

# INSPECTION REPORT

**ST PAUL WITH ST LUKE C OF E PRIMARY SCHOOL**

Bow, London

LEA area: Tower Hamlets

Unique reference number: 100958

Headteacher: Mr Mark Mahoney

Lead inspector: Mrs Janet Gill

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> October 2003

Inspection number: 257913

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:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	231
School address:	Leopold Street Bow London
Postcode:	E3 4LA
Telephone number:	(0207) 987 4624
Fax number:	(0207) 538 8655
Appropriate authority:	The governing body
Name of chair of governors:	Urfi Lowry
Date of previous inspection:	2 <sup>nd</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

St Paul with St Luke is a voluntary aided Church of England school. It is a diverse and multicultural inner city school in Tower Hamlets. Most of the 231 pupils live locally in the local authority housing, including high-rise flats. There are more boys than girls; which has been the case in recent years. Children enter the Nursery with attainment that is well below average, particularly in language development and social skills, where some children's skills are very poorly developed. Attainment on entry has declined since the previous inspection, where attainment on entry was judged to be below average. More pupils live in overcrowded homes and many more are from minority ethnic groups than is usual. There are 131 pupils from a wide range of ethnic backgrounds, of these 96 are supported in learning to speak English, with 32 at the very early stages of English acquisition. This is very much higher than in most schools. The most common languages spoken are Sylhetti and Yoruba. There are 55 pupils with special educational needs and a further six with statements for their needs. This has risen since the previous inspection and is now above average. Pupils' needs include moderate learning difficulties and speech and communication disabilities, and a few have social, emotional and behavioural difficulties. The number of pupils eligible for free school meals is well above average at 44 per cent. There has been a trend towards higher mobility recently because some families are being re-housed and those moving in often have significant social difficulties. Fifty-one pupils either moved into the school or moved to another area during the year, other than the usual time of transfer. This has a significant impact on the stability in the school and on academic standards in some year groups, Year 6 being a particular example. It is to the school's credit that the pupils integrate and adopt the school procedures very quickly, particularly the high standards of behaviour. The school has been awarded the Schools Achievement Award and Investors in People Award in the last couple of years. This is in recognition of pupils achieving well and staff working effectively as a team. The school is part of the Isle of Dogs Education Action Zone through which management training, 'catch-up' programmes and work on learning styles have been successfully implemented.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18706	Mrs Janet Gill	Lead inspector	English, Physical education, The Foundation Stage
8919	Mr John Kerr	Lay inspector	
11976	Mrs Heather Toynbee	Team inspector	Science, Art and design, Design and technology, History, English as an additional language
13754	Mrs Judy Morris	Team inspector	Mathematics, Information and communication technology, Geography, Music, Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Paul with St Luke is a good school.** Standards have risen faster than the national trend in English, mathematics and science and unconfirmed data indicates further improvement in the 2003 tests. However, standards in the present Year 6 are **below average**. This is due to a number of factors, including a high number of pupils with special educational needs and early English speakers and a high turnover of pupils. The headteacher is a **very good** leader and manager, who strongly ensures that every child is fully included in all aspects of school life. Teaching has improved and is **good** because of rigorous monitoring and very effective whole-school procedures. This helps pupils **behave well**, be **effective learners** and **achieve well**. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- Standards in the core subjects are improving through rigorous monitoring and taking action.
- The headteacher is a very good leader and manager with an excellent commitment to inclusion.
- Children have a good start in the Foundation Stage, which helps them become keen learners.
- Provision for pupils with special educational needs is very good; for those who speak English as an additional language, it is good.
- The high quality of pastoral care and the seeking of pupils' views are distinctive features.
- The consistent and rigorous behaviour management procedures ensure pupils behave well.
- Standards are not high enough in English, mathematics and science in Year 6.
- Handwriting and presentation is not good enough in all subjects throughout the school.
- Standards in information and communication technology (ICT) are not high enough.
- Statutory requirements are not met in design and technology, ICT and music.
- The English as an additional language co-ordinator's role is not clearly defined and lacks rigour.

**The school has improved well since the previous inspection and is effective.** Standards have improved, despite lower attainment on entry, since the last inspection. The school has concentrated on raising standards in the core subjects. Improved assessment procedures have contributed to meeting pupils' needs well. The quality of teaching has improved but in music, ICT and design and technology, teachers do not have sufficient expertise. There are schemes of work for most subjects and planning has improved. Provision for pupils who speak English as an additional language has improved through good class teaching. The governing body is more knowledgeable about the work of the school and has improved its monitoring role.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	C	C	E	B
mathematics	D	A	E	B
science	C	A*	C	A

*Key: A\* – very high; 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.*

**Pupils achieve well throughout the school.** In the 2002 tests, pupils in Year 2 achieved higher in writing and mathematics than those in similar schools, reading was the same. There were improvements in the 2003 tests in reading and writing; in maths there was a slight decline, but results are still average. In the 2002 tests, Year 6 pupils achieved better than pupils in similar schools in English, mathematics and science. The 2003 tests showed a good improvement. When children enter the Foundation Stage, attainment is well below average; in language and social skills,

it is often lower. Children achieve well and by the end of Reception, are expected to reach goals in personal, social and emotional development, physical and creative development. A few will reach goals in communication, language and literacy, mathematics and knowledge and understanding but overall standards are likely to be below average. Standards at the end of Year 2 and Year 6 are below average. Pupils in Year 2 are making rapid gains in their learning. Given the good teaching and careful match of work, it is likely that many will reach average standards by the end of Year 2. Year 6 pupils are a low-achieving group and, despite challenging teaching, are unlikely to reach average levels by the end of Year 6, for the reasons given earlier. Standards are below average in design and technology and music because too little time is spent on these subjects. In ICT and geography, standards are improving although they are below average, because pupils have not yet completed the new schemes. Standards are average in other subjects.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

**Pupils' attitudes and values and their spiritual, moral, social and cultural development are good.** The headteacher and staff promote very high standards of conduct. This results in well-behaved pupils working and playing together harmoniously in this diverse, multi-cultural school. Pupils have positive attitudes and try to achieve their best in lessons. Attendance has improved slightly but is still below average. Some parents continue to take family holidays during term-time.

## **QUALITY OF EDUCATION**

The overall **quality of education provided by the school is good.** Teaching is good and helps pupils to learn effectively and achieve well. The curriculum is unsatisfactory because requirements are not met in design and technology, ICT and music. However, the school has had other curriculum priorities and in consequence, development of these subjects has been restricted. The school has a very good programme for visits and visitors, which significantly enhances pupils' experiences. Assessment procedures have improved and are good. Very effective care and guidance contribute towards the very positive ethos evident in the school, leading to a very good level of educational and social inclusion. Community provision is very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The contribution of the headteacher is very good. He is strongly committed to ensuring that pupils are included in all aspects of school life and achieve well. Leadership and management shown by other key staff are good. The exception is the unsatisfactory leadership and management of English as an additional language provision. The role of the governors has improved and their governance is good. The governing body is, however, in breach of its statutory duty to provide the full statutory curriculum and in this respect its performance must be deemed unsatisfactory. That judgement must be seen in the context of a governing body that otherwise fulfils its duties well and makes a significant contribution to the work of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are supportive of the school and very satisfied with the educational opportunities it provides. They are very pleased with the teaching staff who they find approachable and the strong leadership of the headteacher. Pupils like coming to school very much. They enjoy learning and know they have to work hard but know their teachers will help them and listen to their ideas.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English, mathematics and science in the present Year 6.
- Improve pupils' handwriting and presentation in all subjects throughout the school.
- Improve standards in ICT throughout the school and ensure the suite is used more effectively.
- Clearly define the role and responsibilities of the English as an additional language co-ordinator.

- Meet statutory requirements in ICT, design and technology and music.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement for all pupils throughout the school is good. Standards in English, mathematics and science in the present Years 2 and 6 are below average. There are a number of significant factors why this is so, as stated in the subject reports. However, the headteacher, staff and governors have worked very effectively to overcome these barriers and face challenges with great determination to ensure pupils will achieve in all aspects of school life.

#### **Main strengths and weaknesses**

- Children in Foundation Stage<sup>1</sup> achieve well in all areas of learning, giving them a good start.
- Pupils, including those with special educational needs and whose home language is not English, achieve well throughout the school.
- Trends in English, mathematics and science are above average and overall standards have improved since the previous inspection, although attainment on entry has declined.
- Standards in the present Year 6 are not high enough because of a number of significant factors.
- Presentation and handwriting in English and other subjects are not good enough.
- Standards in design and technology, ICT and music do not meet statutory requirements.

#### **Commentary**

- 1 Attainment on entry has declined since the previous inspection, particularly in language and social skills. Last year, children achieved well from a very low starting point. By the end of the Foundation Stage, a few children reached the early learning goals in all areas of learning but most did not, particularly in communication, language and literacy, mathematical development and knowledge and understanding of the world. A very strong emphasis on personal, social and emotional development ensured children made very good progress and many achieved these goals. The present Reception class has more able children and more should reach the goals but generally, attainment by the end of Foundation Stage is likely to be below average.
- 2 Overall standards have risen at the end of Year 2 and Year 6 National Curriculum tests since the last inspection. The rate of improvement has been greater than the national trend. Standards at the end of Year 2 in 2002 were well below average in reading, below average in writing and average in mathematics. From the unpublished data for 2003, standards have improved, particularly in the number of pupils gaining the higher level in reading and writing.

#### **Key Stage 1**

##### ***Standards in national tests at the end of Year 2 – average point scores in 2002***

Standards in:	School results	National results
reading	15 (15)	15.8 (15.7)
writing	14 (12)	14.4 (14.3)
mathematics	16 (15.4)	16.5 (16.2)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

<sup>1</sup> Foundation Stage – includes children from three years old to the end of Reception. The curriculum is set out under six areas of learning, which leads to the National Curriculum when children enter Year 1.



- 3 In the Year 6 2002 tests, there was a dip in standards from 2001 but there is every indication that results will show a good improvement for 2003, particularly in pupils gaining the higher Level 5. This is a good indication that higher-attaining pupils are challenged well. Results in English and mathematics in 2002 were well below average in English and mathematics and average in science. However, pupils achieved much better than pupils in similar schools in English and mathematics did and very much better in science. From data supplied by the local education authority (LEA), those pupils from minority ethnic groups and those who speak English as an additional language, who have been in full-time education for the maximum time in primary school, achieved similar results to others. Pupils with special educational needs achieve well throughout the school and make good progress. In the 2003 national tests, they performed better than those in other Tower Hamlets schools This is because they are identified early and effective planning ensures that work is matched to their individual needs. Individual education plans set clear targets which are reviewed regularly.

## Key Stage 2

### Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.7 (26.8)	27 (27)
mathematics	25.7 (26.6)	26.7 (26.2)
science	28.3 (30.2)	28.3 (28.3)

*There were 23 pupils in the year group. Figures in brackets are for the previous year.*

## Inspection findings

- 4 Good systems to track pupils' performance are in place and test data is rigorously analysed to identify where pupils had difficulties. This information is effectively incorporated into planning so that intervention strategies and support programmes are put in place. For example, test data for 2002 indicated that boys were achieving better than girls were in Year 6. Inspection evidence indicates that there are no significant differences between the performance of girls and boys. For example, in this boy-dominated school, strategies to ensure girls are actively included in lessons and given opportunities to answer questions in all lessons have been effectively implemented. The school is very aware of the need to ensure all groups of pupils have their particular needs met and in this, they are very successful.
- 5 The National Literacy and Numeracy Strategies provide the basis upon which the school schemes are based. These schemes provide good support for the teachers and are devised to suit the specific needs of the pupils, with a particularly strong emphasis on developing speaking and listening skills. Basic skills are taught effectively, which helps pupils achieve well. Pupils' literacy skills are beginning to be used well in other subjects, such as science and history. However, the scrutiny of work that pupils had completed previously showed that pupils did not take enough care of their presentation and handwriting was not neat enough. Numeracy skills are used satisfactorily in other subjects but not planned systematically to ensure pupils have opportunities to practise their skills.
- 6 Children in the Foundation Stage are already achieving well, considering that some children in the Nursery have only been in school for a few weeks. By the end of Reception, a few more children than last year are likely to reach standards expected for their age but many will not, particularly in language development. A very strong emphasis on personal, social and emotional development ensures children make very good progress and many are likely to reach the expected level. Throughout the Nursery and Reception classes, there is a very strong emphasis on communication, language and literacy by all staff. Some children whose home language is not English make particularly good progress. Within days of their being in Nursery, they are happily making themselves understood through gestures and actions and

are keen to try to communicate with staff. This is due to the very effective interaction and patience of the experienced staff.

7 Pupils achieve well throughout the school. This is because there is good provision, skilled teaching and very good support from well-trained teaching assistants for all pupils in the core subjects. In addition, a very high focus on whole-school procedures to ensure pupils behave well and are attentive means no time is lost, hence all pupils have good opportunities to learn effectively. Pupils in Years 1 and 2 build on the good start in the Foundation Stage. The two classes in Year 2 are set by ability, which means tasks are very focused and targeted to pupils' needs which is helping many to catch up with their peers. Pupils in Years 3 to 6 are included in a range of 'catch-up' programmes and, with very effective support from teaching assistants and particularly challenging teaching for older pupils, all achieve well. The pupils in Year 6 have achieved significantly since the beginning of term and their standards are improving, due to very challenging and focused teaching. However, given their very low starting point and that many have complex educational and social needs and limited schooling, it is unlikely that they will achieve such high results as the previous Year 6.

8 The school, quite rightly, has concentrated its resources into raising achievement in the core subjects. In consequence, the trend for improvement in the core subjects has been above that expected nationally. The school is now turning its attention to other subjects. Where good schemes of work have been implemented and teachers are confident in teaching the subject, standards are rising. In physical education, history and art and design, standards are average. Standards in geography and ICT are below average but are set to rise, particularly in geography where exciting and interesting visits motivate the pupils to achieve better. Too little time is spent on ICT and insufficient use is made of computers to aid learning in other subjects, therefore pupils do not use their ICT skills effectively across the curriculum. The school is aware that these areas need to improve and already has a detailed action plan in place. Standards are below average in design and technology and music because too little time is spent on these subjects.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes, values and other personal qualities are good. The spiritual, moral, social and cultural development of pupils is good. Pupils have a lively and positive attitude to their work. They are well behaved and are very considerate to each other, making firm friendships in this very multi-cultural school community. From their early days in school, pupils are set very high standards of conduct which results in a pleasant atmosphere where there is harmony amongst all races, ages and genders, leading to very good educational inclusion. Attendance has improved slightly and is now satisfactory.

### **Main strengths and weaknesses**

- Pupils have very good relationships with each other and with members of staff.
- All staff have very high expectations of good behaviour and are very professional in managing it.
- There are very high levels of racial harmony in this diverse, multi-cultural school.
- There are few instances of harassment. If they occur they are swiftly dealt with.
- There is a strong sense of community in the school.
- The promotion of multi-cultural activities is exciting and much appreciated by pupils.
- A small minority of pupils, particularly in Year 6, are regularly late for school.

### **Attendance**

#### ***Attendance in the latest complete reporting year 2001/2002 (%)***

Authorised absence	
School data	6.9
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

*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	98	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	56	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	25	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0

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

## Commentary

- 9 The attitudes and behaviour of children in the Foundation Stage are good. They cope well with the early introduction to school routines, benefiting from the careful leadership and nurturing of the teaching staff. They concentrate well and respond to the encouragement of staff as they learn to put words into sentences. This applies to all children but particularly those who are learning English for the first time. They mix well together and soon have good relationships with staff. They find learning is great fun and parents report that their children are very happy to come to school. The majority is on track to achieve the early learning goals in personal, social and emotional development by the end of Reception, with a few achieving more highly.
- 10 Throughout the school, pupils have good attitudes to their learning. This has a positive effect on what they can achieve as they respond to the challenges set by their teachers. They listen well and are encouraged to think carefully before answering questions, often having to consult with their neighbour before giving a collective answer. They form very good relationships with each other and with their teachers which fosters a good work ethic. Pupils are interested in the school life and appreciate the intriguing projects and after-school activities the school provides. The extra pupils who came into Year 2 have integrated very quickly, learning what is expected of them and fitting well into the working ethos, so much so that after this short period they are achieving as well as, if not better than, their peers.
- 11 Pupils are very considerate of each other. They work well together in pairs or within groups. Their co-operative attitude extends to the playground where there are very few instances of bullying, racism or harassment. If unacceptable behaviour occurs, staff are quick to dispel it. The friendly atmosphere helps pupils to grow in confidence and self-esteem, particularly those who are new to the school. The school sets extremely high expectations for thoughtful

behaviour. From their early time in school, pupils are taught to observe the rules, how to co-operate and to consider others' feelings and their desire to learn. There is a consistency of behaviour management, so pupils know where they stand. This means that lessons can proceed at a good pace and little learning time is wasted through unacceptable behaviour. No pupil has been excluded from the school in recent years.

- 12 In this multi-racial community, pupils are encouraged to take an interest in each other's lives and cultures. Very good examples are set by the rich variety of cultures represented by the teaching and support staff. The role models they present to pupils as members of a friendly and harmonious community are of great value to pupils' understanding of society. Funds available for the promotion of spiritual, moral, social and cultural awareness are very well spent. The school organises visits, bringing in visiting artists and cultural groups. Whole-school projects are arranged to promote such activities as sewing with older members of the community, the celebration of Chinese New Year and making batik displays to decorate the school. Last year's Year 6 gave a batik which included moral tracts in its design to this year's Year 6 to decorate their corridor.
- 13 There has been a slight improvement in attendance since the last report. It is now satisfactory and is in line with similar schools. With few exceptions, pupils are punctual at the start of the day and for lessons. The school takes every opportunity to remind parents of the importance of regular attendance. Despite this, some parents still take holidays in term-time. The school works with families whose children are regularly late or are poor attenders, with the co-operation of the Education Welfare Officer.
- 14 The school is fully inclusive and all pupils of whatever ability, race or gender are fully included in all aspects of the school. They show an interest in school life and behave well and work hard to improve.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. This is an improvement since the previous inspection when the quality of education provided by the school required some improvement. The quality of teaching and learning is good throughout the school. Aspects of the curriculum have improved. However, statutory requirements are not met in design and technology, ICT and music and therefore the curriculum is deemed unsatisfactory, although the school has quite rightly concentrated on raising standards in the core subjects to address the needs of pupils. There is a very strong ethos and commitment to ensuring all pupils are fully included in all aspects of school life. Links with parents and the community are good which significantly add to pupils' achievement and their positive attitudes towards learning and school life.

### **Teaching and learning**

The quality of teaching and learning is good. The quality of teaching has improved since the previous inspection. A greater proportion of good teaching was observed. This is a significant improvement since the previous inspection where teaching was satisfactory. In the Foundation Stage, in both Nursery and Reception, lessons observed were all good or very good. Good teaching and very good support by teaching assistants help pupils to learn effectively, including those with special educational needs and who speak English as an additional language.

### **Main strengths and weaknesses**

- The quality of teaching has improved which has had an impact on the standards pupils reach.
- Monitoring of teaching and learning is rigorous and has contributed towards improvement in the quality of teaching.
- The very high quality of teaching assistants contributes strongly to the achievements of pupils.
- All staff are very effective in ensuring all pupils have access to all aspects of school life.

- Teachers are very effective in implementing the behaviour policy and insisting on high standards of behaviour; consequently, pupils behave well.
- Planning has improved. Learning intentions are sharply focused and shared with pupils.
- Teachers and assistants are effective at promoting basic skills in English and mathematics, including speaking and listening skills.
- Teachers' expectations for neat presentation and handwriting are not high enough.
- Teachers do not have sufficient expertise and subject knowledge in some subjects, such as design and technology, ICT and music.

#### **Summary of teaching observed during the inspection in 50 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (22%)	25 (50%)	10 (20%)	4 (8%)	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.*

Assessment procedures are good; they are well used to inform teachers' planning. The school has responded well to the key issues raised from the previous inspection and assessment procedures have improved.

#### **Assessment**

- Consistent and effective assessment procedures are in place to analyse test data, track pupils' progress and to identify those that need extra support.
- Assessment is used well to inform planning and has been instrumental in raising standards because work is matched well to pupils' needs.
- Pupils have a good understanding of how they can improve particularly in English and mathematics because targets are set and regularly reviewed with them.
- Specific assessment for pupils who speak English as an additional language lacks rigour. However, school systems are robust and thorough; consequently these pupils' needs are met.
- Marking has improved and helps pupils know what it is they need to do next to improve.

#### **Commentary**

- 15 Teaching and learning have been more rigorously monitored since the previous inspection by the headteacher, senior management team and subject co-ordinators. In addition, the LEA has worked hard with the school to raise the quality of teaching. This, coupled with good induction and training, has contributed to the good quality of teaching now evident throughout the school. The very effective deployment of the teaching assistants' and the quality of their work make a significant contribution to pupils' achievements both academically and socially.
- 16 Teaching in the Foundation Stage was previously satisfactory. Teaching in both the Nursery and Reception is consistently good with very effective teamwork between staff. Children learn effectively from a very low base and make good progress towards achieving the early learning goals, particularly in communication, language and literacy and personal, social and emotional development.
- 17 The headteacher has an excellent commitment to inclusion, which is shared by the staff and consequently, one of the significant strengths of the school is that pupils are fully included in all lessons. This, coupled with very strong teamwork, good teaching and effective support from teaching assistants, contributes towards an effective learning environment, where children behave well, have positive attitudes to learning and achieve well. Very effective whole-school policies, such as behaviour strategies and attention to developing language, are strongly promoted by the headteacher. All staff subscribe fully to these. For example, they encourage pupils to discuss their work with a partner or in small groups in lessons, such as in science and physical education. There are question-and-answer sessions with one pupil in

the role of a book character in literacy, and visitors are interviewed about their war experiences in history. Pupils' understanding of the specific language in many subjects develops well because all teachers are careful to ensure that it is consistently emphasised and reinforced. All these strategies are helping pupils to be confident speakers and better listeners, which was evident when several pupils were interviewed about science.

- 18 Pupils with special educational needs are taught very well and are supported effectively in the classroom by the well-trained teaching assistants who supply the right support in order for pupils to succeed. All lessons are planned to take into account the varying needs of pupils of whatever ability, which helps these pupils learn effectively and make good progress against their individual education plans. A good example was observed in a Year 4 literacy lesson when a pupil's needs were superbly met by a highly-skilled teaching assistant. She sensitively discussed the teacher's input and then used enlarged print to ensure that the teacher's pupil could access the lesson.
- 19 Teaching and learning for pupils who speak English as an additional language are generally good and pupils achieve well. All such pupils in the school are skilfully included in all aspects of school life. This is due to the strong commitment of the headteacher and generous local education authority support and funding. For example, those in Year 2 who only recently joined the school are catching up particularly quickly. The quality of provision has improved since the last inspection. The good results are also due to a strong army of teaching assistants in classrooms and a very strong emphasis on language development work throughout the school. Although, some in-class teaching support for pupils at a very early stage of English acquisition is not always effective. This is because pupils do not always receive a sufficiently stimulating input to help them make good progress to speak English.
- 20 Planning has improved, it is more thorough and learning objectives are included and shared with pupils well. Frequently at the end of lessons, teachers establish with pupils what it is that they have learnt, and how well. A good example was observed in Year 5 when through challenging questioning, pupils worked out rules for using direct and reported speech. Teachers have a good knowledge and understanding of subjects where there has been, out of necessity, a strong emphasis on subjects such as English, mathematics and science. However, some teachers have not yet gained sufficient skill, expertise and confidence to deliver all aspects of some subjects, such as design and technology, music and ICT. As a consequence, pupils do not gain the necessary skills and knowledge in these subjects.
- 21 Literacy is now taught across the curriculum well and satisfactorily in numeracy. However, in ICT, insufficient attention is given to improving pupils' skills through the use of computers in other areas of the curriculum. Computers are not used enough to support learning either in the classroom or the suite. This is an area that the school is aware that it needs to improve. However, there is good use made of interactive whiteboards even in the introduction of such subjects as physical education, which motivates pupils and maintains their interest.
- 22 Assessment procedures are now good and have improved since the previous inspection. Results of formal tests and other ongoing assessment in English and mathematics are rigorously analysed. They are used to identify weaknesses in provision and pupils' understanding of the work covered. The headteacher and staff are very skilled at implementing intervention and 'catch-up' programmes to meet the needs of the pupils. In addition, results are fed into planning and have contributed towards improving the quality of teaching and learning and subsequently raising attainment in these subjects. The marking of pupils' work is generally good and this helps pupils move forward in their learning by identifying what they need to do next to improve. Clear targets are set for pupils with special educational needs in their individual education plan, which are regularly monitored, reviewed and updated.

## **The curriculum**

The curriculum provided for pupils in the school does not meet statutory requirements in design and technology, music and ICT and is therefore deemed unsatisfactory. However, the school has concentrated on much greater curriculum priorities and pupils' needs to raise the standards in the core subjects. The school provides very good enrichment of the curriculum through interesting and exciting projects which enhance learning, and appreciation of the creative arts and technology. The school has made good progress in addressing most of the key issues raised at the last inspection. The Foundation Stage provision has improved and is good. The school is fully inclusive – all pupils regardless of gender, ability or race are very effectively included in all aspects of the curricular opportunities the school provides and in consequence, make good progress. There are good links for pupils and staff with partner institutions.

There is a good match between, and balance of, teachers and the curriculum. A very good number of well-trained teaching assistants effectively support teachers and pupils. The quality of the accommodation, including the outside areas is good. The outdoor area for Nursery and Reception has improved and is good. Resources are good and include an ICT suite.

## **Main strengths and weaknesses**

- All pupils of whatever ability, gender or ethnic background have very good access to all aspects of the curriculum.
- Provision for pupils with special educational needs is very good.
- Many aspects of curriculum provision have improved.
- Personal, social and health education opportunities have improved and are good.
- Pupils are prepared well for the next stage of education.
- Most subjects now have a scheme of work.
- Provision for pupils for whom English is an additional language is good.
- The full curriculum for design and technology, music and ICT is not offered to pupils.

## **Commentary**

- 23 Since the last inspection, the quality of teaching and learning in most areas of the curriculum offered to all pupils has improved. This is because, with the exception of design and technology, schemes of work are now in place, which have been adapted to suit the needs of the school and the varying ability groups. These have enabled pupils of all abilities to acquire skills, knowledge and understanding in a progressive manner and to achieve well with their learning. Pupils' awareness of personal, health and sex education is good because a programme covering all these aspects is now firmly established. Health education is linked to science and covers all aspects of keeping healthy, including the sensible use of medicines, and a sex education policy, approved by parents, has been introduced. The school has chosen to place greater emphasis on raising the standards in English and mathematics, to good effect. However, this means that less time is available to cover all the aspects of the required curriculum for design and technology and music. Although provision for music has improved, pupils are not receiving their full entitlement to all the aspects of these subjects. Information and communication technology is not given due emphasis as a core subject, which was an issue at the last inspection. It is not planned sufficiently across other curriculum areas and pupils do not achieve as well as they should.
- 24 The provision for extra-curricular opportunities offered by the school has improved and is very good. Pupils take part in the wide range of extra-curricular opportunities. Pupils respond well to the opportunities available to them and participate in a variety of creative, environmental and sporting clubs. The very good range of regular visits and visitors significantly enhances curricular provision and provides pupils with opportunities to extend their experiences.



- 25 There is a good match between the balance of teachers and the needs of the curriculum. The very good teaching assistants make a valuable contribution to raising pupils' achievements by supporting teachers and pupils within the classroom. This has a particularly significant impact on pupils with special educational needs and pupils at the early stages of learning English. The internal accommodation has been significantly improved and is used well. The school makes the best of the limited outdoor space available. Provision of an ICT suite has increased the opportunities for pupils to develop their skills in the subject but it is underused which means standards in the subject are not high enough. Other resources are good and used well although there are some shortages in resources for ICT.

### **Care, guidance and support**

The high regard for the care and welfare of pupils is a strength of the school. Arrangements for child protection and health and safety are very good and fully comply with statutory requirements. Pupils are proud of their school and feel valued as members of the school community. Their views are sought and their ideas and suggestions are acted upon very well. This is an improvement since the last inspection.

### **Main strengths and weaknesses**

- There are very good procedures in place for the care and welfare of pupils.
- Their academic progress is well monitored and the advice and guidance they receive is very good.
- Teachers know their children well.
- The school takes notice of pupils' opinions through the school council and by pupil questionnaires.

### **Commentary**

- 26 Procedures for child protection and promoting pupils' wellbeing and health and safety are very good. Policies for child protection, health and safety and the monitoring of race relations are thorough. Staff and governors carry out regular checks of the premises and equipment and defects are dealt with swiftly and efficiently. All staff are familiar with child protection procedures. Accidents and injuries are treated promptly, records are kept and parents informed.
- 27 Teachers know their children well and give them good advice based on that knowledge. Pupils know who to go to if they have a concern about their work or any other problem. There is a good routine for pupils to indicate if they have understood a piece of learning, whether they would like further information, or if they have not understood it at all. This helps to make pupils responsible for their own learning and overcomes any reticence to admit they have not understood. Teachers use this method as well as good questioning techniques to establish pupils' knowledge. The system of target-setting is well established and pupils and their parents find this a help to their progress.
- 28 From their early days in school, pupils are involved in the life of the school, its routines and activities. This contributes significantly towards their personal and social development. They are keen to offer their services in whatever way they can. As they mature, pupils take on tasks which contribute to the smooth running of the school. Those with qualities of leadership become prefects, each with specific responsibilities. They help to organise games in the playground, to keep the place neat and tidy and to keep a watchful eye on the making and breaking of friendships. One girl was constantly seen with her friend who was on crutches, sitting with her and helping her move about. The school council makes an important contribution to the development of the school. Matters such as behaviour management, race relations and playground improvements are discussed in class. The council representatives then bring the findings of their class forward for discussion in council and the final recommendations are passed to the headteacher and senior management team. Race

relation discussions led to the influencing of the policy re-write and older pupils had input into the Behaviour Management policy.

- 29 There are very well-prepared procedures for pupils joining the school for the first time. As they come into the Nursery, children are given consideration as they settle to the school routines. Parents come into school at the start of the day, when there are good opportunities for staff to meet them and deal with any concerns. There are very well-organised sessions for parents of young children to work with the nursery teacher on number games and other ways of helping their children learn at home. These sessions are well attended. They are conducted in a very friendly atmosphere and are particularly useful for parents who are newly arrived in this country. A toy library, run in the same friendly way by the nursery staff, encourages parents to work with young children.

### **Partnership with parents, other schools and the community**

The school's partnership with parents is effective. Parents continue to be supportive of the school and are very satisfied with the educational opportunities it provides for their children. In particular, they are very satisfied with the teaching staff who they find friendly and approachable.

### **Main strengths and weaknesses**

- The school values parents' opinions and takes trouble to consider their views carefully.
- Communications with parents are good and they are well informed of school events.
- Parents actively support school life and the extra-curricular opportunities the school offers their children.
- There is very good provision for parents of young children to learn how to become more involved with their learning at home.
- The community links have improved since the last inspection.
- The Family Education Project is a strength of the school and very well supported by parents.
- Annual reports to parents only give very brief information on pupils' progress in the foundation subjects and say nothing at all about some subjects.
- Some parents continue to take holidays in term-time. This interrupts learning and puts pressure on staff who have to give extra support to these children.

### **Commentary**

- 30 Parents are well informed of events and school achievements by newsletters and the governors' annual report. Publications are well produced and translations are provided if requested. The annual reports to parents give a brief indication of what pupils know and can do in the three major subjects. Reference to the arts and humanities is insufficient and some subjects, for instance design and technology, are not referred to at all and this is a weakness. There is good attendance by parents at the termly meetings to discuss pupils' progress. Alternative arrangements are offered to those parents who cannot attend, so that all parents have a chance to meet the class teacher every term. Parents find it easy to come to meet with school staff if they have a concern. The school is very responsible in contacting parents early, usually by telephone, if there is a concern about a pupil.
- 31 There were misgivings amongst a number of parents recently over the proposed introduction of extra Year 2 pupils from outside the locality. It says much that the headteacher and staff put the case for accepting these pupils in a sensitive and logical way. A very full parents' questionnaire was issued at the time, the results of which were carefully analysed. Parents who were against the move are now satisfied and say the headteacher managed the change very well. Parents are very well consulted on a wide range of issues. Representatives are invited to attend in-service training days when parental matters are discussed. Focus groups drawn from a broad spectrum of parents meet with the headteacher to consult with him on matters of general concern.

- 32 A significant number of parents do not hear their children read at home. To meet this need, the school provides very good classes for adults to help with literacy and on how they can keep up with their children's work. The school works in conjunction with local secondary schools and Tower Hamlets College to provide Parent Education Incentive courses, which are well publicised. As a result, numbers attending are increasing and parents with an Asian background are beginning to take advantage of the classes. Interpreters are on hand. When children join the class, there is a buzz of activity and excitement. There is a toy library, which follows these classes. This is popular and helps to extend pre-school and Nursery children's experiences significantly.
- 33 As children join the school for the first time, parents are well informed about the early routines, in the language of their choice. Interpreters are on hand, as parents get to know the school either from the staff or from parent volunteers who are always very willing to help. Preparation for pupils going on to secondary school starts in Year 5 and by the time they leave school, they are familiar with the layout and routines of their new school. There are good connections with other schools. For instance, the school council has worked with councils from other schools on the Isle of Dogs, including secondary schools. There are good links with the community, with sporting activities, competitions and joint projects with the elderly in the community. These all add value to pupils' growing confidence and to their broader education.
- 34 The school has introduced a very effective Family Education Project with the involvement of 11 other schools. The project is a very worthwhile initiative. It is well supported and parents are very satisfied with the opportunities made available to them to be fully informed and to be involved in their child's education. The school funds the weekly sessions and the Nursery teacher organises and leads the delivery of the provision. As many as 30 parents attend, together with their children, and around half of the parents involved do not speak English as their first language. Children from the Nursery and their parents join together in undertaking well-chosen activities such as reading, measuring or balancing weights to improve their understanding of literacy and numeracy. Parents continue with the sessions until they feel they have gained sufficient knowledge and confidence, or until their needs are met. This provision is a strength of the school as it successfully reaches out to parents to involve them fully in their child's education and informs them as to what the school is trying to achieve.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The contribution of the headteacher to the leadership and management of the school is very good. Leadership and management shown by other key staff are good. The exception is the unsatisfactory leadership and management of English as an additional language provision. The role of the governors has improved since the last inspection and their governance is now good. Governors do not ensure full coverage of the National Curriculum and, in this respect, their role in carrying out their statutory duties is unsatisfactory under the Inspection Framework. That judgement must be seen in the context of a governing body that otherwise fulfils its duties well and makes a significant contribution to the work and life of the school.

### **Main strengths and weaknesses**

- Members of the governing body play a very active role in getting to know the school's strengths and weaknesses.
- Through this involvement they are in a good position to help shape the vision and direction of the school.
- They are willing to challenge the headteacher over contentious issues and support him in making difficult decisions.
- The headteacher has very clear ideas on how he wishes the school to develop and through the realisation of these over the last five years, he has raised the standards of pupils' achievement.

- Through excellent monitoring of its performance, the school is able to take highly effective action towards improving standards both in teaching and learning.
- All strategic planning very firmly reflects the school's desire to do its best for its pupils.
- Leaders are totally committed to the full inclusion of all pupils and the promotion of equal opportunities and provide very good role models for other staff and pupils.
- The governing body's role in ensuring that the school fully meets its statutory duties is unsatisfactory with regard to some areas of the curriculum.
- The leadership and management of English as an additional language provision are unsatisfactory. The role and responsibilities of the post are not clearly defined and lack rigour.
- Staff movement has made it difficult to establish continuity in the co-ordination of some subjects, for example, science.

## Commentary

- 35 The role of the governing body has improved since the last inspection. Governors now have a much clearer knowledge and understanding of what is going on in the school through well-established links with the headteacher, senior management team, staff and pupils. Through these, they are able to make an informed contribution towards school decisions about the future direction of the school. Governors recognise that the school has many strengths and are committed to maintaining these. They now have the confidence and information needed to be fully involved in making important decisions and, on occasion, to challenge the headteacher's actions. Whilst the governing body meet all its statutory duties with regard to policies, it has not ensured that the school covers the full National Curriculum in music, design and technology and ICT. This means pupils do not make sufficient progress in these subjects, although detailed plans are securely in place to improve standards in ICT.
- 36 The leadership of the headteacher is very strong. He provides a highly personal, clear and direct steer to all the work in the school. He is fully committed to providing the best for all pupils in every aspect of school life. Over the five years since he joined the school, this commitment has been a significant factor in bringing about a strong upward trend in the standards pupils achieve. The headteacher is well supported by the school's senior management team and staff with management responsibilities. Leaders are totally committed to the inclusion of each pupil in every aspect of school life and the equality of opportunity for all. They provide very good role models for other staff and pupils. Due to the headteacher's strong leadership and management of the provision for pupils with special educational needs, these pupils achieve well. Leadership and management of the support for pupils who speak English as an additional language are unsatisfactory. The job description of the present postholder responsible for this aspect does not specify in sufficient detail the manner in which the role is to be performed. Co-ordination of, and support for, teaching assistants working in this field is minimal. However, the strong support of the headteacher and senior management team ensures that the needs of all the staff and pupils are met well, which helps pupils to achieve well in all aspects of school life. Subject co-ordinators play a good role in supporting other colleagues, for example, in English. Consequently, whole-school initiatives are effectively implemented, such as the drive to push up standards in speaking and listening. In some subjects, for example, science, continuity is broken due to staff mobility.
- 37 The school is good at evaluating how well it is doing. Excellent informative monitoring systems are in place which give a clear picture of how well individual, and groups of, pupils are achieving. Areas which need betterment are carefully identified and appropriate action is taken towards further improvement. For example, concerns about pupils' lack of skill in speaking have been met by an appropriate whole-school policy. On a regular basis, this involves pupils in talking to, and discussing ideas with, a partner. The quality of teaching is regularly monitored in all classrooms and the school is highly effective in providing support where improvements need to be made.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	928,903	Balance from previous year	6,537
Total expenditure	888,562	Balance carried forward to the next	33,704
Expenditure per pupil	3,796		

- 38 The generous funding that the school receives to support pupils with special educational needs and those who speak English as an additional language is used in part to provide a great many teaching assistants who carry out their role well. Bilingual assistance in the Nursery is a particular asset as it supports the confident start of some of the youngest children into school life. The headteacher has a strong commitment to improving this provision and extra backing has been obtained in order to introduce new focused teaching programmes delivered outside the classroom. The needs of the new influx of pupils into Year 2 have been particularly targeted and many are catching up quickly in all areas of the curriculum because of this extra support.
- 39 The headteacher and governors are aware of the areas of development which will benefit pupils most. The school budget is prepared accordingly. As funds are made available, particularly for pupils with specific needs, so they are applied. The relatively high cost per pupil reflects the levels of staffing needed. Even including this, taking all factors into account, the school gives good value for money.

# **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage has improved since the previous inspection. It is now good. Children enter the Nursery with attainment that is well below average and often lower, particularly in language development and social skills; some children's skills are very poorly developed. Attainment on entry is lower than the previous inspection and it is to the credit of the school that it has improved provision and tackled such low achievement so well. The reason attainment is low is that there is a very high number of children starting in the Nursery who are at a very early stage of English acquisition and speak another language at home. Others have significant language delay and a poor vocabulary. Children make a very good start to their education in the Foundation Stage, particularly in language development and social skills. This is due to the very effective provision and skilled teaching of all the staff in these areas of learning, in both the Nursery and Reception. There is a very strong team in the Foundation Stage and all staff work effectively which greatly benefits all the children. Induction procedures are good for children entering both the Nursery and Reception and information gleaned on the home visits contributes to the good early records kept.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching and learning are very good in this area of learning.
- Inclusion is paramount – all children are very skilfully included in all aspects of the curriculum.
- There is a strong promotion of independence; children select their activities well in Reception.
- All staff have high expectations of behaviour and attitudes towards work and play.

### **Commentary**

40 Teaching and learning are very good. This helps children of all abilities and those who speak English as an additional language make good progress in gaining confidence, playing together, behaving well and showing a joy for learning. By the end of Reception, standards are likely to be average for many children, with a few achieving more highly.

### **Nursery**

41 Children in the Nursery are interested in their learning environment; they want to explore all possibilities provided both indoors and outside. Some are beginning to select their activities independently but generally tend to work as individuals rather than co-operatively. They have formed good relationships with adults working in the Nursery. Considering children have only been in Nursery between one and five weeks they have settled well and are confident and happy. Staff very effectively encourage children to care for living things. Under the guidance of the nursery nurse, Rosie the guinea pig is carefully stroked and fed with apple.

### **Reception**

42 The very effective work to promote personal, social and emotional development is built on in the Reception class. Children are happy and settled and through a good combination of teacher-directed and child-selected activities, they gain in confidence and the ability to concentrate for longer periods of time. They are showing increasing independence and most change into kit for physical education without help. This is because the school policy is to

make the children as self-sufficient as possible, which is working well. They follow instructions well and are effectively encouraged to tidy away equipment.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Very strong emphasis on language development by all staff helps children to communicate more effectively.
- Children are encouraged and supported very sensitively to verbalise their thoughts and actively listen to the staff and their peers.
- There is good promotion of basic skills of writing, reading and enjoyment of books.

### **Commentary**

- 43 Teaching by all staff is very good; this is because there is a very strong whole school drive to improve standards in language development. The staff are extremely skilled in promoting and extending children's communication skills. This is a notable feature of the work of the Foundation Stage. It is essential as there are many children entering with poorly developed speech and language skills and also a higher than average number of children who speak English as an additional language. Children achieve well, and a few very well; by the end of Reception, some are likely to reach average standards in communication, language and literacy, but many will not.

### **Nursery**

- 44 The very strong emphasis on language development from all the staff contributes significantly to the very good start that children make in all areas of learning. Many activities, such as making pizza and role-play in the doctors surgery, have key vocabulary included in the planning. This ensures that all working with the children use appropriate terminology. Following an order for pizza by one of the adults, a child is encouraged to write down the ingredients. Through very effective intervention, a list is formed and for the first time, the child forms the letter 't' for tomato. Children are effectively encouraged to extend their one-word answers when the teacher shares a book with them. She models the sentence and then encourages them to respond in a similar manner.

### **Reception**

- 45 Children love listening to stories. The very expressive reading of the teacher captivated the children's attention. They listened avidly and answered questions relating to the story. By very skilful questioning, the teacher not only established that children could recall the story but they were able to verbalise how they thought the Rainbow Fish might feel.
- 46 Very good arrangements for children to learn letter sounds take place each afternoon. Children are grouped by ability when they work with teachers and the nursery nurses. They systematically learn groups of sounds, such as 'bin', 'pin' and 'tin'. By listening to the sounds, saying them and drawing them in the air, children are then ready to write the letters and, in the case of the more able, the words. One higher-attaining child wrote a sentence with 'bin' and 'pin', remembering to put in the full stop. Very excitedly she shared her sentence with others. This is a good system and ensures all abilities are catered for and children are achieving well. There is good promotion for children to check their own letter formation; one child realised she had written 'g' back to front.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The good use of both the indoor and outdoor environments contributes well to effective learning.
- Staff effectively promote mathematical vocabulary through a wide range of activities.

### **Commentary**

47 Teaching and learning are good which helps children achieve well. Some are likely to achieve the early learning goals in mathematical development by the end of Reception but many will not.

### **Nursery**

48 From the evidence from direct observations and recorded work at the end of Nursery, it is clear that there is a good emphasis on mathematical development. For example, during the activities, the nursery nurse encouraged a child to count how many containers of water were needed to fill a larger container, as well as describing whether it was full or empty.

### **Reception**

49 From recorded evidence of previous Reception work, it is clear that there are good opportunities for children to achieve well in all aspects of mathematical development. By the end of Reception, many children are counting up to ten and often beyond and recognise two-dimensional shapes and colours. During the inspection, it was evident that the able and average children are acquiring a good understanding of number and shape. With effective teaching, children described shapes such as a triangle, square and rectangle. They understood the properties and realised that a rectangle has two long sides, two short sides and four corners. From this, they quickly established the correct properties of the triangle.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Very good use is made of visits and visitors to enhance this area of learning.
- Children have good opportunities to learn from direct experience, such as cooking and working on the computers.

### **Commentary**

50 Teaching and learning are good which helps many children achieve well from a poor understanding of the world in which they live. By the end of Reception, a few children are likely to achieve the early learning goals but many will not.

### **Nursery**

51 Knowledge and understanding are promoted through a range of activities, such as the role-play area where children learn about the 'Health Centre'. Adults intervene and work with the children effectively, promoting specific language such as body parts and naming various instruments. One child, who had very little spoken English, was gaining in understanding the



language, as she bandaged the head of one of the adults because he told her his head hurt. There were lots of smiles of delight as she wrote notes on the computer.

## Reception

52 Following the visit by the fire-fighters, children were keen to recall the events. They remembered about the helmets that they wore and the 'big heavy coat' that their teacher had put on. Lively teaching ensured children listened carefully to the questions about people who helped them in the school. Very good reinforcement of language encouraged children to 'think about the sentence' as the teacher scribed a sentence about the secretary looking after the registers. Good ICT links exist as children drew detailed pictures of fire engines on the computer. They know that if you 'click' the mouse it makes things move on the screen.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good** and has improved since the previous inspection for children in Reception.

### Main strengths and weaknesses

- There are many good opportunities for children to develop fine motor control.
- The use of the outside play area is good and gives children plenty of opportunities to play and develop their gross motor skills.

### Commentary

53 Children have good opportunities to play and exercise outside as well as take part in physical education lessons in the hall. Teaching is good, which helps children achieve well and by the end of Reception, the majority are likely to have achieved the early learning goals.

## Nursery

54 Children are beginning to handle equipment and simple tools carefully and sensibly. For example, they persevere and successfully cut pieces of sweetcorn with a knife to go onto the pizzas later. The outside area is used well to promote physical development. Children enjoy riding on the wheeled vehicles and are beginning to steer them with increasing accuracy and some awareness of others. They are gaining in confidence when they balance and climb on the apparatus.

## Reception

55 Children enjoy physical education lessons in the hall. They are very sensible and behave well, which helps them to achieve well. The teacher takes a very active part in the lesson. He has a good relationship with the children and they are quick to respond to instructions. Children have fun when they warm up and are being taught about heart rate and encouraged to observe the effect of exercise on the body. They are careful when balancing on different parts of the body and move around the hall without touching anyone and show a respect for other children's personal space. Fine motor skills are developed well during a range of activities as children handle tools, pencils and paintbrushes with increasing control.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children are encouraged to use a good range of media and explore pattern, colour and shape.
- There is a good promotion of role-play, which helps children use their imagination effectively.

### Commentary

56 Teaching is good, which helps children achieve well. They enjoy playing in the role-play areas and gain confidence in using different media and tools. Many are likely to achieve the early learning goals by the end of Reception, although a few will not.

### Nursery

57 From evidence of children's past work, it is clear that they have lots of opportunities to explore different materials and media. They create self-portraits using chalk and pastels, with most able children drawing very detailed pictures with good details. It is evident that achievement is good, as pictures drawn by the present Nursery children are not always recognisable. They enjoy mixing paints and paint bold patterns on large pieces of paper in the outside area.

### Reception

58 Children achieve well as they experiment with paper, boxes, paint and sticky tape as they create three-dimensional models of vehicles and collage representations of fire engines. Children are learning to listen carefully in music and respond and repeat their teacher's clapping, mostly in time. Role-play areas are used well, as illustrated in the above sections, which is helping children play imaginatively and increasing co-operation with each other.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good** throughout the school.

### Main strengths and weaknesses

- Pupils achieve well and standards are improving faster than the national trend.
- Teaching is good and pupils learn effectively.
- There is a very strong emphasis throughout the school on speaking and listening.
- Pupils who have special educational needs and who speak English as an additional language receive very good support in the classroom from well-trained teaching assistants.
- Assessment is good and clearly identifies the next steps in learning for pupils.
- Marking is effective and, with good use of targets, pupils understand how well they are learning.
- Standards are not high enough in English in Year 6.
- Standards of presentation and handwriting are not good enough throughout the school in English and other subjects.
- ICT is not used effectively to support English.

### Commentary

59 All pupils achieve well, regardless of gender or ethnicity. Standards since the previous inspection have risen faster than the national trend and pupils achieve better results than

those in similar schools. Unconfirmed data indicates that standards have risen again very well in the 2003 National tests, following a dip in 2002. This includes pupils achieving the higher levels in both Years 2 and 6. Presently, however, in Years 2 and 6, standards are below average. These are two very different year groups to others in the school. Nearly half of the pupils in Year 2 are newcomers and some have only recently started school for the first time or have been out of school. Since entering the school in April in Year 1, pupils have achieved well; some of them have made very rapid progress and are already working with the more able pupils in the year group. This is due to several strategies: intensive support, small classes and pupils set for ability in English lessons. Given the rapid progress of some pupils, it is possible that the year group could achieve well in the tests in summer 2004. Many pupils in the present Year 6 have joined the school at various ages, many more than in other years, some very recently and those who speak English as an additional language are unlikely to make sufficient gains in the time to reach average standards, although they are achieving well. There are a high number of pupils in the class with special educational needs and some with very challenging behaviour. The school rigourously tracks attainment and has implemented very structured 'catch up' programmes. In addition, the very good challenging teaching of the Year 6 means these pupils are achieving well from an extremely low base. The school is effectively tackling raising standards but faces far more complex barriers than is usual. Nevertheless, the headteacher and teachers are determined that these pupils receive every chance possible.

- 60 The quality of teaching and learning is good with some very good teaching, particularly in Years 2, 5 and 6. Work is usually well matched to pupils' prior ability. This works well in the two Year 2 classes where pupils are organised by ability across the year group. Very focused work, for example, teaching letter sounds, is taught to pupils each day through very lively introductions, which produces very good results. Pupils are keen to take part and learn rapidly. Teachers expect their pupils to work hard and complete a good amount of work; this they usually do. However, teachers do not always demand high enough standards in the presentation of work and quality of handwriting in English and in writing in other subjects.
- 61 The leadership and management of English are very good. The responsibility is shared between two members of staff. The scheme of work has been adapted well from national guidance to suit the needs of the pupils. For example, there is a very strong emphasis on speaking and listening, which is a school priority. There are good assessment systems to track pupils' progress and identify areas of the curriculum where there are difficulties. This helps to plan what pupils need to do next and is one of the keys to the school's success.

### **Language and literacy across the curriculum**

- 62 The use of language and literacy across the curriculum has improved and is good. However, the use of computers to promote ICT in English is insufficient, although the imaginative use of interactive whiteboards maintains pupils' attention. There is a strong whole-school drive, set by the headteacher and implemented by the co-ordinators, to improve speaking and listening. Teachers are promoting these skills particularly well, which is helping children to improve their acquisition of English. A very good example, linking history with English, was observed in Year 6. A pupil took the role of Anne Frank. She was asked if she felt happy having new people coming into the annex – the answer was 'yes'. The teacher asked for an extended sentence and was told that a closed question was asked. The teacher demanded full questions and answers, which lead to a good focused session. Through demanding teaching, pupils achieved well in a very short time. They learnt to portray the feelings of others and how to pose and answer questions.

## MATHEMATICS

Provision in mathematics is **good** throughout the school and many aspects of provision have improved since the last inspection.

### Main strengths and weaknesses

- All pupils achieve well in relation to prior attainment.
- Curricular planning and assessment has improved and is now good.
- Teaching and learning has improved and is now good.
- Management and leadership of the subject are good.
- Pupils' use of mathematics in other subjects is not systematically planned.
- ICT is not used sufficiently to support learning in mathematics.

### Commentary

- 63 All pupils, including those with special educational needs and those who speak English as an additional language, achieve well. They make good progress through the school but they are unlikely to reach standards in line with the national averages by the end of Year 6. This is due to a number of factors. Pupil mobility, for those whose mother tongue is not English, is high throughout the school. In Year 6, there is also a higher percentage of pupils with special educational needs in the class, and this affects overall attainment. A large proportion of the pupils in Year 2 has not received their full entitlement to education prior to entry into the school. The school has introduced "catch-up" programmes for these pupils and others with particular needs which are a major contributing factor to the good progress made by all these pupils. In addition, pupils in Year 2 are set by ability and work in two groups and this has enabled higher-attaining pupils to move forward at a faster pace. Equally, this system benefits the lower-attaining pupils as the work is geared very well to their needs, which helps them achieve well from a very low base. Consequently, it is likely that some will achieve standards in line with national expectations by the end of the year, and a few will achieve the higher level, but for the majority, standards will be below average.
- 64 The quality of teaching and learning through the school is good, and sometimes very good, and has been effective in raising pupils' overall achievement. This is an improvement since the last inspection, when teaching in two out of three lessons seen in Years 1 and 2 was judged to be unsatisfactory. Teaching and learning are good because improvements in assessment, which is now good, have enabled teachers to group pupils according to their varying needs. Targets are set for pupils and this enables them to be aware of how they can improve. Lesson planning is detailed and based on the National Numeracy Strategy and work is planned to ensure that it is set at the right level for pupils to achieve well. Pupils' understanding of the subject-specific language develops well because all teachers are careful to ensure that it is consistently emphasised and reinforced. This reflects the whole-school emphasis on language development. Pupils sustain concentration and work hard developing numeracy skills. Given the background of the pupils, the school has spent a high proportion of the curriculum time on developing these skills. While the full programmes of study are in place, more emphasis needs to be given to data-handling as well as space, shape and measure. Computers are not used sufficiently either in the classroom or the suite to support learning in mathematics.
- 65 Leadership and management are good. The subject leader is new to the school but is very experienced. However, she has already made a good start on reviewing the previous action plan, monitoring and identifying areas for improvement. From the good provision in place and effective teaching and learning, it is evident that past co-ordination of the subject was good.

## Mathematics across the curriculum

- 66 There are some planned opportunities for pupils to use mathematical skills, knowledge and understanding in other lessons such as science, but these are limited. The school's Action Plan identifies the need to increase the use of ICT to support learning as well as developing links between mathematics and other subjects.

## SCIENCE

Provision in science is **good** throughout the school. There have been many improvements since the last inspection.

### Main strengths and weaknesses

- Planning has much improved since the last inspection.
- Investigative work is now introduced consistently across the school.
- Teaching and learning is now good throughout the school.
- Pupils now use various methods to record their work, but a better match of work to ability is needed to support poor literacy skills of less able pupils and those who speak English as an additional language.
- Good assessment systems are now in place and parity is evident in the good quality of marking.
- Pupils enjoy science, particularly investigation and experimentation.
- Good links with mathematics and literacy, but insufficient use is made of ICT.
- Pupils forget information quickly and have poor presentation and handwriting skills.
- Poor linguistic skills and technical vocabulary hamper higher achievement in Year 6.
- Great mobility of pupils.

### Commentary

- 67 Children start school with a very low scientific understanding. Due to the good opportunities they are offered, all pupils build on new facts and acquire an interest in the subject as they progress through the school. They achieve well, regardless of gender or ethnicity. Standards achieved in national tests have been variable from year to year but overall, there has been an upward trend over the last five years. In the most recent years, the standards at the end of Year 2 and Year 6 have been above the national average and well above in comparison with similar schools. Presently, however, standards in Year 2 are below those expected nationally. Many of the pupils in this year group are just settling into a stable school-life for the first time but are catching up quickly. In Year 6, standards are also below those expected nationally. Many of these pupils joined the school at various ages and did not have the benefit enjoyed by those attending from the beginning of their school life. Difficulty with retaining facts, poor linguistic skills and a limited technical vocabulary prevent all but a few from achieving a higher than average standard in national tests. The school is working hard to overcome these barriers.
- 68 The quality of teaching and learning has improved since the last inspection and this is now good throughout the school. It is particularly good in Year 6, where strong classroom management and a flair for gaining pupils' interest and attention are proving very successful in improving learning. Articulate pupils in this year group can describe how to set up a fair test and talk enthusiastically about their practical investigations into the rate at which different substances dissolve. They find it more difficult to record their results. Teachers have a good knowledge and understanding of the subject. They introduce specific scientific words well, building up the pupils' technical vocabulary. Teachers have been successfully encouraged to introduce more investigation and experimentation opportunities into their lessons and this has helped to make the subject more stimulating and exciting. Lessons are well resourced. For example, in both Year 2 lessons on taste, pupils excitedly tried eating a range of food including salt and lemon slices which the teachers had provided. All pupils are able to take

part in this practical work and, due to good classroom assistant support; those with special educational needs and English as an additional language also make good progress. There is evidence in past work that recording sheets are not always sufficiently matched to pupils' different abilities and that less able pupils or those who speak English as an additional language struggle to complete what has proved easy for others. The quality of marking is consistent and includes comments on how work could be extended or improved. Not all teachers have the same high expectations about the careful presentation of work. The Year 6 teacher is particularly good at insisting upon the careful labelling of diagrams and how results are recorded.

- 69 Planning has improved since the last inspection. It is now thorough and based on national guidelines. This ensures that all aspects of the National Curriculum are covered in some depth. Literacy skills are developed consistently well through discussions between pupils and data collected is recorded in table and graphic form. However, there is little evidence of ICT being used either for research or recording purposes. The co-ordinator has only recently taken over the management of the subject but, from standards achieved in previous years, planning and the good systems for assessment in place, there is evidence of good past leadership and management of the subject. The present postholder is enthusiastic and has many ideas about how pupils' interest and standards can be improved still further. Teachers make good use of school trips to places of environmental interest in order to enrich learning. Together with the stimulating input of visitors with scientific expertise, these trips contribute to the good curriculum provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good progress has been made in resources since the last inspection through improved hardware and software.
- The subject now has an appropriate scheme of work.
- Staff have undertaken additional training but some teachers still do not have sufficient expertise.
- Attainment remains below average for all pupils and progress is limited.
- ICT is not systematically planned across other curriculum areas, particularly English.
- Some shortages of software remain.

### **Commentary**

- 70 Since the last inspection, the school has made good progress in the subject in a number of areas. A computer suite has been installed and all the computers in the classroom have been updated. Interactive whiteboards are now available in classrooms and these are used well by teachers to support teaching, extend learning and create an active learning environment. All teachers have taken additional training and have their own laptop to help them to plan lessons effectively. Technical support is also available on a regular basis. A scheme of work has been introduced so that work can be planned for pupils to acquire the appropriate skills, knowledge and understanding at each stage of their learning.
- 71 Statutory requirements for the subject are not met because pupils have not yet experienced the whole curriculum as set out in the scheme of work and insufficient time is allocated to the subject. Teachers have undertaken additional training but their expertise is wide-ranging. Good teaching is characterised by good subject expertise and this was observed in both history and mathematics lessons when ICT was used well to support pupils' learning. These older pupils achieved well because teaching is good. However, some teachers, particularly those in the lower years, have not yet gained sufficient skill, expertise and confidence to deliver all aspects of the subject. As a consequence, teaching and learning are unsatisfactory

in these years, as pupils do not gain the necessary skills in a progressive manner. Attainment remains below average for all pupils.

- 72 The management and leadership of ICT are satisfactory. The school has a detailed Action Plan and the headteacher and co-ordinator are aware of the steps that need to be taken to further improve all aspects of the subject. While afternoon sessions in the suite are timetabled to enable each class to have fair access to the computers, during the morning the suite is often unused. The computers based in the classrooms are not used enough to support learning. There are some shortages in suitable software.

### **Information and communication technology across the curriculum**

- 73 The school is using ICT well across some areas of the curriculum but overall opportunities are limited. In science, pupils use ICT to organise and present their findings in the form of a graph representing the varying heartbeats per minute of pupils in the class. In history, pupils logged on and accessed the Internet using keywords to search and collect information for their work. They become aware that some search engines and sites were more useful than others in providing the varying information they sought. Information and communication technology was used well to support learning in a mathematics lesson on probability. Pupils developed their ICT skills and mathematical understanding by converting information into a variety of graphical formats. Good teaching and learning resulted in high achievement during the lesson, and enabled pupils to evaluate the best way of presenting the information they had obtained.

## **HUMANITIES**

### **Religious education**

This subject will be inspected separately by a Section 23 inspector next term. Geography and history were inspected in some depth.

### **Geography**

Provision for geography is **satisfactory** throughout the school.

### **Main strengths and weaknesses**

- Visits are a significant strength of the subject.
- The school has adopted a scheme of work that has been revised well to suit pupils' needs.
- Provision has improved since the last inspection.

### **Commentary**

- 74 All pupils achieve well and make good progress through the school. They are unlikely to reach standards in line with the national averages by the end of Year 6 and Year 2, due to a number of reasons. Pupils start school with a very poor understanding of the localities and the world around them. This is because they have not had the benefit of the opportunities that pupils from more advantaged backgrounds experience by way of travel. The school works hard to enable pupils to make up these differences. One of the strengths of the subject is the incorporation of a wide range of visits to local and other areas that enhance curriculum provision well. Pupil mobility is high and many pupils in Year 2 have not received their entitlement to continued education prior to coming into school. In Year 6, there has also been considerable pupil mobility of pupils moving into the class and others leaving and also in the current year, there is a very high proportion of pupils with special educational needs. As a consequence, standards are below those expected for pupils in both years.

- 75 The school has responded well to the weaknesses identified at the last inspection. It has revised the scheme of work and this has been adapted to suit the aims and needs of the school. One of the strengths of the subject is the incorporation of a wide range of visits to local and other areas and these are one of the strengths of the school. Visits enhance curriculum provision well and pupils build on their experiences to improve their skills, knowledge and understanding of the subject. Pupils' mapping skills develop from walks around their local area and younger pupils are able to identify and sequence particular landmarks and buildings onto a map. Older pupils visited the Thames Barrier and developed an understanding of the features of rivers from first-hand experience. They understand the effects of pollution on the environment. Pupils of all ages have a good understanding of how their surroundings and facilities available can be improved. Through visits, they know that there are many areas in the United Kingdom where the quality of the surroundings is better than where they live. Older pupils are also aware of the disadvantages experienced by people living in Africa as they compare life in The Gambia and Nigeria with their own.
- 76 From the few lessons seen and from talking to pupils, the quality of teaching and learning is good and pupils achieve well. Teachers have good understanding of the subject and lessons are planned to take into account pupils' varying abilities, including those with special educational needs. Pupils are gaining knowledge of the subject-specific language and developing their linguistic skills because teachers reinforce the language well and insist that pupils respond to their open-ended questioning in full sentences.
- 77 Although the subject leader was not interviewed, evidence from planning and improved curricular provision indicates that management of the subject is satisfactory.

## History

Provision for history is **good**.

### Main strengths and weaknesses

- Good coverage underpinned by secure planning based on national guidelines.
- Good teaching which stimulates pupils' interest.
- Good use of resources which bring the subject to life.
- Excellent use of visits to places of historical interest and visitors to the school.
- Good literacy skills employed well, but ICT is insufficiently used both in research and in writing up accounts.

### Commentary

- 78 As at the last inspection, standards in Year 2 and Year 6 are in line with national expectation. In Year 6, pupils' written work does not do justice to what they actually know. However, from their articulate responses when interviewed, it is obvious that pupils have an appropriate depth of knowledge and understanding about aspects of the past. Since the last inspection, improvements have been made to planning with the introduction of a scheme of work based on national guidelines, which ensures good coverage and progression in pupils' learning. Through this, pupils are introduced to various times, situations and famous people in history, for example "Children in World War II" in Year 6 and the "Life of Florence Nightingale" in Year 2, and study these in depth. From a low knowledge and understanding of "times past" when they arrive in the school, all are achieving well. Good teaching assistant support allows pupils with special educational needs and those who speak English as an additional language to take a full part in history lessons and achieve as well as other children.
- 79 Teaching and learning are now good throughout the school. Teachers make lessons exciting by introducing a wide range of resources. They plan an excellent programme of educational trips to such places as the Tower of London and the Imperial War Museum. They invite



interesting visitors, such as local residents who lived in the area during the war years, into their classrooms. These trips and visits greatly stimulate pupils' interest and help them remember what they have been taught. Literacy skills are employed well both in formal and informal pupil discussions and in recording work in different styles. In their letters, written in the role of an evacuee, Year 6 pupils are beginning to show an empathy with the feelings and situations of others. Good use is made of interactive whiteboards and video equipment, but the use of information and communication technology is limited.

- 80 There is a new co-ordinator for this subject who has not yet had time to develop her leadership and management role. However, from the good provision in place, it is evident that past co-ordination of the subject was good and that this has resulted in the good teaching and learning situation now in place.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design, music and physical education were inspected in depth but design and technology was only sampled.

### **Art and design**

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

### **Main strengths and weaknesses**

- Excellent quality of artwork produced by pupils when working with visiting artists.
- Good accessibility of local art galleries.
- Good range of resources, including materials, posters and books.
- Scheme of work based on national guidelines does not meet school needs and requires revision.
- Some teachers lack confidence in teaching this subject.

### **Commentary**

- 81 Standards in art and design have improved since the previous inspection and are now in line with national expectations. Pupils make sound progress in acquiring art skills and their knowledge of different well-known artists. As this is a practical subject, pupils with special educational needs and those who speak English as an additional language also make similar satisfactory gains. All pupils achieve well from low beginnings in which many find it difficult to use even simple equipment. Evidence from work in lessons and displays throughout the school show that pupils are gaining skills in colour mixing, the use of different media such as pastels and pencils and in observational drawing. In Year 2, pupils carefully paint a chart showing the effect of adding white, and then black, to a primary colour. In Year 3, good use is made of stones and bones found on a visit to Shadwell Basin to make well-observed pencil sketches of patterns and texture.
- 82 When groups of pupils are taught by visiting artists outside the classroom, the calibre of the work produced is stunning. This shows that pupils have excellent latent capabilities which are not being fully developed in classroom situations. In the near future, the school plans to use these visitors to work alongside teachers so that these occasions become a learning experience for all.
- 83 The quality of teaching and learning is satisfactory, but there are variations in this across the school. The present scheme of work is proving difficult for less confident teachers to implement. It is planned to make it simpler, with the progression and continuity of skills and techniques carefully set out. As well as plentiful material resources, the school has a good range of posters and books and these are well displayed in many classrooms. Pupils are introduced to a wide range of artists, mainly Western in background. Visits to both local and

City art galleries and involvement in community initiatives much enrich this area of the curriculum. Opportunities to capitalise on the strong multi-cultural nature of the school are sometimes missed in lessons in art and design, but stronger links are now being developed with other subjects. For example, as part of their work on buildings, pupils in Year 2 produce patterns of what they have seen in the local environment.

- 84 Leadership and management of the art and design curriculum are satisfactory. The school has had other, greater, curriculum priorities in the past and development of this subject has been restricted due to these. The co-ordinator is enthusiastic and has many ideas about how teachers can be supported and classroom standards raised. She plans to put these into action in the near future.

### **Design and technology**

Provision in this subject is **unsatisfactory**.

Too little evidence was collected to report on design and technology and insufficient pupils' work was seen on which to make a judgement with regard to standards. There has been no improvement in this subject since the last inspection. The limited time allocated to the subject means that it does not meet the requirements for the National Curriculum. There is no whole-school planning which supports teachers in their introduction of appropriate skills and techniques as the pupils move through the school and no mention of the subject on class timetables. Expert visitors are used to work with groups of pupils on special days. On these occasions, pupils produce pieces of work of a high calibre. The display of this work much enhances the entrance hall and circulation areas of the school.

### **Music**

Provision for music is **unsatisfactory** throughout the school.

### **Main strengths and weaknesses**

- Singing in assemblies have improved.
- Teaching has improved.
- Pupils enjoy music.
- The school has formed a musical link with another school locally.
- Statutory requirements are not met.
- Standards and progress are unsatisfactory.

### **Commentary**

- 85 Standards of attainment for pupils in Years 2 and 6 are below those expected nationally and their achievement is unsatisfactory. Since the last inspection, there have been some improvements to the subject as the school has been able to respond to some of the weaknesses identified at that time. A qualified music teacher has been appointed for one day a week and teaches all the classes in the school. The teacher is knowledgeable and during lessons, her input has a positive effect on pupils' learning. Through this provision, the quality of pupils' singing has improved and is now at least satisfactory and sometimes good. In a hymn practice, pupils sing harmoniously, with and without the accompaniment of a musical instrument. They clearly enjoy singing and respond well to suggestions for improvement. However, opportunities for pupils to develop their knowledge of famous composers and to recognise famous pieces of their work are missed. This is because the classical music playing prior to assembly is not identified by the school and is used only for background.

- 86 During lessons, pupils gain some understanding of basic elements such as rhythm, tempo and pitch but their understanding of the structure of different musical forms is

underdeveloped. In another lesson, pupils listened to musical elements and identified how they can be used to communicate the sound of rainfall or of the wind.

- 87 Throughout the school, there are still insufficient opportunities for pupils to play tuned and untuned instruments and most pupils lack sufficient “hands-on” experiences in group and individual music making. This was identified at the previous inspection.
- 88 Class teachers have insufficient knowledge, expertise and confidence to teach music well and there are shortages of resources to support the curriculum fully. Not enough time is devoted to the subject and all the elements of the required curriculum are not given the emphasis they should.
- 89 The school has formed some very constructive links with another local school and have joined with them in a musical project based on a Hindu creation myth. This resulted in an epic singing and dance performance by pupils from both schools accompanied by a drummer and trumpeter.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- The scheme of work is good and ensures skills are taught in a progressive manner and all aspects are covered.
- Teaching is good in most lessons.
- There is good attention to health and safety and the positive effects of exercise.
- Pupils enjoy their lessons and behave well.
- On occasions, pupils are inactive for too much of the lesson.

### Commentary

- 90 During the inspection, only dance was observed. Games and gymnastics are taught at other times during the year. Pupils in Years 4 and 5 have regular swimming lessons; this ensures that most can swim at least 25 metres by the time they leave school.
- 91 Standards are similar to the previous inspection. Pupils reach standards expected at the end of Year 2 and 6. Provision has improved. Teaching is generally good and pupils are achieving well, particularly in dance, where teachers previously lacked confidence. However, in one unsatisfactory lesson, pupils were inactive for too much of the time. Consequently, they made little progress and the teacher did not have suitable footwear to enable her to move around the hall with safety. Teachers are aware of health and safety issues and ensure all pupils are prepared well to begin to exercise, which is an improvement. Pupils are aware of the benefits of exercise and the effects it has on their bodies. Pupils work well together and all are included very well, regardless of ability, gender or ethnicity. Those with specific needs are supported very well in lessons by teaching assistants. A particularly effective feature of the lessons was the good link with language development, which follows the school’s strong emphasis on promoting speaking and listening. Very good use is made of key vocabulary. Pupils used the terminology well, especially when explaining their movements or those of their peers or when discussing their work with their partners. A good example was observed in the Year 4 lesson, when pupils interpreted dream sequences.
- 92 Pupils in Year 2 carried out simple actions with increasing control and co-ordination. They moved well to the beat of the tambourine and responded in an imaginative way, creating a range of body shapes. Their work excited them; however, they responded very quickly when

necessary and listened to instructions. This is because the teacher has very good control and follows the school behaviour procedures very well.

- 93 In the Year 6 lesson, a very good link was established with cultural traditions and current rugby fixtures. The lesson started in the classroom and with effective use of the interactive white board, pupils were shown a series of photographs of rugby positions. This captured the imagination of the Year 6 pupils. They discussed the Haka with animation and how they would portray a sequence of actions, taking into account facial expression and body language. Once in the hall, they enthusiastically worked in mixed ability, ethnic and gender groups very well, all taking a full part in the group. They created their own series of movements, taking into account earlier discussion. They achieved well, had fun and enjoyed the lesson.
- 94 Leadership and management of the physical education curriculum are satisfactory. The co-ordinator is enthusiastic and has many ideas about how teachers can be supported and standards raised. She has introduced a scheme of work that ensures teachers teach skills in a progressive manner and covers all the requirements for physical education. From her monitoring of teaching and learning, she is happy that teachers are now more confident when teaching dance than previously.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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

