

# INSPECTION REPORT

## **DREW PRIMARY SCHOOL**

Silvertown

LEA area: Newham

Unique reference number: 102717

Headteacher: Ms Caryn Metzger

Reporting inspector: Martin Beale  
19385

Dates of inspection: 7 – 10 July 2003

Inspection number: 246234

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Wythes Road  
Silvertown

Postcode: London  
E16 2DP

Telephone number: 020 7476 1727

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Appropriate authority: The governing body

Name of chair of governors: Mr Denis Shea

Date of previous inspection: 9 May 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19385	Martin Beale	Registered inspector	Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? What should the school do to improve further?
8992	Julian Vischer	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents and pupils?
23413	Robert Allen	Team inspector	Special educational needs English Music	How good are the curricular and other opportunities offered to pupils?
18370	Kevin Johnson	Team inspector	Foundation stage Science Art and design Design and technology	How well is the school led and managed?
23588	Charanjit Ajitsingh	Team inspector	Educational inclusion English as an additional language Geography History Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

This is an average-sized primary school, with 239 boys and girls in the main school and a further 50 children attending part-time in the nursery. The school is operating in unfavourable circumstances and has struggled in recent years to recruit permanent teaching staff. There is high pupil mobility and only a half of the last Year 6 had started at the school in reception. Over half of the pupils are entitled to a free school meal. A high proportion of the pupils are from minority ethnic backgrounds, the largest group at 25 per cent being of black-African heritage. Roughly 40 per cent of the pupils have English as an additional language, and 36 pupils are at an early stage of learning English. The main first languages spoken are Bengali, French, Arabic and Yoruba. There are 38 refugee children, with no single dominating country of origin. The proportion of pupils with special educational needs, including statements, is close to the national average but attainment on entry to the school is very low. The school moved into new purpose-built accommodation at the start of the summer term 2003 after a delay of two terms and will take in about 150 pupils in September 2003 from a local primary school that is closing.

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

The school is providing a satisfactory quality of education for its pupils and gives sound value for money. Pupil mobility and staff changes both adversely affect standards and test results. Standards are well below average, but good progress from a low base is made in the nursery and satisfactory progress thereafter. Under effective leadership and management, the school has eliminated its serious weaknesses and is generally successful in its aim of being educationally inclusive. Teaching is satisfactory, overall, with many very good features, but these are not sufficiently consistent for the pupils to make the more rapid progress needed to raise their attainment significantly.

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

- The leadership of the headteacher and governing body has been instrumental in the school's improvement in the last two years.
- Very good provision for pupils with special educational needs is enabling them to make very good progress towards their targets.
- The children are given a very good start to their education in the nursery.
- Procedures to improve attendance have met with considerable success.
- Highly effective use is made of new technology to support teaching, learning and the smooth management of the school.
- The pupils' personal development and their care and safety are given good attention, and their moral and social development is promoted very well.

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

- Although pupils mostly make at least satisfactory progress from a low starting point, standards are well below average particularly in the key areas of English and mathematics.
- Teaching, although improved and now satisfactory, is not of a sufficiently high standard to move the pupils forward as rapidly as is needed.
- Pupils make unsatisfactory progress in physical education in Years 1 to 6.
- The school has not developed a sufficiently close working relationship with parents.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Improvement, overall, since the last inspection in 2001 is good. The school has tackled its main weaknesses with success, but academic standards have risen only slightly. Attendance and punctuality have improved considerably, as has the quality of teaching. More teaching is very good and excellent and much less is unsatisfactory. The school day has been extended and the curriculum shortcomings have been largely dealt with, particularly in religious education, information and communication technology (ICT) and the Foundation Stage. There is a much sharper focus, both on



monitoring the work of staff and planning to tackle any identified weaknesses. Governors now play a much more active role in helping to shape the school's direction. These factors and the appointment of a full complement of permanent staff for September 2003, place the school in a secure position to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E*	E	C
mathematics	E	E*	E	C
science	E	E	D	B

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

Year 2 results improved in reading and writing in 2002, but were still well below average. They fell in 2003. By contrast, results in mathematics improved significantly in 2003 having been very low the previous year. The teacher assessments for pupils in science were well below average in 2002 and little changed in 2003. Year 6 test results improved in 2002 from being in the lowest five per cent of schools in 2001. Overall, results were well below the national average and close to those in similar schools. Science results were better than English and mathematics because more pupils achieved the standard expected of 11-year-olds. Year 6 test results have fallen slightly in each subject in 2003 and the school has not achieved its targets for English and mathematics. In spite of this, many pupils have made good progress from their earlier Year 2 test results.

There has not been a pattern to any variation in the overall performance of boys and girls in recent years, although in 2003 boys achieved much lower results than girls in Year 6 tests. Where there has been a significant difference in performance is that white-UK boys have achieved much lower results than others. This pattern was also evident during the inspection.

Children make good progress from a low base during their time in the Foundation Stage, although few achieve nationally expected standards by the time they enter Year 1. The pupils' speaking skills and their ability to communicate are limited and develop only slowly as they move through the school. This severely hinders the progress that they make in all subjects. The pupils mostly achieve what might be expected from their low base-line, but progress is not sufficient to raise overall standards significantly. Standards are well below average in English and mathematics throughout the school. They are well below average in science at Year 2 and are below average by Year 6. One feature of test results at Year 2 and Year 6 is that not only do substantial numbers of pupils fail to achieve nationally expected standards but very few exceed these levels. This was also evident during the inspection and higher-attaining pupils are not consistently achieving the standards of which they are capable. Pupils with special educational needs make very good progress towards their individual targets. Pupils mostly achieve satisfactorily in other subjects, with the exception of physical education where they do not achieve as well as they should. Attainment in art, design and technology and music is close to expected levels throughout the school as it is in ICT and religious education by Year 2. In all other subjects attainment is below expected levels.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen to learn and they participate enthusiastically in lessons.
Behaviour, in and out of classrooms	Pupils behave well at break and lunch-times and they move around the school in an orderly manner. Behaviour in lessons is more varied. Most pupils behave well but a small number can be restless and take up a disproportionate amount of staff time in dealing with them.
Personal development and relationships	Relationships are warm and friendly. Pupils undertake their responsibilities well, for example, when older pupils help younger pupils to read.
Attendance	Authorised and unauthorised absence has fallen. Attendance is close to the national average and pupils are mostly punctual when arriving at school.

Pupils generally respond well to the school's policy that they should make the right choices about their behaviour.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

Teaching and learning have improved considerably throughout the school and are now satisfactory. Teaching is most effective in the nursery. English teaching is good and mathematics teaching is satisfactory. The pupils' learning is promoted well by highly effective support staff and innovative use of ICT. Literacy and numeracy are promoted well. Many teachers seek to develop the pupils' speaking through skilled questioning, but this feature is not common to all classrooms. Assessment information is used well so that planning and the subsequent methods and activities chosen are generally pitched at different levels; however, while this supports the learning of pupils with special educational needs and English as an additional language, higher-attaining pupils are not consistently targeted and extended. In many cases a highly productive atmosphere has been established because staff have clear expectations, which they reinforce and are accepted and understood by the pupils. This is not the case in all classrooms because some teachers are not always on top of minor background chatter or are inconsistent in their application of expectations. Teachers use review sessions at the end of lessons to get the pupils to reflect on what they have learned but do not use marking as consistently as they could to analyse errors and help the pupils to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The broad and balanced curriculum promotes the school's aims of meeting the learning needs of the pupils successfully. Links with the community are used well to extend pupils' learning.

Provision for pupils with special educational needs	Pupils' needs are assessed thoroughly at an early age. Well-organised support is focused effectively to meet the targets identified for individuals and their progress towards these is rigorously monitored.
Provision for pupils with English as an additional language	The specific needs of early learners of English are carefully assessed, their progress tracked and provision carefully targeted to maximise their language development. There is not sufficient focused support for more fluent English speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Staff promote the pupils' personal development well. Moral and social development is given very good attention. Cultural awareness is developed well and the pupils are helped to understand the characteristics of the diverse society in which they live. Spiritual development is satisfactory.
How well the school cares for its pupils	Staff know the pupils and their particular needs well. The school promotes the health, safety and well-being of its pupils successfully.

All National Curriculum requirements are met. The curriculum in the Foundation Stage is planned carefully to meet national requirements and benefits from the links made between each area of learning. The school has rigorous and successful procedures to promote good attendance but has not established a close partnership with parents, few of whom contribute significantly to the life of the school. Productive links have been established with other schools in the area, including the secondary school to which most pupils transfer.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a very clear direction for the school. She is ably supported in managing the changes that have secured the recent improvements by increasingly effective senior staff and co-ordinators.
How well the governors fulfil their responsibilities	Governors have introduced good practices under the astute leadership of the chair so that they can set appropriate challenges, provide support for these to be achieved, monitor progress and help to shape the next steps in the school's development.
The school's evaluation of its performance	Thorough processes have been introduced to monitor the work of staff and to ensure that management decisions are informed by an evaluation of test and other data.
The strategic use of resources	The high level of funding has been used very well to meet the school's main priorities of a teaching assistant in each classroom and developing the use of new technology.

Staffing levels are good and the high quality of the teaching assistants is a valuable and effective investment. Learning resources are good, overall, with particularly high quality ICT equipment and hardware. The new accommodation is very good, although it has some shortcomings. For example, the ICT suite is too small. Staff make very good use of new technology to support the efficient management and administration of the school. Sound use is made of the principles of best value to inform spending decisions.

## 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>• They report that their children like school.</li><li>• They believe that teaching is good.</li><li>• They feel that their children are making good progress.</li><li>• They find staff approachable and helpful.</li><li>• Parents are very pleased with the way in which the youngest children have settled into school.</li><li>• They judge that staff expect their children to work hard and to do their best.</li></ul>	<ul style="list-style-type: none"><li>• Several parents would like to have more information about what is being taught.</li></ul>

The inspection team supports the parents' favourable views of the school, although evidence is that teaching and progress are satisfactory rather than good. Inspectors also concur with the parents' wishes to have more information about the subjects that are being taught.

## **PART B: COMMENTARY**

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

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

1. Standards, as measured by test results and from the work seen in books and during lessons, are well below average. A substantial number of the pupils are working at a level below that expected for their age in English, mathematics and science. Very few pupils exceed expected levels. However, in most cases the pupils achieve satisfactory standards when their prior attainment is taken into account. Attainment on entry to the school is very low and there are other important factors that need to be taken into account when considering the standards that the pupils achieve and the progress that they make. Pupil mobility has resulted in the higher-attaining pupils leaving in many year groups to be replaced by pupils who do not attain nearly as well. A further significant factor is the large number of staff that have taught some classes over the last few years. This has been very unsettling for many pupils and has been of particular significance in the current Year 5. The school will be fully staffed with teachers on permanent contracts from September 2003, which should help to bring some stability to the school. Other disrupting influences have been the move to the new school building, following several delays, and the arrival from September 2003 of a large number of pupils from another local school that is closing.
2. There is a high proportion of pupils with English as an additional language, many of whom are at an early stage of learning English. Funding for these pupils has only been devolved directly to the school for the last year. Early learners are given good support and generally develop English language skills quite rapidly, to the point where they become reasonably fluent. It is at the stage before full fluency that their progress slows. On average, they achieve lower standards than others because of this. Once fully fluent many are amongst the highest attainers in their classes. Of the most substantial minority ethnic groups, pupils of black-African heritage generally do better than others. It is boys of white-UK backgrounds who do not do nearly as well as others in general. Each year group has quite a different balance of pupils, but standards are lowest in those where there are high proportions of white-UK boys.
3. As a result of the well directed additional help they receive, and the supportive nature of the school community, and of their own generally good motivation, pupils with special educational needs make very good progress from their different starting points.
4. One particular success for the school in recent years has been the progress made in improving provision for information and communication technology (ICT) and the subsequent improvement in standards. The school has high quality resources for teaching and learning. The use of interactive whiteboards in each classroom gives pupils virtually continual access to new technology. Their basic skills are developing well and they apply these to support their learning in many subjects. Attainment is close to that expected nationally by Year 2, but is still below expected levels by Year 6 because these pupils have benefited for a smaller proportion of their school careers from the improvements in provision.
5. The overall attainment of the children when they enter the nursery is very low. Very few have secure communication skills and many are not used to working in a social setting. They also have quite limited understanding and experience of the world around them. Their language and number skills are weak. Relatively few have the skills that would be seen elsewhere by children of this age and very few exceed these levels. The children receive a very good start to their school life in the nursery and make good progress in all areas of their learning. The provision in the nursery and the teaching are both very good. Very close attention is paid to tackling all of the weaknesses in the pupils' attainment through a wide variety of creative activities. All staff pay particular attention to promoting the pupils' speaking skills and their personal and social development. This pays dividends, particularly for the pupils with English as an additional language, who have access to very good staff models of spoken English. Many parents commented on how well their children settle into the nursery and the calming influence this has

on their behaviour. Progress is not as rapid in the reception classes but is still at least satisfactory. Even so, few pupils are likely to achieve the standard expected by the Foundation Stage curriculum, by the time they enter Year 1, in all areas of their learning. Crucially, although most pupils have made good progress, their language and number skills remain well below expected levels. The school is highly effective in diagnosing at this early stage the learning difficulties of pupils with special educational needs and initiating support to meet their particular targets.

6. National Curriculum test results for Year 2 pupils have fluctuated in recent years. This is due, as much as anything, to variations in the make-up of each group and their attainment on entry. Reading and writing results improved in 2002, but were still well below the national average. Reading results were above similar schools and writing results were close to those in similar schools. There was little high attainment in writing but slightly more in reading, although only one pupil exceeded the standard expected of Year 2 pupils and that was in reading. Results in both areas have fallen in 2003, with again very little high attainment and large numbers of pupils failing to achieve the expected Level 2. Mathematics results have followed the opposite pattern. They fell in 2002 and were very low when compared with the national average and well below results in similar schools. As with the other two tests, there was relatively little high attainment. Results have improved considerably in 2003, although only two pupils have managed to achieve Level 3, a higher standard than is expected for their age. Teacher assessments in science in 2002 were well below the national average and showed little change in 2003.
7. The inspection evidence is that while pupils' achievement in Years 1 and 2 is satisfactory in comparison with their prior attainment, standards in English and mathematics are well below the national average by Year 2. Pupils make satisfactory progress in science, but, as with the other two core subjects, standards are well below average by Year 2. The two year groups are different in some respects and the pupils in Year 1 are generally a more able group. Teaching is satisfactory, overall, but there is not enough that is good or better to raise standards at the rapid pace needed for the pupils to reduce the gap so that they fall behind the national average. As in the nursery, teachers concentrate on developing a range of language skills and progress in English is good. One difficulty this year has been the need to teach some pupils in a mixed-age class of Year 1 and Year 2 pupils. This is not ideal and will not be necessary next year with the arrival of the pupils from the school that is closing.
8. Of the other subjects, pupils achieve well in both art and design, music, design and technology and religious education and attainment is close to expected levels in each. Achievement is satisfactory in geography and history, although overall attainment is below expected levels. The weakest subject beyond the core is physical education, where pupils do not make sufficient progress and many had below average skills in the aspects observed during the inspection.
9. In spite of improvements in National Curriculum test results for Year 6 in 2002, results were well below the national average in English and mathematics but close to those in similar schools. Science results were better; they were below the national average but above results in similar schools. Year 6 test results have fallen in all three subjects in 2003, although most pupils have made at least satisfactory progress from their earlier Year 2 test results. In many cases they have achieved better results than might have been expected from their earlier standards. One significant factor that needs to be taken into account when analysing these results is that the current Year 6 contains a much greater number of pupils of white-UK backgrounds than in previous or subsequent years. These pupils have, on average, made slower progress than pupils from other backgrounds. Standards in the current Year 6 have also suffered from staff changes in recent years. Furthermore, only 19 pupils remain from the 49 who took tests in Year 2. Those who have left the school were on average higher attaining than those remaining while those who have joined subsequently achieved lower results on average.
10. Inspection evidence is that standards are well below average by Year 6 in English and mathematics but below average in science. The pupils are making sound progress in Years 3 to 6 in mathematics and science, and progress is now good in English. As in Years 1 and 2,

teaching is broadly satisfactory but this is not sufficient to raise standards as rapidly as needed if the pupils are to close significantly the gap with national standards.

11. Standards and the pupils' achievement vary slightly in the other subjects. Art, music and design and technology are the high points, as at Year 2. Standards by Year 6 are close to national expectations in each subject and the pupils are achieving better work than might be expected from their prior attainment. Pupils are achieving at a satisfactory rate in geography, history and religious education. However, attainment is below expectations in each subject. The weakest subject by Year 6 is physical education, as it was at Year 2. The pupils do not develop skills at a reasonable rate and standards are below average. For example, several do not achieve the standard expected in swimming by the time they leave the school.
12. Progress has been made since the last inspection in 2001. There is no longer the underachievement found then. However, the pupils need to make more rapid progress if they are to raise their standards substantially from the low base on entry. In particular, the school needs to extend those capable of higher standards and to tackle the low attainment of white-UK boys.

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

13. Pupils' have good attitudes to school in all year groups, and relationships between staff and pupils and pupils themselves are good. Although many pupils always behave well there are regular occurrences of inappropriate behaviour by some, but the picture is satisfactory, overall. These standards represent an improvement since the last inspection, when instances of bad behaviour were more serious. The positive attitudes are mirrored in the attendance figures which are now in line with the national average. In the Nursery attitudes, behaviour and relationships are very good.
14. Pupils settle quickly at the beginning of the day to the brisk registrations before starting lessons. In most lessons, the pupils' constructive attitude and involvement help the learning process and pupils often try hard even when they are not sure of the aim of the lesson. They talk keenly about the school and are enthusiastic about the new building. They are self-confident and involve themselves well working independently or in pairs and groups. Pupils in all year groups take pride in carrying out their responsibilities, but especially girls in Year 6. They are keen to assist in the functioning of the school and enjoy the extra opportunities afforded them, for example, as playground buddies or lunch-time readers with younger pupils. They perform these duties conscientiously and with enthusiasm. These pupils are quickly becoming mature and responsible individuals. Pupils in all year groups are keen to earn rewards and keep a close eye on their tally. They look forward to celebration assemblies when they can share their achievements with other pupils. In the Nursery, children play and socialise very well with one another.
15. Behaviour, both in lessons and around the school, although satisfactory, would be improved if some of the older pupils were more self-disciplined. This applies to all of the ethnic groups but does apply to boys more than girls. The number of fixed-period exclusions is broadly average. There were no incidents of bullying, sexism or racism seen during the inspection, although these do form part of the bad behaviour log for some pupils, but again not from any one particular ethnic group. In lessons, there is often an undercurrent of restlessness amongst pupils of any age group. In assemblies, by contrast, behaviour at all ages is often good. Pupils behave well at lunch-time, taking their turn in the dining-hall and requiring little direct control. Children in the Nursery can be very well-behaved, for example, whilst waiting to be picked up at the end of session they sit very patiently and quietly.
16. The majority of pupils with special educational needs demonstrate positive attitudes to the school. They are keen to learn and generally behave well in lessons. It is evident that they feel valued by their teachers, teaching assistants and other pupils. A small number misbehave, usually because they are frustrated at not being able to progress as fast as they would like, or for reasons which come from sources beyond the school's control.
17. Relationships between older pupils and younger ones are particularly strong. The playground buddies and the lunch-time readers, who tend to be girls, invest heavily in these roles with

consequent advantages for both their own and younger pupils' personal development. Although these pupils are not from any particular ethnic group the white population is less well-represented. Pupils unselfconsciously help others during lessons but at the same time produce their own work from their own ideas. This was evident in a Year 3 design and technology lesson where the range of products was markedly broad. Pupils have a good understanding of the impact of their actions. They show a high regard for one another's feelings and religious beliefs, which is especially evident in assemblies or when large numbers are gathered together. These good relationships lie at the heart of the happy atmosphere of the school. Children in the Nursery are often very considerate of others and bond very closely with their teacher and adult carers.

18. The attendance figures have improved significantly since the time of the last inspection and have improved further this year. Unauthorised absences are high, but again it is a significantly improving picture with falling rates. Similarly, pupils' punctuality has improved, partly because of the introduction of the popular Breakfast Club.

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

19. Teaching and learning have both improved substantially since the last inspection and are now satisfactory. This is as a result of the focus placed on monitoring the work of staff and providing support, guidance and further training where necessary. Some of the staff who were not particularly successful at the last inspection taught very good lessons this time around. Much more teaching is now good or better and much less is unsatisfactory. There remains a large proportion of the teaching, which, while satisfactory, is not of a sufficiently high quality to move learning forward as rapidly as is needed for pupils to overcome weaknesses in their skills, particularly in literacy. The challenge now facing the school is to turn the high proportion of satisfactory teaching into good, so that learning can be more rapid.
20. The best and most consistent teaching is in the nursery, although there were some examples of excellent teaching in Years 3 to 6. The teaching of both English and music is good throughout the school. Teaching is satisfactory in all other subjects, although teachers do not provide sufficient opportunities for the pupils to develop their skills of scientific enquiry sufficiently. Literacy and numeracy are both taught well: the structures of the national strategies are implemented effectively. Pupils with special educational needs are fully integrated into all lessons. Although they may sometimes be withdrawn for special teaching, this is much to their benefit and is carefully controlled. The teaching of these pupils in lessons is generally good, and teachers take account of specific needs in the work that they provide, ensuring that while it is challenging, it is appropriate. Teaching assistants are very aware of the needs of individuals, and they work very well in partnership with teachers. The support provided is guided by each pupil's individual education plan. These are of very high quality, not only describing problems and setting targets, but providing detailed stratagems and advice on how difficulties may be tackled.
21. Teaching assistants make a highly effective contribution to the pupils' learning in most classrooms, not just of the pupils with special educational needs. They are suitably involved in lesson preparation and, as a consequence, are fully aware of the role they are to play at any particular time. They have established a close working relationship with both the class teachers and the pupils. They are actively involved during whole-class teaching sessions, often sitting next to designated pupils on the carpet and giving them support and encouragement so that they are fully included in the lesson. Their support for individuals or groups undertaking activities is also of a high quality. They know the pupils well and get the most from them. They have been trained to support pupils with English as an additional language, a function that they also carry out well.
22. Teaching in the nursery is very well planned to make the maximum use of every learning opportunity. Staff work well as a team and know the needs of the children well. Relationships are warm, supportive and highly productive. Two particular sessions were of note. Highly effective teaching of a music session was well focused, had creative activities and the children responded to the praise and encouragement from the teacher. A story-time session was also very



impressive because of the seamless relationship between the staff, the enthusiastic, very patient and well-behaved children and the developmental nature of the story.

23. Lessons are carefully prepared and well-resourced in the rest of the school. Objectives for learning are clear and are often displayed and shared with the pupils so that they know the purpose of the lesson. These objectives are sometimes reviewed at the end of the lesson, but pupils are generally not involved sufficiently in evaluating the progress they have made. The marking of pupils' work is an area that also needs to be improved so that the pupils can see clearly the mistakes that they are making and how they might be eliminated. In many cases marking is no more than ticks and crosses, which may be accompanied by a brief remark. This is not sufficiently diagnostic nor does it provide the pupils with targets for their improvement. Too often, mistakes are repeated and not followed-up by staff. In some cases, work with mistakes was marked as correct. One particular weakness from the last inspection has been tackled successfully. Teachers now use assessment information well to inform their planning so that methods and activities are matched well to the capabilities of most pupils. The targets for pupils with special educational needs are tackled successfully, as are the needs of most pupils with English as an additional language. Where more work is needed by staff is in planning to challenge and extend the pupils who are capable of higher attainment. On some occasions the work for them is repetitive or can be finished with little effort.
24. Teachers make particularly good use of the resources available to them and in particular the interactive whiteboards in each classroom. Virtually all lessons seen during the inspection had been prepared using the interactive whiteboard. This acted as a very good focus for the pupils and enabled the lesson to move forward smoothly. Some staff are still coming to terms with the most effective way of using this valuable resource, in particular, being unsure of where to position themselves if the pupils are sitting on the carpet. With more experience matters such as this can be easily eliminated. Most teachers also manage the behaviour of the pupils in their classes well by applying the school's guidelines rigorously; however, in some cases these are not utilised effectively and staff have not fully established a calm working atmosphere. In these classes the teachers either allow background chatter or have to stop their lessons to get the pupils' attention.
25. The most effective teachers are highly skilled in their use of questioning and in the lively and imaginative manner in which they teach whole classes. These features are evident in some, but by no means all classrooms. Questions were well worded and probing as the teacher made the pupils think deeply in a Year 6 geography lesson. The teacher made very good use of the interactive whiteboard and prepared pictures to demonstrate river erosion. Excellent questioning elicited good responses in a well-focused literacy lesson in Year 5, where the teacher's brisk style drove learning forward at a rapid pace. Language skills were low but progress was made in evaluating a persuasive writing text. Questioning was clear, probing and reacted well to the pupils' responses. Skilful questioning was coupled with firm and brisk teaching of a Year 4 English lesson looking at persuasive language in advertisements. The teacher had a firm insistence on good behaviour. The teaching assistant's contribution with a higher-attaining group was well directed and highly effective.
26. Two particular lessons seen were of the highest quality, utilising many of the qualities described above. Firstly, teaching was excellent in a Year 4 mathematics lesson because of the highly productive atmosphere that had been generated by the teacher and her assistant. Activities were very well planned and prepared. These focused sharply on the pupils' needs and benefited from high quality support. A fast pace to learning was generated in a calm and orderly manner with the teacher's high expectations promoted, shared and understood by the pupils. An excellent Year 6 music lesson was interesting and motivating. The teacher's collaborative style retained the pupils' attention and helped to provide a friendly environment for learning in which he could share his enjoyment of music. Planning was excellent in developing skills progressively. The teacher built in opportunities for appraisal and evaluation during the lesson and in a very well-handled review session at the end.

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

27. The curriculum is good, overall, as is the provision for the pupils' spiritual, moral, social and cultural development. All statutory requirements are met. The national strategies for teaching literacy and numeracy are well established, and the curriculum, overall, is broad and generally balanced. This represents a significant improvement since the last inspection.
28. Curriculum planning is now good, and the overall curriculum map is a detailed and effective document which provides a good overview from which mid- and short-term plans may be developed. The length of the school day is now in line with national guidance. All subject policies are in place, and schemes of work are drawn from the National Literacy and Numeracy Strategies, the local agreed syllabus for religious education, a commercial music scheme, and – for the other subjects – guidance provided by the Qualifications and Curriculum Authority (QCA). Further work needs to be done in order to develop from these sources schemes of work which are more precisely tailored to the needs of the school. As new staff are appointed to the positions of subject co-ordinators, it is planned to extend their role so that teaching of subject content is monitored more comprehensively.
29. The promotion of literacy throughout the school through the National Literacy Strategy is good. Teachers use the strategy well; it is supporting the pupils' progress well. In other areas of the curriculum, the picture is less consistent. Key words are on display in most classrooms. In some subjects, appropriate vocabulary is encouraged, but this is not systematic. Similarly, chances for continuous writing in subjects like history, geography, religious education and science are often missed. In its attempts to improve pupils' literacy, the school quite rightly places a high priority upon social and communication skills, by expecting pupils to listen carefully and to speak thoughtfully. Some very useful approaches - like the signing, or the dramatic work of Drew pupils, together with those shortly to join the school - have been developed, but there is still a need for further strategies, particularly in drama, in the provision of formal speaking opportunities, in recording experiments, situations and events in other subjects than English, and in the extended promotion of reading for pleasure.
30. Numeracy is promoted well, but does not have the same high profile as literacy. The staff use the framework of the National Numeracy Strategy to good effect, but the pupils' basic number skills develop only slowly from a low base. Mental recall of number facts is slow and the pupils do not apply readily, when calculating, the variety of methods that they have been taught. Sufficient attention is now paid to providing the pupils with opportunities to apply their mathematics to solving problems and simple investigations, but more needs to be done to promote numeracy consistently within other subjects.
31. The provision of clubs and other extra-curricular activities is currently confined to football and cricket. Nevertheless, the Breakfast Club is a valuable and supportive aspect of the provision, particularly as other activities are added to it. The curriculum is enriched by visits to places of interest, and, for Year 6, a residential visit to an activity centre.
32. Provision for equality of opportunity is good. Pupils have full access to the curriculum and the support provided in class is very good. Because of the very good knowledge of individuals, which teachers and teaching assistants apply, the provision for pupils with special educational needs is of high quality. While the school has compiled a register of gifted and talented pupils, there is currently no systematic or extended provision for them; this is left to individual teachers.
33. Personal, social and health education is provided for satisfactorily through class discussion, in science, and an agreed programme of sex education and drugs awareness. A strong feature of social education seen during the inspection was the preparation that pupils received in anticipation of the forthcoming arrival of pupils from another school when it closes. Groups of pupils from each school met in the school hall for a session by trained facilitators, involving role-play and dance.

34. The local community makes a very strong contribution to pupils' learning. There are good links with various Dockland groups, and the school participates well in combined sports activities, and in the Carnival. Particularly impressive is the support provided by volunteers who hear pupils read or act as number partners, coming from a major local company (which also provides financial support) and from the police force. Visitors enrich the curriculum, from organisations like the Fire Brigade and the Docklands Light Railway.
35. Links with partner institutions are very good. The link with the major local secondary school smoothes pupils' progress into the next stage of their education. There is close and mutually supportive liaison with other primary schools, sharing information, training and resources, and these advantages are further enhanced through membership of the Education Action Zone.
36. The provision for the pupils' spiritual development is satisfactory. There are moments for reflection, thought or prayer in each assembly, but they seem more businesslike than spiritual. Nevertheless, there are moments of spirituality, as when pupils share their own music-making, or are invited to look at the clouds. A strong feeling of spirituality came from the joy pupils in Year 2 felt when they were being taught signing by a teacher from the local authority's support service, supported by the teaching assistant operating the class's own puppet. They were overjoyed by the experience – which held their attention for a long time – and at the end spontaneously burst into a song, the words of which they signed. The way in which the school emphasises that all individuals are cherished also contributes to some spirituality, but spiritual development is not a routine part of planning.
37. Pupils are encouraged to develop a strong moral awareness, and the provision is very good. They are reminded that they have choices, and that what they choose is up to each individual – but there is a right choice and a wrong choice. Many pupils enter the school with very little moral understanding, but they very soon understand the part they have to play in making right decisions. This is because of the very good role models that all the adults in the school provide. In their expectations, they establish a strong and supportive moral environment in which pupils may develop their moral characters securely.
38. Provision for pupils' social development is also very good. In its priorities for children, the school recognises that many of them come into education from backgrounds with some social deprivation. There is an insistence upon mutual respect – between pupils and between pupils and teachers. There is good sharing between ethnic groups and between boys and girls, and pupils support each other through a 'buddy' reading scheme, and as peer mediators. The school council has a significant role to play in the school's life, and the headteacher, governors and management team take account of its views.
39. Cultural development is promoted well, and provision for it is good. Displays around the school of items associated with world religions, African musical instruments and art, kites and fabrics from Asia – promote multicultural awareness. There are performances by visiting musicians. Religious festivals, like Christmas, Diwali and Eid are marked as special occasions in the calendar. However, the school is not well supplied with books in other languages than English, or with the dual text books which pupils may share with non-English speakers at home. What the school does in multicultural terms is done well as a series of individual initiatives, but ongoing and systematic celebration of diversity has yet to be developed.

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

40. The school takes good care of its pupils. Their welfare and safety are promoted well as is their personal development, which is based on fostering good behaviour and attitudes to school life and the taking of personal responsibility. This contributes well to the standards of pupils' attitudes and behaviour and consequently to their all-round development. Their academic support is covered satisfactorily through assessment procedures. This is an improvement since the last inspection.

41. Child protection procedures are good. In addition to standard procedures, notes are kept of the minor observations which may prove useful in future cases. The school also benefits from regular visits from the Educational Welfare Service. Health and safety procedures are good. Frequent monitoring of the buildings and site are carried out, both by the local education authority, as it is a new building, and the building contractors themselves, who are still under contract. Procedures are also effective because the school has an experienced caretaker who understands the seriousness of a particular fault or potential hazard. Very good first aid provision ensures that pupils are treated effectively for injuries, and that pupils with medical conditions are well-supported. A good proportion of staff are trained for first aid. The level of supervision in the playgrounds is good because adults are supplemented by older pupils whose 'buddy' roles with younger pupils extend to a general level of care for them. Transfer arrangements for older pupils are good. Year 6 pupils feel confident about moving on to their next school. Very effective arrangements operate in the Nursery for parents to be able to support their children.
42. The school offers good educational and personal support and guidance for all pupils. Staff are approachable and build very good relationships with pupils. They are patient and listen well; as a result pupils are ready to talk to them if a problem arises. The behaviour policy sets out a clear foundation for expectations of good behaviour and the consequences of not living up to them. This emphasises that pupils should take responsibility for the choices that they make. These operate consistently across the school. They could be improved if more rigour was applied to the point at which the offender is deemed to have crossed the line. The anti-bullying policy is integrated into this approach and pupils of any ethnic group or ability feel they can go to any adult with a complaint and they will be listened to. Incidents are well monitored through the 'Restart' programme records. All pupils are encouraged to perform well or improve their behaviour through a good system of awards and achievement certificates. The school also re-awards certificates to pupils gained through outside agencies in front of the school community to foster self-esteem and confidence.
43. Procedures for monitoring and supporting the pupils' personal development are good. The various opportunities offered to pupils to take responsibility around the school, especially in Year 6, reflects the school's acknowledgement of the important contribution pupils can make both to their personal development and to the easy running of the school. Pupils' views are listened to formally via the school council. This is well-established and meets regularly. Pupils are pleased to have found that the school does respond to issues raised; however, its role needs to be extended to have a greater impact on the pupils' personal development and sense of responsibility. Staff know the pupils well but formal records of personal development are not kept, except for the detailed records of improvements to behaviour.
44. The monitoring and the promoting of attendance is good, overall. Teaching staff are conscientious in marking the register on time and noting reasons for absence. They, and the administrative staff, keep a close eye on the weekly totals. Class and individual attendance awards, culminating in an annual certificate, promote attendance well. Punctuality is carefully monitored but now only affects a few pupils.
45. The school improved procedures for assessing the pupils' attainment since the last inspection, and they are now satisfactory. It has established a suitable system for tracking pupil's academic progress in basic skills from base-line to Year 6. The pupils' results in national tests and optional tests, and in reading and spelling tests as well as regular ongoing assessments, provide a clear picture of how well the pupils are doing. For pupils with special educational needs, tracking is very good with clear targets and regular updates to individual educational plans. In English, numeracy, and for pupils with English as an additional language, procedures are good. However, it has yet to establish procedures for assessing pupils' attainment and progress in many other subjects. The use made of assessments to support teaching and learning is satisfactory. Assessments are used successfully to predict the pupils' possible levels of attainment and thus to guide curricular planning in the subjects mentioned above. Although this represents an improvement since the last inspection it would be further improved if individual areas of weakness were more thoroughly analysed across the curriculum and the resulting information used to amend curriculum planning.

46. Very close monitoring and knowledge of pupils from the moment they enter the school means that special educational needs are identified very early. The school works closely with appropriate outside agencies. The success with which these pupils are integrated into the life of the school and their generally positive self-esteem is an indication of the high quality of care they receive. Considerable trouble is taken to instil confidence, and to tackle long-term or temporary problems positively. A particularly strong feature of the care which the school provides is its unusually generous investment in teaching assistants. There is at least one in every class, ensuring that each pupil and his or her needs are well known, and that the pupils benefit from this familiarity and stability.

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

47. The majority of parents have positive views about the school. Nearly all parents who responded to the questionnaire say that their children like school and most are very pleased with the progress their children make. Many feel that their children are consistently expected to achieve their best and a similarly high proportion agree that the teaching is good. There are no serious concerns of parents, although the amount of homework is a minor concern as is how well informed they feel as to how their child is getting on. Inspectors judge that, apart from the Nursery, the school needs to do more to inform parents and to encourage them to be more involved in the life of the school, and with their child's education.
48. The links that the school has with parents have their strengths. The strongest feature is the links that the Nursery provides. This is because the Nursery actively encourages parents to come into school and get involved in their child's learning. Parent sessions are held twice per week once in the morning and once in the afternoon. They give parents a good opportunity both to share and generate ways that they may be able to help their children. This also gives them a social occasion where they can make new friends or work together to help in arranging and organising fund-raising activities. Although triggered by the 'Surestart' programme this provision has been promoted and encouraged by the Nursery teacher. This is because of the ethos in the Nursery, where parental involvement is seen as the key to success. The Nursery staff actively promote parental involvement when parents come and fetch their children by simple remarks on progress or ways they can help simply to encourage their children. In the main school, inspectors agree with parents that the school is approachable and that the headteacher has established a reputation of being available at almost any time. Teaching staff are also regularly available both at the beginning and the end of the school day in the playground. The governors' annual report to parents is very informative, with clear and colourful explanations of school data and information. The prospectus is informative and available in many languages – yet even here the document would be readily improved if the English was printed in conjunction with the foreign language. The school tries hard to involve parents in what it is trying to do to meet pupils' special educational needs. Where it is difficult to achieve partnership, considerable and persistent efforts are made, often with successful results.
49. Curriculum information for parents is only offered with the issue of annual pupil reports. This means that parents cannot be well-informed enough to be pro-active in helping their children in a consistent way. Some curriculum weeks have been held and meetings on national tests have been held, but they represent a bare minimum. Low parent turn-out for these events has not encouraged the school to provide more. Annual pupil reports, although informing parents of National Curriculum levels and providing broad pupil targets, would be improved with more detail of the progress made by the pupil and detail on how the child may improve. Parents have not been formally consulted by the school for their views on the way forward or for feedback on how well they feel the school is doing.
50. Parents support school events, such as the Carnival or Sports Days well, and there are also always volunteers to help with school trips. However, the impact of parents' involvement on the work of the school and in contributing to pupils' learning at home is an area that needs to be improved. Parent attendance at consultation evenings is low. There are currently no parent

helpers in the school. There is no fund-raising association run by parents to support the school. Although parents feel supportive of the school their expectations of what it can offer them are low.

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

51. Leadership and management of the school are good, overall. Since the last inspection most of the areas identified for improvement have been dealt with successfully. The headteacher has managed the recent move to a new building very smoothly. In partnership with the deputy headteacher, staff and governors she provides a very clear vision of how the school is to develop. The rigorous commitment to raising standards is evident in the much improved quality of teaching seen in the school and in pupils' achievements. Staff have benefited from a full programme of monitoring and support lead by the headteacher and deputy. These skills have now been passed on to subject leaders who continue to monitor and evaluate standards in their areas. Consequently, standards in some of the non-core subjects, judged to be too low previously, are now meeting expectations.

52. The leadership and management of the school's provision for pupils with special educational needs is very good. The special educational needs co-ordinator (SENCO) is experienced, well qualified and highly organised, with the result that pupils' needs are ascertained early and defined skilfully, that they are met with understanding, and that they are monitored effectively. She places the highest priority on enabling pupils to be included in all that is offered by the school. Her leadership is very good, involving teachers, teaching assistants and (where possible) parents and carers. The result is a positive, well-structured and affirming learning environment within which every pupil with special needs is valued and enabled to work confidently and successfully. Teachers and teaching assistants work together with the SENCO to produce pupils' individual education plans and to review their progress towards their targets. There is also very good liaison with outside agencies, who contribute advice and guidance. As a result, the team of adults providing support is very unified and effective, promoting the achievement of each individual. All the requirements of the National Code of Practice are met. The school's provision for pupils with special educational needs is a significant strength.
53. Areas for development are clearly identified in the school development plan. The plan is shared with governors and staff and is kept under constant review. The major focus of the plan is to raise standards. To this end, realistic targets are set. The governors have attached great importance to maintaining staffing levels and have managed to establish a full complement of teachers to begin the new term, whilst at the same time maintaining the generous allocation of support staff. There are effective systems for tracking pupils' progress and attainment in numeracy and literacy. Assessment data is used to set targets for groups of pupils and to check on their progress towards them. The performance of different groups of pupils is also carefully monitored and the necessary action is taken to support those whose learning is most vulnerable.
54. The governors are better now at monitoring the school's performance. Through the various committees they seek information about standards and developments, and challenge outcomes. The chair of governors is in regular contact with the headteacher and other members liaise effectively with subject leaders in order to be informed about the school's work. The governors are clear about the school's strengths and areas for development and have invested heavily not only in staffing but in new technology. The interactive whiteboards in every classroom of the new school are already beginning to have a positive impact on teaching styles and on pupils' learning. The governors recognise, however, that at present they do not have any effective strategies for evaluating the impact of their spending decisions on how well pupils learn.
55. Specific grants and funding are used effectively for their designated purposes. The substantial funding for special educational needs is further enhanced by money from the school's delegated budget. This ensures that the very good provision and the progress pupils make are maintained. Very good use was made of funding from the Education Action Zone (EAZ). This provided the necessary consultancy support to give teaching and subject leadership a boost following the previous report. The improvements seen bear witness to the successes of the strategy.
56. The school's financial systems are good. The governors buy support from the local authority bursary service, for additional monitoring. Termly meetings of the finance committee provide further safeguards against improvident spending. The school's finance and administrative staff are highly efficient. All internal accounting is secure. This is confirmed by the most recent auditor's report. The office staff make a very significant contribution to the smooth running of the school.
57. The headteacher is very strongly committed to the professional development of staff. Much has already been achieved through monitoring and support. The clear systems in place for performance management ensure that the pace and quality of staff development is appropriately linked to improving standards. A key feature is the development of co-ordinators' roles. While they are now more empowered to monitor their own subjects, their skills are not sufficiently refined for them to focus on how well pupils learn and on the actual standards that they achieve.
58. The accommodation is very good, overall. This reflects the fact that it is a new purpose-built building. There are minor teething problems but the faulty air conditioning-ventilation has an impact on pupils' ability to concentrate in the hot and humid summer weather. In addition, there

are two significant design faults one of which will have an impact on classroom behaviour and organisation next year when the influx of pupils from the closing neighbouring school, and the other already affects the teaching of ICT. The first is the lack of toilets for pupils (and staff) upstairs and the second is the small size of the ICT suite. The latter means it is difficult for staff to move around the room to monitor and help pupils. All the classrooms are spacious and very well-lit. They are also excellently arranged and equipped to have adjoining teaching rooms for practical sessions and a shared quiet room for withdrawal purposes. The central glass-panelled stairwell is large and forms a very attractive focus at the centre of the school, with its historical displays and artefacts of the old Victorian school in the library at the bottom of the stairs. The building is well sound-proofed, which creates a very quiet working environment, and corridors are attractively lined with art displays from the old school. There is sufficient playground space for the current size of the school but, as yet, the final size is undecided and there is no playing field. This will mean at least temporary overcrowding when pupils arrive from the neighbouring school. The Nursery is spacious and very well planned. An important feature is the way Reception classrooms adjoin the central space thus giving those children a physical link to their younger colleagues, which benefits both age groups' personal development. The school is well-designed for wheelchair users. This is an excellent improvement since the last inspection, which was in the old building.

59. The match of teachers and support staff to the demands of the curriculum is good, overall. There has been considerable staff turnover since the last inspection. In the last two years nine teachers have left and seven have joined. More are due to join in the autumn, with the expansion of pupil numbers. There are currently three temporary class teachers on roll. There is a favourable teacher-pupil ratio in the school, which means that teaching staff have more time for each pupil. The continuing professional development of all staff is well-directed. Throughout the school, teaching assistants are deployed well and they work well with teachers enabling them to be more effective. Most are highly valued and work self-reliantly giving good support, especially to pupils with special educational needs, and those with English as an additional language, enabling teachers to focus on the rest of the class. The administrative staff are efficient and give good support to the work of the headteacher and the teaching staff. They, together with the caretaker, contribute well to the smooth running of the school.
60. Resources to support pupils' learning are good, overall. The provision of interactive whiteboards in every classroom enables teachers to move quickly from one part of a lesson to another and, therefore, increases the potential time for learning. Resources are well organised in accessible storage facilities, although the school lacks storage for major items and so these are currently kept in the large boiler-room. The Nursery does not have enough outdoor play equipment and there is a shortage of bilingual books in the provision for pupils with English as an additional language. The school makes good use of school visits to places of interest and visitors to the school to extend pupils' learning in several subjects.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To build on the progress made in the last two years, the school needs to:
- (1) raise standards, particularly in English and mathematics, and of white-UK boys, by continuing the drive to improve the quality of teaching and learning and:
    - providing greater opportunities for the pupils to develop writing skills systematically in subjects other than English \*
    - planning to support the development of numeracy more systematically in subjects other than mathematics
    - developing scientific enquiry skills more systematically
    - providing greater support for more fluent learners of English as an additional language \*
    - implementing plans to assess pupils in non-core subjects \*
    - extending the role of co-ordinators so that they are responsible for monitoring standards in their subjects
    - introducing a co-ordinated approach to providing programmes for gifted and talented pupils  
(*paragraphs 1, 6-12, 29, 30, 32, 45, 57*)
  - (2) raise the quality of teaching by:
    - ensuring greater consistency in the application of the school's policy for managing discipline
    - providing greater challenge for higher-attaining pupils
    - extending teachers' questioning skills so that pupils are able to speak at length
    - involving pupils more systematically in evaluating their performance and the quality of their work
    - ensuring that marking analyses weaknesses and gives the pupils clear guidance and short-term targets for improvement
    - reinforcing the correct use of subject-specific vocabulary  
(*paragraphs 12, 19, 23-24*)
  - (3) improve the progress that pupils make in physical education by:
    - preparing and implementing schemes that support staff in their planning and teaching and lead to the progressive development of pupils' skills
    - introducing a system to assess the progress made by pupils and use the information to guide planning
    - identifying specific areas of expertise that are lacking in individual teachers, particularly in dance and gymnastics
    - providing thorough and rigorous training for staff to enable all aspects of the curriculum to be taught consistently throughout the school
    - maintaining nationally recommended teaching times at both key stages  
(*paragraphs 8, 11, 135-138*)
  - (4) strengthen the partnership with parents by:
    - involving parents more constructively in supporting their children's learning at home
    - consulting formally on a regular basis to establish parents' views of the school and taking action on any matters arising
    - providing regular information on the curriculum for parents
    - improving the quality of reports
    - establishing closer links with parents of ethnic minority children.  
(*paragraphs 47-50*)

## **Other issues which should be considered by the school**

In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan.

- Reconsider carefully the layout of the computer suite and its use by whole classes of pupils. (*paragraph 58*)
- Plan for greater use by pupils of the library as an information resource and in promoting independent study. (*paragraph 94*)
- Seek remedies to the schools' ineffective ventilation and temperature control system. (*paragraph 58*)

\* *These items have been identified as priorities for attention in the school improvement plan.*

## **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE.**

62. The proportion of pupils who are learning English as an additional language has risen since the last inspection to over 40 per cent. This is a significant increase in just over two years. Only a quarter of these are fully fluent and do not require additional support as they take full part in the mainstream curriculum. Their achievement is good in all subjects and they progress well. Some of the more able pupils in the school are pupils with English as an additional language. Pupils at the early stages of learning English also achieve well, with additional support given by classroom assistants. For example, in lessons observed in Years 1 and 2 in English, religious education and science, pupils at the early stages accessed the lessons well with the support of classroom assistants, enabling them to achieve well.
63. The teachers, on the whole, have good strategies for meeting their general needs but pupils at the early stages, as well as those whose first language is English, have fewer opportunities for supported speaking and listening and of effective models of spoken and written language in classes. Those who are at the more advanced levels do not get sufficient support and sometimes struggle to achieve their academic potential to develop understanding and skills, particularly in subject-specific language. This slows down their achievement and attainment, particularly in Key Stage 2. The severity of need and the quality of support provided throughout the school has an impact on the quality and pace of pupils' learning.
64. On the whole, pupils respond very well, eagerly and readily as they gain confidence and feel secure. They collaborate well with one another as a diverse multicultural and multilingual group and they are happy to share their experiences and learning with each other. Some who have been in the school longer than the more recent arrivals support their peers by helping them to settle in school and interpreting for them.
65. Pupils take full part in the activities the school provides. They take their full share of responsibility and have gained tremendous self-confidence. For example, in a discussion with Year 6 pupils about their experiences in school, a girl who has English as an additional language and who joined the school in Year 4 demonstrated that she had gained tremendously by being in the school. She had gained both in her academic learning and self-development and was very proud to have had the opportunity of being in this school.
66. Pupils are assessed on entry and an identification of those needing additional support is made and recorded. In addition, regular assessments are made to ascertain the pupils' progress, to identify any areas of particular concern, and to focus support, particularly where a pupil with English as an additional language may also have special educational needs.
67. The headteacher currently oversees provision, until the specialist takes over in September 2003. A two-year training programme for non-teaching staff is planned as part of the school improvement

plan. Since the last inspection, the small direct teacher support for pupils with English as an additional language has been replaced by teaching assistants in classes.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
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	3	8	15	31	3	0	0
Percentage	5	13	25	52	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	229
Number of full-time pupils known to be eligible for free school meals	-	130

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	5	55

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	102

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	40

### Attendance

#### Authorised absence

	%
School data	4.4

#### Unauthorised absence

	%
School data	1.6

National comparative data	5.4
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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	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	7	7	9
	Girls	15	15	15
	Total	22	22	24
Percentage of pupils at NC Level 2 or above	School	79 (59)	79 (62)	86 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	6	8	7
	Girls	15	15	15
	Total	21	23	22
Percentage of pupils at NC Level 2 or above	School	75 (66)	82 (86)	79 (69)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	23	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	14
	Girls	15	13	21
	Total	23	22	35
Percentage of pupils at NC Level 4 or above	School	62 (47)	59 (36)	95 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	6	9	9
	Girls	15	19	20
	Total	21	28	29
Percentage of pupils at NC Level 4 or above	School	57 (51)	76 (51)	83 (64)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
82	4	0
2	0	0
6	0	0
6	0	0
1	0	0
3	0	0
5	0	0
2	0	0
4	0	0
17	0	0
0	0	0
5	0	0
60	2	0
4	0	0
2	0	0
1	1	0
2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	17.3
Average class size	25

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

Total number of education support staff	12
Total aggregate hours worked per week	391

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	17.3

### ***Financial information***

Financial year	2002/03
	£
Total income	943,878
Total expenditure	1,000,522
Expenditure per pupil	3,462
Balance brought forward from previous year	77,108
Balance carried forward to next year	20,464

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	3

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	254
Number of questionnaires returned	66

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	3	0	0
My child is making good progress in school.	66	28	2	2	3
Behaviour in the school is good.	57	31	2	5	6
My child gets the right amount of work to do at home.	29	42	3	14	12
The teaching is good.	60	32	2	3	3
I am kept well informed about how my child is getting on.	43	42	8	8	0
I would feel comfortable about approaching the school with questions or a problem.	55	32	3	3	6
The school expects my child to work hard and achieve his or her best.	69	23	0	3	5
The school works closely with parents.	40	42	6	5	8
The school is well led and managed.	55	31	0	2	12
The school is helping my child become mature and responsible.	52	35	2	6	5
The school provides an interesting range of activities outside lessons.	35	32	3	6	23

### Other issues raised by parents

- Parents at the pre-inspection meeting said how happy they were that their young children had settled in well into the nursery and reception classes. Several also stated that they would like more information about what is being taught in each class.

## **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**

68. Provision for children in the nursery and reception classes has improved significantly since the last inspection. Children now get off to very good start in the nursery. In the reception classes teachers build well on the skills and knowledge which children gain.
69. The curriculum is planned well to provide children with a good range of experiences in all areas of learning. There is a very strong focus on opportunities for children to talk and to improve communication skills. Personal, social and emotional development is also a very strong feature of provision. Children's progress is assessed carefully so that teachers have a clear picture of their overall development.
70. When children first come to the nursery at the age of three, their achievements are very low for their age. Communication and language skills are particularly weak and children's social skills are poor. For many it is their first experience of leaving parents and carers and mixing with other children. They have had few experiences to help them develop creatively or gain a reasonable understanding of the world around them. By the time that they leave the Foundation Stage most have made good progress, and are working well towards their expected targets.
71. The quality of teaching and learning in the nursery and reception classes is good, overall. Teaching has improved since the last inspection, particularly in the nursery, where lively and creative teaching challenges children in all areas of their learning. Teachers in the reception classes build well on earlier skills and plan thoughtfully to provide good quality relevant experiences for children. Expectations are high and children achieve well. Personal, social and emotional development is very well provided for; consequently, children learn to behave well and become confident and enthusiastic learners. Teachers and support staff work effectively together. Support staff have clear roles and make a significant contribution to learning. They are skilled at assessing and noting children's achievements. This helps them to build up clear assessment records for each child. Resources, though limited in some areas such as outside play equipment, are used imaginatively. The new unit, which has been occupied for only a few weeks, offers scope for a more flexible approach to organisation and teaching. This could take more account of teachers' and assistants' individual strengths and skills while providing focused teaching for specific groups.

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

72. When children first start in the nursery their social and emotional development is below expectations for their age. Many find it difficult to make independent choices and some are reluctant to leave parents and carers. Because of good teaching in this area, which helps children become more confident, they quickly learn daily routines and begin to take on some responsibilities. They register their own arrival, for example, by taking their name from the board as they come in and begin to show some initiative by choosing what they want to do. Children in the reception classes work together well in groups and can sustain concentration in an activity for a considerable time. They share resources, for example, when solving problems in mathematics lessons, or colouring-in. Teachers have high expectations of children's behaviour, who learn to follow the class rules. They respond immediately to teachers when they are called to a group, leaving whatever they are doing without fuss. Children are able to look after their own personal hygiene and dress themselves before and after physical education lessons. By the end of their reception year many are beginning to form friendships and show concern for other's feelings. Most meet their expected targets in this area of learning.

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

73. Children's levels of attainment are very low when they start nursery. Despite the good progress they make they are still below the expected levels at the end of the Foundation Stage. Children make good progress in this area of learning. Children in the nursery make most progress in their speaking skills because of good teaching and the quality of opportunities provided for them. Pupils are frequently seen around the 'snack' table where they butter toast for themselves and share milk and fruit. This encourages them to chat to one another about what they plan to do, tell jokes or compare their favourite toys. There are many other opportunities, such as the dentist's surgery or the 'car wash' for the tricycles, where children can act out real situations. Because of the way teachers initiate play and encourage children by joining in, children often sustain their role-play long after the adult has moved on. The good teaching in reception classes builds well on early skills. Children learn to listen to others and take turns to speak, although many still find it difficult to choose the exact words they need. For example, when discussing the day's weather most children in a group found it difficult to describe what it was really like. Children in the nursery develop an enthusiasm for books and stories and enjoy sharing them with adults. Interest increases in reception classes and children have time to choose books to browse quietly. Children learn the sounds of letters and some reception children recognise simple words. Teachers use non-fiction books well to help learning in other areas. For example, pupils were helped to develop their social awareness when the teacher shared a book about 'all kinds of people'.
74. In reception classes children are introduced to the parts of the Literacy Hour. They share reading from big books and use this as a basis to improve writing skills. By the end of reception, most can put story events in the right sequence. A few more able children write simple sentences independently, such as 'I can see a cat', using knowledge of letter sounds to spell words. The creative way in which children in the nursery are encouraged to practice writing skills stands them in good stead as they progress through the Foundation Stage.

### **Mathematical development**

75. When children first start school their knowledge and understanding of number and shape is well below that expected for their age. Few children have any knowledge of number or shape when they start nursery. Good teaching ensures they make good progress in counting and recognising numbers. Children enjoy singing number rhymes, such as 'Ten Little Teddies', which help them to count on and back. In one session the teacher engaged children in some good mathematical thinking by asking them to find out how others travelled to school. The groups kept a tally of the different ways in order to show the information on a graph. Children in reception classes extend their number skills. Most count reliably to 10 but not all count back accurately. They increase mathematical vocabulary effectively because teachers plan practical activities so that the children can compare objects which are longer or shorter, or wide and narrow. By the end of the reception year pupils' skills with number are still below the expectation for their age. Most can name common two-dimensional shapes; however, many are unable to find their own ways to solve problems, and mathematical language for thinking is still limited. Although teaching in this area is good, overall, sometimes mathematics lessons are over-planned. Too much is expected of some children and there is too little consolidation of skills during the session.

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

76. Although children's general knowledge and understanding of the world around them is still below average when they leave reception classes, they make good progress from when they first start in the nursery.
77. Children show a growing curiosity in the things around them. This is nurtured well by good teaching and the varied range of experiences provided. For example, children in reception explore the different textures of materials by playing with wet sand or piles of boiled spaghetti. There is a good range of construction sets with large and smaller pieces, which children can join to build models. Children approach computers confidently and develop good control with the mouse to manage simple programs. In reception class, most can access programs, such as the art

software, to create colour patterns. Children gain a sense of place. In nursery class, they learn about their school and the adults who work there to help them. This is developed further in reception classes when children construct street maps and make models to represent the features they see in their locality.

78. Teachers encourage an enthusiasm for scientific exploration by helping children plant seeds and observe them growing. They learn about other living things, such as the life cycle of butterflies, and show curiosity about how things work. For example, two nursery children played for a long time with a construction set, building structures which allowed them to send marbles along different routes to the floor. By the end of their Foundation year children have made good progress towards their learning goals.

### **Physical development**

79. Most children are able to move around and balance safely when they start in the nursery, but their finer skills, such as cutting and manipulating small implements, are less well-developed. Because of the good teaching in the nursery and reception classes, there are many good opportunities for them to explore space and climbing equipment in a variety of ways. Nursery children gain confidence quickly. They climb, balance and swing with increasing control and show good awareness of others around them when controlling tricycles and other wheeled toys. During dance lessons, children in reception classes combine their movements to perform short sequences, responding to changing rhythms. Teachers provide many opportunities for children to improve their skills at handling small tools. They can hammer and saw, for example, at the work bench. A good variety of pencils, brushes and small toys and construction pieces are always available. This helps the children to make good progress in this area towards their early learning goals. However, many do not yet understand the more subtle aspects of physical development, such as those which contribute to healthy bodies, or the changes which take place when their bodies are active.

### **Creative development**

80. Good teaching in this area of learning ensures that the children make good progress. They work steadily towards their expected targets. When children first come to nursery they lack many creative experiences, particularly role-play and the chance to express feelings through music and dance. Throughout the Foundation Stage, children increase their repertoire of songs and have opportunities to explore how musical sounds are made. For example, children in the reception classes can listen to tapes and choose to join in with their own music-making by using the array of instruments put out for them. In one lesson, the teacher gave bangles made from metal bottle tops for children to tie round their ankles so they could make music while they danced.
81. All children have good access to paint and other materials. They explore colours and textures and enjoy painting portraits of themselves and pictures about what they do. Some use computers to create their designs. Opportunities for role-play are very good and there is a good range of small toys for children to act out their own experiences. Teachers are very good at initiating play by taking on a role themselves. This reinforces language skills, and gives children the inspiration and confidence they need to carry on with the activity. By the end of their Foundation Stage most children meet their expected targets when painting and using other media, but because of their limited language development many do not initiate their own creative role-play.

### **ENGLISH**

82. There have been good improvements since the last inspection. Teaching is better, classroom resources have been enhanced, the National Literacy Strategy has been further consolidated, and pupils are achieving at a good rate.

83. In 2002, attainment as recorded in the national tests at the end of Year 2 was below the national average in reading, and well below in writing. In comparison with similar schools, writing and reading were above average. At the end of Year 6, attainment in English was well below the national average, and in line with the average for similar schools. Unconfirmed results for 2003, at the ends of both Years 2 and 6, are well below the average for 2002. Given the basically

good teaching, the reason for this is due to difference in ability levels from year to year. Furthermore, white boys of UK origin reach standards lower than those of other pupils of the same age.

84. Inspection findings agree that standards of attainment are well below national average expectations by the ends of Year 2 and Year 6. This is accounted for because a very significant proportion of the pupils enter the school with low levels of educational, social and cultural development, and very underdeveloped literacy skills. This problem is further exacerbated to a serious extent by a high mobility factor, with a higher than average percentage of pupils entering and leaving the school at a variety of points during each year. Nevertheless, pupils achieve well, as a result of three strong influences: the good teaching they receive, the bright, secure and caring environment of the school, and their own generally positive motivation. Pupils with special educational needs are enabled to achieve as well as, and often better than, those of other pupils, because of the quality of support which they receive. Pupils with English as an additional language also make good progress.
85. In Years 1 and 2, in speaking and listening, pupils have yet to develop the skills which might be expected for children of their age. In spite of the school's expectations of mutual respect, which mean that most pupils listen carefully and do not interrupt, a large minority find it very difficult to focus for even a short length of time. They are eager to express themselves, but often do not possess the reserve of words which will enable them to do so. To an unusually large extent, they find it difficult to verbalise the concepts in their minds, and while they will brightly and confidently hold up their hands in response to a teacher's question, when they are invited to speak, they will say "I don't know" or "I've forgotten".
86. As they move up the school, pupils' speaking and listening skills develop, supported by the emphasis which all teachers place upon communication. The majority listen attentively in class, and some give their opinions about books they have read or stories that they have heard. Older pupils give carefully considered responses to questions about how an author might achieve his effects. The problem, nevertheless, is that levels of literacy - of knowledge of words and how they are put together - are low, and speaking tends to be hesitant and immature. In consequence, in spite of improvement, attainment in this aspect of English is still well below average by the time pupils approach the end of Year 6.
87. In reading, all pupils show an enthusiasm for books and stories and the pleasure they can give, but the low levels of literacy just described mean that standards remain well below average at the ends of Years 2 and 6. A small number of pupils in the infants can read a simple text with accuracy, fluency and expression, but the majority need support when reading aloud, and are only developing decoding strategies beyond, for example, linking initial letters to pictures on the page. As they get older, they acquire more skills, applying a range of strategies, and often relying on informed guesses, which may be accurate.
88. With the reading, which is an intrinsic part of the National Literacy Hour, and the regular reading which is encouraged at school and in some homes, there is consistent improvement through Years 3 to 6, and higher achievers read accurately and fluently, though sometimes missing expression through reading too fast. These pupils achieve standards which are in line with the national average, and a small number do much better, for example, reading a near-adult text with expression and fluency, or re-telling the story of *The Hobbit* with great understanding and bright enthusiasm. However, the number of pupils who do not make a habit of reading, or who would prefer a video to a book, is high, and, consequently, the standard of the majority is below what is

expected nationally at the end of Year 6. Reading aloud tends to be hesitant, and the reserve of words recognised on sight is smaller than expected for this age.

89. In writing, good progress is made throughout Years 1 and 2, from a low base. At the end of Year 1, the majority do not yet function convincingly as writers. Letters are not well formed or placed, and words are grouped together in very short units. Higher attainers try hard to find the right word for the effect they are describing, and all make reasonable attempts at spelling correctly, often mirroring the sounds of words. Throughout the school, standards of handwriting and presentation are not high, calling into question the amount of time devoted to handwriting lessons. There are often clear contrasts between the writing in handwriting exercises and in pupils' normal literacy books.
90. Pupils in Years 3 to 6 write for an increasingly broad range of purposes, and writing standards improve. While the overall judgement is that they remain well below average, the situation is better in some year groups containing large numbers of pupils with higher levels of prior attainment. In Year 4, for example, there was some bright, interesting free writing, making the best of characters, plots and situations. Even so, technical weaknesses bring the standard down. All pupils try to make their writing interesting, and all are building reserves of words upon which they can draw to make this happen. They are also developing knowledge of the variety of different ways in which words may be put together. In spite of having a limited range of vocabulary and a lack of technical skills, they constantly strive to improve the quality of their work.
91. The quality of teaching seen was almost all good, and some was very good. There were no unsatisfactory lessons. Teachers rise to meet the considerable challenge of improving the standards of their pupils with impressive commitment, and they are succeeding in promoting good progress. They plan very carefully and in great detail, and, consequently, their lessons have good pace and structure, with clear expectations of the work to be achieved. Their questioning techniques are good, probing and provoking thought, endeavouring all the time to improve standards of speaking and listening. The teachers understand very well that, before they can communicate well, pupils must feel confident, and great trouble is taken to establish a secure and supportive classroom environment. Teachers provide well for the differing requirements of their pupils, so that those with special educational needs are included in all the opportunities provided. Teaching assistants have a significant role in lessons, and provide effective support for pupils with special educational needs or other difficulties by leading small groups or working with individuals. A particular strength of the teaching is the way in which teachers and teaching assistants work together. In one class, the teaching assistant operated the class puppet, reinforcing what the teacher was doing, and in another, she was writing and showing key words and pictures.
92. All the pupils' written work is marked. However, sometimes this is with no more than a tick, and perhaps an encouraging remark. Often, when a temporary teacher was in place, there was little or no marking at all. Developmental marking, which evaluates the work, makes suggestions for improvement, and subsequently checks whether the advice has been followed, is rare. At the end of literacy hours, plenary sessions are often used to summarise what has been learnt, or to show off the best work. They are rarely used to involve pupils in the evaluation of their own learning, and this would further promote progress.
93. The leadership of English is good. It is shared between two co-ordinators, one for each stage. They have a clear vision for the future of the subject. Pupils' achievements are tracked, and planning and teaching are monitored. Procedures for the assessment of reading and writing are satisfactory, but progress in speaking and listening is not formally recorded. It is acknowledged that this is an area for development, especially in view of pupils' need to improve communication skills. The National Literacy Strategy has been adopted as the subject scheme of work, but this needs to be extended and adapted to the school. Resources for English in the classroom are good, and readily accessible. The school library is underdeveloped as an information resource, even though it is centrally placed and easily supervised and accessible. The pupils could easily use it for independent learning and research. The stock of non-fiction books is small, but satisfactory. There is a satisfactory stock of books for private reading and enjoyment in classrooms. This needs to be enhanced to give pupils a greater variety of choice, and

supplemented by dual-text books, so that reading may be supported and enjoyed in homes where English is not the main language.

94. English makes a good contribution to the pupils' spiritual, moral, social and cultural development, in encounters with great literature (or in the thrill of their own writing and reading), through personal interactions in lesson, in paired and group work, in the discussions of moral questions in class, and through contacts with their own and some other cultures through the range of books and poems they read.

## MATHEMATICS

95. National Curriculum test results for Year 2 pupils fell slightly in 2002 and were very low in comparison with schools nationally and well below results in similar schools. Initial indications are that results have improved considerably in 2003. Test results for Year 6 pupils rose substantially in 2002 and, although well below the national average, they were close to results in similar schools. Results have fallen slightly in 2003 from a year group that had very low results when they were in Year 2. One feature of the test results is that very few pupils achieve standards above those expected for their age. It was also evident during the inspection that there are few higher-attaining pupils in the school. This is in part because teachers do not consistently challenge the most able pupils to achieve higher standards. Another feature of the test results, that was also evident during the inspection, is that boys of white-UK origin get much lower results on average than other groups of pupils. In many cases this is as a result of their very low attainment on entry to the school.
96. There has been satisfactory improvement in mathematics since the last inspection. Teaching is satisfactory at both key stages. Pupils mostly achieve sound standards in relation to their attainment on entry to the main part of the school. Their progress is not sufficiently rapid, however, to raise their attainment significantly, so that standards are well below average by the end of both Year 2 and Year 6. Pupils with special educational needs make good progress towards achieving their targets because of the sharp focus placed upon them by teachers and support staff. Pupils with English as an additional language make the same satisfactory progress as others in their classes. In many cases, once they become fluent in English they are amongst the highest attaining in each year group.
97. Staff use the structure and support of the National Numeracy Strategy to good effect when planning their lessons throughout the school. Lessons seen during the inspection and an analysis of pupils' books show that their learning is developed systematically. The objectives for each lesson are generally sufficiently focused for the teachers to be clear about what it is the pupils are to learn. Although these objectives are often displayed they are only occasionally discussed with the pupils, referred to during the lesson or evaluated in any great depth at the end. This means that pupils are not always clear about the purpose of the activities that they are undertaking. The marking of pupils' work, while usually undertaken rigorously, does not diagnose consistently the errors that pupils are making or give them clear advice and targets for their improvement. Teachers plan their lessons carefully and prepare resources well. They use the new interactive whiteboards to very good effect, particularly in the preparation of screens to support each part of the lesson. This helps to focus the attention of the pupils and aids the smooth running of each lesson. The teaching assistants are highly effective. They are well prepared for the part they are to play in each lesson and provide much effective support for individuals or for groups of pupils. Their contribution is much valued by teachers and they have provided continuity in classes that have suffered from teacher turnover.
98. Mental arithmetic warm-up sessions at the start of each lesson are usually carefully focused on the identified needs of the pupils. Teachers use a reasonable variety of activities to develop the pupils' skills, but in many cases their accuracy and speed of recall is limited. Many pupils do not hold numbers in their heads and have to use their fingers for simple calculations. They do not readily use some of the visual aids around the classroom as a support. Their basic calculating skills are quite weak. Teachers often link the warm-up session to the main teaching activity. This tends to make the transition run smoothly. They place a good focus on developing numeracy and the pupils' skills in calculating with whole numbers. These skills develop only slowly. Although staff teach a reasonable variety of methods for calculating, the pupils do not always choose the most appropriate in a given situation, particularly when subtraction is involved. The pupils develop a basic understanding of fractions, but by Year 6 few are secure when calculating fractional parts or when using percentages. Decimals are handled quite well when the pupils are dealing with money, but relatively few develop a secure understanding of the metric system of measures, such as mass, distance and capacity.



99. These weaknesses in the pupils' basic numeracy have an impact in other areas of their mathematical learning. Staff have placed a much greater emphasis of providing opportunities for the pupils to apply their skills in solving problems or undertaking simple mathematical investigations. These particular skills are developing reasonably, but the pupils do not always choose the correct operation to use or become frustrated when errors in basic calculating result in incorrect answers. The activities that teachers use to reinforce the skills being taught are generally pitched at different levels according to the identified prior attainment of the pupils. However, these activities do not always extend the higher-attaining pupils sufficiently or push them to the edge of their capabilities. Very little attention is paid to identifying or supporting any pupils who might be particularly talented in mathematics. Better use is now being made of ICT to support the pupils' learning and, in some cases, quite effective links are made to other subjects. One particularly good example is the use of the software 'LOGO' to support the pupils' understanding of angle, turning and regular polygons.
100. Leadership and management of the subject are satisfactory. The National Numeracy Strategy is now having a greater impact on teaching, and resources are at a very good level. Effective processes have been introduced since the last inspection to monitor the work of staff and to provide support, guidance and training where necessary to eliminate any weaknesses. This has been partly successful as teaching is now satisfactory but needs to focus on enabling more high quality lessons to be taught. A more effective assessment process has been introduced and a reasonable store of data is now available. There has not been sufficient focus on monitoring standards, a position the school is now much better placed to remedy.

## **SCIENCE**

101. Teacher assessments in 2002 at the end of Year 2 were well below the national average in 2002 and show little change in 2003. This is similar to the last inspection. National Curriculum test results for Year 6 pupils were below the national average in 2002 but above results in similar schools. Science results were better than in English and mathematics. Initial indications are that science results have fallen slightly in 2003 but remain better than in the other two core subjects.
102. Given pupils' very low levels of knowledge and understanding when they first start school most make steady progress in Years 1 and 2. However, standards are well below average by the end of Year 2. A considerable proportion of pupils is on the school's register for special educational needs or learns English as an additional language. Although very well supported in school many do not acquire the skills and understanding to express ideas clearly in scientific terms. Standards seen in science by the end of Year 6 are below average. This is similar to the standard reached in the national tests in 2002. Although most pupils reach a level in scientific knowledge broadly expected, the number of pupils who attain a higher level is well below the national average. Pupils' understanding of science is limited because there are too few opportunities for them to investigate ideas independently, and use their own observations to draw conclusions. Their ability to use specific language to express ideas is very limited.
103. Although the quality of teaching has improved since the last inspection and is now satisfactory, overall. For example, Year 2 pupils were highly motivated to find out about the effects of adding more components to an electrical circuit. There were sufficient resources to ensure that all were fully engaged in practical activity. Pupils had the chance to solve problems by learning from their mistakes. By the end of the lesson all pupils understood how circuits work. Independent research was also the key factor in a lesson for Year 4 pupils learning about animal habitats. There was a good range of reference books available when pupils were given a research task to find out about how creatures use camouflage. Pupils discovered some interesting facts, which improved their own knowledge, and by the end of the lesson could see the connection with what they had learned earlier about food chains. By contrast, some lessons do not encourage pupils to think scientifically because the work is too directed by the teachers. For example, in one class the pupils were not asked to contribute ideas to their investigation of how plants grow. Procedures were spelt out in detail and all recorded in the same way. As a consequence, pupils'

attention began to wane and they became impatient to water their cress. There was a similar missed opportunity when pupils in another class generated a number of questions about sundials but there was no discussion, for example, to establish whether the question had scientific relevance. Although the lesson built on pupils' prior learning about shadows, the information for research was prescriptive and some lost interest because they struggled to understand the specific language.

104. Most of the lessons are planned clearly and the learning objectives are displayed or discussed so that pupils know what they are expected to learn. Teachers make good use of the interactive whiteboards to illustrate examples. This is helpful to pupils and sometimes generates excitement as when the picture of a tiger stalking through the long grass suddenly appeared. Relationships in classrooms are good and this helps teachers and classroom assistants to manage pupils well. This contributes significantly to the progress pupils make.
105. Overall, improvement is satisfactory. The co-ordinator makes a good contribution to leadership and management of the subject. Her incisive monitoring has helped to improve teaching quality since the last inspection. There is now a clear structure to the science curriculum. The action plan for science is clear and includes the establishment of more effective assessment procedures.

## **ART AND DESIGN**

106. Pupils attain levels in art which are in line with expectations at the end of Year 2 and Year 6. This shows some good improvement in standards since the last inspection, which were previously judged to be too low. Action taken following the previous inspection has resulted in the pupils being better motivated by the topics undertaken, particularly those supported by visiting tutors. The scrutiny of the pupils' work shows that they achieve well. Pupils with special educational needs and English as an additional language also make good progress.
107. On the evidence of a small number of lessons seen, teaching and learning are satisfactory, overall. Teachers' planning is generally good and encompasses national subject guidance to ensure that an appropriate range of basic skills and techniques are taught. For example, in a lesson for Year 1 pupils the teacher gave a very clear demonstration of weaving skills. This was supplemented by a range of artefacts that pupils could handle and examine to see how materials are woven. As a result, the pupils managed their own weaving tasks well and were delighted with their results. Pupils of all abilities persevered to complete their patterns and compare their achievements with one another. This was in contrast to a lesson for older pupils which was not well planned so pupils worked on their clay pots without any real purpose. The teacher was not able to manage the resulting silly behaviour so little was achieved by the group. Overall, there is a much stronger focus on teaching skills and some good development of ideas is seen as a result. For example, simple block printing techniques learned by pupils in Year 3 lead on to some impressive 'engravings' in ink of images of John Lennon by pupils in Year 6. The pupils also develop a good eye for perspective and apply water-colour sensitively to create attractive landscape. The use of sketch-books is an aspect of the subject to be developed. Currently, they do not provide a good resource bank for ideas and skills for pupils to use continually as they progress through the school.
108. Work stimulated by a visiting tutor creates an exciting and colourful display in the school. Some work reflects the art of different cultures while the 'people in action' continues to provide a talking point for pupils. There is also some good three-dimensional work seen in the boats made by pupils in Year 5 and the creatures modelled from willow branches and paper as part of a project with the Woodland Trust.
109. The subject is managed well. Overall, improvement since the last inspection is good. Action by the co-ordinator has resulted in a more structured curriculum framework and has raised attainment to an average level.

## DESIGN AND TECHNOLOGY

110. Good improvement has been made since the last inspection. The school has raised pupils' levels of attainment in designing and making skills successfully. Standards are now in line with expectations for pupils at the end of Year 2 and Year 6. Most pupils achieve well, as shown by a scrutiny of their work. Pupils with special educational needs and English as an additional

language make good progress. National subject guidance has been thoughtfully adapted to ensure that skills are taught systematically. Pupils work with an appropriate range of materials and tools, which they handle safely.

111. The quality of teaching seen during the inspection was satisfactory. Lessons were well planned and resourced so pupils had enough time to spend on practical work. Very good support from teaching assistants ensured that all pupils were able to make progress. Teachers demonstrated techniques and methods clearly, often using the interactive whiteboard. This helped the pupils to clarify their ideas so that they began practical work more confidently. By the end of Year 6, pupils produce quite sophisticated designs for the models they make. In one lesson, the teacher encouraged pupils to think about original ideas and modify the designs if they thought they needed improvement. Afterwards, pupils could explain more clearly how fairground rides would work and proceeded to build or strengthen their basic structures as required. Some purposeful design work was seen when pupils in Year 4 set about generating ideas to improve their playground. They worked enthusiastically in small groups and were challenged by the teacher to think of cost as an important factor in their designs. Pupils in Year 2 were motivated by the idea of using a winding mechanism to make their models work. In a well-organised lesson, the pupils learned how to manage a saw and bench hook safely as well as discovering some of the difficulties resulting from not measuring pieces of wood accurately. This was a good challenge to pupils' problem-solving skills and their inventiveness in joining the pieces together.
112. Subject management is satisfactory. The co-ordinator has been instrumental in helping teachers to raise standards through monitoring of planning and observing work in the classroom. The quality of teaching has been maintained and there are now sufficient resources in school to support learning.

## GEOGRAPHY

113. Standards are below average at the end of Year 2 and Year 6. This is similar to the position at the last inspection. Teaching is satisfactory, overall. Pupils are interested in geography; they are keen to answer and ask questions, including those with special educational needs and those for whom English is an additional language. Lack of effective writing skills and the lack of regular teaching of the subject affect pupils' retention of learning, although the overall quality of teaching is satisfactory. Organised visits, although infrequent, and access to the Internet, enhance the breadth of the study of geography. Most pupils achieve satisfactorily.
114. Pupils in Year 2 can identify human and physical features on a map using a key for symbols such as a bridge, river, hill, houses, road and church. After reading about *Katie Morag and The Isle of Struay* they write letters to Katie Morag, the more able asking good questions about her life on the island. There are no comparisons made with their own locality, thereby reducing the breadth of their understanding. Most pupils correctly identified similarities between a beach in Australia and one in Britain as a result of watching a video but failed to identify differences because of ineffective use of resources and the lack of clarity of instructions given.
115. In a lesson observed in Year 6, pupils clearly demonstrated that they can describe the formation of an ox-bow lake, the physical processes of a river and an understanding of geographical vocabulary such as erosion, deposit, confluence, tributary and meander. They learnt well

because of the very effective teaching in which the teacher used well-prepared clear illustrative diagrams and pictures on the interactive whiteboard, drawing out descriptions through well worded and probing questions. Good links were made to a residential visit and very good demonstration of the settlement of sediment resulting in good access to knowledge and understanding for all pupils including those with lower abilities. There is limited evidence in the pupils' written work of independent research work showing their use of primary and secondary sources for their investigations. The pupils' understanding of drawing plans and making maps to different scales and the use of data-handling skills such as coordinates and grids is also insufficiently developed in Years 3 to 6. Year 5 read two case studies: 'Water is my life' and 'The long walk is over', and compare the lives of the two African girls who carry water home, one over particularly long distances. The pupils empathised with the girls' lives, because of the effective and imaginative teaching style and resources used, understanding their hardship and how we take water for granted coming out of taps. The teacher further ensured that pupils understood that a quarter of the world population lives on dirty water. As they read a short advertisement displayed on whiteboard about water scarcity, the point was brought home that a child dies because of drinking dirty water in the time it takes to read the passage. This made the pupils more reflective and linked in well with citizenship and moral and social development. Pupils in Year 4 learn about ways of improving the school environment, by studying the types of litter in classrooms and the playground and writing their suggestions to the headteacher.

116. The geography provision has been overseen by a member of the senior staff, in a caretaking capacity, who is providing satisfactory leadership and management. Overall, satisfactory improvement has been secured since the last inspection. The school has adopted a national scheme and the subject is an area of focus next year as part of the school improvement plan. Monitoring of teaching has been undertaken, but assessment is inconsistent and there has not been any training for staff to bridge gaps in their understanding.

## **HISTORY**

117. Standards are below average by Year 2 and Year 6, as they were at the time of the last inspection, although pupils mostly achieve as expected, based on their prior attainment. There is no marked difference between the attainment of boys and girls. Pupils with special educational needs achieve very well with support and those who are at the early stages of learning English as an additional language also achieve well with additional support with their learning of English. Teaching is satisfactory, overall, although no history lessons were seen in Years 2 and 6, but evidence was gathered by discussions with pupils and analysing their written work.
118. By the end of Year 2, the pupils are developing an understanding of the past by learning how The Great Fire of London started, by drawing and writing about it, and about the life and work of Florence Nightingale. They compare her clothes with those of modern nurses by drawing and writing about them. Year 1 identify the difference between seaside holidays at present and at the beginning of the last century with support from their teacher and classroom assistants but their writing and presentation, especially of the less able, is unsatisfactory. Although the pupils are increasing their sense of chronology and understanding of the passage of time, their skills of historical enquiry, such as identifying the difference between past and present are insufficiently developed.
119. By the end of Year 6, pupils understand well the differences between the Spartans and Athenians but do not display particularly the same depth of understanding about their similarities. They have a clear sense of chronology in their oral work; however, their information gathering and analysing skills and the use of historical language, particularly in their written work, are not developed effectively. This also affects their interpretation of events and explanation of causes and effects in a structured way. However, in a lesson observed in Year 4, the teacher's skilful use of pictures and models of ancient Egyptian artefacts, generated tremendous interest and enabled the pupils to do their own interpretations about the lives of ancient Egyptians. Pupils in Year 3, on the other hand, made only limited deductions from the 1940s pictures of Silvertown because their speaking and listening skills are limited and they find it difficult to distinguish between the past and present.

120. The quality of teaching was generally sound in lessons seen in both key stages. Teachers have good subject knowledge and use resources well. Most teaching is done through the use of a variety of teaching methods and the appropriate deployment of resources to assist learning – books, posters, pictures, artefacts, visits and visitors. Lessons are varied and occasionally challenging for most groups of pupils. The breadth of the study of history is enhanced through visits to places of historical interest, such as the Docklands, National Maritime Museum and North Woolwich Railway Museum and having special history assemblies. Pupils are interested in history. They concentrate well and are mostly keen to express themselves in different ways, orally, as in role-play as Victorian school children, in writing using different genres and in drawing and painting. History makes a good contribution to the pupils' literacy by extending the

range of writing that they tackle; but, occasionally, less developed writing skills reduce the pupils' effectiveness in expressing ideas better. There is good evidence of the use of ICT, such as the interactive whiteboard, making an effective contribution to the learning of history.

121. History teaching in school is, currently, well supported by a senior member of staff who is providing satisfactory leadership and management in the absence of the history co-ordinator. Improvement since the last inspection has been satisfactory. However, there are no formal assessments or monitoring of portfolios of pupils' work from each year group.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. The provision for ICT and the standards that the pupils are achieving have both improved considerably since the last inspection. Resources are of a high quality and have benefited from a heavy investment in new technology with the opening of the new school building. All classrooms have an interactive whiteboard and a wide range of software. Staff training has been effective in enabling all teachers to develop the expertise to exploit this technology to its fullest, not only to teach basic ICT skills but to enhance teaching and learning in other subjects. The school also has a small computer suite, but within the otherwise high quality facilities this is something of a weakness. This part of the accommodation is rather disappointing for a brand new building. The room is cramped, staff cannot move easily around it to help pupils and sight lines are obscured by the positioning of monitors in relation to the main whiteboard. Staff need to consider carefully how this facility can be utilised to best effect. The repositioning of computers and desks may help but the school should also consider whether having a whole class in the room is the most effective arrangement.
123. Teaching and learning are satisfactory, overall, with several strengths that are nullified when the pupils move to the computer suite. Pupils are mostly achieving satisfactorily, and pupils with special educational needs, or English as an additional language, make the same sound progress as others in their class. Attainment is close to expected levels by Year 2, but below expectations by Year 6. This difference is largely because the younger pupils have benefited from the improved provision for a greater proportion of their school careers. New skills are often learnt in an interesting context so that the pupils can then use these to support learning elsewhere. A good example of this was in the work being undertaken during the inspection on direction, turning and movement in Years 1 and 2. The pupils were learning how to instruct an object to move along roads and turn through a right-angle at corners and, in pairs, undertook a similar activity to instruct each other how to move to cones placed around the playground in physical education. These activities linked well with work on angle measure and units of length in mathematics.
124. Teachers are becoming highly skilled at using the interactive whiteboard and computer in their classrooms, not only to teach ICT skills but to present material in other subjects. Lessons are well prepared and carefully planned to develop the pupils' skills systematically. Confident explanations and demonstrations, often involving a good level of pupil participation and discussion, set out clearly the skills to be developed and the important features of any new software. These sessions take place in the normal classrooms, during which time the pupils are mostly keen, attentive and confident in answering questions and using the resources. Learning in these

sessions is good. The pupils have developed independence appropriate for their ages. They can use the features of the computer and know how to load, save, retrieve and print their work. Where progress slows and the pace of learning is lost is when classes move to the computer suite. Teachers and support staff have much greater difficulty here because they cannot easily get the pupils' attention or reach them to help if they have problems. This can result in frustration on the part of the pupils, who then do not focus their attention fully on the work in hand. Staff have adopted various strategies to remedy this, none of which is proving totally effective.

125. One particular strength of recent improvements to the provision is that skills are developed, returned to and built on from year to year. For example, displays in the computer suite demonstrate good progression of skills in word processing and desktop publishing. Typing of short statements by Year 1 pupils is extended by adding selected pictures in Year 2. By Year 5 the pupils can use the cut and paste facility to reorder instructions and can link their own text with images downloaded from the Internet. Simple programming also develops from Year 1 pupils instructing movements of a 'roamer', to Years 3 and 4 pupils using repeating instructions when drawing a square, to Year 6 pupils who can program the control of traffic lights.
126. All aspects of the National Curriculum for ICT are now covered to a good depth. The development of the subject is being well led and managed, with clear action planned to secure further improvements. The work of staff is monitored and good support and guidance provided to bring about improvements in their work. Less emphasis has been placed on evaluating the standards that the pupils are achieving. This is a matter that now needs attention. An assessment system has recently been introduced in Year 2 and Year 6, which now needs extending to the rest of the school. The high level of resource provision and the school's commitment to new technology place staff in a strong position to raise standards further in the coming years.

## MUSIC

127. Pupils' levels of attainment have improved since the last inspection, and at the ends of Years 2 and 6 correspond broadly to national expectations. Pupils' achievement is good. Attainment in composition and performance is better than in appraisal: pupils' below-average communication skills mean that they find it difficult to verbalise their judgements.
128. In Year 1, pupils were observed singing together and, once the songs were established in performance, they composed accompaniments using untuned percussion instruments. The majority of the class sang tunefully, helped by a teacher with good pitch, and they observed rhythmic patterns. While singing together, they performed well, although many found reading the words difficult, and needed several repetitions. A small number of pupils evaluated their own performance thoughtfully, but a number of others with limited social skills showed a tendency to talk among themselves without paying any attention to their peers or their teachers.
129. Music throughout the school is supported by separate singing practices for the infants and the juniors. On these occasions, and in assemblies, singing is lively and spirited, if not well-focused upon tunefulness. A good variety of songs is remembered by the majority, who have clear favourites. There is, however, very little appraisal of their own performance by pupils, and there is even - as much in Years 3 to 6 as in Year 1 - an undercurrent of conversation during the gaps between songs. Nevertheless, pupils respond well to the introductions of a leader or conductor, and improve well with repetition.
130. In lessons seen in Years 5 and 6, pupils showed great enjoyment of music, and even some awe and wonder at the beauty of the 'Who will buy?' passage from *Oliver*. The pupils in this case clearly appreciated that the different parts of a piece of music might be put together and set against each other, but they found this difficult to imitate, and found the composition of appropriate tunes very challenging. The Year 6 lesson, which examined *Night Mail* by Auden and Britten, enabled pupils to demonstrate their skills in identifying varying rhythmic patterns and how they could be matched to words, and changed in tempo and dynamics to suit the meaning.

131. Teaching is good. Whether they are music specialists or not, teachers make good use of the schemes of work, which are based upon a commercial programme and resources. They lead well, and their participatory styles mean that music lessons are a source of shared enjoyment with their classes. Pupils' positive attitudes contribute to the mutual experience, and the response is often 'Can't we do it again?' or 'Play it again'. Teachers have high expectations of behaviour, and persevere through occasional periods of low-level noise and inattention, reinforcing the need to stay on task and work together. Potentially noisy and undisciplined music lessons are kept well under control, as most pupils are very biddable, if unfocused.
132. The leadership of music is good and, as a result, improvement since the last inspection is good. The co-ordinator is a skilled and enthusiastic musician himself, who provides pupils with a good role model, and his colleagues with clear and useful guidance. The subject scheme of work is well adapted to the needs of both specialist and non specialist teachers, and is well used by both. Resources for music are good, in plentiful supply and good condition. There is some individual small group or individual instrumental tuition, but there is no choir or school band or orchestra.
133. Music makes a good contribution to pupils' moral and social development through the requirements of performing together in ensemble work. The contribution to their spiritual development is also good, through the joy of music making and listening to the music of others. The contribution to their cultural development is satisfactory, through contacts with work of composers of our own and other cultures. However, spiritual, cultural and multicultural experiences are not consciously pursued among the priorities for the subject.

## **PHYSICAL EDUCATION**

134. Provision and the pupils' standards in physical education have not improved sufficiently since the last inspection and most pupils make insufficient progress in the development of the full range of skills. Although improving the subject was not identified as a key issue for the school at the time, the report indicated that there were several important weaknesses. The school's priorities have been elsewhere in the last two years, but now is the time for attention to be given to improving many aspects of the subject.
135. A limited range of activities was observed during the inspection because of the cycle of activities planned through the year. No lessons of gymnastics or dance took place and only one lesson developing ball skills and team play was observed. It is not possible, therefore, to make overall judgements about the pupils' standards, overall. However, in the aspects observed, although the pupils generally developed skills at a reasonable rate their overall attainment was below that expected for their age. In some cases the pupils have quite low levels of fitness, becoming tired and out-of-breath after quite modest exercise. Pupils have swimming lessons in Year 4 only. While many are competent swimmers by the end of the year, a significant number do not achieve the standard expected and there are no arrangements to ensure that they can catch up and reach this standard by the time that they leave the school in Year 6.
136. Teaching is satisfactory, overall, but has some weaknesses that need to be tackled. Lessons are usually carefully planned and well-resourced. Teaching assistants are also fully involved and make a very valuable contribution. However, teachers pay insufficient attention to coaching the correct technique to be used when undertaking an activity. Their personal skills level is not sufficiently high for them to demonstrate clearly what is to be achieved, and they do not give the pupils opportunities to demonstrate themselves or to evaluate the work of others. Most pupils are very keen and enthusiastic, but this can sometimes spill over into restlessness and over-excitement, as in two lessons observed in Years 1 and 2. The pupils in one lesson planned and shared ideas well as they worked in pairs to plan routes around the playground; this work linked well with mathematics and ICT. This lesson suffered, as others outside also do, from the noise of aircraft from the nearby London City Airport. In another class, basic catching and throwing skills were weak and when put into a team game the pupils' tactics were quite limited. Greater

success was achieved by pupils in a Year 3 class as they improved their jumping skills and by Year 4 pupils who were taught well how to throw the javelin, shot-putt and discus.

137. There have been two co-ordinators since the last inspection. This has resulted in physical education not receiving sufficient attention, although quite good commitment is now being shown to moving the subject forward. There has been limited formal monitoring of the work of staff, although the current co-ordinator has begun to identify where expertise needs developing. Steps are being taken to raise the profile of the subject and to seek external support to improve provision. There are relatively few extra-curricular sporting activities, a matter that is of concern to the co-ordinator. Support for teachers' planning has improved, and is identified, along with the introduction of a system of assessment, as an area for further attention. The school is still coming to terms with the reduction in space from three halls to one, but needs to ensure that it retains the nationally recommended teaching time in the future if it is to provide a full physical education curriculum and raise standards.

## **RELIGIOUS EDUCATION**

138. Attainment in religious education meets the expectations of the locally agreed syllabus at the end of Year 2, an improvement since the last inspection but standards continue to be below expectations at the end of Year 6. The pupils' achievement is good in relation to their capabilities in Years 1 and 2, and is satisfactory in Years 3 to 6. Pupils with special educational needs and those with English as an additional language make satisfactory progress in relation to their prior learning and boys and girls attain equally well, as observed during inspection.
139. Year 2 pupils know the story about how the angel Jibril gave Muhammad the message of the Holy Quran over a period of 23 years. In a lesson observed, they listened well to the teacher telling the story sensitively, encouraging Muslim pupils particularly to contribute to the lesson based on their understanding and experiences and others to listen and to ask questions. They discussed in pairs how people send messages to each other and to God and then contributed to the whole-class discussion. Prayers written were to be shared in the school assembly, thereby making a good contribution to the pupils' spiritual, moral, social and cultural development. Most pupils retell in their own words Christian, Hindu and Caribbean creation stories and the stories of Noah's Ark and why Adam and Eve had to leave the Garden of Eden. Pupils in Year 1 also learn about the five pillars of Islam and relate them to five things that are important to them.
140. Year 3 pupils can distinguish between symbols of religion and the importance of a prayer mat in Islam. Year 6 know what it means to be part of a community by learning about how people worship in different faiths using readings, bells, music, prayer mats and facing a particular direction and their special places such as the synagogue, the church and the mosque. They also know that religious leaders like Martin Luther King were inspirational in leading the black community in the United States through peaceful means and that they themselves can have dreams for themselves, their country and the world. This was achieved through the very good use of videos, pictures, effective and probing questioning and the examples shared of models of aspirations and dreams by the teacher. Their written work shows that their learning about and learning from religion are not always well-balanced and the accuracy and understanding of some key events, such as the development of Buddhism and Hinduism, is somewhat muddled.
141. Pupils respond to religious education generally with interest. They work well together, concentrate on tasks, share their own experiences and learn from each other by sharing experiences from their own religious perspective. As this is a multi-religious school, which has pupils and staff representing different faith communities, pupils bring in a wealth of personal religious experiences, which they feel comfortable in sharing with each other as well as learning from each other, when given the opportunity to do so.
142. The quality of teaching is satisfactory, with some examples of good teaching, enabling the pupils to develop reflection, empathy and thinking skills. In most classes, teachers question effectively to help the pupils to recall facts from the current or previous lesson. Sometimes teachers are



insecure in their knowledge of the subject and do not draw out the religious significance of pictures, artefacts and stories, particularly in teaching different world religions. There have been no recent visits to local places of worship such as churches, gurdwaras, temples and mosques, or visitors from these places or parents from other faith backgrounds to share to help pupils to deepen their understanding of other religions and cultures. However, the school celebrates religious festivals such as Diwali, Eid or Christmas.

143. Overall, improvement since the last inspection has been satisfactory. The religious education curriculum meets statutory requirements. However, the allocated time for specific religious education is below the recommended time, especially in Key Stage 2. The subject policy has been recently updated by the newly appointed co-ordinator, who is gaining an understanding of the role well and providing satisfactory leadership and management. Areas for development have been identified following an analysis of the pupils' work, the particular priorities now being monitoring and assessment across the school.