

INSPECTION REPORT

GEORGE TOMLINSON PRIMARY SCHOOL

Leytonstone

LEA area: London Borough of Waltham Forest

Unique reference number: 103075

Headteacher: Mrs M. Newell

Lead inspector: Mr R Bonner

Dates of inspection: 10 – 13 November 2003

Inspection number: 256202

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	George Tomlinson Primary School
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	455
School address:	Vernon Road Leytonstone London
Postcode:	E11 4QU
Telephone number:	(020) 8539 3577
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Appropriate authority:	Governing body
Name of chair of governors:	Paul Dixon
Date of previous inspection:	14/6/1999

CHARACTERISTICS OF THE SCHOOL

George Tomlinson is a large two-form-entry community primary school with a maintained nursery. There are 455 pupils on roll aged from 3 to 11. Sixty-nine children attend the nursery on a part-time basis. Attainment on entry to the nursery is low and a significant minority of children speak little or no English. Pupils who attend the school come from a very wide range of ethnic backgrounds. Over two-thirds are from ethnic minorities and over a third speak English as an additional language, which is very high. The primary languages are Urdu, Gujarati and Somali. The number of pupils claiming free school meals is also above the national average. About a quarter of pupils have special educational needs, which is above the national average. Six pupils have statements of special educational need. These include pupils with visual impairment and autism. Pupil mobility is above the national average. The school is part of the Excellence in Cities initiative that is seeking to develop the school's provision the provision for gifted and talented pupils and develop the role of learning mentors. In 2003, it received a School Achievement Award for improvements in the results of the national tests in Year 6. The school has recently been through a period of change in key staff, including the headteacher. An 'interim manager' had led the school for a year before the current headteacher was appointed in September 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25384	Mr R Bonner	Lead inspector	Mathematics Information and communication technology Physical education English as an additional language Special educational needs
9282	Ms S. C. Lorenz	Lay inspector	
31218	Dr T Allen	Team inspector	English Geography History
4208	Mrs H. Humphrey	Team inspector	Science Religious education
11901	Dr D. P. Lowe	Team inspector	Foundation stage Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory. Children in the nursery and reception class achieve well because of the good teaching they receive. The vast majority of pupils in Years 1 and 2 make at least satisfactory progress in their learning. Pupils make good progress in Years 3 to 6 and achieve well, particularly in English and science. In mathematics, achievement is satisfactory. The quality of teaching and learning during the inspection was good. As at the time of the last inspection, standards in Years 2 and 6 are below average in information and communication technology (ICT). Governors have a very good understanding of the strengths and weaknesses of the school, and the new headteacher has already developed a very clear vision for its future development. The school is effective in many facets of its work and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children achieve well in the nursery and reception classes, and in Years 3 to 6.
- The standards recorded in the 2003 tests for 11-year-olds in English were above the national average and well above average when compared to similar schools.
- In comparison to similar schools, standards in science were above average.
- The quality of teaching throughout the school is good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Pupils have good attitudes to their work and generally try their best.
- Standards achieved by pupils in Years 2 and 6 in mathematics and information and communication technology are below the national average.
- The school's methods of checking pupils' progress are unsatisfactory.
- The school has unsatisfactory expectations of the roles of subject co-ordinators.

Since the last inspection in 1999, the school has made **satisfactory** progress. Standards achieved in the national tests in Year 6 have risen faster than those seen nationally. The overall quality of teaching and learning is similar to that recorded in the previous report. There have been good improvements in the school's provision for pupils' spiritual, moral and social development. There have also been good improvements in teachers' planning, and in the teaching and learning in the nursery. The school has tackled effectively all the issues relating to health and safety. There have been some improvements in the provision for the teaching of information and communication technology, but there is still much more to do. There also continue to be weaknesses in the school's methods of checking pupils' progress as they move through the school. As the chair of governors is aware, there are still omissions in the school prospectus and in the governors' annual report to parents.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils achieve well. At the end of Year 6, results in tests in 2003 were above the national average in English, average in science and below the national average in mathematics. In

comparison to similar schools standards were well above average in English, above average in science and average in mathematics. Based on their prior attainment these pupils made good progress in English, satisfactory progress in science and unsatisfactory progress in mathematics. Trends over time for all core subjects (English, mathematics and science) indicate a rise in standards that is faster than that seen in schools nationally. The targets set for the national tests for 2004 in English and mathematics are very challenging and do not accurately reflect the high numbers of pupils with special educational needs (37 per cent) in the current Year 6 classes. Children in the nursery and reception classes are taught effectively and make good progress; the vast majority are on track to achieve the goals children are expected to reach by the end of the reception year. Standards in reading, writing and science in Year 2 are average but they are below average in mathematics. Pupils in Years 1 and 2 achieve satisfactorily. There are no significant differences between the attainment of boys and girls or pupils from different ethnic backgrounds.

Pupils' personal qualities and their spiritual, moral, social and cultural development are **good**. Most pupils like school and respect the established values. They have good attitudes to their work and most behave well. Values are fostered through the caring and supportive relationships that exist between staff and pupils, and the good example set by all those working in the school. Most pupils attend regularly and on time. However, some parents request too many days for holidays during term time. This results in significant disruption to teachers and loss of learning to pupils.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall. Teaching and learning throughout the school are **good**. Over three-quarters of lessons seen were good or better, and nearly a quarter were very good. Only one lesson was unsatisfactory. Teachers have good knowledge and understanding of the subjects they teach and plan their lessons well. Pupils are encouraged to work hard and are often provided with good levels of support. Teaching and learning in literacy and numeracy are good. The curriculum provided for children in the nursery and reception classes is good and it is satisfactory in the rest of the school. The school recognises that more work needs to be done in improving the provision for the teaching of information and communication technology. There are a good number of teaching assistants to support pupils' learning in the classroom, but historically most of these have been allocated to pupils in Years 3 to 6, which has slowed the rate of learning for some pupils in Years 1 and 2. There are weaknesses in the provision of resources in a range of subjects. Provision for pupils' care, welfare, health and safety is satisfactory overall. A learning mentor employed under the Excellence in Cities initiative provides exceptional support and guidance to targeted groups and individuals, ensuring that any barriers to learning are minimised. The school's links with parents and the community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **satisfactory** overall. The leadership of the headteacher is **good**. In the short time that she has been in post the headteacher has developed a very clear vision for the future improvement of the school. She is well supported by a school leadership team that has a clear sense of purpose and a determination to move forward. The leadership of the curriculum on the part of other key staff is unsatisfactory, because they do not monitor standards of pupils' work, teaching and learning. The governing body is effective in most aspects of its work and provides good levels of support and guidance. Governors have a very good understanding of the strengths and weaknesses of the school and take an active role in shaping the vision and direction of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

In conversations with parents at the parents' meeting and in their questionnaires, parents expressed general support for the school. Parents report that their children like school, teaching is good and their children are making good progress. However, a significant minority expressed concern about the levels of information they received about how well their children were getting on. Most pupils

have positive views about the school especially the relationships they enjoy with staff and one another.

IMPROVEMENTS NEEDED

- Raise standards in mathematics and information and communication technology throughout the school.
- Develop rigorous systems to check pupils' progress.
- Develop the leadership and management roles of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects and courses

Pupils' achievement is good overall. Standards of work seen are average.

Main strengths and weaknesses

- Children achieve well in the nursery and reception classes.
- In the national tests in 2003 for 11-year-olds, pupils attained standards in English that were above the national average.
- When compared to similar schools, standards in the 2003 national tests in science were above average and English they were well above average.
- Pupils in Years 3 to 6 achieve well in science and very well in English.
- Standards in mathematics and information and communication technology are below average expectations in Years 2 and 6.

Commentary

1. At the end of Year 2 in 2003, the results of the national tests were below the national average in reading and well below the national average in writing and mathematics. In comparison to similar schools, standards in reading were average and they were below average in writing and mathematics. Teacher assessments in science indicate that the percentage of pupils achieving the expected level (Level 2) were well below the national average and in the lowest 5 per cent of schools nationally. The percentage achieving the higher level (Level 3) was below the national average. Standards in 2003 were lower than those recorded in 2002 because this group had increased numbers of pupils with special educational needs, and also pupils who speak English as an additional language. School records point to the majority of pupils making at least satisfactory progress in their learning in English and mathematics. There are no significant differences between the attainment of boys or girls or pupils from different ethnic backgrounds.

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

Standards in:	School results	National results
Reading	15.1 (15.7)	15.7 (15.8)
Writing	12.8 (13.1)	14.6 (14.4)
Mathematics	14.8 (15.9)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year.

2. At the end of Year 6, results in tests in 2003 were above the national average in English, average in science and below the national average in mathematics. In comparison to similar schools standards were well above average in English, above average in science and average in mathematics. Based on their prior attainment these pupils made good progress in English, satisfactory progress in science and unsatisfactory progress in mathematics. Trends over time for all core subjects (English, mathematics and science) indicate a rise in standards that is faster than that seen in schools nationally. There are no significant differences between the attainment of boys or girls or pupils from different ethnic backgrounds. The school acknowledges that the mathematics results in 2003 were disappointing. In response, additional classroom support is to be provided for Year 5 and Year 6 pupils. In addition, staff training is planned, with a particular focus on teaching mathematics in mixed-ability classes. Targets set for the national tests for 2004 in English and mathematics are very challenging and

do not accurately reflect the high numbers of pupils with special educational needs (37 per cent) in the current Year 6 classes.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.7 (26.9)	26.8 (27.0)
Mathematics	26.2 (28.4)	26.8 (26.7)
Science	29.0 (30.0)	28.3 (28.6)

There were 61 pupils in the year group. Figures in brackets are for the previous year.

3. Children enter the nursery with standards that are below the national average, particularly in the area of communication, language and literacy. Increasing numbers of children joining the school are at an early stage of language acquisition. Children are well taught in their lessons in both the nursery and reception classes and make good progress in their learning. By the time they enter the Year 1 class, the vast majority achieve at the expected levels in all areas of learning and a significant minority exceed them. However, a small number of children who join the reception class in the summer term do not achieve the goals expected for their ages by the time they enter Year 1.
4. Pupils in Years 1 and 2 achieve satisfactorily. Although teaching and learning was good during the inspection, it is clear that during their years in these classes, pupils make satisfactory rather than good progress in their learning. One reason is that the vast majority of teaching assistants are deployed in Years 3 to 6. The recent decision to provide additional language support for groups of pupils in Year 2 who speak English as an additional language, is enabling these pupils to achieve well. Pupils with special educational needs in Years 1 and 2 do not receive the same level of support as those higher up the school and should make better progress. Standards in reading, writing and science in Year 2 are currently average but they are below average in mathematics.
5. Pupils in Years 3 to 6 achieve well and make good gains in their learning as a result of the good teaching and particularly good levels of support they receive from teaching assistants. Pupils with special educational needs and those who speak English as an additional language are well supported both in lessons and in small groups that are withdrawn from class. Standards in English and science are average but, as in Year 2, standards in mathematics are below average. Teachers in Years 1 to 6 sometimes struggle to tailor mathematics work to the learning needs of individuals and, as a result, the most- and least-able pupils do not always make the progress they should.
6. Attainment in information and communication technology in Years 2 and 6 is below the national average. Pupils in Year 2 have had insufficient opportunities to develop skills of control and recording data on charts and graphs. There are similar weaknesses in Year 6 in pupils' knowledge and understanding of control, and also in monitoring of events using sensor equipment. Standards in history in Years 2 and 6 are average, as are those in Year 2 in art and design and music. Pupils in Year 6 achieve standards in art and design and religious education that are above those expected. It is not possible to make a secure judgement about standards in the other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities, together with their spiritual, moral, social and cultural development are good features. Pupils' behaviour is satisfactory. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils like coming to school and value their teachers' support.

- Most pupils respond well to high expectations of behaviour, but a small minority of pupils find it difficult to behave well.
- The provision for pupils' spiritual, moral, social and cultural development is good. The school is sensitive to the religious beliefs of its pupils.
- The learning mentor provides exceptional support through a range of activities to targeted groups and individuals ensuring that any barriers to learning are minimised.
- Punctuality has improved and is now at a satisfactory level.
- Parents request too many days for holidays during term time.

Commentary

7. The provision for pupils' spiritual, moral, social and cultural development is good. Most children in the nursery and reception classes understand the difference between right and wrong, and the effect of their words and actions on others. They gradually accept the need for a common code of behaviour. They are taught to show care for others and to appreciate similarities and differences between their own culture and that of others. Teachers and other staff are good role models in their relationships and interaction with each other and with pupils. They are fair, respectful, tolerant and considerate. There is a well-developed reward system to encourage kindness and tolerance. Values are fostered effectively through the caring, supportive and good relationships that exist between staff and pupils. From the earliest days in the nursery and reception classes, children are encouraged to consider how their actions affect others. Pupils are encouraged to be glad when others do well. As a result of this support, most pupils have good attitudes to their learning and want to do well.
8. A learning mentor employed under the Excellence in Cities initiative provides exceptional support through a range of activities before and after school and at lunchtimes. She also provides support and guidance to targeted groups and individuals, ensuring that any barriers to learning are minimised. This enables these pupils to have maximum access to the curriculum and contributes towards positive attitudes to learning and high standards. Pupils in Year 6 take their responsibilities as prefects seriously. There is not yet a school council.
9. The school is a multi-faith and multi-cultural community where pupils develop tolerance for others' values and beliefs. As a result pupils behave sensitively towards one another and are beginning to understand the rights and responsibilities of those in the wider community. They value being part of an environment where they feel free to express a response or opinion, in the knowledge that it will be accepted and respected by adults and other pupils alike. There is a strong recognition in the school of pupils' spiritual needs. The inspection fell during Ramadan, and staff and pupils were respectful of the needs of those pupils who were fasting. A room was set aside for them to pray and sensible allowances were made for their needs. Pupils are tolerant of others' beliefs and know about their practice at first hand. They experience the diversity of religions and understand and respect other faiths.
10. The good behaviour of the majority of pupils reflects the caring, inclusive attitudes they encounter. Consequently, exclusions are below average and there was only one fixed-term exclusion in the last year. Pupils play well together and are well supervised at playtimes and lunchtimes. There are clear systems in place to manage the behaviour of a small minority of pupils who find it difficult to behave well. However, assemblies, which should be important school occasions, are sometimes spoilt by the behaviour of a few. Not all staff attend assemblies and, as a result, the unsatisfactory behaviour exhibited by these pupils is sometimes not managed well.
11. As at the last inspection, the level of attendance is satisfactory; however, the previous report noted that too many pupils arrived late. The school has made good efforts to improve pupils' punctuality and, as a result, more arrive on time and punctuality is now at a satisfactory level. Parents ask for too many days off during term time. They requested 660 days off between February and November this year. This results in significant disruption to teachers and loss of learning to pupils.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	116	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	24	1	0
Mixed – White and Black African	7	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	27	0	0
Asian or Asian British – Indian	81	0	0
Asian or Asian British – Pakistani	75	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	8	0	0
Black or Black British – Caribbean	73	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	41	0	0
No ethnic group recorded	59	0	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 good.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (22%)	27 (54%)	11 (22%)	1 (2%)	0 (0%)	0 (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.

Teaching and learning

Teaching and learning are good.

Main strengths and weaknesses

- Teachers have good knowledge of the subjects they teach.
- Teachers plan their lessons well and often provide work that is suitable for pupils of all abilities.
- Teachers and teaching assistants provide good teaching and levels of encouragement.
- Teaching is good for pupils with special educational needs and those who speak English as an additional language.
- Sometimes mathematics work is not sufficiently tailored to meet the learning needs of all pupils.
- The lack of detailed assessment information means that important teaching time is wasted.

Commentary

12. Apart from one lesson, all teaching observed during the inspection was at least satisfactory. Three-quarters of lessons were good or better and just over a quarter were very good. This constitutes an improvement since the last inspection, when nearly one out of ten lessons was judged to be unsatisfactory. There have been notable improvements in the quality of teaching in the nursery classes in particular. Weaknesses in planning identified in the previous report have been tackled effectively. There are, however, still weaknesses in the way in which the school records the standards pupils achieve and the progress they make.
13. Teachers in the nursery and reception classes plan and organise their lessons well, creating a stimulating environment that fuels the children's interest and encourages them to work hard. Teachers provide a good range of opportunities for children to make choices and develop independence. The class teachers and support assistants are consistently positive and this builds children's self-esteem and helps them to persevere with challenging tasks. They have a warm, reassuring manner that encourages self-confidence and fosters a desire for the children to want to come to school.
14. Teachers in Years 1 to 6 have a secure knowledge of the subjects they teach. At the beginning of lessons, they share the lesson objectives so that pupils know what they are expected to achieve. Teachers' clear explanations enable pupils to make connections with their previous learning and to achieve well. They present lessons in a variety of ways which capture pupils' interest, making them enthusiastic and giving them confidence in their own abilities. Teachers encourage the use of correct subject-specific vocabulary and often provide opportunities for pupils to explain their methods and to practise what they know. In most lessons, but not all, appropriate work is provided to challenge all ability groups. In a minority of mathematics lessons however, because there is no whole-school system of recording pupils' progress, teachers are not always able to match accurately the work to the individual learning needs of pupils. This limits the progress that these pupils make. In lessons where additional support is provided, less-able pupils are helped to overcome their difficulties, but where it is not available these pupils do not achieve as well as they should.
15. Teachers have high expectations of their pupils and, in response to these, the majority of pupils pay careful attention and display positive attitudes to their work. However, a minority of pupils finds it difficult to listen well or to focus on tasks for long periods. Most teachers skilfully use appropriate behaviour management strategies to encourage these pupils to work hard. Teachers and learning support staff are both consistent and patient and, as a result, pupils feel their contributions are valued and this appreciation helps to build their self-esteem and encourages them to try harder.

16. Teachers use the session at the end of lessons effectively to revisit the learning objectives and to assess what the pupils have learned during the lesson. Based on these assessments, teachers plan the next stage of pupils' learning. In the best lessons, teachers use a range of different types of question to check pupils' understanding. However, in a minority of cases teachers ask focused questions to a narrow range of pupils without fully assessing the understanding of a wider group. This sometimes results in teachers' not being able to meet the learning needs of all pupils. Teachers' marking of pupils' work ranges from unsatisfactory to good. In the best cases, teachers clearly indicate how well the pupils have achieved and where they need to improve. In a minority of cases however, work is not marked sufficiently well to help pupils' progress in their learning.
17. There is no whole-school approach for recording pupils' skills, knowledge and understanding in any subjects. Some useful information is passed on to the new teacher at the end of each school year but, in its current form, it is insufficiently detailed. Important time is wasted at the beginning of a school year while teachers try to find out the levels of their pupils' attainment.
18. The teaching of English (including literacy skills) is good. Class teachers have a good understanding of all aspects of the literacy strategy. Planning for the literacy hour is effective. Lessons are well planned with clear learning objectives. These are shared with pupils so that they understand what they are expected to learn. Most teachers have high expectations of their pupils and provide work that is well matched to all pupils' needs and interests. Good use is made of opportunities for whole class direct teaching.
19. The teaching of mathematics (including numeracy skills) is good. Learning intentions for each lesson are clearly defined in the planning and shared with pupils. Teachers display good subject knowledge. They encourage the use of correct mathematical vocabulary and provide good opportunities for pupils to explain their methods and practise what they know. The session at the end of lessons is often effectively used to revisit the learning objectives and to assess what the pupils have learned during the lesson. Teachers' questioning is not always effective in assessing what pupils have learned. Sometimes work is not sufficiently tailored to meet the needs of all the pupils.
20. The teaching of pupils who have special educational needs is good overall and support staff make a significant contribution to this. It is particularly effective in English and mathematics lessons in the juniors. The deployment of most teaching assistants in Years 3 to 6 means that, sometimes, pupils in Years 1 and 2 do not receive the level of support they need to make good progress. In most classes, support assistants are used well to enable special needs pupils to be fully involved in whole-class discussions and this raises their confidence and self-esteem. All pupils with special educational needs, including those with statements of special educational needs, have specific, short-term targets in their individual learning plans and these are tackled well.
21. The teaching of pupils who speak English as an additional language is good. Class teachers and teaching assistants make good use of every opportunity to encourage and support these pupils in speaking and listening activities. Where appropriate, pupils are given the opportunity to practise basic vocabulary and reading skills in small groups with the co-ordinator. This work is effective in developing these pupils' language and literacy skills.

The curriculum

The quality of the curriculum is satisfactory overall with some good features.

Main strengths and weaknesses

- The curriculum is good for children in the nursery and reception classes.
- Opportunities for enhancement of the curriculum are good.
- Provision for pupils with special educational needs is good.

- Provision for personal social and health education is good.
- Good support for learning outside school is provided.

Commentary

22. The school meets statutory requirements for the teaching of all subjects, including religious education. There is a daily act of collective worship and on one day each week this takes the form of a class assembly. Provision for sex education is satisfactory, delivered through science lessons, personal, social and health education and specific lessons for older pupils as appropriate. Drugs awareness is developed for younger pupils in discussions on the use of medicines and older pupils are made aware of the dangers of drug misuse.
23. Support for learning outside the school day is good. Year 6 pupils develop social skills and learn to take responsibilities during their annual residential visit to Suffolk. They learn how to value and care for the environment and develop skills of citizenship. Regular homework is set in English and mathematics, and parents are informed of topics being covered termly. All pupils have opportunities to visit places of interest such as the Tower of London in Year 2 and the Young Vic Theatre in Year 6. Visitors to the school include a wide range of authors to enhance the teaching of English and encourage reading. All pupils have equality of access to everything the school provides. Pupils with English as an additional language receive good support in withdrawal classes as well as in the classroom and external agencies are used adequately as the need arises.
24. Provision for pupils with special educational needs is good overall. The provision for these pupils is particularly good in Years 3 to 6, because more support staff are allocated to these classes. Pupils on the special educational needs list all have detailed individual learning plans and well-trained teaching assistants support them effectively in class. Pupils with profound difficulties a those with statements of special education needs, are well provided for. All of these pupils have equal access to the whole curriculum.
25. The school offers many opportunities for extra-curricular participation. There is a daily breakfast club, which is well attended. This is organised by the learning mentor supported by volunteers. Lunchtime clubs consist of a wide choice of activities including: a choir, Spanish language, football, violin and recorder tuition, and self-esteem development. After-school activities include: a French language club, therapeutic art, performing arts, football club and the 'Tribal Tree' club consisting of nine pupils engaged in music recording.
26. The accommodation overall is satisfactory but the Foundation Stage lacks outdoor space for children in reception to move freely and engage in practical activities. Due to financial constraints there are barely adequate resources for the teaching of the National Curriculum.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is satisfactory overall.

Main strengths and weaknesses

- Pupils trust staff to look after them well.
- Pupils' care, welfare, health and safety are good in the nursery and reception classes.
- Academic and personal support, advice and guidance are good for pupils with special educational needs and those with English as an additional language, but the monitoring of other pupils' academic achievement is unsatisfactory.
- The induction arrangements for pupils who join the school other than in the nursery and reception classes are unsatisfactory.

Commentary

27. At the last inspection, support and advice for pupils was good, although academic monitoring was “less effective”. Academic and personal support, advice and guidance are good for pupils with special educational needs and those with English as an additional language but the monitoring of other pupils’ academic achievement remains unsatisfactory. All the health and safety issues raised in the previous report have been tackled effectively.
28. Child protection procedures are satisfactory, as are those to ensure pupils’ health and safety. Most pupils consider that teachers listen to them and are fair. Teachers know pupils well and use their knowledge to look after them carefully. This creates a secure, stable school community, which pupils respond to well. Pupils, including those who receive extra support from the learning mentor, receive good personal support. However, the academic guidance for many is unsatisfactory as teachers do not track their progress through the school adequately, nor ensure that challenging and clearly defined targets are set to help pupils maximise their achievement. Pupils who have an individual education plan, such as those with special needs, receive clear educational guidance. The provision for gifted and talented pupils is satisfactory. They are withdrawn for discussion groups to develop their thinking and debating skills, and some participate in the borough’s weekend or holiday classes.
29. There are satisfactory arrangements to introduce children to school who enter in to the nursery and reception classes. Arrangements are, however, unsatisfactory for those pupils who enter the school at a later stage. Pupils and their parents, many of whom are new to the country and have little spoken English, often have no records to bring. Interpreters are not normally made available and the school does little more than place a child in class. At the point of entry, no formal assessments are made of their language or academic ability. Year 6 children spend a day in the summer term at the secondary school of their choice.
30. Pupils’ involvement in school life is satisfactory. Year 6 prefects have active roles helping to look after younger pupils, which they fulfil well and other pupils enjoy earning points for their teams. There is currently no school council – although one is soon to be launched - nor do pupils organise clubs.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are satisfactory overall.

Main strengths and weaknesses

- Parents like the school and are active in their support.
- Outside agencies are used well to provide extra support for pupils with special educational needs.
- Reports do not comment sufficiently on pupils’ progress.

Commentary

31. The school’s partnership with parents, other schools and the community is satisfactory. Parents are provided with a satisfactory range of information about the school, including regular, informative newsletters and information about what is taught in each year. The governors’ annual report to parents and the school brochure do not meet statutory requirements.
 - Omissions from the prospectus:
 - No information about the school’s provision for pupils with special educational needs.
 - No rates of attendance.

- The most recent national comparisons for results of the National Curriculum assessments of 7-year-olds.
 - Omissions from the governors' annual report to parents:
 - The most recent national comparisons for results of the National Curriculum assessments of 7-year-olds.
 - The school's targets for Key Stage 2 assessments
32. Some parents want more information about their children's progress. There are termly open evenings to discuss progress. However, pupils' annual reports are inconsistent. Most do not give sufficient information on the progress that pupils have made, nor do they, as is becoming more common, include National Curriculum levels of attainment. Grades are given for effort, but not always for achievement and it is therefore difficult for parents to know what progress their children have made.
33. The school is well supported by an active parent teacher association that raises funds through social activities. Many parents ensure their children complete homework and a few provide valuable help as volunteers in classes. Any difficulties or concerns raised by parents are dealt with promptly by the school.
34. Pupils have made a range of visits to local places of interest, for example the Toy Museum at Bethnal Green and the Tower of London. Pupils make regular visits to the library and local visitors come into school. Arts and Leisure provides a 'Tea Time' club for pupils in the school. There are no lettings to outside groups at present. The toy library that helped to forge strong links with the local community and with parents of pre-school children has had to close through lack of funds. Outside agencies are used well to provide pupils with extra support and to give guidance to staff, especially for pupils with special educational needs and those with English as an additional language.
35. There are satisfactory links with other schools. The link with Connaught Girls' secondary school is good. For example, its staff run the weekly Spanish club. There are no links with other primary schools and links with other secondary schools that pupils move on to are mainly limited to the Year 6 pupils' summer term induction days.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are satisfactory overall. Leadership of the headteacher is good. The leadership of other key staff is satisfactory overall. Management of the school is satisfactory. The governance of the school is good.

Main strengths and weaknesses

- The headteacher has a very clear vision regarding the future development of the school.
- Governors have a very good understanding of the strengths and weaknesses of the school.
- Financial management is good.
- Curriculum co-ordinators have not had sufficient opportunities to monitor standards, teaching and learning.
- The school does not have sufficiently robust systems to effectively monitor its performance.

Commentary

36. In the short time that she has been in post the headteacher has developed a very clear vision for the future improvement of the school. She is well supported by a school leadership team that has a clear sense of purpose and a determination to move forward. However the role of subject co-ordinators is unsatisfactory because they do not monitor standards of pupils' work, teaching and learning in the classroom. Many policies and schemes of work require review, and assessment procedures are unsatisfactory. Despite the lack of a co-ordinator for the

Foundation Stage, teachers and support staff in the nursery and reception classes have created an effective team. The co-ordinator with responsibility for pupils who speak English as an additional language is particularly effective in the work she does for these pupils. Similarly the newly appointed co-ordinator for special educational needs has worked very hard alongside a school governor to update and improve pupils' individual education plans. Strategic planning, through an interim school improvement plan, is satisfactory.

37. The management of the school, including self-evaluation and its use, is satisfactory. Recruitment, retention and deployment of staff are managed well. The school provides satisfactory induction and continuing professional development for staff. However, as a result of changes in headteacher some staff have fallen behind in their performance management cycle. Procedures for monitoring performance data, reviewing patterns and taking action are unsatisfactory. The school does not have sufficiently robust systems in place to check the progress that pupils make, or to set appropriately challenging targets for pupils' performance in the national tests. Approaches to financial management are good and help the school to achieve its educational priorities, as priorities in the school improvement plan are linked to the budget. The headteacher and governors follow recommended procedures, in order to obtain good value for money. Their understanding and application of the principles of best value are good. Governors carefully monitor spending patterns. They evaluate the effectiveness of spending decisions, for example, the work of the learning mentor and the use of the computer suite. In discussions governors expressed a view that the computer suite could be used more frequently.
38. The governance of the school is good. The governing body is well organised and takes advantage of training opportunities to improve its performance. It has a very good understanding of the strengths and weaknesses of the school and takes an active role in shaping the vision and direction of the school. The governing body ensures that the school fulfils its statutory duties with regard to special educational needs, English as an additional language, race equality, disability and gender, and that all policies are fully inclusive. It is aware that there were some omissions in the prospectus and the governors' annual report to parents. The governors are developing a more strategic influence in leading the school's development, with a clear focus on improving the quality of standards and provision. They challenge, as well as support, the leadership and management of the school and are prepared to take difficult decisions, if necessary.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,141,155
Total expenditure	1,138,042
Expenditure per pupil	2,592

Balances (£)	
Balance from previous year	35,977
Balance carried forward to the next	39,090

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the nursery and reception year (Foundation Stage) is good, enabling children to make a good start to their learning in a welcoming and supportive learning environment. Children enter the nursery at the age of three. Attainment on entry is low and a significant minority of children speak little or no English. A bilingual member of the nursery team plays a significant role in their acquisition of English. Children enter the reception class at the beginning of the term in which they are five. All pupils make good progress through the Foundation Stage, and achieve well in the six areas of learning. This represents good improvement since the last inspection when progress was good in physical development and sound in all other areas of learning. The curriculum is good and provides well for children's learning. Virtually all children reach the expected levels in all six areas of learning, detailed below, and a significant minority exceed them. However, a small number of children who are five during the summer term join the reception class in April of the school year and do not achieve the expected goals.

Despite the lack of a co-ordinator in the Foundation Stage, teaching staff and support staff have created an effective team. Day-to-day management is good. The level of care and the quality of support are good. Children show interest, concentration and effort and make good gains in their knowledge, skills and understanding. Teaching is good and children achieve well in all areas of learning. This represents good improvement since the last inspection, when it was satisfactory in the nursery. Strengths of teaching are the emphasis on basic skills and providing opportunities for all pupils to achieve well. On a few occasions, children are not provided with sufficiently challenging work in mathematics, and do not make the progress they should. Teachers use ongoing assessment well to meet the needs of all children. They are aware of the need to link the assessments in children's profiles with their progress through the Early Learning Goals. The designated outdoor area for the nursery is well equipped as an outdoor classroom, and is used well to complement the indoor classroom. The reception classes are separated from the nursery and have no designated space for an outdoor classroom. The staff compensate for this by using the school hall, playground and the nursery outdoor space for physical activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Effective induction procedures enable children to settle quickly into routines.
- The staff value each pupil and work successfully to ensure that the learning needs of each individual child are met.

Commentary

39. Personal, social and emotional development is effectively promoted in all areas of the nursery curriculum. Sensitive induction procedures and continuing support give children a good start to their early learning. They take part in carefully planned, well-focused activities. All children respond well to what is provided, and gradually become independent users of the classroom and the outdoor area.
40. Children are prepared well for new experiences in the reception class. They are encouraged to listen to what others have to say, and take part in small group discussions and activities. Most children understand the difference between right and wrong, and the effect of their words and actions on others. They gradually accept the need for a common code of behaviour. They are taught to show care for others and to appreciate similarities and differences between their own culture and that of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are well-planned opportunities to develop children's language.
- Basic skills of reading, writing, speaking and listening are taught well.

Commentary

41. In the nursery, there are well-planned, formal and informal opportunities to develop language skills. The early emphasis on sounds and word-building skills, and the use of bilingual books, help pupils' early language development. Sessions are structured to provide the maximum amount of time for individual choice, decision-making and sustained concentration. Children's language is developed through role-play, for example, in the restaurant, where they explore resources, write orders and act as customers or waiters, using key vocabulary.
42. The National Literacy Strategy is introduced gradually in the reception class. Children hear and say initial sounds in words, and link sounds to letters. Most children listen carefully during teacher-led discussions and respond with enthusiasm. They extend their vocabulary and use a widening range of words to express their ideas. The classroom is rich in lists, signs, labels, captions and instructions. Most children are developing their reading skills well, through listening to stories, sharing books with adults and joining in familiar refrains. They gradually develop good letter formation through practical experience on the computer, and have many opportunities to apply their writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A range of practical activities helps to develop children's mathematical skills.
- There is a strong emphasis on children's learning the language of mathematics.

Commentary

43. Children in the nursery develop mathematical language through focused play. They show an interest in numbers and counting. Most children have some idea of 'more' or 'less' when dealing with small numbers. Through sand and water play, they explore the shape of different containers and develop an understanding of quantity and measurement. They are beginning to sort objects by colour and shape. Learning is consolidated through simple programs on the computer.
44. The National Numeracy Strategy is introduced gradually into the reception class. Oral work, each lesson, is reinforced through practical activities. Most children recognise numerals to ten, and count to ten accurately. They compare two groups of objects saying whether they have the same number, 'more than' or 'less than'. Most children observe and use positional language and showed an awareness of similarities and differences in shapes. They are able to find 'one more' or 'one less' than a number. Their understanding of capacity and weight is developed through their experience with sand and water, using words such as 'heavier' and 'lighter'. They begin to use the vocabulary of time and money.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Computer skills are developed well.
- A range of activities develops children's understanding and use of the senses.
- The celebration of festivals increases awareness of other cultures and beliefs.

Commentary

45. Children in the nursery become familiar with the school environment. Their interest in why things happen and how things work increases, as they examine objects, practise their building skills and explore an island, on the computer. They use simple tools safely as they cut up peppers and grate cheese, talking with the teacher about colours, texture and smells. They identify the changes that take place in a variety of materials after heating.
46. In the reception class, children show a good understanding of the immediate past. They increase their understanding and use of their senses as they explore the outdoor environment. Children's computer skills are developed step by step during the year and children use a range of software to support the development of reading, phonics, writing, number, sorting, matching, and word processing skills. They develop an awareness of religious and family celebrations, such as Diwali, Christmas and Eid.

PHYSICAL DEVELOPMENT

Provision for pupils' physical development is **good**.

Main strengths and weaknesses

- Teaching of physical skills and of the use of tools in the classroom, is good.
- Children's responses to rhythm and music are promoted well.

Commentary

47. As a result of good teaching and adult example, children in the nursery respond to rhythm, music and stories through movement, and learn to start and stop on request. With support, they engage in activities requiring hand/eye co-ordination and use one-handed tools and equipment safely. Good use is made of the well-equipped outdoor area to extend the work in the classroom. They negotiate space successfully, adjusting speed and changing direction to avoid obstacles.
48. Children in the reception class demonstrate their ability to move with confidence, imagination, control and co-ordination, with an awareness of others, in the hall and outside, and use climbing equipment safely. They use a range of body parts to travel along, over and under a range of equipment. Their awareness of the importance of exercise and a healthy diet develops, and they recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well, and children demonstrate increasing skill and control in handling tools, objects and malleable materials safely.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- There are many opportunities to make and listen to music, and to explore a variety of media in art.
- Children are given opportunities to use their imagination.

Commentary

49. Children's creativity in the nursery is developed within stimulating learning areas that are well organised and resourced. They learn to use primary colours and to differentiate and mix colours. With guidance and support, they develop their ability to cut and join a variety of materials. As adults work alongside children, they encourage them to talk about their work, thereby developing appropriate vocabulary.
50. Children in the reception class work well together in groups. They develop their ability to draw, paint, sew, make models in clay and design vehicles. There is a clear focus for each activity. They explore loud and quiet sounds with their hands, voices and instruments, create weather music, and listen to music from other cultures. Adults encourage them to use their imagination and communicate ideas through music, dance and role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Strengths and weaknesses

- Standards in reading and writing are improving.
- There is a strong interest in poetry.
- The quality of teaching is good.
- Pupils with English as an additional language make good progress.
- The presentation of work by older pupils is sometimes untidy.
- The absence of a library and lack of adequate resources inhibit progress.

Commentary

51. The standards of work throughout the school are in line with those expected nationally. Standards in Year 6 are higher than those recorded at the time of the previous inspection. Pupils in Year 1 and 2 achieve satisfactorily and they achieve well in Years 3 to 6. This is partly due to the school's recent focus on raising attainment and the level of support given through booster classes in Years 5 and 6. The work of the Ethnic Minority Achievement Grant staff and other support staff is also effective in improving the standard of attainment of the pupils, especially in Years 5 and 6.
52. As a result of the good support given, pupils with special educational needs make good progress and achieve well. A significant proportion of pupils enter school with English as an additional language and by the time they leave school they reach standards in line with, and sometimes above, expectations nationally. This represents good achievement.

53. Although many younger pupils are limited by a restricted vocabulary, they make good progress as a result of effective teaching. Older pupils show confidence in speaking and answer questions in a positive way. By the end of Year 6, they express their views succinctly and present reasons why they do not agree with a particular idea as, for example, when discussing the most appropriate items to take on their sea journey. They also show good listening skills and respect for the opinions of others.
54. The standard of reading has improved as a result of the recent introduction of shared reading at the beginning of each day. By the end of Year 2, pupils read fluently and with expression. They use the context of the story to explain the meaning of unfamiliar words. Older pupils express and justify strong preference for particular authors and explain key features of the text and characters.
55. The school is taking steps to improve writing skills. Recent changes have included weekly periods for extended writing. Handwriting practice is now built in to the timetable. Poetry is a strength of the school and contributions are published in the school's newsletter. As yet, not all work is well presented but pupils are being made aware of the need to improve.
56. The quality of teaching is good overall. Lessons are well planned following the National Literacy Strategy. Texts are well chosen to appeal to the pupils and the enthusiasm of the teachers is transmitted to the pupils. At the beginning of lessons teachers share the lesson objectives with pupils so that they know what they are expected to achieve, and then carefully monitor pupils' progress to ensure that these objectives are met. The good management skills of teachers ensure that work proceeds in an ordered manner enabling the pupils to make good progress in their lessons.
57. The subject is managed well. The co-ordinator is knowledgeable and has kept up to date with changes in order to raise standards. A number of initiatives have been introduced recently including the introduction of shared reading and extended writing periods. There is however a significant lack of resources, which results in older pupils' having to share books or use photocopied pages. The absence of a library restricts access to books to enhance the work in English. Although monitoring is done by review of pupils' work, opportunities are not provided for the monitoring of teaching. Computer programs are not used sufficiently well to support pupils' learning or to enable them to practise skills, for example drafting and redrafting of work.

Language and literacy across the curriculum

58. The use of literacy across the curriculum is underdeveloped. There is currently no structured approach to developing pupils' literacy skills in other subjects of the curriculum. This limits the progress that pupils make. In some lessons, for example science, there are insufficient opportunities for pupils to record the outcomes of investigations in a variety of ways.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Years 3 to 6.
- Most pupils have good attitudes to their work and try hard.
- Standards in Year 2 and Year 6 are below the national average.

Commentary

59. Standards in Years 2 and 6 are currently below the national average. Since the last inspection improvements in standards in Years 2 and 6 have broadly kept pace with those seen nationally. Pupils achieve satisfactory standards in relation to their prior attainment.
60. Pupils in Year 2 have a satisfactory understanding of the value of numbers to 100. They recognise odd and even numbers and identify some of the properties of common two-dimensional shapes. More able pupils use mental skills to add in 2s, 5s and 10s, but average and less able pupils sometimes struggle with this level of work, particularly when counting backwards. Most pupils successfully add two single digits to 10, but do not recall them mentally. Average and lower-attaining pupils have to work hard to subtract single digit numbers mentally and also struggle solving money problems. There are similar weaknesses in pupils' mental skills in Year 6. Average and less-able pupils sometimes struggle to recall multiplication facts and this has a detrimental effect on their ability to calculate and compare fractions, for example. Most pupils add two two-digit numbers accurately and can explain clearly what they did to solve the problem. They know the value of numbers beyond one thousand and describe the properties of some two- and three-dimensional shapes. Work in pupils' books illustrates the difficulty that some have in solving written problems.
61. The quality of teaching and learning is good overall. In the best lessons, work is well planned at an appropriately challenging level. There are clear learning objectives that are shared with pupils so that they know what they are going to learn. Teachers pay particularly good attention to the development of mathematical vocabulary. In a very good lesson in Year 6 for example, the teacher focused well on the properties of quadrilaterals, requiring pupils to use the correct mathematical terms when answering questions. Teachers provide clear explanations, linking past to current work, so pupils are able to make connections in their learning. Pupils are generally well motivated and most respond positively to high expectations of their concentration and behaviour.
62. Class teachers and teaching assistants know their pupils well and patiently encourage and support their learning. In most lessons, but not all, appropriate work is provided to challenge all ability groups. However, because there is no whole-school system of recording pupils' progress against Key Learning Objectives in the National Numeracy Strategy, teachers are not always able to match accurately the work to the individual learning needs of pupils. Close examination of pupils' previous work illustrates the problem still further. The most- and least-able pupils are sometimes provided with the same work as other pupils, with no account taken of their specific learning needs. This clearly limits the progress that these pupils make. In lessons where additional support is provided, less-able pupils are helped to overcome their difficulties, but where it is not available these pupils sometimes struggle.
63. The quality of teachers' marking of pupils' work is variable and is only just satisfactory overall. In the best cases, teachers provide pupils with a clear view of the quality of their work and where they need to improve. There are a few examples where work is not marked and of others where there is a cursory tick. Marking is not always used effectively to set high expectations or to raise standards. Computer programs are not used systematically to practise skills or reinforce learning.

Mathematics across the curriculum

64. There are satisfactory opportunities for pupils to use mathematics in other subjects of the curriculum but they could be improved. There are good links with art and design, for example pupils in Year 5 recognise the importance of shape in composing a scene in the style of the British painter, L.S. Lowry.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on the correct use of scientific vocabulary.
- Teacher assessments in Year 2 are not checked and agreed by the teachers.
- Year 6 pupils engage in a good variety of learning activities.

Commentary

65. Standards in Years 2 and 6 are broadly in line with the national average. Pupils achieve satisfactorily. By Year 6, pupils record their work in science using a good variety of approaches, following frameworks for recording their findings in investigative work, using diagrams, worksheets, 'mindmaps', peer assessment and observational drawings. They know, for instance, how shadows are formed and understand the properties of light and how reflections are seen. They know how to plan an investigation. Recorded work in Year 2 showed less variety, with an over-emphasis on the completion of worksheets. Pupils in this year can identify foods that are good for them, patterns of growth in animals and in themselves and they have some limited experience of the interpretation of graphs. Whilst they are beginning to observe and classify materials, they have only limited opportunities for investigative work in science and have only limited understanding that science involves exploring and finding out about the world around them.
66. There appears to have been a significant reduction in standards in science in Year 2 last year. Whilst the school was able to account for this in part, standards seen in lessons and through reviewing pupils' books do not reflect the very good levels of attainment evident in previous years. There has been no rigorous approach to moderating judgements on standards in teacher assessments in Year 2.
67. Overall the quality of teaching and learning is good. The quality of teaching and learning in Years 1 and 2 is satisfactory and pupils achieve satisfactorily. Pupils in Years 3 to 6 achieve well as a result of teaching that is always satisfactory and often good. In the best lessons, teachers use their subject knowledge effectively to promote pupil learning, supporting well the learning needs of individuals and groups. They insist on the correct use of vocabulary and this helps to clarify pupils' understanding. In less successful lessons not all pupils were clear about what they were expected to do, and did not always have enough opportunities to use their initiative and find things out and record the information for themselves. Where work had been marked there were few indications of areas for improvement or what the pupils might do next.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Many lessons are well taught but some teachers are not sufficiently secure in their knowledge of the subject.
- Pupils are enthusiastic and have good attitudes.
- Standards are below average in Years 2 and 6.
- Computer programs are not used sufficiently well to support pupils' learning in other subjects of the curriculum.

Commentary

68. Standards in Year 2 and 6 are below expectations. Levels of achievement are satisfactory, but should be better. Since the last inspection the school has opened a computer suite, and its use is beginning to raise standards. Each class is provided with one session a week in the suite, but there is room for this provision to be improved. The use of computers to support pupils' learning in other subjects is satisfactory, with scope for improvement.
69. In lessons, pupils in Year 2 log on using their own password and access the program they need. They draw shapes and use tools like 'airbrush' to create various patterns and effects. They display satisfactory mouse control as they select different colours and sizes of paintbrush to create pictures. Although pupils write their own sentences using capital letters, full stops, space bar and the 'enter' key, their keyboard skills are generally under-developed. Pupils use computer programs to explore real and imaginary situations, but not for classifying or grouping of information. They know that computers are used at the local library for checking books in and out.
70. In lessons, pupils in Year 6 successfully 'log on' and access the program they require using drop-down menus. Many display good keyboard skills, but a significant minority require help to solve comparatively simple tasks. Pupils display satisfactory skills as they manipulate text and images using a multi-media package, seeking to create a design for the school's website. In discussions, pupils in Year 6 spoke knowledgeably about spreadsheets and data handling programs, but had little recall of using programs for control or monitoring events.
71. The quality of teaching seen during the inspection was satisfactory overall. At the beginning of each lesson, teachers clearly explain the lesson objectives so that pupils know what they are expected to achieve. In the best lessons, teachers manage the behaviour of pupils well. They provide clear, step-by-step instructions, effectively illustrating key teaching points. In response, pupils listen well and are able to make good progress through the lesson. In these lessons, teachers display good subject knowledge through their clear explanations and expert interventions. Not all teachers manage the behaviour of pupils well or have sufficiently secure knowledge of the subject to challenge pupils' understanding and take their learning forward. In these lessons, the learning intentions for the lesson are not achieved.

Information and communication technology across the curriculum

72. Provision is satisfactory, with scope for improvement. Computer technology is used to support pupils' learning in some subjects, for example art and design, history and religious education. Pupils use the Internet to research surrealist painters, the Victorian age, and Buddhism, but there are missed opportunities in other subjects. Computer programs are not used effectively to support pupils' learning in English, mathematics or science. The school has recognised these shortcomings and has clearly identified in the school development plan where improvements need to be made.

HUMANITIES including geography, history and religious education

GEOGRAPHY

73. It is not possible to make an overall judgement on teaching, learning, or standards, as no lessons were seen, no work was made available for scrutiny and it is not a focus for the school's work this term. Examination of planning indicates that there is a scheme of work in place that provides for the teaching of the subject and the progressive development of pupils' skills, knowledge and understanding.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils are enthusiastic about the subject.
- Enhancement through visits is good.
- Good use is made of artefacts in teaching.
- The quality and quantity of recorded work are limited.

Commentary

74. The standard of work seen is in line with national expectations. Pupils achieve satisfactorily. Discussions with pupils indicated strong interest in the subject and good learning was reflected in the amount of knowledge they have retained.
75. By the end of Year 2, pupils have acquired sound knowledge of how things change with the passing of time. They compare the type of toys used by their grandparents with modern toys. Their visit to the Toy Museum at Bethnal Green helped to reinforce the difference between past and present. They show understanding of the reasons for the differences noted, as for example, the changes resulting from the development of technology. They begin to understand the relevance of past events to the present when they learn about Guy Fawkes. Their visit to the Tower of London brings history to life for them. Their recollection of the exhibits, including the crown jewels, certainly fired their imagination and interest in history.
76. Older pupils receive a broad and balanced curriculum in history. They show knowledge of links between the history of England and the wider world. The study of Elizabethan times incorporates the work of explorers, which resulted in English settlements overseas. Their discussion of the experiences of migrants to Britain in the fifties improved their understanding of links between past and present. They learn how different sources are used to interpret the past as, for example, when they examine Victorian artefacts and discuss reasons for some changes which have taken place. They are beginning to recognise how events of the past have lasting implications for the present.
77. The quality of teaching is good overall. Teachers' enthusiasm for the subject inspires the pupils. The good use of resources adds interest and excitement to the lessons. Year 6 pupils thoroughly enjoyed 'call my bluff' in deciding the use of selected artefacts from Victorian times. A video clip of the experiences of settlers from the Caribbean in the fifties fired the enthusiasm of pupils in Year 5. They showed good understanding of how people felt at the time and how things have changed since then.
78. The subject is well managed by a co-ordinator for humanities. There is a well-organised overview of topics covered through the school. The quantity and quality of work recorded does not reflect adequately the amount of work covered. Resources are adequate and include a variety of texts, charts, videos and access to artefacts. The subject is well enhanced by a wide range of visits to museums and places of historical interest.

RELIGIOUS EDUCATION

Provision for the subject is **good**.

- Teaching in the two lessons seen was good or better.
- Pupils have positive attitudes to the subject.
- Year 6 standards are above those expected by the Agreed Syllabus.

Commentary

79. Only two lessons were seen during the period of the inspection, both of which were in the juniors, therefore it is not possible to make a clear judgement on teaching, learning or standards achieved by the end of Year 2. The displays around the school and discussions with pupils demonstrate that this subject has a high priority in the school. By Year 6, most pupils show real interest in learning about the life of Buddha and attain standards that are above those expected. They use their knowledge of other religions to compare and contrast different beliefs. They link their learning effectively to their own experiences, developing empathy and understanding.
80. In a very good lesson, the teacher planned the lesson and exhibited very good subject knowledge as she talked to pupils about the 'Four Sights' and why they are important to Buddhists. She encouraged the pupils to compare and contrast these beliefs with their own and thereby make effective connections with their earlier learning. Pupils in this lesson were very well managed and in response they were highly motivated and worked with interest and good levels of concentration.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Standards in Year 6 are above expectations.
- Pupils have good attitudes to art and this contributes to their achievement.
- Pupils' skills are carefully developed so that work in each year builds on and extends earlier learning.

Commentary

81. Standards in Year 2 are average and they are above average in Year 6. Standards are higher in Year 6 than those recorded at the time of the last inspection. Pupils in Years 1 and 2 achieve satisfactorily and pupils in Years 3 to 6 achieve well. The use of visual images helps to overcome learning difficulties for pupils with special educational needs, or English as an additional language. Only one lesson was observed. Other evidence was obtained from teachers' plans, displays of work and discussion with pupils. It is clear that the subject is taught regularly and that the curriculum is satisfactory. Teachers manage with resources that are inadequate. Sketchbooks are used inconsistently to gather ideas and test particular techniques. There is evident progression in drawing skills, as pupils move through the school.
82. By Year 2, pupils mix colours skilfully to achieve different shades and tones. In lessons, they produce some interesting work and original ideas in the style of Piet Mondrian and Bridget Riley, using felt pens, pencils and crayons. Displayed work by pupils in Year 5 demonstrates their use of mathematical skills, as they compose street and playground scenes, based on the work of Lowry and Breugel. Pupils in Year 6 have explored the work of abstract artists such as Kandinsky, and produce paintings of their own that show good appreciation of colour, shape and pattern. They have also created pieces of surrealist art of a particularly good standard, based on the work of Rene Magritte.
83. It is not possible to comment on teaching in Years 3 to 6, as no lessons were observed. In a Year 2 lesson, teaching was good and led to good learning. The lesson was effectively introduced through examples of the work of Piet Mondrian and Bridget Riley. Pupils' good attitudes contributed to the good progress made.

84. Computers are used satisfactorily to research the lives of famous artists. Pupils in Year 2 successfully created firework pictures and patterns in the style of Mondrian, using an art program. Art contributes to pupils' literacy development through discussion and research. Pupils benefit from the study of a range of art from different cultures.

DESIGN AND TECHNOLOGY

It is not possible to make an overall judgement on standards, pupils' achievements or the school's provision in this subject.

Main strengths and weaknesses

- There is good emphasis on the development of pupils' skills.
- Assessment procedures are unsatisfactory.
- Resources are inadequate.

Commentary

85. It is not possible to make a judgement about standards or achievement in Year 2 and Year 6, as no lessons were observed and there is limited evidence of pupils' work. Standards in the one lesson observed, in Year 1, were satisfactory. Pupils showed interest and enthusiasm and achieved well. Discussions with the new co-ordinator, and with pupils, confirm that Year 2 are currently working on puppets, Year 3 on bridges, and Year 4 on quiz boards, in line with national guidance. A consistent approach to planning, designing, making and evaluating products, resulting in finished products that are of a high standard, is lacking. Food technology appears to be taught satisfactorily.
86. It is not possible to comment on teaching and learning in Year 2 and Year 6. In the one lesson observed in Year 1, teaching was very good, due to the very good use of questioning skills and opportunities for pupils to evaluate their own products. Pupils made good use of the skills developed in the Foundation Stage.
87. Pupils develop their literacy skills as they discuss their plans and finished products. They develop their mathematical skills as they measure and make templates. The resources of ICT are not used to support and extend learning in the subject. The co-ordinator recognises this as an area for development.

MUSIC

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There is a good provision for the development of pupils' knowledge, skills and understanding.
- The curriculum is enriched by many opportunities to perform.

Commentary

88. Standards in music match those expected nationally for pupils in Year 2. Pupils achieve satisfactorily. It is not possible to make a judgement about standards or achievement in Year 6, as no lessons were observed. In lessons observed in Years 2, 3 and 4, standards matched those expected. Year 2 pupils learnt to recognise, and respond to, long and short sounds through music. Year 3 pupils explored rhythmic patterns and demonstrated their ability to clap a rhythm over a pulse. In a lesson taught by the co-ordinator, pupils in Year 4 developed the

ability to use 'ostinato' and musical vocabulary. In a song entitled, 'Seven Nation Army', pupils were able to identify several layers of 'ostinati', created by drums, words and clapping. Their cultural development was enhanced as they analysed music from Spain, Africa and India and pop and rock music. The music overcame any language barriers and boys, in particular, achieved well.

89. It is not possible to comment on teaching and learning in Year 6. In the lesson observed in Year 2, teaching was good and led to good learning. Its strength was the clear planning of and strong focus on the development of pupils' skills. Teaching was very good in the lessons observed in Years 3 and 4. In both cases, there was evidence of pupils' good knowledge and understanding, built up as a result of very good, specialist teaching.
90. Pupils develop their literacy skills, as they listen, discuss, compose and evaluate music. Opportunities to use computer programs to compose are not fully utilised. The curriculum is good and is enriched by opportunities to perform. For example, a group of nine Year 6 girls are undertaking a course in writing, performing and recording, over a ten-week period, and will record their work at a recording studio. The leadership and management of the co-ordinator are good. Until recently the co-ordinator had responsibility for teaching this subject in all classes throughout the school and, as a result, has first-hand knowledge of pupils' attainment. He keeps track of what each class is doing and gives unstintingly of his time in furthering pupils' musical development. He leads violin and recorder clubs, a 30-plus strong choir, and performing arts classes. Together with the learning mentor, he has organised a performing arts day on a Saturday, in the near future. This will provide an opportunity for 80 pupils of all ages to participate in dance, drama and music workshops and to experience Indian dance, choral singing, drama and contemporary dance. In discussions pupils in Year 6 spoke of their enjoyment of the choir and a steel band performance that they gave last Christmas. They also visited the West End production of 'Cats' and subsequently performed 'Cats' to the school. They are currently excited by opportunities this year to perform, 'The Witch who Stole Happiness' and 'Beauty and the Beast'.

PHYSICAL EDUCATION

It is not possible to make an overall judgement on standards, pupils' achievements or the school's provision in this subject.

Main strengths and weaknesses

- Teaching in the lessons seen was good.
- Pupils have good attitudes to their learning and try hard.

Commentary

91. The two lessons that were observed were good. They were well planned and organised and began with appropriate warm-up activities. In each the teachers made good reference to previous work as they clearly explained the learning intentions of the lessons. The teachers managed the behaviour of pupils well and ensured that they worked hard and acted sensibly. During both lessons the teachers provided pupils with good directions on how their performances could be improved. In response pupils listened well and tried hard. Pupils in Year 2 worked particularly well as they developed a sequence of movements, jumps and balances, individually and with a partner. Similarly, pupils in Year 6 combined a series of jumps, turns, balances and leaps and mirrored their partner's movements. The standards achieved in these lessons were similar to those expected of pupils of their age.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good**.

Main strengths and weaknesses

- Well-planned range of topics.
- Citizenship is well supported.

Commentary

92. The provision for personal, social and health education is good. Lessons are timetabled regularly for each class and citizenship education is strongly supported. Specialist teaching across year groups helps to raise the profile of the subject. There is a well-planned programme of topics showing progressive development as pupils move through the school. Pupils regularly take part in the local authority Junior Citizen scheme. This term Year 6 pupils have been invited to visit the town hall to find out how local democracy work. A programme of work on citizenship is planned in preparation for the setting up of a school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
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	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
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	4

The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
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).

