

INSPECTION REPORT

EARLHAM PRIMARY SCHOOL

Forest Gate, London

LEA area: Newham

Unique reference number: 102718

Headteacher: Mrs L King

Lead inspector: M J Weaver

Dates of inspection: 1-4 December 2003

Inspection number: 256011

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	312
School address:	Earlham Grove Forest Gate London
Postcode:	E7 9AW
Telephone number:	020 8534 6127
Fax number:	020 8555 8231
Appropriate authority:	The governing body
Name of chair of governors:	Mrs D Schulz
Date of previous inspection:	4 December 2001

CHARACTERISTICS OF THE SCHOOL

The school has 312 boys and girls on roll full time, including 70 refugees, and 60 children who attend the Nursery for part-time education. About 80 per cent of pupils have English as an additional language and this is very high, with almost half of the pupils at an early stage of using English. The majority of pupils are of Bangladeshi heritage (34 per cent) and African origin (21 per cent), with the remaining 45 per cent of pupils coming from 15 other ethnic origins, of which only 12 per cent are British. The attainment of pupils now entering Year 1 has risen from well below average in 2002 to below average in 2003 as a result of improvements in the Foundation Stage provision. Most children in the Reception class are likely to achieve the Early Learning Goals in all aspects by the time they enter Year 1, except for their communication, language and literacy skills. Almost one quarter of the pupils have special educational needs, which is above average. Only four pupils have statements of special educational need. This is marginally below the national average. The chief difficulties experienced by these pupils are hearing impairment, social and emotional, and speech and communication. The level of mobility is high, with 20 per cent of pupils joining school after the normal starting time and a further 19 per cent leaving before the end of Year 6. The number of pupils eligible for free school meals is well above average. There has been a substantial turnover in staff over the last two years since the school was removed from Special Measures. The school received a Schools Achievement Award in 2002 for improved standards. The school receives some funding from the Schools Regeneration Budget for supporting pupils' learning and sports development. Links are held with the North East London Partnership to support its Graduate Training Programme, the Urban Learning Foundation for student teacher training, and a local First Division football club.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	Mr M J Weaver	Lead inspector	Citizenship
19320	Mrs B Attaway	Lay inspector	
22147	Mrs A Holland	Team inspector	Foundation Stage English Art and design History Music Religious education
23805	Mrs M Lygoe	Team inspector	Special educational needs Mathematics Science Design and technology Geography Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school gives a **generally satisfactory level of education** but more needs to be done to raise standards. Although standards by Years 2 and 6 are well below average overall, pupils' achievement is satisfactory. The quality of teaching is satisfactory overall. Leadership and management of the school by the headteacher are satisfactory. However, she has not ensured that teachers consistently fulfil the school policies for marking and assessment to drive up standards. The school gives just satisfactory value for money.

The school's main strengths and weaknesses are:

- Provision in the Foundation Stage is good and is having a major impact on raising standards.
- Teaching is satisfactory overall, with some that is good, but too many lessons are unsatisfactory.
- Although standards are beginning to rise and reading has improved, not enough has been done to ensure that they improve at a rate that is fast enough, particularly in English, mathematics, science, and for higher attainers. Standards in music are unsatisfactory.
- Pupils' cultural development is very well developed; the care for pupils and the quality of information for parents is good.
- Provision for pupils with special educational needs is good but planning does not take enough account of the needs of pupils in Years 3 to 6 who are at the early and intermediate stages of learning English.
- The use of assessment information to support learning is unsatisfactory and the roles of some co-ordinators are underdeveloped.
- Pupils with physical disabilities are unable to gain access to all parts of the school.

Improvement since the last inspection has been satisfactory. Teaching in the Foundation Stage and Year 6 in particular has improved. Half of the key issues from the last inspection have been achieved, and work is continuing toward resolving the outstanding ones, including that of assessment.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	E	C
mathematics	E	E*	E	D
science	E	E	E*	E

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

E - very well below*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is now broadly satisfactory overall. Although Year 6 pupils' attainment in the national tests in 2003 was well below average overall, with science results being in the bottom 5 per cent nationally, inspection findings show that standards in English at Year 6 are now only below average. Standards in mathematics and science remain well below average but there is clear indication that standards in science are beginning to rise. Achievement in Years 3 to 6 is satisfactory. At Year 2, standards remain well below average but achievement is satisfactory. Standards in the Foundation Stage have risen significantly since the curriculum and staffing were improved. Children's achievement is good and most are likely to attain the goals children are expected to reach by the end of Reception in all aspects except their communication, language and literacy skills, because of the high proportion of children who have English as an additional language or special educational needs. The Year 1 teachers build well upon the improved learning in the

Foundation Stage and standards, although too low, are now rising. Standards in religious education are average and fulfil the locally agreed requirements. Standards in information and communication technology are average at Year 2 and below average at Year 6. Standards generally are beginning to rise in Year 6 but they could improve at a faster rate in all other classes, particularly in information and communication technology in Years 3 to 6, and in mathematics. Pupils with special educational needs achieve satisfactorily. Pupils at early and intermediate stages of learning English in the Foundation Stage and Years 1 to 6 achieve satisfactorily, although their progress in Years 3 to 6 is inconsistent and often slow. No significant differences were evident between pupils in different ethnic groups. **Pupils' spiritual, moral, social and cultural development is satisfactory overall, and their cultural development is very good.** Pupils have good opportunities to develop their sports skills. Pupils' attitudes and behaviour are satisfactory. Attendance is below average.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory overall. Teaching is satisfactory, but a good number of lessons are of better quality in the Foundation Stage and Year 6 in particular, and in several other classes. Too many lessons were unsatisfactory, being seen in three classes. Music is unsatisfactory. Children's learning in the Foundation Stage is good and teaching in the Year 1 classes builds effectively on this. The provision for pupils with special educational needs is good, enabling them to achieve satisfactorily. The curriculum is satisfactory in Years 1 to 6. Provision in the Foundation Stage is good and now meets the curriculum requirements for Nursery and Reception children. In Years 3 to 6, there is inconsistent planning for the needs of pupils at the early or intermediate stages of learning English who, as a result, often do not learn as well as they should. Potentially higher-attaining pupils are not sufficiently challenged.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has introduced several good improvements over the recent two years and has also made some good teaching appointments. Because the roles of subject co-ordinators are underdeveloped, including that of monitoring teaching and learning, the headteacher takes too much responsibility for day-to-day activities. As a result, school improvement is slowed down. There is much good quality assessment information in English, mathematics and science but it is not used well enough to drive up standards at a fast enough rate. Whole-school assessment systems need to be developed in all other subjects. Governors fulfil their roles satisfactorily.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school and the care it shows to their children. Pupils value the opportunity to have a say in the work of the school through the school council. Those attending school clubs value them fully.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- drive up standards by improving teaching in all subjects, particularly in English, mathematics, science and music, and ensuring good development of pupils' early use of English;
- develop the role of the headteacher and all co-ordinators without delay;
- ensure that work is well matched to the needs of all pupils and particularly for higher attainers;

and, to meet statutory requirements:

- provide access for pupils with physical disabilities to all areas of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Nursery and Reception classes is good. Standards in the Foundation Stage are largely in line with national expectations in most areas of learning. Because of large number of children entering the Nursery with very limited English speaking skills, most will achieve the Early Learning Goals except in communication, language and literacy. Standards in Years 1 and 2 are well below average overall, but are average when compared to similar schools. Standards in English are below average, and in mathematics and science they are well below average at Year 6, although standards in science are beginning to rise. Achievement is satisfactory in Years 1 to 6. More could be achieved if the assessment information available were used more effectively to match pupils' abilities. No significant differences were evident between boys and girls. Good impact is now being made in the Foundation Stage to address the weaknesses in children's learning prior to their entering Year 1, but it is too soon to see the impact of this in Years 2 to 6.

Main strengths and weaknesses

- Although achievement is satisfactory, standards in English, mathematics and science are not improving at a fast enough rate.
- Children in the Foundation Stage achieve well.
- The learning of pupils at the early and intermediate stages of using English as an additional language is inconsistent and some are not making sufficient progress in Years 3 to 6.
- Standards could be higher if more challenging work were set for all pupils.
- Provision in music is unsatisfactory.

Commentary

Standards in national tests at the end of Year 6 – average point scores in 2003¹

Standards in:	School results	National results
English	25.2. (23.7)	27.1. (26.9)
Mathematics	24.1 (23.4)	27.1. (26.9)
Science	25.2. (26.5)	28.9. (28.8)

There were 47 pupils in the year group. Figures in brackets are for the previous year

1. Standards in Year 6 in English and mathematics have been slowly rising over the last four years except for a fall in 2002. Standards in science have fallen over the same period. Despite this, the school's rate of improvement overall is in line with the national improvement trend. Year 6 pupils' achievement since when they were in Year 2 was well above average in English, above average in mathematics and average in science, because of the good teaching, particularly in Year 6, and preparation for the tests. The attainment target for English was exceeded as a result of the school's greater focus on English, but not in mathematics because of pupils' weak recall of number facts, their limited mental agility and ability to apply their knowledge to solve problems. Despite this, pupils attained higher standards in mathematics than those in 2002. Although mobility is high, its impact on the test results was low, with only three pupils joining the class during the academic year, one of whom joined one month before

¹ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

taking the national tests. These pupils' expected attainment was similar to that of the two pupils leaving the school before taking the tests.

- Standards in the current Year 6 are below the national average in English and well below in mathematics, and science. Despite low standards, pupils' achievement in Year 6 is good in English, but only satisfactory in mathematics and science. Pupils with special educational needs achieve as well as their classmates, while some who are at an early and intermediate stage of speaking English as an additional language make slow improvement, as teachers' planning in some classes does not meet their needs sufficiently. On occasions, good support is given for these pupils by classroom assistants, such as in English and religious education. No significant difference in the attainment of boys and girls was evident in the 2003 test results, and is confirmed from inspection findings. Standards in information and communication technology are below average at Year 6, although pupils' achievement is now satisfactory. Standards in religious education are average and fulfil the requirements of the locally agreed syllabus; pupils' achievement is good. Standards in art and design are above average and achievement is satisfactory. Although standards are below average in history, pupils' achievement is satisfactory. Standards in music are well below average and pupils' achievement is unsatisfactory. No judgements were possible on standards or achievement for design and technology, geography or physical education as an insufficient range of evidence was able to be gained.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	13.9 (13.1)	15.7 (15.8)
Writing	13.4 (12.5)	14.6 (14.4)
Mathematics	14.8 (15.0)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

- Standards at Year 2, based on the 2003 national tests, remained well below average in reading, writing and mathematics. When compared to similar schools, their attainment was average. Current Year 1 pupils are now achieving at a faster rate than the previous Year 1 pupils, because of teachers' building on the good foundation laid in the Foundation Stage. Year 2 pupils' attainment remains well below average as the improved standards in the Foundation Stage have not yet had time to impact upon these pupils' learning. Year 2 pupils' achievement is only satisfactory. Pupils experience similar difficulties to pupils in Years 3 to 6, having weak skills in English, and number retention and weak recall in mathematics, high mobility and insufficient use of assessment to match work to pupils' abilities. These all add to pupils' slow progress. Standards in religious education and information and communication technology are average and achievement is satisfactory. Standards in art and design are above average. Although the standards in history are well below average, pupils' achievement is satisfactory. Standards in music are below average. No judgements were possible on standards or achievement for design and technology, geography or physical education as there was insufficient evidence. Pupils with special educational needs and those who speak English as an additional language achieve as well as their classmates. No significant difference was evident between pupils from different ethnic backgrounds.
- Children in the Foundation Stage, including those with special educational needs and English as an additional language, achieve well. This is because the teacher is skilful in matching work to children's abilities, linked very closely to the good planning and good quality of relationships built between staff and children. This adds good value to children's learning. However, many children are unlikely to attain the Early Learning Goal in communication, language and literacy, because they either have weak literacy skills or are at the early stages of learning English.
- Pupils' achievement through Years 2 to 6, though satisfactory overall, has not been as good as it might because of:

- sufficiently challenging targets not being set for all pupils or groups of pupils, particularly for higher-attaining pupils;
- lack of effective tracking of pupils' progress and lack of effective intervention when their progress was slow;
- insufficient match of work to the needs of pupils with English as an additional language.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes are satisfactory, but are good in the Foundation Stage. Pupils' behaviour is satisfactory overall, but in one class it is often unsatisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall. Attendance is below the national average and unauthorised absence is very high.

Main strengths and weaknesses

- Pupils' cultural awareness is developed very well.
- Pupils' attitudes and behaviour are good in the Nursery and Reception classes, but often unsatisfactory in one infant class.
- Many pupils enjoy the extra-curricular activities on offer.
- Attendance is below the national average; the level of unauthorised absence is well above the national average.

Commentary

6. Pupils' cultural development is very well developed through class discussions that enable pupils the opportunity to reflect on issues such as thoughtfulness and consideration for others. Muslim pupils respected a discussion on the meaning of Easter, and the good quality multi-cultural displays in school encourage pupils to think about their own and each other's backgrounds. Activities such as the African music workshop stimulate learning and promote the sharing of each other's cultures. Visits by a theatre company help pupils to appreciate English heritage by exploring English lifestyle in the Tudor and Victorian times.
7. The good relationships developed with children in the Foundation Stage and the interest shown in them, build their self-esteem and encourage them to listen carefully, knowing their comments will be listened to. Pupils' attitudes and behaviour are satisfactory across the whole school. In a number of classes, pupils work collaboratively, share resources and listen to one another's comments. In others, the co-operative working is not so well developed, particularly in Year 2 where pupils' behaviour and response are often unsatisfactory and have a negative impact on learning. The school's own pupil questionnaire indicates that some bullying may go unreported and parents agree; this needs addressing.
8. Pupils enjoy the clubs offered to them to develop a range of skills both in and out of school. Pupils enjoy the pre-school basketball club and the after-school art club, and photographs show Year 6 pupils involved in new experiences such as sailing. These activities develop pupils' team skills and individual interests, and their ability to express themselves through art and design. Many pupils have experienced the thrill of singing two specially commissioned songs in the Christmas concert at East Ham Town Hall.
9. Pupils' spiritual, moral and social development is satisfactory. Pupils are elected by their classmates to represent them on the school council. They take their roles seriously. They ensure that all other pupils in school are aware of what is being discussed, and report to them on the results of discussions. A group of pupils trained in playground games help to add to the quality of relationships at break times and effectively develop pupils' social skills. Pupils relate well to each other, and there is freedom from racial disharmony. Pupils are taught right from wrong and have opportunities to consider their moral outlook. For example, older pupils discussed the actions of football club sponsors in considering everyday issues from an ethical point of viewpoint. Pupils' spiritual development is satisfactory but occasionally some telling

examples of pupils' deeper feelings are seen and celebrated. One such example is that of a Year 1 pupil's mantra for the day, 'I've got the power', was shared in an assembly to motivate pupils in achieving goals, while another pupil's poem shows empathy for a world not at peace. She wrote:

'Please African soldiers stop killing people,
And look at the moon,
Feel how it is beautiful like glitter'.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.9
National data:	5.4

Unauthorised absence	
School data :	1.5
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. Attendance is below average, while the level of unauthorised absence is very high. The school is strict in fulfilling the legal requirement regarding time allowed out of school in term time, and regularly reinforces the need for children to attend school. The school's new entrance arrangements have significantly reduced the number of pupils arriving late by over 50 per cent compared to the previous week before they were introduced. This is very good improvement.
11. There were eight fixed-term exclusions last year, but only one so far this year. Cases are handled sensitively to ensure the best outcome for every pupil; this is good practice.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Black or Black British – African
Any other ethnic group

No of pupils on roll
27
41
107
67
10

Number of fixed period exclusions	Number of permanent exclusions
1	0
1	0
3	0
2	0
1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is generally satisfactory. Extra-curricular clubs offer good opportunities for pupils' personal development. The use of assessment information is unsatisfactory as it is not used well enough to set appropriately challenging targets or match work for pupils' needs.

Teaching and learning

The quality of teaching in the Foundation Stage is good and children achieve well. Teaching and learning are satisfactory in Years 1 to 6 and reflect the findings of the last inspection. The effect of teaching on pupils' learning is only satisfactory, taking pupils' work from the last 12 months into account.

Main strengths and weaknesses

- Teaching in the Foundation Stage is a strength of the school.

- The use of assessment for raising children's attainment in the Foundation Stage is good.
- Teaching at Year 6 is effective in raising standards, but insufficient use is made of assessment information to drive up standards.
- There is too much unsatisfactory teaching.
- Provision for pupils with special educational needs is good.

Commentary

12. Teaching and learning in the Foundation Stage are good. This is a major improvement since the school implemented the Foundation Stage curriculum 15 months ago, and is having good impact on pupils' learning. As a result of the children's good achievement, their attainment on entry to Year 1 is now only below average. The teachers' strong subject knowledge and all features of their teaching are good. They use assessment information well to ensure that children receive work that is matched to their abilities. Support staff are deployed effectively and ensure that children sustain concentration at their tasks. As a result of the good provision, children respond positively and achieve well.
13. Teaching in Years 1 to 6 is satisfactory overall. It ranges from good to poor, with good teaching evident in a number of classes across the school. It is not limited to any one subject. The quality of teaching in Year 6 is having good impact on pupils' learning, although there is not sufficient time to make up the deficit in pupils' learning to drive standards up further. This is partly due to some weaker teaching in previous years and the lack of effective target-setting.
14. Unsatisfactory teaching was present in three classes. In one class, the teacher's behaviour management strategies were not sufficient to maintain good behaviour or keep pupils on track. In the other two, some of the teachers' subject knowledge was weak. Teaching in music is unsatisfactory as teachers lack the necessary subject knowledge.
15. Teachers conduct evaluations of the outcomes of their lessons weekly, but some do not use this information sufficiently well to set challenging work in the following lessons. Teachers' marking is a weakness overall. The headteacher's review of marking identified a number of major areas where the policy is not being met. The findings are to be used to ensure that teachers provide pupils with appropriate next steps in their learning.
16. The assessment information developed by the school is satisfactory. Because it is not used by many teachers to set challenging work for pupils, or to revise expected levels of achievement during the year, the use of the information is unsatisfactory. Apart from English, mathematics and science there is no whole-school assessment system, although the co-ordinators for geography, history and physical education have been pro-active in developing their own systems. Assessment in art and design and religious education is at a very early stage of development and physical education needs further development.
17. Provision for pupils with special educational needs is good and they are fully included in all subjects. Pupils who need additional help are identified at an early stage, their needs are carefully assessed and their progress is monitored regularly. Teachers adapt activities in all subjects to ensure that individual needs are met. Learning support assistants and teaching assistants give effective, focused support. As a result pupils with special educational needs achieve at the same rate as others in their classes. Teaching for pupils with English as an additional language is the same as for all other pupils except for those at a very early and intermediate stage of using English, where insufficient planning in some classes results in pupils' learning being slow in Years 3 to 6. Good support was evident in both English and religious education lessons.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	22 (52%)	16 (38%)	3 (7%)	1 (2%)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is good in the Foundation Stage and satisfactory in Years 1 to 6. The school provides a balanced range of curricular opportunities in Years 1 to 6 that ensure that pupils make satisfactory progress in all subjects except in music. Good opportunities for enrichment are provided through extra-curricular activities. Resources are satisfactory. Accommodation is satisfactory with the exception of the hall and insufficient access for pupils with physical disabilities.

Main strengths and weaknesses

- A rich curriculum is provided in the Nursery and Reception classes.
- There are some good cross-curricular links.
- The development of reading throughout the school has improved.
- Good opportunities are provided before and after school in sport and some arts.
- The school does not have systems in place to ensure that strategies to improve standards are consistently applied.
- The provision for music is unsatisfactory.
- The size of the hall restricts pupils' progress in physical education.

Commentary

18. Children in the Foundation Stage learn well because of the rich range of activities and resources that promote children's development well in all areas of learning. This is a significant improvement in provision in the Foundation Stage since the previous inspection.
19. The school provides a satisfactory curriculum with the exception of music. Overall, this shows satisfactory improvement since the last inspection. Arrangements for acts of collective worship are satisfactory in phase and class assemblies, some of which are linked to circle time. National guidelines have been adopted for all subjects and are used satisfactorily to support teachers' planning. The literacy and numeracy strategies are implemented satisfactorily. The school recognises the need to improve standards in pupils' writing and has introduced a topic-based approach to support this. It is not firmly embedded in practice and needs careful monitoring to ensure that it is consistently applied and that all subjects receive the planned coverage. Reading has been a recent focus for improvement and this is resulting in improved standards throughout the school. The closer focus on reading and a more cross-curricular approach to learning are beginning to have a positive impact on pupils' learning.
20. Equality of access and opportunity provided throughout the school is satisfactory, but good strategies are in place for pupils' social inclusion and ensure that the rich diversity of the pupils' cultural backgrounds is valued. Although some provision is made in several classes to meet the needs of higher-attaining pupils, there are occasions when they do not receive sufficient challenge in lessons, such as in information and communication technology where pupils all work at the same pace irrespective of their prior attainment. This is partly due to teachers' lower confidence when teaching in the computer room in not allowing higher attainers to move on without waiting for their classmates. Provision for the pupils with special educational needs is good and helps them to be fully involved in lessons, as pupils are well supported by good quality classroom assistants. Individual education plans are usually well written and give clear

measurable targets. Work is well varied to cater for individual needs. Provision for pupils with English as an additional language is satisfactory for most pupils but is less well developed for some pupils at an early and intermediate stage of using English, partly because of the difficulty in obtaining mother-tongue support to aid pupils' learning.

21. The curriculum in the Foundation Stage is well organised, with a good range of practical activities and approaches, including the opportunity for pupils to talk alongside their more experienced English-speaking classmates, giving children the opportunity to achieve well. In Years 3 to 6 pupils' achievement is slowed as a result of the higher linguistic demands of the curriculum, particularly in English. While some teachers build in good visual support, there are fewer opportunities for speaking and listening, and pupils receive less support than that needed to use challenging texts.
22. Support for learning outside the school day is good. The school offers a wide range of opportunities in which most pupils participate. Football is provided for boys and girls, with ten children attending West Ham Football Ground Study Club each year for additional training and for additional studies in literacy, mathematics and information and communication technology. Essex County Cricket Club supports the effective development of cricket within the school. A wide range of educational visits is arranged to museums and nature reserves, and groups come in to support historical topics, for example the Romans. There is a residential visit to Maldon for pupils in Year 6 and there are several after-school clubs, such as the art club. Six children are learning to play the violin from a peripatetic music teacher. Each of these activities promotes pupils' interest and learning well.
23. There is an adequate number of staff to meet the needs of the curriculum, but good provision for supporting pupils with special educational needs. Support for pupils at an early stage of using English is good in the Foundation Stage where staff support children well, but this opportunity is not given to many pupils in Years 1 to 6. Where the deployment of teaching assistants is effective, pupils, including those at the early stages of learning English, achieve satisfactorily, and learning is at least satisfactory; on occasions, pupils receive less-focused support and their rate of achievement is too slow. Staff expertise is unsatisfactory in music, leading to standards that are unsatisfactory. In information and communication technology, some teachers have weak levels of confidence and this tends to slow the achievement of higher-attaining pupils. Accommodation is satisfactory, except for the hall, which is insufficient to allow gymnastic lessons to take place without risk of injury, particularly for older pupils. There is a lack of access to all parts of the school for pupils with physical disabilities. Displays around the school are good and enhance the learning environment.

Care, guidance and support

The care of pupils is good; the health and safety of all who work in the school is seen as important. The use of assessment of pupils' learning is unsatisfactory and does not ensure that pupils receive the guidance required to achieve as well as they might. The school listens well to pupils' views, and this encourages initiative.

Main strengths and weaknesses

- Arrangements for pupils' welfare are good and vigilance is maintained in ensuring their health and safety.
- There is a good level of pupil participation in the school's development.
- Assessment data is not used effectively to provide effective advice, support and guidance for pupils' learning.
- Induction procedures are good.

Commentary

24. The child protection co-ordinator gives good support to pupils' welfare, helped effectively by the teaching assistants who are observant and listen well to pupils' concerns. Training is up to date and staff are reminded annually about the procedures. The quality of support and safety offered to children in care ensures that they are nurtured well. The school is vigilant in its provision for the health and safety of its pupils and ensures that all external visits are fully risk-assessed by a co-ordinator. First-aid training is good and there are good records of the administration of medicines. Pupils benefit from the school's participation in the national fruit scheme and through the healthy schools initiative; water bottles have been introduced and this encourages pupils to develop healthy lifestyles.
25. The school listens well to pupils' ideas, especially through the school council. As a former pupil in the role of chairperson said: "We discussed the issues and problems of the school. We came up with solutions to resolve the problems". The school has responded well and pupils' ideas on the improvement of the playground are to be developed shortly. Pupils' initiative is encouraged and, when older ones said lunchtime arrangements were inefficient, the pupils were given opportunity to re-order the class rotas, which they did successfully. As part of their citizenship programme and in conjunction with two other local primary schools, school council members develop their community spirit through discussion of common problems and are presently considering ways to reduce litter.
26. The school sets its targets for pupils' learning taking account of the high proportion of pupils with special educational needs and English as an additional language, but is unable to make forecasts about the impact that potential mobility of pupils will bring. The initiative for pupils to undertake some responsibility for their own learning commenced two years ago, where the next step in their learning was to be established through discussion with teachers. This good initiative has not been rigorously implemented and has subsequently reduced the impact on pupils' learning and personal responsibility. Inconsistent support is given to pupils through the marking of their work, which does not often identify the next steps in their learning to raise their individual levels of achievement. The support for pupils with special educational needs and links with outside agencies are good. Support for pupils at early and intermediate stages of using English is variable and does not ensure that their achievement is systematically developed.
27. The induction procedures for the youngest pupils and those entering mid-phase are good and valued by their parents. Effective arrangements are in place for older pupils joining the school after the normal starting age, pairing them with another pupil sharing the same language.

Partnership with parents, other schools and the community

Links with parents and the community are satisfactory. Good curriculum links with secondary schools ensure a smooth transfer to the next stage of the pupils' education.

Main strengths and weaknesses

- Information provided to parents is good.
- Parents of pupils in the Foundation Stage and Year 1 welcome the regular curriculum events.
- Some parents say they do not know well enough how their child is progressing, but insufficient use is made by parents of the various opportunities to discuss their children's progress.

Commentary

28. The regular governors' newsletters are good, while the three progress reports for parents are of very good quality. The governors' annual report to parents has consistently won a Newham award for the past seven years. Targets for pupils' development are shared and discussed, and areas for improvement are identified. Pupils' end-of-year reports identify how well the targets have been achieved and keep parents updated about their children's progress. The

view of 15 per cent of parents responding to the questionnaire, stating that they do not know how well their children are progressing, is unfounded from inspection findings.

29. The guidance received by parents of younger children is good and parents are pleased with the quality of information and support given. Their attendance at the half-termly curriculum meetings is good and provides them with good knowledge of how their children learn and how parents can help at home; this builds pupils' confidence and lifts their self-esteem through the shared celebration of success. Parents whose children are identified as having special educational needs are consulted and kept fully informed about their progress.
30. The school significantly increased the number of parents attending the consultation evenings with teachers by offering timed appointments for those who did not respond initially. However, this level of parental response is lower than that found nationally, and indicates that the partnership between school and home is now only satisfactory. The school endeavours to encourage parents to support their children; they are offered opportunities to read books with their children in the school library and curriculum workshops aimed at helping their children at home, but there has been very little take-up of these offers. However, several parents and their children benefit from the after-school computer course run by an outside agency. Staff have a range of languages that are spoken by the families represented in school and this enables the school to communicate well with parents who have English as an additional language or who do not yet speak English fluently. Where necessary, parents and carers are invited to bring a friend to parents' evenings, enabling all parents to be fully included. Parents are keen to help with school visits, fun days and the bazaar. The 'Friends of Earlham' have contributed well to pupils' education by supporting trips to Thorpe Park and Walton on the Naze, and pupils with an interest in cricket have benefited from both local support and Essex County Cricket Club.
31. Links with the community are satisfactory. Older members of the community have contributed from their knowledge and experience of life during World War II, and a party to celebrate Eid strengthened the relationship with the local community. The links with local primary schools give satisfactory support to pupils' education, such as the master classes to help Year 6 pupils prior to sitting the national tests. Good links are held with the three main secondary schools to which pupils transfer, one providing effective curriculum links in English, mathematics and physical education. Pupils with special educational needs benefit from the involvement with the secondary school special needs co-ordinator prior to transfer. Overall, these links enable pupils to transfer smoothly to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are generally only satisfactory. Governors are very supportive of the school and fulfil their role satisfactorily.

Main strengths and weaknesses

- Leadership and management are good in the Foundation Stage.
- Some good teaching appointments have been made.
- Although some co-ordinators lead their subjects well, the role of several co-ordinators is underdeveloped.
- Although the headteacher's leadership and management are satisfactory overall, too much time is spent on day-to-day management. This detracts from her role in raising standards at a faster rate.
- Effective leadership is given for pupils with special educational needs.

Commentary

32. The headteacher provides generally satisfactory leadership and management. She has made satisfactory achievements in bringing the school out of Special Measures two years ago. These include:

- significant remodelling and staffing of the Foundation Stage, and implementation of the Foundation Stage curriculum;
 - good quality policies to promote consistency of teaching and assessment;
 - the appointment of some competent staff to raise the quality of teaching;
 - regular monitoring of teaching;
 - a school improvement plan that is a realistic tool for developing the work of the school;
 - greater involvement by governors in setting the strategic direction of the school;
 - introduction of the computer room facility.
33. The impact of the new Foundation Stage on children's learning is good and pupils in Year 1 are already achieving better than in previous years, well supported by the deputy in her role as class teacher. The assessment system gives a good foundation upon which to monitor pupils' learning and set realistic targets. Although the school has continued to make reasonable progress across all year groups in English, mathematics and science against their prior attainment as reported by Her Majesty's Inspectors two years ago, more needs to be done to capitalise on these improvements to move the school forward at a faster rate, and ensure that day-to-day management effectively involves all subject co-ordinators. The headteacher has compiled a wide range of school policies for staff to apply, but both her own very recent review and the inspection findings show that some policies such as marking are not being applied consistently, and that pupils are not being guided sufficiently well in their next steps in learning due to the variability in teaching.
34. Leadership and management of the Foundation Stage are good. The co-ordinator has been effective in developing a strong and cohesive team that makes a valuable contribution to the children's learning. Children take responsibility for their own learning and receive good guidance in how to do this. The Foundation Stage ethos promotes effective learning and captures children's imagination and keenness to learn. This has a positive impact for their learning in Year 1.
35. The headteacher and senior managers have made some wise appointments in the selection of newer teachers in the school. The teachers are keen to provide effective teaching and support that enables children and pupils to learn systematically. Some teachers keenly take responsibility for developing their roles, such as in implementing assessment systems and supporting other staff, but this is not consistent among all staff, as some subject co-ordinators are not made fully accountable for their subject. This results in the headteacher undertaking too many day-to-day tasks and this detracts from her providing a clear focus for providing good strategic leadership. All staff except the headteacher have a formally agreed job description. Governors are involved in developing the school improvement plan and in setting higher standards for pupils to attain. Their role in this and financial matters is good, but their role in monitoring the work of the headteacher and the effective implementation of all policies, including assessment, is not sufficiently rigorous. As such and despite the strengths evident, their role is only satisfactory. They are aware of the requirements to provide access for pupils with physical disabilities to all parts of the building, but do not have sufficient funds to consider any major changes.
36. The headteacher, deputy headteacher, phase co-ordinators and English and mathematics co-ordinators monitor teaching and, while their evaluations on teaching are good, there is insignificant focus on pupils' learning. Most co-ordinators do not receive sufficient time to be fully effective in monitoring the quality of learning in subjects. Staff conduct some monitoring of pupils' work but the findings are not always sufficiently acted upon to ensure that pupils systematically develop their learning. This is evident in the recently implemented topic curriculum focus, which is not yet fully embedded in all classes. Whilst the headteacher undertakes a major review of the school's work each year, the procedures for school self-evaluation are unsatisfactory, as they do not ensure that all pupils receive the guidance needed in raising their achievement.

37. The leadership and management of special educational needs provision are good. Individual education plans are carefully monitored, and the learning support manager provides effective support for pupils and staff in all classrooms. Support staff are well managed and have good access to training. Performance management is satisfactorily implemented. Leadership for pupils' with English as an additional language is good. Management of the school's provision for these pupils is satisfactory, while links with external specialists are good.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,128,665	Balance from previous year	106,844
Total expenditure	1,163,275	Balance carried forward to the next	72,234
Expenditure per pupil	3,421		

What is the effectiveness of the Provision for and Standards Achieved by Pupils with English as an Additional Language?

Provision for English as an additional language is **satisfactory** overall.

Main strengths and weaknesses

- Pupils make good progress in the Foundation Stage and in Years 1 and 2.
- Some good use of visual aids and clear demonstrations are provided but this is inconsistent.
- Some good deployment of teaching assistants enables pupils to progress well.
- There is some lack of awareness of pupils' English language learning needs in subjects other than English and religious education.
- Although teaching is satisfactory, the multi-lingual needs of all pupils are not always met.
- Inconsistent use is made of the school's good planning framework to ensure that effective support is given to pupils at the early and intermediate stages of using English.
- Leadership by the co-ordinator and links with external specialists are good.

Commentary

38. Achievement is good in the Foundation Stage because of the way in which the curriculum is organised, with a good range of practical activities and approaches, including the opportunity for pupils to talk alongside their more experienced English-speaking classmates. Achievement is only satisfactory in Years 1 to 6, because it is affected by the greater linguistic demands of the curriculum. While good visual support is provided by some teachers, pupils overall have few opportunities for developing their speaking and listening effectively, and less support than needed to access more challenging texts. In Years 3 to 6, pupils in the earlier stages of learning English do not attain at the expected level for their age and achievement is slow as some teachers do not take sufficient account of pupils' specific needs in planning. Some effective support provided in English is having a positive impact on pupils' learning.
39. Support for pupils, particularly those who are at an early and intermediate stage of using and speaking English, is inconsistent. Some teachers plan thoroughly, provide good visual prompts and, with the effective deployment of teaching assistants, ensure that pupils achieve satisfactorily. Effective visual demonstration in a mixed-age Year 3/4 mathematics lesson enabled pupils to understand that fast mental calculation was a more efficient way of working out number problems than the laborious drawing of items and grouping them into sets. In some other classes teachers do not provide enough support for or check pupils' understanding of unfamiliar vocabulary or concepts. In a Year 6 class, pupils were taught the importance of Holy Communion for Christians, but insufficient visual resources were used to support pupils' understanding, and the teaching did not make a clear enough connection between Christ's

Last Supper and the commemoration of this important event through the communion service. A number of pupils continue to have low levels of attainment because of their very limited use of English. More could be achieved if all teachers rigorously applied the school's own guidance on planning.

40. The range of English language acquisition levels typically found in classes indicates a significant percentage of pupils at the early and intermediate stages of using and speaking English. The school uses a well-designed checking system to ensure that all lessons include a range of strategies to help bilingual pupils access the learning. Recent monitoring by the local education authority's language service indicates the need for more rigour in the use of planning support. The school has implemented only one of the four areas specified for development. Introduction of the recommendations by teachers is slow.
41. The school ensures that pupils' cultural and linguistic heritage is celebrated within the curriculum. A particularly good example is the headteacher's display of pupils' diverse backgrounds. Such efforts help pupils value their own and other pupils' experiences and broadens the worldview of all pupils. In one Year 6 class, pupils wrote poems about their world. One pupil from a war zone wrote a moving poem exhorting soldiers to consider the beauty of the moon rather than killing people. Pupils are not given enough opportunity to develop their bilingualism in school, partly due to the wide range of ethnic groups represented and the difficulty in gaining mother-tongue support. Examples of texts in a range of languages represented in school are not evident in displays of pupils' work.
42. Leadership by the co-ordinator of the provision for pupils with English as an additional language is good, but management is only satisfactory as more needs to be done to ensure consistent provision by all staff. She is aware of the needs of bilingual pupils, regularly analyses their performance in end-of-year tests and has high expectations of pupils, based on ability and not simply on linguistic competence. Teachers have been provided with a profile for planning for each stage of learning and adopt this in their planning. The school monitors the achievement of its pupils and uses the data to identify those who are not making adequate progress, but recognises that many of the pupils who do not make the expected levels of progress are often at the early stage of learning English as the support they receive is inconsistent, they join the school at times other than at the normal starting age, and many have special educational needs. The school is limited in the provision it can make to support groups of pupils such as Bengali speakers as it does not have sufficient mother tongue speakers available to support relevant pupils, other than in the Foundation Stage. The co-ordinator is working with, and acting on the advice of, the local education authority's language service from its recent monitoring visit to address a number of aspects to improve the school's provision. She is fully aware of the need to identify pupils' needs accurately; having assessment procedures that distinguish between those who have English as an additional language as well as those who also have special needs difficulties.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Provision for children in the Nursery and Reception class is good. It is providing children with a secure, stable start to their educational life. The provision has significantly improved since the last inspection. A designated suite has been remodelled for the children, and opened 15 months ago with an entirely new staff. The provision offers easy access to safe and secure outdoor areas for all classes. Teaching and learning are well planned and take effective account of the children's needs. Children's attainment on entry is well below average. Many children have English as an additional language, and are at the early stages of acquisition. Overall achievement by the end of the Foundation Stage is good and most children are expected to reach the Early Learning Goals in all aspects except their communication, language and literacy skills. This represents good achievement during their time in the Nursery and Reception classes. Special needs children make good progress. Those with English as an additional language, and particularly those who are at an early stage of learning English make satisfactory progress. There is a good range of resources in the classrooms and an adequate range in the outdoor areas. Teachers provide good activities to develop the children's learning in all areas of the curriculum, although there are occasions in the Reception class when more opportunities could be offered to children to initiate their own learning. All support staff make a valuable contribution to the children's learning. Leadership is good. The co-ordinator has succeeded in establishing a cohesive team approach. The provision is evaluated regularly to identify how standards and achievement could be improved to support further development in teaching and learning. The ethos in both classes is conducive to learning and children are very happy to come to school. The significant improvements in the Foundation Stage are already having a positive impact on children's learning for when they enter Year 1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Provision in Nursery and Reception classes is good.
- Teaching in both classes is good and the children achieve well.
- The development of children's attitudes to learning is good.
- Staff expectations are high and applied consistently.
- There is a good range of resources to reflect the range of cultures and languages of the children.
- Opportunities for independent learning could be increased in the Reception class.

Commentary

44. Children are on course to meet the Early Learning Goal. They are acquiring increasing confidence and independence and are developing good attitudes to learning. In both classes, they have many opportunities to work in groups, take turns and to share and exercise independence. However, there are occasions when the opportunities for initiating their own learning could be increased in the reception class, particularly when children arrive first thing in the morning. In both classes, teachers use good strategies to develop children's understanding of right and wrong and the consequences of their actions. Staff interact well with children and have high expectations, and children respond and behave well. Several members of staff are fluent in another language, such as Urdu and Bengali, and make very good use of this to support the children in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children make good progress in the Nursery and Reception classes, although they are unlikely to meet the Early Learning Goals.
- Teaching and learning are good.
- Assessment of the progress of different groups is well developed.
- Speaking and writing skills are fostered well, but children's progress is slow.

Commentary

45. Children enter the Nursery with low levels of language development because, for many of them, English is an additional language. Because teaching is good in both classes and good support is given, children achieve well. They listen well and respond positively to stories, songs and rhymes. They understand how a story works, and Reception children can talk about their favourite stories, such as *'The Three Bears'*, with confidence, even when they find it difficult to retell it accurately. They are developing pre-reading skills in both classes. They know that print conveys meaning and most can indicate where to start on the page. All staff are skilled at supporting the children's oral development. A particularly strong feature in the Reception class is the translation of stories, for example *Handa's Surprise* into Urdu and Bengali as it is being read. This not only values children's own language, but facilitates their understanding of the text. Nursery children have many opportunities to attempt to write on their own. Reception children practise writing their names on a daily basis. Many manage to do so and a good number can identify some of the letters in their names. Most are unable to write simple sentences or captions, but they enjoy trying. Assessment is used very well to plan the next steps in the children's development in both classes, and ensures that the pace of learning matches the needs of the different groups.

MATHEMATICAL DEVELOPMENT

No sessions where mathematical development was the focus were observed in the Reception class. Provision in the Nursery is **good**.

Main strengths and weaknesses

- Teaching is good and resources are used well to help children acquire mathematical vocabulary.

Commentary

46. Children enter the nursery with a low level of mathematical understanding. Because of the good teaching they receive, most are likely to achieve the Early Learning Goal. Achievement is good. The teacher uses number rhymes well to help the children develop mathematical language and understanding. Learning is fun and is supported by appropriate practical activities. For example, five small teddies are sat on a wall to help children see what happens when one is taken away. Children are learning to count reliably and to understand what the relationship is between the spoken number and objects. In both classes, staff introduce mathematical language, such as 'more than' and 'less than'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

No sessions where knowledge and understanding of the world was the focus were observed in the Nursery. However, planning indicates that this area of learning is covered well. Provision in the Reception class is **good**.

Main strengths and weaknesses

- Teaching is particularly effective in the provision of activities and resources.
- In both classes, there is a good range of materials, large and small, with which children can build and construct.
- There are some good quality resources, including dual language books and big books that show the contrast between living in Forest Gate and living in Africa.

Commentary

47. In the Reception class, a good lesson was observed where children were continuing work on magnetism and learning to make a map. The map was linked well to the literacy work children are doing on *Handa's Surprise*. Support staff are used very well. Children know that magnets are attracted to some objects and not to others. Children's attainment remains below the expected levels mainly because of their limited language levels. The quality of teaching they receive is good and should ensure that they meet the Early Learning Goal by the time they enter Year 1. Very good support was given to a child at a very early stage of using English in developing the child's language skills to help with vocabulary and understanding. Children are learning how to record their findings. In both classes, children have good opportunities to use everyday technology. Computer software is well matched to the children's needs and promotes learning in other areas of the curriculum, such as mathematics. Children can control the mouse and click and drag pictures.

PHYSICAL DEVELOPMENT

48. No lessons were observed where physical development was the focus. Children have good access to a range of equipment to develop their hand-to-eye co-ordination. They have equally good access to outdoor areas, which, although not ideal, enables children to use a number of wheeled toys; they pedal and steer with confidence in both classes. There are also opportunities for ball-play and a limited range of climbing equipment to extend their gross motor skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good.
- Music is used well in the nursery to aid children's learning.
- Activities are used to support children's literacy and mathematical development.

Commentary

49. Children are on course to reach the Early Learning Goal. Their achievement is good. Teachers in both classes provide good opportunities to explore colour, texture and shape with dough, paint, and other everyday materials. Links are well established with literacy work when children made fruits mentioned in *Handa's Surprise* in clay. When making animal masks, higher attainers use brushes and paints carefully, and could explain why they use the colours they do. Mathematical language is introduced well as children's attention is drawn to the shapes they had made in the clay. In the Nursery, particularly good use is made of music to support learning as children sing number rhymes confidently. They listen to music and have access to simple un-tuned instruments, which they use with care. Role-play areas are made

interesting such as in the Reception class café, and staff intervene effectively to extend and develop children's language skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average by the age of 7 and below average by the age of 11.
- The steps taken to improve the teaching of reading in Years 1 to 6 are proving effective.
- Teachers' planning provides increased opportunities for paired discussions, and reading, although average, is a strength.
- Presentational skills and the spelling of simple words are not always given the attention they should receive.
- Teachers' marking is not consistently applied.

Commentary

50. Standards in English by the ages of 7 and 11 have risen consistently over the last five years except for 2002 when standards fell. Despite the upturn in 2003, standards were well below average. Inspection findings show that overall standards at Year 6 have improved as a result of improved teaching and are now only below average. Standards in Year 2 remain well below average because of the high proportion of pupils who are still at an early stage in understanding and using the English language fluently and accurately. Attainment in reading is better and is broadly average because the school has focused on developing reading skills, including basic phonics. Achievement is satisfactory. Attainment in writing is well below average and is not improving as rapidly as reading because not all staff apply the agreed strategies to raise standards as consistently as they should. The school has already identified this as a major area for attention. The school has recently introduced booster classes on two mornings each week in Years 5 and 6 in an attempt to raise standards, but it is too early to assess the impact of these sessions. Overall, pupils' writing skills are improved since Year 2, but are below average; achievement is currently only satisfactory. Pupils' listening skills are generally average and sometimes good; their speaking skills are varied but are generally below average. Where teachers insist on pupils answering questions in full sentences and encourage discussion and debate, speaking skills are at a higher level, being at least average.
51. Pupils now start in Year 1 with below average standards in speaking and listening and for many English is an additional language. Standards are also frequently affected by pupils joining the school at various times during the school year, many of whom have little or limited English. Overall, pupils achieve satisfactorily during their time at the school and there are encouraging signs in Year 1, where the first group of children who have had the benefit of the improved provision in the Foundation Stage are making good progress in the subject.
52. Where teachers have high expectations, they create opportunities for pupils to take part in paired discussions and, as a result, pupils' speaking skills are improving. The best examples of this are classes where paired discussions take place across the curriculum, such as in mathematics and science.
53. In Years 1 and 2, teachers build well on the pupils' positive attitudes to books previously developed during the pupils' time in the Reception classes. There is a strong focus on the teaching of phonics. This work is continued in Years 3 to 6 and, as a result, reading levels are now satisfactory throughout the school and are a strength of the learning in English. The school has involved learning support assistants in the teaching of reading, and ensures that pupils who find reading difficult have individual support on a regular basis. Although by the time pupils reach Year 3 the amount of time for individual reading is reduced, it is sustained throughout Years 3 to 6 for all pupils whose progress is slower. Higher-attaining pupils in Year 6 can discuss texts with confidence and compare books they have read, giving articulate

reasons for their preferences. Progress since the last inspection in this aspect of English is good.

54. In writing, standards are well below average in Year 2, but below average in Year 6. The school has recognised the need to improve standards in writing and has introduced a topic-based curriculum in order to encourage the use of writing across the curriculum. Examples were evident where pupils used their knowledge of history as a basis for formal English work in Years 5 and 6. It is too early to say whether or not this will provide sufficient impact in raising standards. Standards of presentation are very varied. In classes where the best teaching was seen, teachers mark pupils' work consistently and insist on high standards of presentation; in these classes, pupils' work reflected the expectation of the teachers. The school has adopted a common handwriting style and, although handwriting is not consistently good, an examination of pupils' books indicates that it is improving across the school, particularly in those classes where teachers set high standards. The school follows the National Literacy Strategy and the subject leader is currently examining ways in which it can be adapted to give increased opportunities for more quality extended writing. In Year 1, the first group of pupils having benefited from the improved provision in the Foundation Stage are making good progress and should reach national expectations by the age of 7, providing that the quality of teaching they are currently receiving is sustained.
55. The overall quality of teaching and learning is satisfactory in Years 1 and 2. Lessons are planned with clear objectives. Some unsatisfactory teaching was seen, due mainly to the poor class management skills of the teacher, which limited the progress the pupils made. In Years 3 to 6, teaching was never less than satisfactory and mostly good. Where lessons were good, they were characterised by the teachers' knowledge and understanding of the subject, their good classroom management of the pupils and their high expectations of what pupils can produce. Throughout the school, teachers generally work effectively with learning support staff so that pupils with special educational needs make good progress. Several class teachers and support staff give good support to pupils with English as an additional language, enabling them to make satisfactory progress overall, with some making good progress. This contributes well to the improved standards in Year 6. In some classes marking is used well, work is levelled against the National Curriculum and new targets are set regularly for pupils, although this practice is not consistent throughout the school. Where it is well established, pupils' progress is much more marked. Information and communication technology is used satisfactorily to support pupils' learning.
56. Subject leadership is satisfactory, with a clear commitment to improvement. The co-ordinator has a clear idea of how to raise standards, strengths and weaknesses have been clearly defined and a clear plan for improvement has been initiated. Its success will depend on the full commitment of all members of staff and increased opportunities for the co-ordinator to monitor and evaluate the impact of the recommended changes. Assessment procedures are established, but the information obtained from these is not always used to adjust planning to meet the needs of individual pupils. The overall improvement since the last inspection is satisfactory.

Language and literacy across the curriculum

57. The school has recently taken steps to ensure that English is used more widely across the curriculum. Inspection findings show that this is beginning to take effect but it is in the very early stages of development and needs to be monitored and evaluated carefully if it is to have a significant impact on raising standards. In some classes, standards of writing in other subjects such as history and geography are accepted that are too low for pupils' ages and capabilities.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teachers' explanations are usually very clear and supported well by effective examples.
- Pupils with special educational needs are given good support.
- Mathematics is used in most subjects across the curriculum.
- The quality of teaching is not consistently effective in all classes.
- Pupils' recall of number facts is unsatisfactory.

Commentary

58. Standards are well below average at Years 2 and 6 and reflect the results in the 2003 national tests. When compared to similar schools, Year 2 pupils' results matched those found in similar schools, but Year 6 results were below, partly because of the high percentage of pupils with special educational needs. Many older pupils should be doing better by the time they leave the school and, although their achievement in lessons is now satisfactory, many are not achieving as well as they should over time. Despite the earlier performance, the progress made by the Year 6 pupils since their Year 2 tests is good; their current achievement is only satisfactory. There is clear evidence that recent improvements in teaching and learning in the Foundation Stage are beginning to have an impact in Year 1, where pupils are achieving well because of the good teaching. As a result, standards now being achieved in Year 1 are close to average.
59. A significant barrier to pupils' progress is their weak recall of number facts and mental computation, and limited ability to apply their knowledge to solve problems. Daily mental mathematical practice is not yet established in all classes. In the better lessons, teachers start with a session of rapid oral activities encouraging all pupils to develop a mental agility. Some teachers have good expectations. Lessons move at a brisk pace, and pupils are asked to explain their thinking and to use correct vocabulary. These activities are challenging and are varied well to ensure that pupils of all abilities are fully included.
60. The quality of teaching varies from class to class but is satisfactory overall. Examples of good teaching are seen in all year groups, and there is scope for sharing this expertise and for modelling good practice. Gaps in pupils' skills and understanding indicate that previous teaching for some pupils has not been of a consistently sound quality. There is still some unsatisfactory teaching in Year 2, where behaviour management was inadequate, and in a Year 5 class, where the activity was not explained clearly enough. Pupils capable of high attainment were not challenged and learning was limited. Pupils' books reveal variations of practice and teachers' expectations, with some teachers not following the school policy on presentation and marking. Pupils' presentation varies from good to untidy. Most work is marked but, sometimes, excessive praise is given with little guidance on how to improve.
61. In almost all lessons, teachers give good practical examples and demonstrate methods clearly. This enables all pupils, but particularly those who are learning English as an additional language, to understand the lesson. Bilingual pupils, therefore, progress at a similar rate to others in their class.
62. Leadership and management are satisfactory. The co-ordinator has a good understanding of the strengths and weaknesses in the subject through recent monitoring. Assessment procedures are satisfactory, but targets set for individual pupils are often too modest. Progress since the last inspection is satisfactory in terms of improvements to teachers' subject knowledge. This has yet to have an impact on pupils' attainment in national tests. Work in Year 6 indicates some improvement in aspects of the curriculum such as data

handling. The use of information and communication technology in supporting mathematics is underdeveloped.

Mathematics across the curriculum

63. There are well-planned opportunities for pupils to use mathematics in most areas of the curriculum. Pupils make and record measurements in science, make accurate drawings and measure materials such as wood in design and technology and use time lines in history. Pupils in the mixed-age Year 5/6 class made a graph showing the hours of fasting during Ramadan.

SCIENCE

Provision in science is **satisfactory** and standards are beginning to rise.

Main strengths and weaknesses

- Pupils make good progress in Year 6.
- There are good links with other subjects.
- Pupils' learning is usually based firmly on practical activities.
- The role of the co-ordinator is underdeveloped.

Commentary

64. Standards are well below average at Years 2 and 6. Year 6 pupils made satisfactory progress since they were in Year 2. Work in pupils' books shows that good progress is currently being made in Year 6 as a result of improved teaching to raise standards, indicating an improvement over the standards achieved in the national tests in 2003. Achievement across the school is satisfactory.
65. Only three lessons were observed and judgements are also based on a scrutiny of pupils' work. Science is taught as part of a topic in which a number of subjects are linked. This has the benefit of enabling pupils to make connections between different aspects of their learning. This system was introduced at the start of the school year and has yet to be evaluated by the school. Work covered so far in Years 3 and 4 is very limited although, in other year groups, aspects of science are taught in sufficient detail.
66. Most pupils in Years 1 and 2 can make a simple circuit, although not all remember the correct vocabulary to describe what they are doing. Pupils' books show that they are making satisfactory progress in understanding materials and in making predictions. Some good work was achieved by pupils in a mixed-age Year 3/4 class based on solids and liquids, where higher-attaining pupils showed good knowledge and understanding. Some identify the use of turbines to gain power from water, while others explained the impact of temperature and the varied evaporation when comparing a desert with a rainforest. Teachers encourage pupils to record their ideas in a variety of ways although many pupils find this difficult. By Years 5 and 6, pupils undertake investigations and record their findings in charts and graphs. They show an emerging understanding of forces such as gravity. Pupils are taught how to present their work, and attempt to explain their findings. Many find this challenging and few can draw general conclusions.
67. Teaching is satisfactory with some good features, but work in pupils' books indicates that teachers' expectations vary. Teachers' marking is uneven. Good examples of teachers' high expectations are seen in some Year 5 and 6 books, where pupils present their work accurately and very neatly. Teachers are careful to provide good examples or pictures to illustrate work and introduce correct vocabulary. Many pupils, including those learning English as an additional language, have a limited vocabulary and knowledge, particularly in relation to living things. In lessons in Years 5 and 6, pupils made steady progress in recognising the inter-

dependence of creatures, and in describing their life cycles. Teachers explained new vocabulary carefully and questioned pupils thoroughly to assess their understanding. As a result, bilingual pupils progressed at a similar rate to others in their class. Pupils with special educational needs are given good support and are fully included in all lessons. Support for pupils with English as an additional language is varied; good support is given for a Year 6 pupil in the mixed-age Year 5/6 class using an English/Bulgarian laptop language conversion, enabling the pupil to achieve satisfactorily. Achievement seen otherwise was only satisfactory.

68. Leadership and management of science are just satisfactory. The co-ordinator has identified areas for development by analysing test papers. His role in monitoring teaching and learning through observation and through checking pupils' books is underdeveloped. Progress since the last inspection is just satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communications technology is **satisfactory**. The school has only recently developed a computer room, which is already beginning to enable staff to develop pupils' information and communication technology capability toward fulfilling the National Curriculum requirements.

Main strengths and weaknesses

- The impact on learning following recent installation of the information and communication technology room is good.
- Pupils' attitudes to learning are good.
- Information and communication technology is used effectively in supporting literacy.
- There is little information and communication technology specialism on the staff team, but staff are improving their skills progressively.
- The use of information and communication technology across most subjects is underdeveloped.
- Teachers' levels of subject competence are variable and there is unfamiliarity with the scheme of work.

Commentary

69. Standards are average at Year 2 and below average at Year 6. Only three full lessons of information and communication technology were observed during the week of inspection, one in Year 2, and two in Years 3 to 6. These lessons took place in the recently installed information and communication technology room, which now allows teachers to implement the National Curriculum requirements. Inspection evidence indicates that, because of previously poor resources and weak teaching, pupils' skills have not developed progressively as they have moved through the school. This is particularly significant because of the high number of pupils who do not have information and communication technology resources at home. Introduction of whole-class teaching in the recently developed computer room now enables pupils to make satisfactory achievement across the school. However, more could be done to raise pupils' attainment through providing more opportunities for pupils to use computers independently, particularly for higher-attaining pupils.
70. In the one Year 2 class observed, pupils' standards were close to those expected, particularly in word-processing. They were learning to construct simple sentences, selecting words from their word-bank and using the mouse and keyboard to correct spelling and grammar mistakes on the screen. Higher-attaining pupils sought more interesting vocabulary and built up complex sentences by using connecting words appropriately. In Year 6, standards are below those expected nationally, but are now likely to rise because of pupils' interest in the subject and improved resources to support their learning.

71. Teaching is satisfactory. Most teachers have now received training and are only just getting to grips with resources and the new scheme of work. Until the newly implemented two-year curriculum cycle is completed, teachers will be exploring the software for the first time in lessons, which results at the moment in fairly pedantic and some slow-paced lessons. Planning is supported by national guidelines and on an informal basis by the co-ordinator. Teachers are not providing lessons that are challenging for all levels of attainment. In the lessons observed, higher-attaining pupils were not able to explore ideas in keeping with their level of expertise and capability. Teachers do not always match the literacy task to the appropriate English language acquisition level that pupils have achieved and this, rather than the word-processing skills, holds back progress.
72. Teachers' competency in using information and communication technology is satisfactory. Where teachers' experience and confidence are good, pupils make effective progress in lessons, such as in a mixed-age Year 3/4 class, because of the clear teaching and good intervention to support pupils. In a satisfactory Year 3, lesson with a focus on science, pupils were given step-by-step instructions on how to improve a written report on solids and liquids. They were able to underline parts of the text, change the font, and enlarge headings and sub-headings. This demonstrated their ability with the technology. However, even here the text was rather difficult for some pupils to understand. Teaching generally does not give enough emphasis to the language needs of different groups of bilingual pupils and on occasions lacked the support of a sufficiently qualified classroom assistant. Teaching assistants are satisfactorily briefed and deployed, although in one lesson one member of staff was not very clear about what she had to do, which meant that she was not able to help pupils achieve the learning objective.
73. Although information and communication technology is used to support the work in other subjects in the computer room, there is still scope for improvement, to match carefully the literacy demands of the lesson to the learning needs and achievement of pupils. Some staff use overhead projectors to support their teaching but these are not available in all classes. Staff do not use computers to project information from websites to support pupils' learning, such as in a religious education lesson on the importance of Holy Communion to Christians.
74. Co-ordination of the subject is underdeveloped, though it is now set to improve following the installation of the information and communication technology room and the newly implemented scheme of work. The co-ordinator, though not a specialist, is keen to develop his own and other staff's skills. Funding limitations are preventing the school from implementing some of its intentions to provide interactive whiteboards and projectors in classes to develop further pupils' learning. The school has recently purchased one computerised whiteboard for the computer room that is supporting whole-class demonstration of routines and promoting discussion about basic computer skills. Assessment procedures are underdeveloped. The co-ordinator does not have non-contact time in which to monitor teaching or learning in classes. He is aware of the need to ensure that realistic planning is in place to rapidly drive up standards.

Information and communication technology across the curriculum

75. Provision across the curriculum is satisfactory. The main support is given in the computer room where lessons address the topic-approach curriculum, which focuses on English, science, design and technology and humanities. Teachers' skills are varied, some still developing their skills while others show good information and communication technology knowledge and skills. In classes, some teachers use CD players to support music, but too little use is made of computers to raise standards in information and communication technology and other subjects such as mathematics. Teachers' skills overall are underdeveloped and pupils' individual skills are not being raised sufficiently in classes.

HUMANITIES

76. Religious education was inspected in full and is reported below. It was not possible to reach an overall judgement on provision in geography as it was not a focus of the inspection and no lessons were observed. Pupils' work in history was sampled; evidence was available in pupils' books to make a judgement on standards but no lessons were seen. Therefore, no judgement was made on the quality of teaching. The limited written evidence available for both of these subjects indicates that coverage of both subjects throughout the school is satisfactory.
77. **Geography** is taught within a topic framework, and links with other subjects are good. In Years 1 and 2 pupils learn to distinguish between natural and human features, and show an awareness of various localities beyond Forest Gate. Strong links have been developed with literacy and design and technology, with satisfactory links with information and communication technology in Year 1. Pupils in Years 3 and 4 compare their locality with a village in Africa. The high quality of displays, particularly in Year 3, makes a strong contribution to pupils' cultural development. Leadership is satisfactory.
78. Standards in **history** are well below average at Year 2 and below average at Year 6. However, achievement is satisfactory. There are several pleasing displays around the school, covering Year 5 and 6 pupils' study of the Tudors. History is also used as a basis for literacy work, such as when pupils used accounts of Sir Francis Drake's voyages and the sinking of the Tudor warship, the 'Mary Rose', as the basis for lessons on how to rewrite an account of events that have happened. In these lessons, pupils in Years 5 and 6 showed a satisfactory knowledge of events. Visits to museums, including the Geffrye Museum and visitors to school to support pupils' learning in the topics on Florence Nightingale and the Romans, all contribute well to pupils' knowledge and understanding. Leadership is satisfactory.

Religious education

The provision for religious education is **satisfactory**. This represents satisfactory improvement since the last inspection.

Main strengths and weaknesses

- Teaching is closely linked to the locally agreed syllabus and current pupils achieve well.
- More use could be made of the rich diversity of culture and religion within the school's own community to support learning in the subject.

Commentary

79. Standards are in line with those expected in the locally agreed syllabus by Years 2 and 6, and pupils' achievement is good. Five lessons were observed; teaching and learning were good in four lessons, but unsatisfactory in one. Planning in all lessons was closely linked to the locally agreed syllabus. Support for pupils with special educational needs was good, enabling pupils to achieve well; pupils with English as an additional language were also well supported but made only satisfactory achievement.
80. During their time in school, pupils learn about different faiths including Christianity, Islam, and Judaism. They are encouraged to recognise the similarities and differences between religions. In a good lesson observed in Year 4, pupils were encouraged to link the foreign occupation and oppression, which led to the Jewish festival of Hanukkah, with more recent events. Pupils very quickly identified the occupation of Europe in World War II, which they had studied in history last year. Where teaching was good, appropriate questioning was used well to further pupils' understanding. This was particularly relevant in a lesson observed in Year 1 related to pupils' feelings. Although a high proportion of pupils are at an early stage of using English and have difficulty in expressing their ideas, the lesson was well structured to give the pupils the confidence to speak. In the unsatisfactory lesson, the teacher failed to ensure that pupils

understood the religious significance of the Holy Communion service in the Christian Church and too few appropriate resources were used to support the teaching.

81. Teachers do not capitalise sufficiently on using the rich diversity of cultures and religions within the school. Although there are many high quality displays acknowledging the wide range of ethnicity within the school, there are many missed opportunities to involve parents in this aspect of their children's education to broaden pupils' knowledge and understanding of this important aspect of their lives.
82. The co-ordinator was appointed only this term and her leadership is satisfactory. She recognises that provision in the subject needs further development. She has accurately identified the strengths and weaknesses in the subject and is currently drawing up an action plan to tackle the weaknesses. Assessment procedures are not fully developed and there is a need for additional resources to be readily available to staff to support learning in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. It was not possible to observe sufficient lessons in art and design, design and technology or physical education. Pupils' work was sampled in each of these subjects. Only one lesson was observed in music but observation of parts of three music lessons were used to support the judgements made for teaching and standards.
84. In **art and design**, standards are above average at the end of Years 2 and 6. Observation of pupils' work on display indicates that the curriculum is well planned. Displays are of a good standard and good use has been made of an arts week to develop pupils' interest in the subject. Displays also reflect the wide range of cultures to be found in the school. There is clear evidence of progression in knowledge, skills and understanding in the subject. Pupils are introduced to a variety of skills, materials and techniques and there is good use of the subject to support learning in other subjects, such as history and geography. Co-ordination of the subject is satisfactory.
85. In **design and technology** only two lessons were seen. Design and technology is taught within the topic framework and links with other subjects are good. In a link with their work in geography pupils in Years 1 and 2, studying the island of Struay, included the islanders written instructions for making porridge. Teaching in Years 3 and 4 had some good features, where pupils had good opportunities to evaluate commercial packaging before designing their own. Support for pupils with special educational needs was good, and all pupils were fully included in the lessons. Skills in design and planning, and particularly in generating ideas are limited. Examples of wooden frames for models of Tudor houses in Years 5 and 6 show that pupils achieve average standards in model making. They measure and cut wood accurately and joins are reasonably tidy.
86. In **music**, standards are below those expected for pupils in Year 2 and well below in Year 6. Although no firm judgements on teaching and learning could be made, on the evidence seen, music is a weakness in the curriculum. The school is aware of this weakness and knows that teachers have weak subject knowledge and lack the confidence to teach music. Pupils' progress and achievement in the subject is unsatisfactory. It was not possible to observe a whole-school assembly because of the school's timetabling. In a phase assembly for pupils in Years 1 and 2, pupils sang unaccompanied and no provision was made to increase their awareness of music while they entered and left the room. There is no firm co-ordination of the subject, but a teacher has recently agreed to caretake the subject until more adequate leadership is provided. Co-ordination is unsatisfactory. A commercial scheme is being used, but there is no assessment of how pupils are progressing or how effective the scheme of work is for supporting pupils' development.
87. In physical education, it was not possible to make a judgement on provision for physical education as the subject was not an inspection focus and no lessons were seen. All strands

of the subject are covered and all classes have an indoor and outdoor lesson each week. Below average numbers of pupils are likely to attain the requirement to swim 25 metres unaided. The accommodation for physical education is unsatisfactory as the school hall is too small and very narrow. It is inadequate for gymnastics and dance lessons, particularly for older pupils. The subject is supported well by the good variety of extra-curricular activities before and after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. This aspect of the school's provision was sampled. Pupils value the teachers and feel they have someone they can approach if they have a personal need. Two representatives from each class are elected by their classmates to fulfil roles of responsibility as school council officers; they complete their role well. They bring issues to the headteacher, such as the arrangements for lunchtime, and having been given the responsibility, have themselves resolved how the lunchtime should be run, taking account of the small hall and large number of pupils eating in it. These worthwhile experiences enable pupils to develop confidence and their skills in negotiation. Sex education and pupils' awareness of drug use and abuse, and health and safety, are firmly supported by their work in science. The support and guidance given in enabling them to improve their next steps in learning is unsatisfactory.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).