needs but for the class as a whole. They know the pupils well and take an active role in the classroom during both whole class and group activities, questioning and supporting the pupils in their work. The contribution of

support staff to the pupils' learning is much more effective than at the time of the previous inspection. This is because the staff have received focused training which has resulted in improved skills and greater confidence.

24. The teachers generally make good provision for higher-attaining pupils in their planning. A number of pupils who have been identified as more able have timetabled sessions in philosophy. These sessions are carefully planned to develop the pupils' thinking skills. During a very effective mixed Year 3/4 lesson, for example, the co-ordinator for gifted and talented pupils used John Lennon's song *Imagine* to stimulate discussion about both the relevance of questions posed and the moral issues raised within the song itself. The approach adopted by the teacher generated a very mature response from the pupils, resulting in excellent concentration and a very sophisticated level of debate. The session made a significant contribution to the development of the pupils' speaking and listening skills. In some mixed-ability groupings, in science for example, some higher-attaining pupils are not always fully challenged.
25. In general the teaching of language and number skills through other subjects is now good and improved since the last inspection. The increased breadth and balance of the curriculum means that there are more opportunities to develop basic skills in subjects such as history and geography, for example. The teachers regularly use praise to encourage the pupils, who respond eagerly. The teachers also give good written feedback in the pupils' books, which shows the pupils what they have done well and what they need to do to improve their work.
26. The teaching in all subjects across the curriculum is now at least satisfactory and mostly good. More needs to be done in some subjects to develop specific skills such as enquiry skills in science and map work in geography. In the few lessons where teaching was unsatisfactory, there were shortcomings in managing the class with the result that too much time was wasted in refocusing the pupils on their work and the progress they made was therefore limited.

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

27. The quality and range of the learning opportunities provided for the pupils are good, with some very good features. Although there remain some aspects which need to be improved, the school is now providing a good quality curriculum which enriches the learning of the pupils. The school has successfully tackled shortcomings identified in the previous inspection report. Legal requirements were not met at the time in the teaching of ICT, design and technology and religious education. Statutory requirements in all subjects are now met. In addition, inadequate co-ordination in geography, history, and physical education was also seen as a weakness affecting curricular provision. Co-ordination in these subjects is now satisfactory. Sufficient time is now allocated for history and geography, although there remain some weaknesses in provision in the history curriculum for Year 6 pupils. The guidance for geography teaching requires development to ensure that skills in the subject are systematically developed. The curriculum is now broad and balanced.
28. The curriculum for pupils in the Foundation Stage is planned carefully with the aid of the national guidance for this age group. All areas of learning are given appropriate emphasis, with a particular focus on the development of the children's language and social skills. Good support is provided in the Nursery and Reception classes for children with particular needs. There is good provision for outdoor play activities.
29. The school's strategy for teaching literacy is good. Reading and writing are used well in all relevant subjects. The school has focused on the use of English in all areas of the curriculum with considerable success. Opportunities are provided for pupils to develop their speaking and listening skills wherever possible. Written work is generally neat and well presented; pupils are proud to demonstrate the progress that they have made. The strategy for teaching mathematics is very good. There are frequent opportunities for investigative work. In science, transition from a two-year to a one-year planning cycle has led to some unnecessary repetition of work. The school is aware of this and has plans in place to ensure improved arrangements next year. The systematic development of skills in the subject needs to be planned more carefully. Provision for art and

design is also good and the school employs staff from the Newham Music Academy to improve the quality of music provision for pupils. This is having a positive impact on pupil progress in the subject.

30. Despite the good curricular provision, several foundation subjects do not have policies. The school has rightly concentrated on curricular provision in the classroom and as a result, standards are rising in these subjects. In addition, in order to raise the standards in literacy further, the school has decided to produce a joint arts policy, incorporating most subjects that are currently without a policy. Work on this policy is underway. There are schemes of work to guide teachers in all subjects. Good use is made of national guidance to support planning. This ensures progression in knowledge, skills and understanding throughout the school.
31. The school has a strong policy for the promotion of equal opportunities and ensuring that all pupils, regardless of their ability, have full access to the curriculum at a level that is appropriate to their needs. Where pupils are withdrawn from lessons, care is taken to ensure that the pupils concerned undertake work that closely relates to what their classmates are exploring. The school has worked hard to ensure that pupils whom they judge to have particular talents and gifts are provided with additional learning opportunities to ensure that they are sufficiently challenged and extended.
32. The provision for pupils with special educational needs is good and the quality of additional support ensures that pupils have access to the full curriculum. Individual education plans are written clearly, have adequate detail and activities are matched accurately to pupils' needs. These plans are reviewed each term, and revised targets are set which are based on careful assessment of the pupils' progress. Additional activities, such as the 'pizza group', are organised well and provide effective support to pupils with limited language and social skills.
33. The curriculum for pupils with English as an additional language is much improved since the school's previous inspection. Teachers take care to brief learning support assistants who may work with the pupils concerned and this ensures that the pupils understand the learning that is planned for them.
34. Extra-curricular provision is satisfactory. Pupils are able to take part in a range of activities, such as the choir, football clubs, music lessons taught by outside providers and homework clubs. The curriculum for pupils is further enhanced by a programme of visits to support learning in various subjects. Pupils visit the Royal Opera House and visits to museums are a regular feature of school life. Many visitors attend the school, for example an artist in residence, to enhance the learning of the pupils. There is a very good, well-planned programme for the pupils' personal, social and health education. Proper attention is given to sex education and drugs awareness. There is considerable emphasis on citizenship; during the inspection week, pupils were involved in many aspects of this. Visits to the Tate Gallery, with which the school has very strong links, the Houses of Parliament and the Tower of London have taken place this year. The school has also introduced philosophy to the school curriculum. This encourages pupils to reflect on aspects of community life, such as bullying and friendship, and to reflect on the impact of their actions on others.
35. The school's provision for promoting the pupils' spiritual, moral, social and cultural development is good and compares favourably with the last inspection report. Provision for spiritual development is good. Assemblies, whether for the whole school or for the key stages, make a significant contribution to the pupils' spiritual development. In assemblies pupils are guided well to reflect on the theme of the week, which on the week of inspection was honesty. The atmosphere during the assemblies was pleasant, with pupils participating in activities, such as receiving monthly achievement awards in an orderly manner. Pupils are provided with regular opportunities to listen to music, particularly when entering the hall for assemblies. The study of religious education contributes well to the pupils' spiritual development, extending their understanding of world religions.
36. Provision for moral development is very good. Pupils have a very well-developed sense of right and wrong. The school's ethos and expectations create a good context for pupils to develop a point of



reference for moral values. There is a comprehensive behaviour policy which specifies the behaviour expected in a variety of situations and this is complemented by the school's inclusion policy. Throughout the school, posters displaying 'Thought for the Week' reinforce the school's expectations of good behaviour. There is an effective emphasis on reward for good behaviour; pupils who experience behaviour difficulties are able to measure their own improvement as they earn recognition for it. Pupils devise their own classroom rules and are encouraged to reflect on how their behaviour could affect others. During inspection week, in a philosophy lesson pupils were seen to debate the issue of war, recognising the importance of peace. They came to the conclusion that it is not religions that cause war, it is the people who cause war in the name of religion. They have the opportunity to talk about citizenship and learn how to take turns and express their opinion confidently, without imposing it on others. All adults working in the school present good role models of fairness, tolerance, kindness and good humour and pupils, especially the older ones, provide good role models for one another.

37. The provision for social education is good. It offers pupils a caring and supportive environment in which to thrive. Personal and social education is timetabled into the curriculum and circle times are used effectively to support social skills. There are extensive opportunities for pupils to work together in small and larger groups and to depend on one another to play their parts in a team effort. Older pupils are given considerable responsibility for the welfare and behaviour of younger pupils by acting as prefects. Pupils are expected to take their responsibilities seriously and they fulfil them very well. There is an enthusiastic school council the members of which carry out their duties responsibly. Pupils raise funds for charities such as the 'Jeans for Genes' and Red Nose Day, and in this way develop an understanding of the differing needs of other groups in society.
38. Pupils are provided with very good opportunities to develop their knowledge and appreciation of their own and other cultures. There is a wide range of cultural traditions within the school and pupils are given ample opportunities to share their experiences so that others can develop knowledge and understanding. Languages, other than English, spoken at home by pupils are valued and displayed on the doors of the classrooms and as a result, pupils are very proud of their own linguistic and cultural backgrounds. During registration periods pupils are encouraged to use one of these languages to respond ensuring that everyone knows it. There are very good displays throughout the school depicting the world religions of Islam, Judaism and Buddhism. Special celebratory days such as Diwali, Eid and Christmas give pupils a further insight into different cultures. They also had the opportunity to work with an African music group 'Venavi Drums' to play thirty different drums and prepare masks for the annual summer carnival in which they take part. Pupils have the opportunity to study English culture through visits to the local area, London and museums and Tate Britain. A project with an opera house and a visit to the Royal Ballet to see Swan Lake also enrich pupils' experience of English culture.

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

39. The school has continued to improve its care and assessment of pupils. The monitoring of the pupils' academic performance and personal development is satisfactory. The educational and personal support and guidance provided for the pupils is good, with some features that are very good.
40. Procedures for monitoring and improving behaviour are very good. The behaviour and anti-bullying policies are well embedded in school life and pupils are very clear about the consequences of their actions. They are motivated by the system of receiving marks for work that is done well and value the efforts that have been made to help them to settle arguments peacefully, for example through the use of mediators last year. Very good records are kept by class teachers of individual pupils' behaviour including, for example, the making of racist remarks. There are very good arrangements at lunch-times to ensure that the pupils play constructively with each other. The very well-trained and experienced support staff make a strong contribution, through a range of programmes involving work in small groups, to helping pupils with behavioural difficulties to develop effective strategies for improvement. The school makes good use of local specialist services to provide support for the few particularly challenging pupils.

41. Procedures for monitoring and improving attendance are satisfactory, although they are not yet successful in reducing the level of absence. The previous learning mentor was successful in raising attendance levels through a range of strategies such as targeting individuals and classes with the lowest attendance and giving rewards. There is now a new learning mentor who is making an effective start in her role of following up absences and liaising with parents; for example, she is helping a school refuser to start attending again. The school is working effectively with the education welfare officer in the local education authority's current campaign to reduce the incidence of lateness. The school's systems for ensuring that parents always provide a reason for their child's absence have not been sufficiently robust to bring down the high rate of unauthorised absence.
42. The school has a good range of strategies in place to raise the pupils' academic and personal achievements. These include, for example, the monthly award of achievement certificates for work in literacy and numeracy; the use of philosophy techniques to stimulate the thinking and discussion skills of more able pupils; and the extensive opportunities for personal development provided in personal, social and health education (PSHE), circle time and citizenship activities. Parents are pleased with the support that their children receive when they join the school, including those who are refugees.
43. The school's procedures for ensuring the welfare of its pupils are satisfactory with many strengths. Arrangements for first aid, fire safety, school security and child protection are good. Key staff are well trained and experienced. The pupils are well taught about aspects of healthy and safe living. The governing body does not review the school's health and safety policy annually, as required, nor ensure that formal risk assessments are carried out.
44. Special educational needs are identified at an early stage and progress is carefully monitored. Targets set in individual education plans are monitored termly and the plans revised. There are good links with outside agencies, and specific guidance is provided for staff working with those pupils with complex learning difficulties. Pupils who have statements of special educational needs are given very good support from their class teachers and from the learning support assistants. As a result the pupils have full access to the curriculum and their annual reviews show that they are making good progress. Pastoral care for pupils with special educational needs is imaginative and well organised. Small groups, for example the "pizza" and "messy" groups run by learning support assistants provide good opportunities for pupils to develop language and social skills.
45. The procedures for assessing pupils' progress and the use of the information gathered have improved since the previous inspection but there remains much to be done. The school has focused very successfully over the past two years on improving the use of assessment in English and mathematics and this aspect of the school's assessment programme is good. Results from national and optional tests are used to track progress and to set individual targets. The analysis of pupils' performance in the national tests is used well to identify specific areas of weakness for teachers to tackle in subsequent years. The teachers' marking of pupils' work is consistently good in all classes and as a result they have a good understanding of how pupils are doing.
46. Procedures for assessing work in science are satisfactory, but the information is not yet being used effectively because curriculum changes are not yet fully embedded. Assessment procedures are just being introduced in ICT and design and technology, but these are not yet being used effectively to track progress or to plan work. There are no formal assessment procedures in any other subjects: this is an area for development.

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

47. Parents have very positive views about the school. A good number returned the parents' questionnaire and expressed strong satisfaction, especially with the school's expectations which result in their children's good progress and behaviour. All aspects of school life were favourably viewed by at least 90 per cent of the parents. The few parents attending the meeting with the Registered Inspector were also very positive about the school.

48. Parents continue to receive good information about the school which is available in a range of languages. Newsletters are frequent and easy to read and include information about what the pupils are studying each term and the expectations for homework. Annual reports on pupils' progress provide clear information, especially about progress in English, mathematics and personal development. Areas for improvement in literacy and numeracy are outlined, which is an improvement since the last inspection, and individual targets are negotiated with parents at the consultation evening in November, when the home-school-child agreement is signed. Parents of children in all age groups, including the Nursery, have easy access to the staff at the beginning and end of the day or session. Appropriate meetings are held with parents when their children join the school, at whatever age. Information in the prospectus and governors' annual report is broadly satisfactory, but the governors' annual report does not fully meet the legal requirements for reporting on the targets and results of National Curriculum assessments of 11-year-olds or on the school's arrangements for pupils with disabilities.
49. Although parents are very pleased to send their children to the school, they are reluctant to get involved in helping the school with its work and the pupils' learning. This is unsatisfactory. Parents do not support the development of their children's reading sufficiently by listening to them read every evening at home and this slows down the progress that the pupils make. Parents, especially of younger pupils, do not always ensure that their children attend regularly and do not always provide a satisfactory reason for their child's absence. The school is unable to rely on regular help from parents, for example to accompany pupils on educational visits. This can result in support staff having to be removed from classrooms so that adequate supervision can be provided for trips. As reported at the last inspection, the school has tried various ways of involving parents including for example, the use of home-school reading record books, but these have had limited success. Parents are invited to meetings, with good attendance, for example, at class assemblies and special events, but attendance at activities designed to give them greater knowledge of the curriculum has been poor. A recent attempt to get parents and the wider community into the school to learn ICT at an adult evening class is gaining increasing interest. Governors are aware that more needs to be done to encourage parents to get involved consistently. Parents are not strongly encouraged to help in the Nursery, where the habit of supporting children in their learning could be developed from the beginning.

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

50. The school is ably led and managed. The headteacher provides very good leadership and enjoys the full support of the staff, governors and parents. Since the last inspection he has provided the school with a clear educational direction as it has worked hard to overcome the shortcomings noted in the previous report. Together with a hard-working and dedicated senior management team, he has a good understanding of what the school does well and what aspects of provision still need to be improved. The senior management team has been instrumental in moving the school forward since the time of the last inspection and the overall pace of progress has been good. The effective procedures have been employed to monitor teaching and learning have assisted greatly in improving teaching and have led to pupils' learning occurring at a faster rate – particularly in English and mathematics.
51. The senior management team meets regularly to review the school's work and this is the first stage in involving staff in decision-making. All staff are fully briefed and involved in discussions about policy and practice. This helps to bring about their shared and full commitment towards ensuring that the school's aims are met. The school's aims in relation to ensuring that all pupils, regardless of their academic or personal backgrounds are fully included in all aspects of school life, are fully met. This results in a high level of racial harmony.
52. Since the last inspection, the school has continued to experience some difficulty in recruiting and retaining staff, although this problem is not as severe as noted in the previous report. Nonetheless, some subjects are led by co-ordinators who have only just taken over responsibility for their management. The monitoring of teaching and learning is regular and closely linked to planned initiatives in the school improvement plan. The focus of this has been to improve the pace of pupils' learning in literacy and numeracy. The monitoring of teaching is largely undertaken by

the senior management team and the local education authority. The results are carefully evaluated and fed back to staff both in order to highlight strengths in teaching and identify where further improvements could be made. Co-ordinators are involved in evaluating learning through regular monitoring of the pupils' work and this is having a beneficial impact on teaching and learning; however, there is a need to strengthen their role to ensure that they have opportunities to evaluate for themselves the impact of day-to-day teaching in their subjects.

53. Good use is made of assessment information to plan improvements. Detailed analysis is undertaken of National Curriculum and other tests to indicate where pupils achieve well and what areas of learning need to be improved. Although these tests indicate that pupils' attainment is well below the national average, standards have improved greatly over the past few years with increasing numbers of pupils reaching the expected levels in the tests. The main difficulty for the school is that given this fact it is a challenging task to raise the number of pupils reaching the higher levels. Evidence indicates, however, that the school is starting to be successful in this.
54. While the governing body is involved in and fully informed about the life and work of the school, it is not fully effective in some aspects of its work. Governors meet regularly. Issues and policies are thoroughly discussed within the different committees and presented to the full governing body for further discussion and formal approval. A number of governors are regular visitors to the school and work alongside teachers in supporting pupils' learning. This helps them to gain a first-hand understanding of the quality of provision and day-to-day school life. Governors are involved in target-setting and are kept fully informed by the headteacher about the standards that pupils reach in national tests; however, the governors have yet to adopt the school's policy for the promotion of racial harmony. In addition, they do not undertake formal risk assessments of the school building and there are some omissions from their annual report to parents.
55. The school improvement plan is a good quality document that gives an accurate picture of the issues that the school needs to tackle in order to improve the pace of pupils' learning. The staff and governing body are involved in the drafting of the document which is done after full discussion. Timescales are clear, as are the financial implications of planned initiatives. Both the headteacher and senior management team carefully evaluate the progress made against the targets and, as such, the plan is very much seen as a working document and a useful reference point by which the overall progress of the school can be measured.
56. The management of special educational needs is good. Issues identified in the last inspection report have been tackled successfully. All support staff are now trained and specific guidance is provided for staff working with those pupils with complex learning difficulties. The special educational needs co-ordinator meets regularly with support staff and monitors provision closely. Individual education plans have adequate detail and are reviewed each term. Equally effective is the management of arrangements for pupils with English as an additional language. This was found to have shortcomings at the time of the last inspection, particularly in the scope given for pupils to develop their speaking and listening skills in everyday lessons. The school has effectively tackled this previous weakness in provision, with pupils making good progress as a result.
57. The procedures for overseeing and managing the school budget are very good. Historically the school has carried forward few funds from one financial year to the next, believing that its budget should be allocated for the pupils currently at the school. In order to achieve this, a careful watch is kept on all expenditure and the school is careful to ensure that various quotations are obtained and evaluated in order to get the best value for agreed expenditure. The headteacher and governors maintain a close overview of expenditure, and while some procedures are in place for measuring the cost effectiveness of spending, there are aspects of this which could be strengthened. For example, there are few measures in place for consulting with parents about major plans for development. The school-based bursar is very efficient in carrying out the day-to-day management of the budget.
58. The school receives additional funding from various sources. These include the Education Action Zone of which it is a member. Some of this funding is used to provide additional resources and personnel to enrich pupils' learning. These include a learning mentor and scope to provide older

pupils with a homework club. Additional support has been provided in the form of advice and equipment for ICT, and evidence strongly suggests that these additional learning opportunities for pupils have had a beneficial impact on their learning and their personal development. Pupils who are particularly talented are successfully identified by teachers and additional provision made through, for example, philosophy lessons in order to ensure that their skills can be extended.

59. The school makes good use of the grants given to the school to support the professional development of all staff. Teachers and support staff regularly attend courses, and the newly established links with a local primary school that has 'beacon status' make a good contribution to the staff's professional development. The school has responded well to the national initiatives in relation to performance management. The headteacher, owing to staff turnover, currently undertakes and manages this. The targets agreed by the headteacher and teachers are closely dovetailed to ensure that teachers' professional needs are met and the school's overall development is supported.
60. The provision of teachers has improved significantly since the last inspection and is now good. Through a very good programme of induction, training and support, primarily led by the deputy headteacher, the school has been able to recruit and retain a more stable team of teachers. Some of the teachers who came initially to the school lacking in experience or in qualifications for teaching in this country, have been helped to acquire the necessary skills and certificates and are now making a good contribution to the work of the school. There have still been some problems in appointing staff to middle management posts, such as science co-ordinator, and the Foundation Stage co-ordinator is on long-term sick leave. These difficulties continue to hamper the progress that can be made in developing some subjects and areas. Teaching and learning support assistants make a very good contribution to the work of the school and the progress that many pupils make. They are now very well trained and experienced, and are fully capable of meeting the different and sometimes complex needs of the pupils. They are used very well in classrooms and are highly skilled in running specialist support groups on their own or in pairs.
61. The accommodation is no longer adequate for teaching a curriculum suited to current educational practice. The school took appropriate action following the last report to install doors in the Reception classrooms to minimise interference to learning from noise; however, this highlights the very small size of the classrooms which are not suitable for teaching the Foundation Stage curriculum to thirty children. A number of other classrooms are also small, cramped, stuffy, awkward in size and lack access to water. These weaknesses limit the teachers' ability to implement the teaching and learning styles that would help the pupils to make better progress and, on occasions, to improve their behaviour. Two Year 1 classrooms have been extended recently and there is an appropriate programme of redecoration using funding from the New Deal for Communities. The school makes good use of the spaces available which are very well enhanced by stimulating displays. The Nursery is of a good size and there are secure outdoor play areas for the children in the Foundation Stage. Learning resources are satisfactory in all subjects and the provision of dual-language books in the library has improved since the last inspection.

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

62. In order to raise standards further, the headteacher, staff and governors should:
- (1) Raise standards in some subjects at Key Stage 2 by ensuring that:
- the programme of developing policies for those subjects that do not have one completed
  - pupils' skills in using a wider range of resources to develop their understanding of geography and history are developed
  - the development of pupils' research skills is continued.

(paragraphs → 8, 26, 27, 30, 120)

- (2) Develop assessment procedures for art and design, history, geography, music, physical education and religious education and use the information gained from these to plan the next steps in pupils' learning.

(paragraphs → 46, 110, 116, 120, 125, 137, 141, 147)

- (3) Develop stronger links with parents to enable them to play more of an active part in their children's learning and reduce the level of unauthorised absence.

(paragraphs → 17, 49, 69)

- (4) Work closely with the local education authority with a view to improving the quality and range of accommodation in those areas of the school where pupils' learning is impeded.

(paragraphs → 61, 67, 83, 98, 142)

The following less important issues should be included as part of the school's action plan:

- adoption of the school's policy for the promotion of racial equality by governors;
- development of governors' understanding of how to play a more active part in managing issues of health and safety and risk assessments.

(paragraphs → 43, 54)

## **PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

63. There are 239 pupils of minority ethnic origin of varying backgrounds. Some were born in this country and have varying levels of competence in English. Others, including some refugee pupils, have arrived directly from overseas, mostly with little or no English. Twenty-six pupils have been identified as those needing most support with English language. These pupils are targeted for extra help in groups. There is a full-time teacher, funded under the Ethnic Minority Achievement Grant (EMAG), with responsibility for co-ordinating the provision for EAL pupils from ethnic minorities and supporting teachers in developing effective strategies for teaching these pupils in their classes. Around five per cent of the pupils who enter the school with little knowledge and understanding of English are refugees.
64. Pupils with English as an additional language enter the school with well below average levels of attainment. The attainment of the minority ethnic pupils varies along the full range but, taken as a whole group, their attainment follows roughly the same pattern as other pupils in the school. In 2002, the percentage of pupils attaining the expected levels in Year 2 and Year 6 were similar to those with English as a first language, even though many entered the school with limited competence in English. As they move through the school, the pupils make good progress in their confidence and use of spoken and written English. This is directly as a result of the good teaching that many of the pupils receive and improvements since the last inspection in providing them with more targeted support. In addition, the school is more effective in monitoring the pupils' performance and providing additional support where it is found to be necessary.
65. The quality of teaching is good. The EMAG teacher works with pupils both in the classes and in groups outside the main lesson. She is in the process of establishing partnership teaching across the school and supports staff well in developing appropriate methods for supporting all bilingual pupils. Pupils are assessed effectively by a variety of means and for different purposes. In this way weak areas of learning are identified in individual pupils. The extended assessment scales developed by the Qualifications and Curriculum Authority are used to help to produce broad group targets for bilingual pupils in those classes where additional support is given. Lesson plans include specific attention to the needs of bilingual pupils. In many lessons pupils are provided with good opportunities to voice their opinions and discuss various issues. Teachers and learning support assistants respond by giving the pupils concerned good praise and this helps to boost their self-confidence in using spoken English. The school analyses pupils' attainment to check if

there are imbalances for particular groups such as ethnic minorities or girls and boys and this is distributed to teachers to help them cater for the most able pupils. It takes care to try to ensure that no pupil who is learning English as an additional language is wrongly assessed as having special educational needs.

66. The EMAG teacher manages the provision for pupils with English as an additional language well. The headteacher and senior staff show a clear commitment to ensuring that all pupils benefit fully from the education offered. There are practical policies on equal opportunities and multicultural education and anti-racism. The school acknowledges that it needs to systematically monitor and evaluate the effectiveness of these related policies. Teachers new to the school are provided with additional training to make them aware of the learning needs of the pupils. The school translates certain letters into a number of community languages and this helps to provide parents with up-to-date information about the school and how it relates to their children; however, there are few procedures currently used by the school to develop more effective ways in which the parents can assist their children in their learning and this restricts the pupils' progress in some areas – notably reading.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	39	21	3	1	-
Percentage	2	19	48	26	4	1	-

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)	43	415
Number of full-time pupils known to be eligible for free school meals	-	188

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register		59

English as an additional language	No of pupils
Number of pupils with English as an additional language	239

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	46

### Attendance

#### Authorised absence

	%
School data	4.0

#### Unauthorised absence

	%
School data	2.4



National comparative data	5.6
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National comparative data	0.5
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*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	34	30	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	24	32
	Girls	25	28	27
	Total	49	52	59
Percentage of pupils at NC Level 2 or above	School	77 (73)	81 (84)	92 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	23	21
	Girls	24	21	23
	Total	47	44	44
Percentage of pupils at NC Level 2 or above	School	73 (77)	69 (81)	69 (78)
	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	30	29	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	22	26
	Girls	20	20	22
	Total	38	42	48
Percentage of pupils at NC Level 4 or above	School	64 (63)	71 (51)	81 (65)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	22	22
	Girls	21	22	23
	Total	43	44	45
Percentage of pupils at NC Level 4 or above	School	73 (66)	75 (66)	76 (62)
	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	107	2	-
White – Irish	-	-	-
White – any other White background	16	-	-
Mixed – White and Black Caribbean	-	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	12	-	-
Asian or Asian British - Pakistani	46	-	-
Asian or Asian British – Bangladeshi	71	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	33	4	-
Black or Black British – African	70	2	-
Black or Black British – any other Black background	11	-	-
Chinese	-	-	-
Any other ethnic group	49	-	-
No ethnic group recorded	-	-	-

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 – Y 6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	21.8
Average class size	27.7

### Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	631

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	43
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	10

## Financial information

Financial year	2001/02
	£
Total income	1 339 067
Total expenditure	1 296 439
Expenditure per pupil	2 640
Balance brought forward from previous year	-37 536
Balance carried forward to next year	5 092

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	16

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	458
Number of questionnaires returned	176

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	2	-	1
My child is making good progress in school.	55	39	3	1	2
Behaviour in the school is good.	56	41	1	-	1
My child gets the right amount of work to do at home.	49	40	6	1	4
The teaching is good.	52	41	2	1	3
I am kept well informed about how my child is getting on.	49	42	7	1	2
I would feel comfortable about approaching the school with questions or a problem.	56	36	2	1	4
The school expects my child to work hard and achieve his or her best.	68	30	1	-	1
The school works closely with parents.	46	44	3	1	6
The school is well led and managed.	45	45	3	1	6
The school is helping my child become mature and responsible.	46	47	-	1	6
The school provides an interesting range of activities outside lessons.	34	47	5	2	11

### Other issues raised by parents

No other issues were raised by parents.

## **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**

67. The school has sustained the quality of provision for children in the Foundation Stage (Nursery and Reception) reported at the last inspection. The Nursery and the two Reception classes are all housed in the main building with easy access to secure, appropriately equipped outdoor areas. The outdoor areas are particularly well used, even in inclement weather. The two Reception classrooms are exceptionally small and although teachers have access to additional space both inside and outside the classroom, there are limitations imposed by this accommodation, particularly in whole class sessions. Resources in all three classes are adequate and appropriate.
68. Teaching is mostly good or better, although two of the lessons observed were unsatisfactory. The weaker teaching is in one class. Teachers plan carefully in line with the nationally recommended curriculum. Outdoor activities are included in the planning and, where relevant, the indoor curriculum is continued outside. Activities planned are generally of a high standard and appropriate for children in the Foundation Stage.
69. Children are admitted to the Nursery and Reception classes in September and January. The staff are sensitive to the needs of young children and admission arrangements reflect this; however, more could be done to involve parents in their children's learning. Assessments made by staff indicate that when the children enter the Nursery, generally at the age of 3, their attainment is below national expectations for children of this age. In English and in their social skills, their attainment is well below national expectations. Many come from homes where English is an additional language. By the time they enter Year 1, most have reached the standards expected nationally in all aspects of the recommended Foundation Stage curriculum except language and literacy, and their social development. This represents good progress.
70. Good provision is made for children with particular needs. Satisfactory systems of assessment are in place and these are used to inform the planning of activities. Currently, staff are investigating ways in which they can improve the quality of assessment information that they pass to Year 1 teachers when the children transfer to the next class. Support staff are well trained and make a significant contribution to the progress of the children. The Foundation Stage co-ordinator has been on long-term sick leave. In her absence the role has been undertaken by the deputy headteacher. She has provided effective leadership and management of the Foundation Stage, and together with all the staff has promoted the importance of this stage of the children's learning. New planning systems have been introduced, staff plan together and the production of a policy for the department has been identified as a priority.

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

71. Most children enter the Nursery with personal and social skills that are very much under-developed. As a result, considerable emphasis is placed on personal and social development in both the Nursery and Reception classes. Although most children do not reach the expected standards by the time they leave the Reception classes, they have made good progress. Teachers and support staff in both the Nursery and Reception classes are sensitive to the need to develop the children's confidence. The activities planned support the development of confidence and independence. The teaching in the Nursery is consistently good, and in one Reception class some very good teaching was seen. Staff are particularly aware of the significant number of children who find it difficult to settle into school routines. The Reception classrooms are particularly small so that dealing with the whole class in this aspect of the children's learning can be very challenging. Following a wet lunchtime for example, children in one Reception classroom found it very difficult to settle to a whole class activity. Children in all three classes are learning to tidy up and to take care of equipment. In the Nursery, children are learning to listen to others in group sessions. In the Reception classes, they are learning to take turns sensibly. The outdoor area is used well to support the development of these social and personal skills. Staff question and involve themselves with children during activities. Staff are also very aware of those children

who find it more difficult to share and take turns. Good social behaviour is recognised and praised. Staff intervene effectively, and provide good role models for children where necessary. The children's cultural and spiritual development is fostered through stories, assemblies and the general ethos of the classes. A particularly good aspect of this area of the curriculum is the way in which staff value the rich diversity of cultures within the classes and the school.

## **Communication, language and literacy**

72. Children are making at least good progress, although most are unlikely to achieve the standards expected in all aspects of language. The school has sustained the standards reported at the last inspection. Most children come to school from homes where English is an additional language. They are fluent in their mother tongue. Teachers and support staff in the Nursery and Reception classes focus on developing speaking and listening skills. Staff encourage children to answer questions fully, discouraging monosyllabic replies. In the Nursery, most children can recognise their name cards and some can identify the initial sound. Most children in the Reception classes can attempt to write their own names; the older and more able children can write their names legibly. A literacy lesson was observed in a Reception class; the teaching was very good. The lesson was based on the development of phonic awareness, follow-up activities were well planned and offered challenge to pupils at an appropriate level. Higher attaining children were able to work independently sorting pictures into a logical sequence. In the Nursery and both Reception classes writing is encouraged. In the Nursery, children are encouraged to use a writing area and to read what they have written to members of staff. Children were sending cards to the vet to thank him/her for making pets better. This related to the role-play area. Although in the Reception classes most children still need assistance to write, they are aware of where to start on the page. They hold their pencils correctly. A few higher-attaining children will attempt to write on their own. In both the Nursery and Reception classes, children are encouraged to take books home to share with their parents. In the Nursery, the book corner is well used and children are happy to share a book with adults. They understand that the pictures tell a story and can retell some of their favourite stories, for example, *'Where is Spot?'*. In the Reception class with the oldest children, higher-attaining children are beginning to read simple texts. In all three classes, reading is given a high profile by teachers. A very good library session was observed in one Reception class where children were learning to handle and enjoy books. As a result, the children appreciate books and stories.

## **Mathematical development**

73. Most children are likely to achieve the nationally expected standards by the time they enter Year 1. All children, including those with particular needs and those for whom English is an additional language, make good progress. Standards have been maintained since the last inspection. In the Nursery, the teaching observed was consistently good. The activities provided are appropriate and support learning in this area of the curriculum. Children are encouraged to identify simple shapes such as squares, triangles and rectangles. They sing number rhymes, count together, and many of their outdoor activities offer opportunities to develop their number skills. Progress in the Reception classes is uneven. One unsatisfactory lesson was observed. The teacher lacked class management skills. As a result, the children did not listen or concentrate and the lesson did not achieve its learning objective. In the parallel class, the teaching was good and the progress of the children reflects the quality of teaching that they receive. Good use is made of practical activities to support learning. In all three classes, mathematical language is introduced early. Children in the Reception classes understand 'bigger than', 'smaller than', 'heavier' and 'lighter'. Children can count up to fifteen with confidence; higher-attaining children can manage simple addition and subtraction in practical situations. Appropriate resources are available to support learning in the subject.

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

74. The school has sustained standards in this area since the last inspection. Most children are on target to achieve the standards expected of them by the time that they enter Year 1. A variety of activities is presented to the children in the Nursery to draw their attention to the world in which they live. The outdoor area is used particularly well to introduce children to the properties of water

and sand. In the indoor water tray, they learn to bath dolls; they know that the soap makes the water have bubbles and that soap makes your eyes sting. Children in the Reception classes do not have sand and water in their classrooms as the rooms are not big enough. They do have ready access to a suitable outdoor area and are able to develop their knowledge of water and sand activities outside. They are learning to look at materials and how they differ. They are introduced to simple mapping and are becoming familiar with their own locality. Children are learning to look at living things. During the inspection, they were learning about fish. They know that fish need water to live. The outdoor area enables them to see insects and birds in their natural habitat. Staff also make good use of this area to raise the children's awareness of the environment and why they should care for it. In all three classes, the children have access to computers. They handle the mouse confidently, know how to change the screen and to click, drop and drag the pictures.

## **Physical development**

75. At the time of the last inspection, children were reported as making good progress in their physical development. This position has not changed. Most children, including those with particular needs, are likely to reach the nationally expected standards by the time that they enter Year 1. The outdoor areas of the Nursery and the Reception classes are well equipped with appropriate resources. There is a variety of climbing apparatus and large wheeled toys. The areas are also partially covered by canopies and as a result they can be used in all weathers. More importantly, they are used at all times. In all three classes, children have many opportunities to run, jump, balance and develop ball skills. Children in the Nursery are learning to be aware of how to use space sensibly. In the Reception classes, children are learning to be more aware of the needs of others in the space around them.
76. One Reception class physical education lesson was observed in the Hall. The teaching was satisfactory. The children are learning to understand that exercise has an effect on their bodies and is good for you. They were able to lift a bench sensibly and to take turns to walk along it slowly. They responded well to the tambour used by the teacher to control movement in the warm-up and warm-down sessions.
77. In all three classes, teachers and support staff are very careful to teach the children the skills required, such as how to cut safely using scissors and how to use glue sensibly. Children with particular needs are involved in all activities.

## **Creative development**

78. Standards in this aspect of learning have been maintained since the last inspection. Most children, including those with particular needs make good progress and are likely to achieve the nationally expected standard by the age of five. Activities provided for the children when they enter the Nursery ensure that they receive a wide variety of experiences, which support the development of their creative skills. They handle paint and brushes with confidence. Role-play areas are provided; they are well used by the children. During the inspection, the role-play area was a vet's surgery. Creative activities are not so easy to provide in the very small Reception classroom. Good use is made of the wide corridors outside to compensate for these shortcomings. The children produce collage work of a high standard and they are very confident painters. They show considerable interest in and thought about their creative work.
79. Music is used well in the Nursery to support the children's learning. Suitable instruments are readily available to the children and they enjoy making music. They sing number songs and rhymes. One formal music lesson was observed in a Reception class, but this was a poor lesson. The teacher lacked the techniques to control the class and behaviour deteriorated to such an extent that learning was negligible. Developing the musical experiences for the children is an aspect of the curriculum that could be extended, particularly as it would support language development.

## **ENGLISH**



80. The results of the 2002 National Curriculum tests for Key Stage 1 (SATs) indicate that pupils reached standards that were well below the average in reading and below average in writing. When compared with similar schools, standards were average in reading and above average in writing. The results of the 2002 National Curriculum tests for Key Stage 2 indicate that pupils reached standards that were well below average when compared with all schools and average when compared with similar schools. Over time, the rate of improvement has been in line with that seen nationally and the school has raised significantly the number of pupils reaching the expected levels in the national tests over the past three years. The results in English were similar to those in the other two core subjects of mathematics and science.
81. Inspection findings reflect the test results for both key stages. The school has made good progress since the previous inspection when pupils' learning and the quality of teaching were judged unsatisfactory at Key Stage 2. The school has worked hard to remedy the shortcomings in the previous report and teaching is much improved. Initiatives such as developing pupils' literacy through the arts as well as ensuring that teachers and support staff devise interesting and varied opportunities to promote the pupils' speaking and listening have raised the pupils' achievement. As a result, all pupils, including those with special educational needs and those at the various stages of learning English as an additional language, currently make good progress. There is no significant variation in attainment of boys and girls in the tests and inspection findings confirm this.
82. Despite the good attention given to promoting the pupils' confidence and ability in speaking and listening, by the end of Year 2 and Year 6 attainment is still well below average for the majority of pupils, although progress is good. Opportunities are provided for pupils to speak in most subjects. In literacy lessons, pupils are encouraged to express their opinions about a story, for example. By the end of Year 2, however, most pupils still have difficulty expressing their views clearly and articulately. By the end of Year 6, most have developed more confidence in articulating their views to a wider audience. Some teachers make good use of educational drama to develop the pupils' speaking and listening skills, and teaching strategies such as 'hot-seating' develop pupils' ability to think and speak in role as other characters. Nonetheless, by the age of eleven only higher-attaining pupils are fluent and expressive in their speech.
83. The weaker feature of the pupils' attainment generally is that of reading. While the school places due emphasis on this aspect of the pupils' literacy development, standards remain well below average at the end of both key stages. By the end of Year 2, pupils have a weak understanding and ability to recall the main elements of the text that they have read and need considerable support from adults to enable them to understand an unfamiliar text. Few pupils have a secure awareness of the works of famous authors for children of this age or express opinions as to the reasons why they choose the books that they do. They are, however, enthusiastic about reading and very much enjoy having stories and poetry read to them. By the end of Year 6, the pupils' understanding of different genres is steady and pupils are, for example, able to give reasons why they prefer the work of one poet to another. Only higher-attaining pupils, however, have developed the skills of reading expressively, fluently and accurately. The pupils' ability to use information books to explore information and draw conclusions and inferences from this sort of reading is insufficiently developed. Given the low attainment of children when they enter the school, progress in reading across the school is satisfactory but hampered by several factors. Space in some classrooms is restricted and this reduces teachers' scope to create bright and attractive book areas and thus indicate to pupils the importance that books have in daily learning. Few classrooms have book areas which pupils can use to browse and read books at leisure and for pleasure. In addition, few parents regularly hear their children read at home; the school has yet to develop ways in which the partnership between home and school can be close and visible in order to support the pupils' literacy development.
84. From a very low starting point where children demonstrate a weak understanding and ability to write, pupils make good progress in this aspect of their literacy development as they move through each of the classes, but by the end of both key stages standards remain below expectations. There are particular strengths in how pupils present their work and in the quality of their handwriting. By the time pupils leave the school, many use pens for their work and are confident in using a joined script for much of their writing. Teachers have high expectations of the pupils in

this regard and they respond by developing a good understanding of the need to present their work neatly, recognising the impression that good presentation makes on the reader of their work.

85. By the end of Year 2, the pupils have a good understanding of the need to demarcate their work with full stops and capital letters and can explain when capital letters must be used. They are given good opportunities to write in different formats, and by writing in role as Goldilocks are able to construct a simple letter to the three bears thus developing their understanding of how writing is used for different purposes. As they move into and through Key Stage 2, pupils are given good opportunities to develop their ability to write in different ways. These include writing play scripts, poetry, arguments and imaginative story writing. By the end of Year 6, the pupils have a good understanding of the need to draft their work and can explain why editing and re-editing work are important parts of the writing process. Some scope is given for pupils to use word-processors for this but in the main, information and communication and technology in the course of daily lessons is underused to support the pupils' writing development. By the end of Year 6, pupils have a satisfactory understanding of the need to use paragraphs to structure their writing and to add other grammatical conventions such as speech marks when writing dialogue.
86. There are several factors that hamper progress in writing. These include the pupils' attainment in spelling which is well below average by the end of Years 2 and 6; however, the main hindrance to raising standards in writing is the pupils' generally weak vocabulary and the depth and quantity of what they write. As a result, the teachers have to work hard to develop the pupils' confidence and ability to use language in a way that enlivens and enriches their writing. Teachers are very aware of the need to stimulate the pupils' imaginations and general vocabulary and effectively promote pupils' understanding of the need to use interesting adjectives, similes, metaphors and other techniques in their work. Only higher-attaining pupils are able to produce writing that is sustained and imaginative.
87. The quality of teaching and learning is good at both key stages with some very good features. Teaching is much improved since the previous inspection when it was judged to be unsatisfactory at Key Stage 2. The teachers effectively plan the pupils' learning and good reference is made to the guidance materials in the literacy strategy. Good emphasis is placed on ensuring that pupils have good opportunities to develop their speaking and listening skills. Strategies such as pupils working in 'buzz groups' where they have to brainstorm and share their ideas make a good contribution to their confidence in talking – particularly by those pupils who are at the early stages of learning English. Lessons are well paced and teachers and learning support assistants work well with those identified as needing further support in order to consolidate their learning. Lesson objectives are clear and shared with pupils, giving them a good understanding of what they are expected to learn by the end of a lesson. These objectives are then reviewed with pupils at the end of lessons in order to help the teacher to gauge the extent of pupils' learning and identify any areas of difficulty. The teachers keep a careful note of this in order to revisit concepts or to plan the next steps in the pupils' learning. These assessments also help to form individual targets for pupils that are agreed and reviewed with them on a half-termly basis. This enables the pupils to focus on key aspects of their work that they feel they need to improve.
88. A key feature of teaching is the quality of marking. This is often detailed and specific to the lesson objectives. Teachers are generous in their praise and often acknowledge the effort and application many pupils put into their work; however, this is often balanced with very clear and pertinent comments as to how pupils might improve their work. Evaluation of pupils' work indicates that they do take careful heed of their teachers' comments and strive hard to build on the advice they are given.
89. The use of information and communication and technology is being developed to support pupils' English development; however, pupils do not always make sufficient use of computers in daily lessons to draft and edit their work and this is an area that has been identified for further development. On the other hand, the attention paid by the school to ensuring that literacy skills are promoted through other subjects of the curriculum is good. Pupils are provided with good scope to read and write in most other subjects. The subject makes a good contribution to the pupils' spiritual, social, moral and cultural development as they are provided with good opportunities to explore the works and writing styles of authors from other cultures.

90. There is good leadership and management of the subject. The co-ordinator has worked hard with her colleagues to remedy the shortcomings in teaching noted in the previous inspection. Assessment procedures are good and regular evaluation of pupils' performance in various tests is undertaken to highlight where pupils are achieving well and what aspects of learning need strengthening. There is close liaison between the co-ordinator and the co-ordinator responsible for overseeing the learning of pupils with English as an additional language. This enables the progress of pupils who speak different languages to be closely monitored. The monitoring of teaching is regular, although the headteacher and the local authority largely undertake this. There is a need to increase the scope and influence of the co-ordinator by providing her with more regular opportunities to acquaint herself with the quality of teaching in classes in addition to evaluating the outcomes of pupils' work. Resources are satisfactory with a suitable range of dual language books to support pupils' learning.

## **MATHEMATICS**

91. Standards in mathematics have continued to rise since the last inspection and the progress noted in 2001 has been maintained. The school has been most successful in increasing the number of pupils achieving the expected standards of Level 2 and Level 4 at the end of Years 2 and 6. At this level the school's results are close to the national average. The challenge now is to increase the number of pupils achieving at the higher Levels 3 and 5 and to raise the average test score. Results in national tests in 2002 showed overall attainment to be well below the national average, although matching that found in similar schools. Standards overall are continuing to rise, as a result of good teaching, but inspection findings indicate that they are still below average by the end of both Year 2 and Year 6. Nevertheless, pupils work hard and are achieving well in lessons.
92. Year 2 pupils have an increasingly secure grasp of place value and successfully solve simple problems involving addition and subtraction. They add and subtract multiples of ten and begin to apply this knowledge to solve problems. By the end of Year 2, the pupils work confidently with money and use a range of metric measures. Higher-attaining pupils begin to understand multiplication and division and work quickly and confidently. Support for lower-attaining pupils and those with special educational needs is good, and their books show good progress over time. Teachers are careful to plan a variety of activities to interest and motivate pupils in Years 1 and 2, although occasionally these are somewhat over-complex and take too long to explain.
93. By Year 6, the average and higher-attaining pupils have secure knowledge of their multiplication tables, and work confidently with fractions and plot co-ordinates in all four quadrants. Most pupils use a satisfactory range of methods to calculate answers mentally and a few pupils explain their working with assurance. The school is focusing on improving this aspect of the pupils' work, with some success, although there is still work to do before all pupils can describe their work confidently. Last year the school focused on developing skills in understanding word problems and it is important that the emphasis on this is not forgotten. All teachers are aware of the needs of pupils with English as an additional language and use concrete examples to reinforce their teaching. Subject vocabulary is carefully introduced and explained, benefiting all pupils. Detailed analysis of test results is beginning to focus on tracking the performance of pupils from different backgrounds, and pupils with English as an additional language tend to have more difficulty with word problems.
94. The quality of teaching across the school is good. All lessons begin with a mental and oral session and the pupils develop a sound range of methods. Methods of calculation are explained very clearly and teachers check pupils' understanding thoroughly before moving to the next step. Lessons build very effectively on work covered previously and material is carefully planned for less able pupils and for those with special educational needs, enabling them to gain confidence with new learning and to progress at the same rate as their peers. There is scope for some teachers to increase the challenge for higher-attaining pupils further. This was successfully achieved in a Year 6 lesson where some higher-attaining pupils moved quickly from practising a method of long multiplication to applying the method to solve problems. In some other lessons and in previous work such challenge is not always apparent. The final plenary session is used well in all classes

to consolidate learning and to extend the pupils' understanding. For example in a Year 2 lesson, pupils had worked on money sums where they added and subtracted multiples of ten. During the final whole class session the teacher asked pupils to apply this concept to working out dates.

95. Teachers' marking is very good and makes a strong contribution to individual progress over time. The pupils' work is always marked with care and comments are often detailed and helpful, giving clear guidance to pupils on how they can improve their work. The teachers have high expectations of pupils and standards of presentation are generally good. The pupils work neatly and take a pride in their work; their tidy presentation promotes accuracy during paper calculations. Lessons are well organised and the teachers manage classes skilfully, using the time effectively. There is a good working atmosphere in all classrooms; pupils start activities promptly and work hard. Many teachers give the pupils a clear idea of how much work they are expected to complete within a given time, and the pupils respond well to this. All pupils have individual targets to which they refer during lessons.
96. Provision for pupils with special educational needs is good. They are fully included in lessons, through carefully targeted questioning and activities matched accurately to their needs. Support assistants are effectively deployed and make a strong contribution to the progress made by individuals and groups of pupils.
97. The numeracy strategy has been implemented very effectively, and the subject is approached consistently across the school. Pupils have good opportunities to use their skills in other subjects, although there is scope to improve the graph work in science in Years 5 and 6. Information technology is used very successfully to support pupils' learning in most lessons. Most pupils are also involved in working on an individual mathematics programme, and their concentration when working independently is generally very good. In a very good Year 6 lesson the teacher used an interactive whiteboard skilfully, and the whole class session was very brisk and well presented.
98. Subject management is good and contributes to the steady improvement in standards. Mathematics has a high profile in the school: good work is valued and there are many displays of work in the corridors and classrooms. Assessment procedures are very good. Assessment information is now used effectively to organise groups and to provide individual targets for all pupils, enabling teachers to match work to the wide range of abilities in each class. Although staff and pupils cope well in the small classrooms, practical work is difficult to organise. Year 4 pupils working on capacity clearly lacked a background of practical experience and their understanding of this aspect of measurement was weak.

## SCIENCE

99. The 2002 teacher assessments for pupils at the end of Year 2 were well below those nationally and for similar schools, although the proportion of pupils gaining the higher Level 3 was similar to the national average. In the national tests taken at the end of Year 6 (Key Stage 2 SATs) in 2002, the pupils achieved results that were well below the national average but in line with the average for similar schools. The results were similar to those for English and for mathematics. The 2002 test results in science are similar to those at the time of the last inspection, having improved on those in 2001 when there was a dip in performance. The results represent unsatisfactory progress from the pupils' previous attainment in Year 2. This is largely because of the small proportion of pupils reaching the higher Level 5. Girls do better than boys in the tests by a margin greater than that found nationally.
100. Inspection evidence shows that, although standards in the current Year 2 and Year 6 are below national expectations, they are higher than those shown by the 2002 test results. This is because the teaching has improved since the last inspection. It is now good overall in Years 1 and 2, with some very good teaching, resulting in good progress for these pupils. The teaching of pupils in Years 3 to 6 is also more secure than previously and, whilst it remains satisfactory overall, some is good. No unsatisfactory teaching was observed at this key stage, as was the case in the previous inspection. The pupils in this age group make satisfactory progress overall.

101. Where teaching is good, the teachers have high expectations and the pupils respond very positively, eager to learn. In a Year 1 lesson on changing materials, for example, the teacher challenged the pupils to use the correct technical vocabulary when they were describing what happened to dough and plasticine after it had been heated. The pupils were well focused and made very good progress in their understanding of the effect of heat on different materials. The very positive relationships and attitudes to learning science observed in this session were a key feature in the vast majority of lessons seen during the week.
102. All teachers plan their lessons carefully to ensure that the pupils have a suitably broad experience across the science curriculum which builds up as they move through the school. As a result, the pupils in Year 2 are able to name the parts of the body, connect up a simple circuit and record their observations in simple tables. Higher attainers are able to write about their experiments independently. Older pupils in Year 6 have a deeper understanding of scientific ideas and are able, for example, to use switches in electrical circuits and recognise the effect of exercise on pulse rate. Whilst these older pupils are able to measure distance and time, recording their observations in tables, charts and graphs, the broader aspects of scientific enquiry are less well embedded, as the teaching of these skills is not being systematically planned for year on year.
103. In many lessons, the teacher's lively approach captures the interest and enthusiasm of the pupils. In a Year 5 lesson, for example, the teacher used a video of touch rugby to stimulate discussion on the effect of exercise on the body. The pupils joined in keenly and sustained their focus as the teacher then challenged them to undertake a practical exercise to investigate the changes in their own pulse rate. The good introduction, well-managed group activity and brisk pace generated by the teacher enabled the pupils to achieve well and make good progress in both their understanding of the impact of exercise on pulse rate and in their skills of recording. An assistant provided very good support to enable a boy with special educational needs to take an active part in the lesson and make good progress as well. In general, classroom assistants are providing good support, particularly for those pupils with special educational needs and English as an additional language, enabling them to participate fully in the lessons. The shared planning of the teachers and the support staff ensures that all pupils with particular needs make the same progress as other pupils in the class, which is always at least satisfactory. This is an improvement since the last inspection when pupils with English as an additional language were not progressing as well as they should.
104. The teachers provide good opportunities for pupils to work collaboratively in groups, which they do well. In most cases the groups are mixed-ability so that higher-attaining pupils can provide challenge and support for the lower-attaining pupils. Whilst this is a positive approach, which has many beneficial effects, including the social development of all of the pupils, it can limit opportunities really to challenge the higher-attaining pupils, particularly in the older classes. More focussed questioning is required to ensure that these pupils are fully stretched.
105. The teaching of language and number skills is satisfactory overall, and in some lessons they are developed well. Teachers expect the pupils to write down their observations and lay out their work carefully, which they mostly do. Frameworks are appropriately provided to support those pupils with weaker writing skills. The lack of a systematic approach to the development of scientific enquiry, however, means that there are missed opportunities to reinforce both basic skills and to strengthen the pupils' ability to consolidate their understanding of key scientific ideas. In some instances the teachers set up over-complex arrangements for practical work and subsequently have difficulty in tracking pupil progress. The use of ICT to support learning is improving through the use of databases and the Internet, for example, but more opportunities still need to be planned. The work in Year 4/5 on Black scientists has made a good contribution to the development of the pupils' cultural awareness.
106. There has been a high turnover of co-ordinators since the last inspection. For some of the time, the deputy headteacher has had oversight of the subject and has successfully secured continuity in its management. Monitoring of teaching and planning has been undertaken which has resulted in a change from a two-yearly to an annual cycle of planning. This action will ensure that pupils revisit important topics more regularly than they do at present so that they can consolidate and

develop ideas more systematically. The new co-ordinator has rightly identified that assessment and its use in science is also in need of improvement. Whilst there is evidence of good marking in the pupils' books and work is assessed termly, the information gathered is not being used sufficiently to inform future planning. Overall improvement since the last inspection is satisfactory.

## **ART AND DESIGN**

107. The last inspection reported that pupils met national expectations by Year 2 and Year 6. This position has not changed. There is, however, improvement in the standard of teaching seen since the last inspection. In six of the seven lessons observed, teaching was good; in the other it was satisfactory. Most pupils make good progress, including those with special educational needs. The subject has a high profile in the school and makes a strong contribution to both the development of language skills and the pupils' spiritual, social and cultural development.
108. During Years 1 and 2, pupils have good opportunities to explore a wide range of materials and are taught a variety of techniques. They work confidently with fabrics, paint and clay. The range of work created in an exhibition to celebrate the festival of Eid to which the whole school contributed is of a good standard. The teachers harness the pupils' enthusiasm effectively and lessons are well organised. Skills are demonstrated clearly, enabling all pupils, including those with English as an additional language, to understand what they will be doing. In two Year 1 lessons observed, both of which took place just prior to a visit to the Tate Gallery, pupils were studying ways in which portraits can be produced. In both lessons the teaching was good and the teachers took care to highlight the different ways in which an artist can use brushstrokes to produce hair in a portrait. Pupils were keen to observe the detail and were enthusiastic about the opportunity to see a range of portraits on the following day. In a Year 2 class, pupils were examining fabrics and how they vary in texture and how this will affect their use both in art and design and in everyday life. The teaching was good and the teacher established strong links with work that the pupils had undertaken in their science lessons. Art and design is used to support learning for small groups of children with special educational needs. A good lesson, led by support staff, was observed. Staff were very careful to develop speaking and listening skills during this session.
109. The pupils are introduced to a good range of different art and artists and their work. Regular visits to galleries, close involvement with the Tate Gallery Education Department, visits from artists and the good displays of art throughout the school ensure that the pupils are exposed to a stimulating environment. In two lessons observed in Year 3, pupils were looking at the work of Matisse. In both, the teaching was good and pupils were beginning to think creatively. They could talk confidently about what they were doing and they handled materials well. There are some good examples of water colour paintings in the style of Paul Nash and David Hockney at the upper end of the school. In a Year 6 lesson, a poem was being used to create a collage. The teaching was satisfactory and the teacher established the links between art and design and literacy. Sketchbooks are used throughout the school. In general, pupils are taught to practise and explore ideas and techniques before producing a final piece of work. Pupils use ICT to support their learning in art and design; throughout the school they make good use of the 'Dazzle' program.
110. The subject is effectively managed and good progress has been made since the last inspection. The school has successfully focused on raising standards in literacy through the arts. Considerable effort has been made to raise teacher confidence in the subject and to examine the cross-curricular aspects of art and design. This is reflected in improved standards across the curriculum. Displays reflect all aspects of the curriculum and the subject makes a good contribution to the spiritual, social and cultural development of pupils. In addition, parents have been involved in advising the school in relation to the Eid exhibition in the main hall. Areas for improvement such as developing assessment procedures and producing a combined arts policy, have been identified by the school. A continuation of the recent should ensure continued improvement in the development of the subject throughout the school.

## **DESIGN AND TECHNOLOGY**

111. Good progress has been made since the last inspection and the school is now fulfilling its statutory requirements to provide adequate teaching time within the curriculum for design and technology. In the lessons seen during this inspection, the teaching was good, enabling the pupils to achieve well.
112. Scrutiny of the pupils' work and the teachers' planning shows that the teaching is good overall in Years 1 and 2. As a result, the pupils are progressing well and reaching standards that are in line with national expectations. For example, by the age of seven, the pupils have been taught how to use basic tools and work with a range of materials such as wood, fabric and waxed paper in the form of straws and card. They are able to join and combine materials using tape, staples and glue.
113. The teachers plan carefully to ensure that the pupils experience the key elements of designing, making and evaluating within the design and technology curriculum. For example, pupils in Year 2 had been shown a range of models of winding mechanisms prior to undertaking their own design work. The teacher had introduced pulleys and the pupils used the term appropriately in their own planning documents. The carefully structured preparatory work enabled the pupils to construct their own winding mechanisms successfully. Some were quite sophisticated, with angled handles to wind up a carefully made bucket. The pupils had subsequently been given the opportunity to evaluate their work. Whilst the majority of pupils in Year 2 are progressing well in their making skills, there are some lower-attaining pupils who still require a great deal of support in cutting materials confidently and accurately.
114. The teaching in Years 3 to 6 is satisfactory overall and the pupils are making satisfactory progress over time, although standards in Year 6 remain below the national expectation. This is because these older pupils have only benefited from the improved provision for two years since the last inspection. The teachers for this age group appropriately challenge the pupils to design and make more complex artefacts such as quilts, slippers and musical instruments. They use a wider range of materials. The completed products, however, are not well finished and some of the joining techniques lack finesse.
115. In the few lessons observed, the teachers manage the pupils well and generate much enthusiasm for the subject. The pupils work collaboratively on their tasks, sharing materials and equipment sensibly. Visual stimuli are used effectively to support pupils with English as an additional language and those with special educational needs. For example, labelled pictures of the tools to be used are displayed in the classrooms so that the pupils can recognise them easily. The subject contributes appropriately to the development of language and number skills, although more could be done to challenge the pupils by an increased focus on accurate measuring and evaluation.
116. The leadership and management of the subject are good. The co-ordinator has identified areas for development and taken action to secure improvements, which has resulted in better provision and improved teaching and learning. She has recognised the need to establish effective assessment procedures which were not in place until recently. In order to build on the good progress to date, a policy needs to be drawn up which is underpinned by an action plan outlining the next steps to be taken to secure continued improvement in the subject.

## **GEOGRAPHY**

117. Provision for geography has improved since the previous inspection, and by the end of Year 2 pupils achieve standards in line with those expected at this age. Standards at the end of Year 6 are still below those expected because earlier provision for the older pupils has not given them a secure foundation of knowledge and skills. The quality of teaching has improved and is consistently good, and pupils are now making good progress.
118. Year 2 pupils show a good awareness of different places and successfully identify differences between aspects of their own lives and those experienced by a child in an Indian village. They use simple resources to answer questions and are becoming familiar with a range of maps. In a

thoroughly prepared lesson in Year 2, pupils of all abilities worked well in discussion groups and later on written tasks. The teacher questioned pupils skilfully, varying her questions to target pupils of different levels of ability and ensuring that all could take part. Written tasks were similarly varied, expectations were clear and pupils worked very well setting out their work neatly. Teachers build well on pupils' experience of different countries. For example, in a Year 1 lesson the teacher encouraged pupils to talk about Bangladesh and The Gambia and helped them to talk about the weather in those countries and the clothes people wear.

119. Progress across Years 3 to 6 has improved as a result of good teaching. Work covered within the past year shows that the curriculum is being covered adequately, although there is some evidence of repetition of topics as the new scheme of work is introduced. By Year 6, pupils have a secure understanding of topics covered recently, for example their work on rivers. Average and higher-attaining pupils use a small range of subject vocabulary in discussion, but their knowledge of places is limited. Although the pupils have studied another country and compared it with their own locality, they could remember little of this work. They are interested in maps but lack experience in using different scales. Lower-attaining pupils show limited understanding and were unclear about the difference between cities and countries. Recent work in the pupils' books and in the two lessons observed indicate that teaching is now more thorough. The teachers plan carefully to ensure that all pupils have full access to the curriculum. With encouragement, Year 5 pupils identified categories of water usage, and the teacher introduced and explained subject specific vocabulary such as 'transport' and 'industry'. He ensured that all pupils were fully included by adapting his questioning during the whole class introduction, and the activities were carefully varied to cater for the very wide range of abilities within the class. In a Year 4 lesson, additional provision for pupils with special educational needs was very good. Pupils worked hard in small groups to collect data on leisure activities and prepared tally charts. Support for bilingual pupils was very good, particularly for those beyond the early stages of learning English. The introduction to the lesson focused on establishing very clearly the difference between 'occasionally' and 'frequently' and checking that pupils understood. All pupils benefited from the high level of staff support in this lesson, and from the teacher's clear and systematic explanation of the data-handling method.
120. Management is now satisfactory. There is now a co-ordinator which is an improvement on the situation since the last inspection. The time allocated for the subject is now adequate, and the curriculum has recently been reorganised so that the school is in a good position to improve further. Although there is a clear outline framework to provide basic curriculum coverage, this needs some additional detail to ensure that geographical skills are systematically developed as pupils move from class to class. There are no formal assessment procedures and this is also an area for development. Information technology is used effectively in some lessons to enhance the pupils' learning.

## **HISTORY**

121. Owing to the school's cycle of topics, it was possible to see only two lessons in history during the inspection. Analysis of the pupils' previous work, school documentation, and discussions with the co-ordinator and Year 6 pupils provided further evidence. This shows that as at the time of the previous inspection, standards at the end of Year 2 and Year 6 are below those expected nationally. Standards, however, have improved slightly since the last inspection when they were well below the expected level. The school has improved the quality of the curriculum for pupils in the subject and has strengthened links between history and other subjects to enable pupils to explore certain topics and themes in more depth. As a result, standards in the subject are improving, but the work that the school has undertaken has still to impact fully in order for pupils to reach the standards expected for seven and eleven-year-olds. The progress that pupils currently make, including those with special educational needs and English as an additional language, is satisfactory.
122. By the end of Year 2, pupils know about the life and times of a small number of people, how they lived in the past and why they are so renowned. They know, for example, that Guy Fawkes is remembered for his part in the Gunpowder Plot and that this event is now remembered on Bonfire



Night. Weaknesses in attainment remain in the pupils' ability to remember and recall events from the past and what sources of evidence could be used and evaluated in order to draw conclusions about how people in the past lived their lives.

123. As they move through each of the classes in Key Stage 2, the pupils develop some understanding of events in British history, but their generally weak skills in retaining this information hinder the overall pace of their learning. In Year 3 they show some understanding of the life-style of the Romans and Celts, comparing their dress, transport, food and houses. Few, however, are able to give clear explanations of the impact that the invasion of Britain by the Romans had on the people of the time and how the Roman way of life has impacted in various ways on the way that people live their lives today. By Year 6, pupils study how transport systems have developed since Victorian times with reference to their local area and understand that forms of transport have changed over time; however, the volume of work produced by pupils is very limited and indicates that pupils have a generally weak understanding of the impact that the development of Victorian society has had on life in Britain today. Pupils have explored the lives and times of famous people from different cultural backgrounds such as Martin Luther King and know that these people's views and beliefs had a strong impact on the lives of people in the time in which they lived. By the end of Year 6, pupils have developed some understanding of how facts and information about life in the past may be gathered. Year 4 pupils, for example, have used ICT to explore the Internet as part of their topic on Ancient Egyptians and such work has contributed well to their general understanding of the topic. In the main however, pupils have generally weak research skills and this too limits their learning in the subject.
124. Only two lessons were seen during the inspection; in these lessons teaching and learning were satisfactory in one lesson and good in the other. The limited number of lessons seen during the inspection makes it difficult to give an overall judgement on the quality of teaching. In the lessons seen, teachers demonstrated good subject knowledge and understanding and used a range of methods to promote the pupils' interest and curiosity about life in the past. In one Year 6 lesson for example, pupils were given scope to discuss why railways are an important form of transport and reflect on what it might have been like to travel relatively short distances in a city without railways. Pupils became excited and talked about what it may have been like to ride a 'penny farthing' or ride in a stagecoach to travel away from Plaistow. Pupils made good gains in learning about what life in Plaistow may well have been like for the inhabitants in the Victorian times.
125. The arrangements for assessing pupils' progress and attainment are unsatisfactory, making it difficult for teachers to know the precise stage of pupils' development and to plan learning in order to build on what pupils know, can do and understand in history. Resources are adequate to teach the history curriculum and they are used satisfactorily to support learning. The provision of visits to museums and visitors to enrich the history curriculum is satisfactory. The co-ordinator has a sound understanding of her role; however, it is under-developed in relation to monitoring and evaluation of teaching and learning in the subject and this makes it difficult for her to get a clear idea of teaching and the pace of pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. The school has continued to strengthen its provision of ICT and has made good progress since the last inspection. The quality of teaching has improved and is now good in Years 1 and 2, enabling the pupils to learn skills quickly and make good progress. In Years 3 to 6, the teaching is satisfactory overall, whilst some of it is good and the pupils in this age range are now making satisfactory progress. Although standards remain in line with national expectations throughout the school, the pupils now display a broader range of skills and confidence when using the computers, as the teaching is more consistent across the classes. The use of ICT to support learning in other subjects has improved but remains variable. There are examples of good practice, most notably in mathematics, but opportunities are not fully exploited elsewhere.
127. The teachers now show greater confidence when working in the ICT suite as a result of the training that they have received. They plan lessons carefully in line with the local authority scheme, which is based on national guidance. This ensures that the pupils experience all aspects of the ICT

curriculum, which becomes progressively more challenging as they get older. As a result, the pupils in Year 2 are able to log-on and log-off, retrieve work that they have saved and write simple text. They can also use the mouse and cursor keys confidently to search databases for information. Older pupils have been taught how to construct more sophisticated databases and undertake multi searches of the data in place. They can also communicate using e-mail and interrogate the Internet to gain access to both visual and written information, which they can copy and paste into new files.

128. All teachers manage the pupils well in the computer suite and the good relationships established mean that the pupils work collaboratively on the machines even though the space is cramped, particularly for the older classes. The pupils enjoy their lessons. Demonstrations are used to good effect to ensure that the pupils are clear about what they have to do. In a Year 1 class for example, the teacher showed the class how to use the search facility during their work on databases. The pupils watched eagerly and the teacher's clear step-by-step approach meant that they were able to follow her instructions with confidence and successfully undertake the process when they returned to their own machines. During this session the teacher also fully exploited another, simpler approach, which had been discovered by one of the pupils. She did this by challenging the class to choose their own method to find a birthday date as quickly as possible, which they did enthusiastically.
129. Support staff have also received training and they provide good support for the pupils with special educational needs and English as an additional language, ensuring that they progress as well as the other pupils in the class. The teachers now ensure that all of the pupils are fully occupied during their lessons in the suite, eradicating a weakness identified in the previous inspection. The pupils are set an appropriate range of tasks of increasing difficulty. There are, however, some missed opportunities to challenge the higher attainers by directing them straight away to the more complex tasks.
130. The introduction of the interactive white-boards has contributed significantly to the ICT provision within the school. These were used to particularly good effect in a Year 6 lesson on spreadsheets. The teacher used the whiteboard in the classroom to demonstrate the programme with help from two pupils who confidently inputted data in front of the class. The pupils were then able to input their own data on the computers, total the figures and display their findings graphically. The teacher challenged them to add to the spreadsheet which they did successfully, with some higher-attaining pupils displaying three sets of data on the same graph. All pupils made good progress. The whiteboard was then used effectively to summarise the findings and demonstrate how to calculate averages, which some pupils found difficult.
131. The use of ICT lessons to develop language and number skills remains sound. More needs to be done to ensure that spelling skills are reinforced when the pupils are searching for information on the Internet or inputting data. Similar consolidation is needed when pupils are using spreadsheets.
132. The leadership and management of the subject are satisfactory at present and improving. The co-ordinator, who has only been in post for just over one term, has quickly established needs within the subject and taken appropriate steps to improve the provision. She has rightly focused on ensuring that systems are functioning appropriately and has worked closely with the local authority to do this. Problems with the whiteboard in the ICT suite are being dealt with as a result. Assessment procedures have remained a weakness but a system for assessing pupils' attainment levels is now in place. There is a clear action plan and the school is well placed to continue to improve provision and standards.

## **MUSIC**

133. At the time of the last inspection, insufficient music was observed for any judgement about standards or teaching to be made. Concerns were noted about the overall provision for the subject. Attainment now is in line with national expectations by Year 2 and Year 6. In the

lessons observed, pupils were making at least good progress and the teaching seen was of a high standard.

134. In a Year 1 lesson, pupils were learning how to control pulse in music. The lesson moved at a brisk pace and the teaching was good. The teacher used taped music to support the learning and the quality of her questioning moved the learning forward. A singing session led by a teacher from the Newham Music Academy was of a very high standard. Pupils are learning to sing in two parts, to think about the rhythm and pace of music and to be able to perform accordingly. Both lessons stimulated pupil interest in the subject. Notation is introduced where relevant.
135. An excellent music lesson was observed in a Year 4 class. Pupils were learning to explore rhythmic patterns and to use known songs to develop control of beat and rhythm. Pupils were able to identify quavers and crochets; they understood the symbols for a quaver, crochet and minim rest and they learned what an 'ostinato' is during the lesson. The classroom was very small, but the pupils sustained concentration throughout. They used instruments to support their learning sensibly and showed respect for each other when listening to their peers. The teacher had very good knowledge of the theory of the subject, excellent class control and had a very good balance between instruction and practical activities. Years 3 and 4, and Years 5 and 6 had combined singing lessons led by a teacher from the Newham Academy. They are learning about syncopation, melodic shape and pitch. Progression can be seen in the confident way in which the older children sing in parts and their increased understanding of rhythm and beat. The teaching was excellent; the teacher has very good management skills and moves the lesson at a brisk pace. The music chosen, for example, *Everyone Loves Saturday* appeals to the pupils and they join in with enthusiasm. All class teachers participate in the singing sessions.
136. A range of music is used in assemblies, but no singing was observed in assembly during the inspection. Several pupils receive violin tuition from a visiting teacher and piano tuition has been introduced this term. Pupils also have opportunities to attend the Royal Ballet to see appropriate productions, for example *Swan Lake*. Musical groups are also invited in to support learning in the subject. In recent months the *Venavi Drum Group*, a brass group and an Asian group have visited and worked with year groups throughout the school. There is a school choir which is trained by a teacher from the Academy. Concerts are performed to parents at Christmas.
137. Currently, the subject is without a co-ordinator and is being managed, very effectively, by the deputy headteacher. Following the last inspection, the school recognised the importance of raising the profile of music throughout the school and employed support from the Newham Music Academy. The specialist teaching is having a beneficial impact on standards in the subject and is increasing teacher confidence. The school has identified the development of assessment procedures and the production of a combined arts policy as priorities. The time allocated to the subject has been increased and overall there has been satisfactory improvement since the last inspection. If the improvement is to be maintained and standards are to rise, assessment procedures should be introduced and provision carefully monitored. The subject makes a positive contribution to the pupils' spiritual, cultural and social development.

## PHYSICAL EDUCATION

138. Pupils' overall attainment is in line with national expectations at the end of both Year 2 and Year 6. Pupils of all ages and abilities, including those with special educational needs and English as an additional language as well as higher-attaining pupils make satisfactory progress in all aspects of the physical education curriculum. The school has successfully overcome the shortcomings in the previous report that related to the provision of swimming. All pupils now have regular access to swimming in Years 3 and 4. No judgement is offered on the pupils' attainment in games as this element of the physical education curriculum is covered at a different time of the year. There is no difference between the attainment of boys and girls.
139. By the end of Year 2, pupils have a satisfactory understanding of the need for physical exercise and of the need for warm-up exercises in order to limber the muscles prior to commencing their formal work. Pupils are able to move around the hall when undertaking gymnastic work and are

able to change speed, height and the direction of their work. They are mindful of the need for others to have space to perform their own work. Most pupils are able to construct a simple sequence of movement and are keen to listen to the instructions of their teachers in order to improve their work. Pupils are given pointers for improvement and most pupils are keen to apply these in their work.

140. By the end of Year 6, most pupils reach the national expectations in swimming and a good number of the pupils exceed them. In gymnastics, pupils are able to produce sequences that require them to work at different heights and to make full use of the space in the hall as well as resources such as mats. The pupils demonstrate a satisfactory understanding of concepts and techniques such as balance and how this may be achieved using different parts of the body or equipment such as physical education benches. Pupils work well in small groups and are prepared to listen to the ideas of their classmates as they put together sequences of movement by working in groups. Pupils enjoy their dance work and very much enjoy creating short sequences of dance in response to a piece of music. In one lesson seen during the inspection for example, Year 5 pupils worked conscientiously to produce a short piece of dance movement by listening to a piece of music that was of Red Indian origin. The resulting work produced was highly creative involving them working collectively. Discussions with pupils indicate that they have a good understanding of the principles involved in teamwork and of the need to observe the rules of a game and rules that are important in team games.
141. The quality of teaching and learning at both key stages is satisfactory. Teachers are enthusiastic about the subject and this has a positive impact on the pupils' own approach to the subject which is good. Where the most effective teaching takes place, teachers give good feedback to pupils and invite them to comment on the work of their classmates so that their performance may be boosted. Some teachers often use the pupils themselves to demonstrate particular skills, and good scope is given for pupils who have worked in groups to show their work to their classmates. Generally lessons are well organised and for the most part pupils are well managed; however, in some instances some pupils find it difficult to co-operate with others and the teachers have to work hard to convince these pupils of the importance of working in collaboration with one another. At present, there are no procedures in place for teachers effectively and consistently to assess the pupils' performance in the subject with a view to using the information gained to plan their subsequent learning. This limits the impact of teaching as teachers are not always sure of the standards individual pupils have reached when planning their learning.
142. The co-ordinator has only just taken over responsibility for managing the post. At present, she is still ascertaining from her colleagues what aspects of provision need to be strengthened. Staff have highlighted the need to boost their knowledge and understanding of how best to teach dance and the expertise of a teacher from the local secondary school has been sought to work in the school to demonstrate effective dance teaching. The school is a member of the School Sports Co-ordinator Programme and this has helped to provide pupils with further opportunities to take part in sporting activities with other schools. The school's accommodation for the subject is quite limited. While the size of the two halls is adequate for pupils in Key Stage 1, the same hall for older Year 6 pupils is not. Staff are highly conscious of health and safety requirements when undertaking physical education lessons. While there is no school field of any useful size, the outside playground areas are used to support physical education work in the summer months as well as allowing for the provision of a Sports Day.

## **RELIGIOUS EDUCATION**

143. Attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Standards have been maintained at the same level since the last inspection. At the last inspection, not all elements of the locally agreed syllabus were fully covered. The school has now remedied this issue. Pupils with special educational needs and those with English as an additional language make good progress in gaining the knowledge and understanding of world religions.

144. Pupils in Year 2 make satisfactory gains in learning about Christianity. They listen to stories from the Bible such as the story of *Joseph's Coat* and discuss the implications of jealousy with reference to their own experiences. For example, one pupil explained how jealous he was of his little sister who received a great deal of attention from his parents and that now he knows that his parents love him too. Pupils in Years 3 and 4 learn about Hinduism and the religious symbols, such as the puja tray and incense burner. They know that Hindus believe in many gods or deities and that they pray in a shrine, a special place in a Hindu home. Pupils learn to respect the environment and to recognise how human beings depend on the natural world. They also know about the different symbols of Judaism and learn that Jewish people pray in a synagogue. By the end of Year 6, pupils gain good knowledge and understanding of other major world religions, such as Islam and Sikhism as well as extending their knowledge of Christianity. They explore the implications of some of the beliefs in these religions, such as the Five Pillars of Islam and the Ten Commandments. They respect the rights of people to hold different views and beliefs and understand that religious buildings give us information about what people believe and feel about their religions.
145. Overall, the quality of teaching is good. Most lessons are characterised by the teachers' secure subject knowledge that is effectively communicated to pupils and enhances their understanding. The teachers make skilful use of questioning to help pupils recall facts from the current or previous lessons and to give pupils from different religious background opportunities to share their experiences. This has a positive impact on developing the pupils' skills and confidence in speaking and listening skills as they are encouraged to articulate their views to a wider group. Resources are used well to help pupils to remain focused on a topic, which results in their being well behaved and attentive during lessons. Good links are made with other subject areas to promote understanding. For example pupils in Key Stage 2 produced works of art as a way of exploring and celebrating the festival of Eid. Much of the pupils' resulting work has been attractively displayed in one of the school halls, which has helped to raise the status that religious education has in the school. Some teachers make use of ICT to promote pupils' understanding by allowing, for example, pupils to explore the Internet to gather information about different faiths and festivals. In the main, however, the school could make greater use of ICT in daily lessons both as a means of promoting greater understanding and to further develop pupils' literacy skills. Overall, the teaching of religious education makes a sound contribution to the pupils' literacy.
146. Both assemblies and the effective PSHE lessons reinforce and enhance the pupils' spiritual, moral, social and cultural development and make a good contribution to religious education. The school, as a way of extending the curriculum to pupils, has introduced philosophy classes for some pupils in Key Stage 2. In these lessons, pupils discuss issues of a moral nature that have clear links with religious education. For example, pupils have discussed quite deep concepts such as 'Is there life after death?' and lessons such as these add much to the pupils' moral development. The pupils' individual needs are met and the teachers' caring and positive approach builds up the pupils' self-confidence by ensuring that all are involved in the lesson.
147. The management of the subject is good. The co-ordinator has a good overview of the subject. Assessment procedures are, however, insufficiently developed. As a result, it is difficult for teachers to know the precise stage of the pupils' academic development in the subject and plan the next steps in their learning. Resources have been audited and updated and those such as books and artefacts are good. Progress of pupils in the subject could be further enhanced through more visits from representatives of other faith communities.