

INSPECTION REPORT

ST SAVIOUR'S CE PRIMARY SCHOOL

London

LEA area: Tower Hamlets

Unique reference number: 100961

Headteacher: Mr B J Porter

Lead inspector: Mrs L Brackstone

Dates of inspection: 17th – 19th November 2003

Inspection number: 257950

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:	216
School address:	Chrisp Street Poplar
Postcode:	E14 6BB
Telephone number:	(0207) 987 4889
Fax number:	(0207) 537 4507
Appropriate authority:	The governing body
Name of chair of governors:	Mrs L Johnson
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

St Saviour's is a voluntary aided primary school that caters for children aged three to 11. There is one class per year group. There are 216 on roll. Most pupils are White British but there is a small number of Black African and Caribbean pupils and also pupils from Bangladesh and China. Approximately 26 per cent of pupils are entitled to free school meals and this is above average. Few pupils come from families where adults have had higher education and there is a significant number who live in overcrowded houses. About 18 per cent of pupils have special educational needs and this is above average. There are about three per cent of pupils with statements for specific educational needs, which is above average. The range of special educational needs includes social and emotional problems and speech and language and moderate learning difficulties. Eight per cent of pupils use English as an additional language and this is a higher number than in most schools. Children start Nursery when they are aged three, with attainment that is well below that expected for this age group. A particular weakness is speech and language development. The school gained an achievement award in 2002 and is involved in the Excellence in Cities project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	The Foundation Stage Special educational needs English
11096	Mrs M Davie	Lay inspector	
3574	Mrs K Singh	Team inspector	Mathematics Information and communication technology Geography History English as an additional language
22790	Mrs J Pinney	Team inspector	Science Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Saviour's is a good school where children achieve well. Children enter the Nursery with standards that are well below the expected level. Their use of speech and language is particularly weak. However, by the end of Year 6, standards are above average in mathematics and science and average in English. Achievement is good because teaching and learning are effective and the school is well led and managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- All pupils achieve well and by Year 6, standards attained in mathematics and science are good.
- The overall quality of teaching and learning is good.
- Leadership and management are good.
- Provision for pupils with special educational needs is very good.
- Pupils have very good attitudes to their work, behave very well and make very sensible contributions to school life.
- Provision for personal development is very good.
- Links with parents are very good.
- Accommodation is poor.
- Handwriting is untidy and there is not an adequate focus for ensuring that letters are formed consistently.
- More use could be made of literacy skills in history and geography.
- There are a significant number of omissions from the governors' annual report to parents and the school prospectus.

The school has made good progress since the last inspection, with all key issues being carefully tackled. Standards have improved overall even though the attainment on entry has decreased dramatically from average to well below average. Achievement has improved because teaching is better and senior managers now ensure that progress is checked and tracked over time. Pupils' attitudes and behaviour are now very good and parents are much more involved in supporting their children's learning.

STANDARDS ACHIEVED

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

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

Overall achievement is good from Nursery to Year 6. Children start the Nursery with levels of attainment well below that expected at age three because their weak speech and language skills have a negative impact on all areas of learning except physical development. By the start of Year 1 of the National Curriculum, they have achieved well in their learning. However, because of their speech and language limitations, levels of attainment are still below recommended levels in all areas of learning except for personal, social and emotional development and creative and physical development, both of which meet expectations. Achievement is good in Years 1 and 2 and standards are broadly as expected by the end of Year 2 in reading, writing, mathematics and science. Pupils continue to achieve well in Years 3 to 6 and, by the end of Year 6, standards in

mathematics and science are above average and average in English. Pupils identified with special educational needs make good progress throughout the school. There are no differences in the attainment or achievement of boys and girls or any particular ethnic group.

Pupils' personal development is very good. It is promoted through the very good provision for spiritual, moral, social and cultural development. Pupils really enjoy school life and behaviour in and around the school is very good. Attendance is good and punctuality is not an issue.

QUALITY OF EDUCATION

The school provides a very good education. Teaching is good overall. Teachers really encourage their pupils and make very good use of teaching assistants. Very high standards of behaviour are consistently expected and staff treat the pupils fairly. Resources are used well throughout the school. In Years 1 to 6, the teachers have good subject knowledge. Lessons are planned effectively, a range of good teaching methods are used and homework consolidates learning well. Procedures to check pupils' progress are good overall. Teaching in the Foundation Stage is satisfactory overall; teachers in the Nursery and Reception classes are inexperienced and have no co-ordinator to support them. The curriculum is satisfactory and meets all statutory requirements. Good use is made of the community with business links a particularly strong feature. Provision for pupils with special educational needs is very good. Parents are very supportive of the school. Resources are good, but the accommodation is poor.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The headteacher leads in a calm and caring manner and works well with staff and governors to ensure that all pupils are fully involved in the life of the school. Provision for pupils with special educational needs is managed excellently. Other senior staff lead and manage their areas of responsibility efficiently. Governors are very supportive of the school and have a satisfactory understanding of its strengths and weaknesses. They have started to gain an awareness of the need to challenge and question the senior management team. There are a number of significant omissions to the prospectus and their annual report to parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school. Parents feel that all staff are very approachable and they happily contact the school if they have a problem or concern. A small number of working parents expressed concerns about the timing of meetings in school but the school reports that it is always willing to see parents at a mutually agreeable time. The pupils really like their teachers and are appreciative of their kindness and care.

IMPROVEMENTS NEEDED

- The school, governors, the local education authority and the Diocese of London need to consider the cramped and inadequate accommodation.
- Handwriting skills need to be taught systematically and consistently. Better use could be made of subjects such as geography and history to develop writing skills.
- More capable pupils in science need to be given activities that match their needs better.

And, to meet statutory requirements:

- Omissions from the governors' annual report to parents and the school prospectus need to be rectified.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

Achievement is good in the Foundation Stage and in Years 1 to 6. Pupils from all ethnic groups achieve well. This includes pupils with special educational needs and those for whom English is an additional language. From attainment well below expectations on entry into school, children achieve well in the Foundation Stage, but are still below expectations at the start of Year 1 of the National Curriculum. By Year 2, standards are average in English, mathematics and science. This good achievement is maintained in Years 3 to 6. Consequently, by Year 6, standards in mathematics and science are above average. Despite limitations in their use of language skills, standards are average in English.

Main strengths and weaknesses

- Standards in mathematics and science are above average in Year 6.
- Overall achievement is good from Nursery to Year 6.
- There are no differences in the achievement of boys and girls or of any particular ethnic group.
- Handwriting skills are unsatisfactory and insufficient use is made of writing skills in history and geography.

Commentary

Standards on entry into school

1. There is a wide variation of levels of attainment on entry into the Nursery. Generally, skills are lower than expected in personal, social and emotional development, knowledge and understanding of the world, mathematical, physical and creative development. However, the children's speech and language are particularly weak and consequently, standards on entry are judged to be well below average.

Standards attained in the National Curriculum tests

Standards in national tests at the end of Year 2 – average point scores in 2003¹

Standards in:	School results	National results
reading	16.6 (16.2)	15.7 (15.8)
writing	15.4 (13.9)	14.6 (14.4)
mathematics	15.9 (16.6)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

2. Results of the most recent national tests of 2003 at the end of Year 2 indicate that standards were above average in reading and writing. Results in mathematics were below average. This was despite over one-third of pupils performing at a higher level than national expectations.

¹ All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

However, a small minority of pupils attained very low levels in the tests because they had specific learning difficulties. This impacted on the overall performance of the school when compared to the national picture. Compared to similar schools, standards were well above average in reading and writing and above average in mathematics. Girls performed better than boys in writing and mathematics. The trend for attainment over the past three years has been below the national average but this is as a result of a considerable dip in 2001 when the Year 2 pupils had a substantial number of pupils with special educational needs. Since then, the performance in national test results has improved.

Standards in national tests at the end of Year 6 – average point scores in 2003²

Standards in:	School results	National results
English	27.4 (28.2)	26.8 (27.0)
mathematics	27.4 (28.8)	26.8 (26.7)
science	29.1 (30.0)	28.6 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- Results of the recent national tests of 2003 at the end of Year 6 in English, mathematics and science were average. However, when compared to similar schools, standards were well above average in all three subjects. Over the past three years, the performance of pupils in English, mathematics and science has exceeded the national average. The achievement of boys and girls was similar except for English where the performance of girls fell below the national average. Consequently, from Nursery to Reception, the school provides good value to its pupils.

Inspection findings

The Foundation Stage

- Overall, children make satisfactory progress in the Nursery and Reception classes. Good progress is made in personal, social and emotional development and in their physical skills. They gain confidence because adults provide a secure environment where they have good access to a wide range of interesting resources. By the start of Year 1, the children have attained the expected levels in personal, social and emotional development and physical development. However, standards are still below the recommended levels in communication, language and literacy, mathematics and knowledge and understanding of the world. This is particularly because their speech and language skills are still weak.

Years 1 and 2

- Achievement for both boys and girls is good in Years 1 and 2. Standards in reading, writing, mathematics and science are average. This represents an improvement in mathematics and science since the standardised tests of 2003 but a small decline in reading and writing when compared with all schools on a national basis. This results mainly from the weaknesses in language skills.

Years 3 to 6

- Overall achievement is good in Years 3 to 6 for both boys and girls. In fact, achievement is very good in mathematics and science because pupils attain above average standards in Year 6. Attainment in English is average but achievement is still good despite pupils' difficulty using

² All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

Standard English consistently in their work. This means that teachers are continually reinforcing appropriate ways to form sentences and use suitable vocabulary.

Comparisons to the last inspection

7. At the time of the last inspection, attainment on entry into school was judged to be as expected. As a result, comparisons with the last inspection need to be treated with caution as this inspection has judged attainment on entry to be well below expected levels. At the time of the last inspection, attainment in Year 2 was judged to be average in English and science. Attainment in mathematics was judged to be above average. In Year 6, standards in mathematics and science were considered well above average. Standards in English have been maintained at a satisfactory level. Overall, when the differences in attainment on entry are considered, the inspectors feel that standards in these subjects have been well maintained since the last inspection. At the time of the last inspection, progress in learning through the school was considered unsatisfactory. Very effective improvements in learning have been made since then and achievement is now judged to be good overall.

Whole school issues

8. Standards attained in information and communication technology meet national expectations at the end of Years 2 and 6 and achievement is good. Overall standards in other subjects were not judged because of insufficient evidence available during the short inspection period.
9. Pupils use their numeracy skills well across the curriculum and this promotes achievement in science and design and technology. Literacy skills are used satisfactorily to support learning in other subjects. For example, pupils are encouraged to use appropriate mathematical terminology in numeracy sessions. However, literacy skills are not used well enough in subjects such as history and geography. Pupils confidently discuss aspects of these subjects but their ability to write about them is limited. Achievement is well supported by the pupils' computer skills.
10. Pupils with special educational needs achieve consistently well and, by the end of Year 6, achievement is good in relation to their prior attainment. The school identifies pupils when they start Nursery and they receive carefully planned work provided on an individual or on a small-group basis. These programmes of work are very well organised by the co-ordinator who closely checks their progress against the appropriate targets recorded in their individual education plans. Pupils with special educational needs also receive very good quality support from teaching assistants who work closely with them.
11. There are no differences in the attainment of Black Caribbean, Black African, Asian or Chinese pupils, with all minority ethnic groups achieving as well as their peers. Those who use English as an additional language also make consistently good progress over time. By Year 6, achievement is good in relation to their prior attainment. Children who are in the early stages of English language acquisition are very quickly identified and supported very well in class.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is also **very good**. Attendance rates and punctuality are **good**.

Main strengths and weaknesses

- Pupils' very good behaviour in lessons and around the school.
- Their interest in school life and their desire to learn.
- Very good personal development.
- High levels of confidence and self-esteem.

- Freedom from racism.
- Very good levels of initiative and responsibility.
- Improvement in punctuality since the last inspection.

Commentary

12. Pupils have very positive attitudes to school and are very keen and involved in their learning. They are confident and have a good level of self-esteem. In lessons, they are very well focused on their work. For example, in a Year 6 English lesson, pupils worked very hard at their writing tasks, helped by their teacher's encouraging manner and the well-planned tasks. Pupils involve themselves enthusiastically in the wide range of activities that the school offers. Those who went on the Year 5 residential trip last year spoke enthusiastically of the good time they had and said it was *'the best four days of their life'*.
13. Behaviour in lessons and around the school is very good. Pupils are polite and very considerate. They were eager to show off their school, pointing out the flowerbeds they had helped to plant outside, and proudly showing off work displayed around the school. Playtimes and lunchtimes are pleasant occasions during which boys and girls and pupils of different ages and ethnic backgrounds get on well. Unsatisfactory behaviour as a result of arguments is rare. Nonetheless, the school recognises that misunderstandings are most likely to happen at lunchtime and are shortly to train meal supervisors to help them deal positively with this type of behaviour. There have been no recent exclusions. Attendance rates are above the national average and there are no unauthorised absences. Punctuality is good, an improvement since the last report.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

14. Pupils are given better opportunities to demonstrate initiative and responsibility than at the time of the last inspection and they handle them well. For example, there is now an active school council, which pupils appreciate because it gives them the chance to have a say about what happens in school. There are also prefects who help to manage behaviour around the school.
15. Pupils' response to the provision for their spiritual, moral, social and cultural development is very good. This represents a very good improvement since the last inspection. Pupils recognise principles of right and wrong taught by the school and respond well to the high expectations of good behaviour. Pupils get on well with each other and with the adults in the school. In lessons, they take full advantage of opportunities to learn to work together. For example, pupils in Year 1, learning about rhyming words, worked very well in partners writing short sentences about bears. Pupils show compassion for children around the world who are less well off by giving excellent support to their annual 'Christmas Shoebox' appeal.
16. They respond well to what is provided for their cultural development and participate willingly in a wide range of activities. These include the 'Elgarthon', during which pupils sang in the theme of the Last Night of the Proms in order to raise money for charity, visits to galleries and museums, and working with artists to make wall-hangings during the recent 'Artweek'. Pupils welcome visits by speakers from different faiths and cultures and celebrate all major religious festivals.
17. Their spiritual development is very well supported through work in religious education where they learn about major world religions and by the close ties with All Saints Church. Clergy visit the school very regularly, not only to take assembly but also to help with the teaching of the

religious education curriculum. For example, during the inspection, pupils were shown a painting of St Nicholas that was soon to be hung in Church. This was used as an excellent focal point to discuss the perseverance an artist requires to complete such detailed work and the goodness depicted by the painting.

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	152	0	0
White – Irish	1	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Bangladeshi	9	0	0
Black or Black British – Caribbean	16	0	0
Black or Black British – African	22	0	0
Chinese	5	0	0
Any other ethnic group	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Pupils' achievement is good overall. This is because the quality of teaching is consistently good and the provision for pupils with special educational needs is very successfully managed. The curriculum is satisfactory and all pupils are involved in all aspects of school life. There are good links with the local community, particularly with local businesses who contribute significantly to the achievement of the pupils. Parents make a very good contribution to pupils' learning.

Teaching and learning

The overall quality of teaching and learning is good. It is **satisfactory** in the Foundation Stage and **good** in Years 1 to 6. Procedures for checking and monitoring pupils' progress are good overall. They are satisfactory in the Foundation Stage and good in Years 1 to 6.

Main strengths and weaknesses

- Teachers encourage their pupils very well.
- Very good use is made of teaching assistants and other support in the classrooms.
- Very high standards of behaviour are consistently expected and staff treat the pupils fairly.
- Resources are used well throughout the school.
- In Years 1 to 6, the teachers have good subject knowledge, plan effectively and make good use of a range of teaching approaches, time and learning resources.
- Homework is used effectively to consolidate learning.
- Procedures to check pupils' progress are good overall.
- Teachers in the Foundation Stage are inexperienced and have no co-ordinator to support them.
- In science, more capable pupils are not always given appropriate activities that match their needs.

Commentary

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (6%)	8 (24%)	17 (50%)	7 (20%)	0 (0%)	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.

18. At the time of the last inspection, no overall judgement was made on the quality of teaching and learning. However, 50 per cent of the lessons observed at the time of the previous inspection were satisfactory and 10 per cent of lessons were judged to be unsatisfactory. No lessons were judged to be unsatisfactory during this inspection and much of the teaching was judged to be good or better. Therefore, the quality of teaching and learning has improved since the last inspection and is now good overall.
19. Teachers encourage their pupils very well in their learning and this helps them to achieve well. In Years 1 to 6, praise is used very well to motivate interest. Reward systems stimulate in pupils a desire to learn. For example, in Year 6, very good use is made of 'bonus points', which are awarded to individuals who participate well in class. All teachers involved with this class use these consistently and they help to encourage pupils to apply themselves well to their work.
20. Very good use is made of teaching assistants and other support in the classrooms to help pupils increase their understanding. In the Foundation Stage, the Nursery nurses work well along side the class teachers. They effectively interact with children and this helps them to increase their understanding within small focused groups. In Years 1 to 6, teaching assistants are used very well to support small groups within class during morning sessions. They have also been very well trained to follow individual speech and language programmes and this successfully takes place during afternoon sessions.
21. Expectations of behaviour are good in the Foundation Stage and generally, most children respond well to this. For instance, there are high expectations of behaviour when these youngsters have their lunch. However, at times, staff in the Nursery are not sufficiently vigilant; this results in the misbehaviour of a small minority of children going unnoticed. All adults ensure that pupils are fairly treated and both boys and girls are given equal opportunities.
22. Throughout the school, resources are used well to promote learning. Individual whiteboards are used well by pupils for drafting writing and making quick mental calculations. Teachers skilfully choose texts in literacy sessions that will stimulate pupils' learning. This was observed in a Year 4 lesson where the teacher had chosen an interesting extract from a historical novel. Pupils were required to identify verbs from this text and made good progress in their learning because they felt that the passage used created a vivid picture.
23. In Years 1 to 6, the teachers have good subject knowledge and lessons are planned effectively to ensure that pupils are suitably challenged. Specific groups of pupils are carefully targeted and work is planned to meet their needs. Learning objectives are shared with the pupils and this helps them understand exactly what they are learning. A good range of teaching methods are used and this helps to maintain the pupils' concentration. For instance, they are often encouraged to work in pairs or within groups, which helps them develop their independence and collaborative skills. Lessons move along at a good pace and this maintains productivity and positive levels of concentration. Homework is used well to consolidate learning and increase their understanding.
24. Procedures to check pupils' progress are good overall. Teachers in Years 1 to 6 mark pupils work regularly and provide individual guidance on how they might improve. Regular tests in the

core subjects of English, mathematics and science ensure that rates of achievement are satisfactory. Pupils have literacy and numeracy targets for improvement and this helps them have a good understanding of what they need to do to improve.

25. Teaching in the Foundation Stage is satisfactory overall. However, the inexperience of a newly-qualified teacher and a teacher in her second year of teaching is evident. There is no co-ordinator for this stage and the weaknesses in accommodation impact further on the isolation of the two classes as they are a distance apart, sited at either end of the building. This makes planning as a Foundation Stage unit very difficult and resources cannot be shared easily. The Reception class teacher has introduced appropriate elements of the literacy and numeracy strategies to some sessions and a number of older Nursery children would benefit from these learning situations. However, the weaknesses in accommodation mean that these teaching methods cannot be shared and best use cannot be made of the time available.
26. More capable pupils in English and mathematics are provided with appropriately challenging work in specialist groups. However, in science, the more capable pupils are not always given tasks that sufficiently stimulate them. For example, in the lessons observed, they were frequently given the same tasks regardless of their capability.

The curriculum

The curriculum provision is satisfactory. The level of resources provided for pupils throughout the school is **good** but the accommodation is **unsatisfactory** for children in the Foundation Stage and **poor** for pupils in the rest of the school.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good. It is good for pupils who use English as an additional language.
- Pupils are well prepared for the next stage of their education.
- There is a good match of support staff throughout the school.
- There is a good match of teachers in Years 1 to 6.
- Accommodation is poor and has a negative impact on learning for children in the Foundation Stage and in learning in information and communication technology for pupils in Years 1 to 6.

Commentary

27. The quality and range of learning opportunities provided throughout the school are satisfactory overall. The school has effectively improved provision since the previous inspection. Pupils are provided with a sufficiently interesting and varied curriculum. The curriculum framework is sufficiently matched to the Foundation Stage in the Nursery and Reception and the National Curriculum in Years 1 and 2. It ensures that programmes of study are covered in sufficient depth and without unnecessary repetition. Schemes of work for all subjects provide guidance in establishing appropriate learning intentions for each year group and for the systematic development of skills. In most subjects, co-ordinators are in the process of adapting commercially produced schemes of work so that they more closely meet the particular needs of the school. Curriculum planning in information and communication technology and geography has been improved since the last inspection. The curriculum now meets statutory requirements in all subjects.
28. Pupils with special educational needs are very well provided for. Individual education plans set suitable targets for them and teachers plan specifically for them in class. There is a good balance between individual and group support and this enables pupils with special educational needs to be fully involved in all activities.

29. Pupils who speak English as an additional language and those who are from ethnic minority groups receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. For example, pupils get good opportunities to gain confidence about their culture through art and celebrations such as Diwali. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
30. The school provides pupils with sound opportunities to develop their emerging skills of citizenship and personal, social and health education. There is a satisfactory range of extra-curricular activities to enhance pupils' learning, although no activities are provided for pupils in Years 1 and 2.
31. Pupils are well supported in their preparation for the next stage of their education, with frequent visits to and from the main feeder secondary schools, from Year 5 onwards. The school ensures that there is equality of access and opportunity for all pupils.
32. The match of teachers and support staff to the demands of the curriculum is good. The teachers are secure in their knowledge of the curriculum. Support staff are well trained and well briefed and used to good effect, providing good quality help for the pupils. Each class, except for Years 5 and 6, has full-time support and this has a positive impact on achievement, particularly for pupils with special educational needs and English as an additional language.
33. There is a good range of resources to support learning in all subjects. They are well organised, easily accessible and well used to enthuse pupils.
34. Overall, the accommodation is poor. In the Foundation Stage, the Nursery and Reception classes are at opposite ends of the school building. This prevents opportunities for children to benefit from frequent interaction as part of a cohesive unit. The school has highlighted that this can impede the learning of some children and plans are in hand to address this issue in the future. In the rest of the school, many classrooms are too small for the numbers of pupils and shaped in such a way that some space is wasted. The lack of space limits pupils' opportunity to move freely around the classrooms and has an adverse effect on their ability to engage in practical work. In spite of the teachers' best endeavours, achievement in information and communication technology is also adversely affected by the lack of available space.

Care, guidance and support

Care for pupil's is **satisfactory**. They are given **good** advice as a result of the monitoring of their development and they are **very involved** in the work of the school.

Main strengths and weaknesses

- Child protection procedures have been improved since the time of the last inspection.
- Staff know pupils well.
- Open door policy means parents have easy access to staff.
- The setting of targets in English and mathematics is helping pupils to achieve well.
- Pupils' opinions are regularly sought and valued.
- Meals supervisors have not been trained in playground management.
- Regular health and safety assessments are carried out but there are some minor issues.

Commentary

35. Pupils' care and welfare are satisfactory. Teachers know pupils well and have very good relationships with them. This helps to ensure that they feel happy and secure in school. The services of a voluntary home/school liaison worker are used well to give pupils and their parents ready access to support and help in the community. Teachers set targets for pupils in

English and mathematics based on assessments of their work. This means that the tasks they are given are well suited to their individual needs. Child protection procedures have been improved and are now effective. A policy has been written since the time of the last inspection and staff have been trained.

36. Parents have easy access to all staff, including the headteacher. This means that any worries or concerns can be passed on and dealt with quickly. Pupils feel relaxed with staff and feel confident in their ability to approach them about any issues. The school council gives them regular opportunities to share their ideas and staff are interested in their opinions. They make every effort to respond to pupils' concerns. For example, pupils' complaints about the quality of school meals are being addressed by giving them the opportunity to discuss their likes and dislikes with the school cook. Older pupils rightly feel that their playground is not interesting enough to keep them occupied, particularly during the lunchbreak. They have made this known to the school council who are now looking into it.
37. Regular health and safety inspections continue to be carried out but, as at the time of the last inspection, some of the furniture in the Nursery constitutes a health and safety risk. For example, the stools that children sit on to work at the computer are far too high to be safe. The fire bell is not tested on a weekly basis to ensure that it is in good working order.

Partnership with parents, other schools and the community

Links with parents are very good and make a significant contribution to pupils' achievements. Links with the community to support pupils' learning are **good** and partnership with other schools is **satisfactory**.

Main strengths and weaknesses

- Parents are very satisfied with the school.
- They get good information about what their children are learning and how to help them.
- Local business partnerships are very good.
- Annual written reports on progress give a good level of information about how well children are doing but they are not personal enough.
- The prospectus and governors' annual report are both missing required information.

Commentary

38. Parents are very satisfied with the school and happy with the efforts the school makes to involve them in their children's education. They appreciate the welcoming ethos and the openness of all staff, which makes them feel valued as partners in their children's education. They get a good amount of information about what their children are learning and how they can help them with their schoolwork. Parenting workshops have been organised and parents are able to use the school's computers on a regular basis. As at the time of the last inspection, parents of pupils in Year 1 are invited to stay for the first few minutes of the day to settle their children and this continues to promote very good home/school relationships. At parents' request, this practice has also been introduced in the Reception class, where they are now invited to stay every Friday morning to see what their children have been doing during the week.
39. There is a thriving parent/teacher association, which is well supported. They organise a good number of social and fundraising activities like the fete and children's Christmas disco and are generous in their support of the school, recently purchasing playground equipment and books. A small number of working parents expressed concerns about the timing of meetings such as parent consultations in school. The times do not always suit their requirements. The school reports that it is always willing to see parents at a mutually agreeable time so that they are not inconvenienced.

40. Whilst information that is sent to parents is generally of good quality, the annual written reports on progress do not all give a clear indication about how children can be helped to improve, and occasionally give too little information about subjects other than English, mathematics and science and are sometimes too similar for different pupils. The prospectus is a good, well presented and effectively gives new parents an idea of what to expect from the school. However, it is missing the required information about attendance rates. The governors' annual report to parents is missing too much of the required information to be an effective means of keeping parents informed about school life. For example, it is missing information about where the Chairman and clerk can be contacted, absence rates and information about the professional development of staff.
41. Links developed with the Tower Hamlets Business Partnership are very good. This provides a high number of regular volunteers to hear pupils read and to assist them with work on the computers and musical instruments. This makes a significant contribution to pupils' achievements. The headteacher makes every effort to help parents choose the right secondary school for their child and this helps to ensure that pupils transfer with confidence.

LEADERSHIP AND MANAGEMENT

Overall leadership and management of the school are good. The leadership of the headteacher and other key staff is good and the school is well managed. The governance of the school is satisfactory.

Main strengths and weaknesses

- Provision for special educational needs is excellently co-ordinated. Mathematics is very well led and managed.
- The school makes a very good contribution to initial teacher training.
- Staff recruitment and retention is managed very well.
- Day-to-day administration is very good.
- There is no co-ordinator for the Foundation Stage and this is unsatisfactory.
- Governors do not fulfil statutory requirements.

Commentary

42. The school's goal is to provide an education which fosters intellectual, emotional, physical and social growth and encourages independent learning and creativity within a stimulating and disciplined environment. This is successfully achieved by the headteacher and senior staff who lead effectively and ensure that both staff and pupils are well motivated. The strategic plan is appropriately focused on the continual raising of pupil achievement and the improvement of the school environment.
43. The co-ordinator for special educational needs is extremely well organised and ensures that the needs of most pupils are effectively met. She leads a very effective team of teaching assistants who understand their role very well and are fully involved in all aspects of school life. The paperwork for pupils with special educational needs is meticulously maintained and individual programmes of work are reviewed termly. The co-ordination of mathematics is very good and this has a very positive impact on pupil achievement. Most other areas of the curriculum are led and managed well. However, there is no co-ordinator for the Foundation Stage and this is unsatisfactory. Management of the Foundation Stage is particularly difficult because the classes are at either end of the school building. The two teachers in the Nursery and Reception classes are inexperienced and, despite their enthusiasm and commitment to the youngsters in their care, they lack the leadership of an experienced early years leader.
44. The evaluation of how well the school is performing across all areas of its work is good and is used well as a guide to raising achievement. Results in the National Curriculum tests are

carefully analysed and senior staff highlight any weaknesses. Good use is made of the local education authority's very detailed analysis of achievement by gender and ethnic group. The headteacher and his deputy regularly check the quality of teaching and learning across the school. They are fully aware that this practice needs to be extended to curriculum co-ordinators who look at pupils' work and teachers' planning, but do not, as yet, observe lessons.

45. Despite the fact that there is no one available to take on the role of Foundation Stage co-ordinator, the school does benefit from a stable staff, which is a real strength of the school. The headteacher has skilfully managed to retain staff by rescheduling workloads and reorganising deployment and this has resulted in good staff retention. All staff are highly valued and are encouraged to develop their professional expertise through training courses. Consequently, the teaching assistants are well qualified and their skills are used effectively to raise pupil achievement, particularly in speech and language. Performance management procedures are securely in place for all staff and are clearly linked to school improvement priorities. New staff feel well supported. The school contributes very well to initial teacher training and during the inspection, two students from a nearby training institution were observed working very closely with class teachers. They appreciated the very good support that they were being given and felt privileged to be part of such a happy environment.
46. Governors are very supportive of the school and have a satisfactory understanding of its strengths and weaknesses. Through their discussions at meetings they help to shape the future direction of the school and are aware of their need to challenge the senior managers. However, they do not meet all their statutory requirements because too much important information is missing from their prospectus and annual report to parents.
47. The day-to-day management systems of the school are very competently organised by the senior administration officer and her assistant. Financial management is good with a budget carefully monitored by the very competent senior administration officer who is also a governor. She provides regular reports to the governors and ensures that the money is being used appropriately. Staff and governors understand the importance of best value principles and ensure that all resources are used effectively.
48. Although no overall judgement was given on leadership and management at the time of the last inspection, it was heavily criticised in a number of important areas. Therefore, it has made good progress since then.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	762,234
Total expenditure	707,541
Expenditure per pupil	3,050

Balances (£)	
Balance from previous year	25,374
Balance carried forward to the next	54,600

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory. No judgement about provision was made in the last inspection so it is not possible to comment on improvement since that time. Preparation for Year 1 of the National Curriculum is satisfactory. The children enter the Nursery on a full-time basis when they are three and continue their Foundation Stage education in the Reception class when they are four-and-a-half. Children start Nursery with levels of attainment that are well below that expected; their speech and language are so poor that this has a negative impact on all other areas of learning. The exception is physical development, which is below expectations on entry into school. By the time that they reach Year 1, all children have made good progress in their learning and achieve well in relation to their capabilities. Attainment in physical development and personal, social and emotional development meets expected levels by the end of the Reception class, but standards in all other areas of learning are below expectations. The quality of teaching ranges from satisfactory to good but is satisfactory overall, a reflection of the inexperience of the two teachers in the Foundation Stage. However, staff make good use of the outdoor areas, which are safe and secure and used as an integral part of the school day. Adults enthusiastically encourage the children in their learning and generally insist on high standards of behaviour. The curriculum is sound and is based on a nationally recommended programme of work. There is a good number of adults employed in the Foundation Stage but they are unable to work as a cohesive team because of the poor accommodation which results in the two classes being situated some distance apart at either end of the building. There is also no co-ordinator for this stage and although the headteacher maintains an overview, provision is not rigorously checked and monitored.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- By the end of the Reception class, the children have met the expected level in this area of learning.
- Achievement is good.
- Teaching and learning are good.
- Children are not always given opportunities to fully develop their initiative and independence.

Commentary

50. Children start school with personal, social and emotional skills that are below expected levels. However, they make good progress in this area of learning and achieve the expected level by the time that they start Year 1 of the National Curriculum. This is because the quality of teaching and learning in this area is good and the children are strongly motivated to achieve well. Adults form very positive relationships with these young children and interact well with them. They encourage them through praise and this very successfully develops their confidence. A good range of activities are planned to ensure that the children's curiosity is stimulated. However, children are not always given sufficient opportunities to develop their initiative and manage tasks. This impacts negatively on their levels of independence. Children happily leave their parents and carers when they enter the Nursery. They feel safe, start to relate to each other and are proud of their achievements; for instance, they take satisfaction from making simple models using plastic construction equipment. Reception children select their activities and involve themselves for extended periods of time. They confidently talk to adults and include other children in their play. The children manage their own personal hygiene and cope well with lunchtime sessions. They understand how they are expected to behave in class sessions and during school assemblies. The children are developing an understanding

of cultural and religious traditions. For example, they have created Rangoli patterns and made their own 'firework display'.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is satisfactory.

Main strengths and weaknesses

- Children have weak speech and language skills, but enjoy communicating with adults.
- Teachers place too much emphasis on copywriting, which prevents children developing their own styles of writing.

Commentary

50. Children start school with a very wide range of communication skills but overall standards in speech and language are poor and worse since the time of the last inspection. They make good progress in their learning in the Foundation Stage, but are still below expected levels by the time they start Year 1 of the National Curriculum. The quality of teaching and learning is satisfactory. Adults provide a good range of activities to develop communication skills. For example, the children are encouraged to use telephones and keyboards in their play. However, at times, adult support is too structured, particularly when they write for children to copy underneath.
51. Children in the Nursery confidently use eye contact and facial expressions as means of communication. However, words spoken tend to be used in isolation and are difficult to understand. They have little or no knowledge of nursery rhymes and do not recognise rhythm in spoken words. Children in Reception build on their vocabulary and start to use simple sentences with intonation and expression. For instance, one child dressed up as 'Captain Hook'. He could not say the name of this character with clarity but was able to explain using a number of words and appropriate expression that he knew that this character was a bad person. Older children in the Nursery use felt-tip pens and whiteboards to write with. However, instead of making marks independently, they rely on adults writing for them so that they can copy it underneath. In the Reception class, there is a writing area that is well equipped with paper, pens and envelopes. The children start to distinguish between different sounds but still rely too heavily on adults writing for them to copy. In the Nursery, children enjoy looking at books and point to the pictures with excitement. In Reception, they enjoy listening to stories and handle books appropriately. They have started to identify initial letter sounds and the relatively few more capable children recognise simple key words such as 'the', 'am' and 'he'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is satisfactory.

Main strengths and weaknesses

- Children enjoy singing nursery rhymes.

Commentary

52. Children achieve satisfactorily in the Nursery and Reception classes. However, by the time they are ready to start Year 1, standards are still below the expected level. This is mainly because their speech and language skills are underdeveloped. Teaching and learning is satisfactory in both the Nursery and Reception. Staff use a good range of resources which encourage children to acquire new skills. However, children's language for comparing

quantities, describing position or methods to solve practical problems is insufficiently developed. In the Nursery, children learn to count using everyday objects, such as when they thread beads; the more capable can count to 20. Children in Reception are encouraged to count to ten. Number work is reinforced through suitable songs and rhymes such as 'Ten Green Bottles' which the children enjoy singing. More capable children count, recognise and sequence numbers to 20 and write numbers independently referring to the number line if required. They add and subtract numbers by counting objects. Children of average ability are not yet secure with this. They can recognise and name simple two-dimensional shapes, however.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children achieve well but standards remain below the expected level.
- Lack of fluency in language inhibits progress.

Commentary

53. Children achieve well in this area of learning but levels of attainment remain below expectations by the end of Reception because the children lack a well-developed vocabulary. This is despite the good quality of teaching and learning. Adults encourage the children to learn about a variety of materials through play. For instance, they use construction toys and investigate the properties of sand, water, clay and play-dough. There is a good range of activities available in the Nursery and Reception classes and most staff encourage the children to select tools and resources. In the Nursery, the children show curiosity when they learn about water creatures and farm animals. They show an interest in information and communication technology when they operate cassette players to listen to stories and use a mouse to click and drag objects on a computer screen. The children also use keyboards to learn to write their names and numbers to five. A small number of children in the Nursery talk about events in their life but have no concept of time. For instance, one child excitedly explained to an inspector that Father Christmas would be coming in a minute! Older Reception children show an interest in people that are familiar to them and have started to learn about the past through talking and looking at old and new toys. Nursery children talk about their birthdays and other significant family events. Reception children start to gain an awareness of cultures and beliefs by learning about other faiths and cultures such as the celebration of Diwali.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Attainment is as expected by the start of Year 1 and all children achieve well.
- Teaching and learning are good.
- Children enjoy physical activities and behave well during these sessions.

Commentary

54. Children achieve well in their physical development and standards are in line to meet expected levels by the end of the Reception year. The outdoor play area provides Nursery children with a good range of opportunities to develop their physical skills. A wide range of small and large play apparatus is available and children make good use of this as they step, climb and

balance. Children's dexterity in handling large and small items in the classroom is developing well. For example, Reception children confidently use construction kits, jigsaws, scissors and felt-tip pens. However, in the Nursery, these skills remain below expectations. For example, one child was observed being taught how to use a pair of scissors. In physical education lessons, Reception children make good progress through well-planned, suitably challenging activities. For instance, they develop a suitable awareness of space. Their control and co-ordination skills progress well when they use bats and balls, throw beanbags into hoops and balance beanbags on their heads whilst walking. Children enjoy physical activities and are confident and well behaved during their sessions.

CREATIVE DEVELOPMENT

Provision for creative development is satisfactory.

Main strengths and weaknesses

- Good opportunities are provided for children to experience a range of materials and participate in creative role-play.
- Occasionally, children's creative skills are stifled by inappropriate staff intervention.

Commentary

55. Children make sound progress in their creative development and achieve satisfactorily against their attainment on entry to the school. However, the poor language skills demonstrated by a significant number of children has an adverse effect on their learning and, as a result, standards remain below expectations by the end of the Reception Year.
56. Children use a range of materials to produce attractive and interesting work. For example, the Reception children used clay to make candleholders for Diva Lamps for Diwali and made lanterns from tissue paper. Good resources are available but too often staff intervene inappropriately, denying children the opportunity to investigate for themselves and to make their own choice of colours, tools or materials. For example, shapes are pre-cut and templates have been pre-drawn. Consequently, this impacts negatively on the children's efforts to develop independently their creative skills and use of related vocabulary.
57. Interesting and stimulating role-play areas have been created for children in both classes. Currently, the Reception home corner is in the form of a post office and children readily play in the area. However, poor language skills limit their ability to engage imaginatively with each other. Children make good progress in their musical awareness because of frequent opportunities to sing and play instruments. In the Nursery, children have limited knowledge of nursery rhymes but Reception children confidently sing a range of songs and rhymes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Pupils achieve well despite their very low standards on entry into school.
- Pupils are good listeners.
- The quality of teaching and learning is good.

Commentary

In Years 2 and 6, standards overall are average and pupils achieve consistently well.

Speaking and listening

58. Standards in listening are good throughout Years 1 to 6 and this is an improvement since the last inspection. This is because the teachers place a particularly strong emphasis on this skill. They work very hard to ensure that pupils listen carefully to the views of each other in class, in groups and when working with a partner. For instance, pupils in Year 1 listened to different rhyming words created by their neighbour. Throughout the school, pupils listen attentively to stories and respond very positively to the skilled storytelling of the teachers. Speaking skills are not so good because they start school with poor language skills and despite the good teaching and learning in Years 1 to 6, the pupils still have great difficulty forming well-structured sentences that include appropriate tenses. For example, when retelling personal events they refer to how 'they was going'. However, the pupils are keen and confident speakers who are not thwarted by their weaknesses in using Standard English. There are no differences in the speaking and listening skills between boys and girls or of different groups of pupils. At the time of the last inspection, the school was criticised for not providing adequate opportunities to learn the beginnings of debate and argument. This has improved significantly and is now a strong feature of school life.

Reading

59. By Year 2, pupils have made very good progress in their reading and standards are average. These standards are maintained in Years 3 to 6 and all pupils achieve well, regardless of ethnic background or gender. Not all pupils receive positive stimulus at home and therefore it is of great credit to the school that these standards in reading are maintained. By Year 2, pupils know that people who write books are called authors and the more capable point to where their names are indicated on the covers. They understand the need to 'sound out' unknown words but the less capable pupils have little recollection of the sounds. Average and the few more capable pupils read for pleasure and are able to explain some details about what they have read. The more capable pupils have started to use expression in their voices and clearly gain much enjoyment from the text. By Year 6, the pupils talk about a range of different authors such as Jacqueline Wilson, Roald Dahl and J.R.R. Tolkien. They know that books can be used to find out information and a small number are regular visitors to a local library. However, when asked if they preferred the film or book version of their favourite books, they expressed a preference for the films. A significant amount of criticism was raised at the last inspection in relation to the development of pupils' reading skills. The school now systematically teaches pupils how to read and records their progress in detail. This has had a positive impact on the achievement of the pupils.

Writing

60. Standards in writing are average and all pupils achieve well, regardless of ethnic background or gender. Judgements made on standards in writing at the last inspection are unclear but when one considers the poor attainment on entry, it is clear that there has been an improvement in provision for developing writing skills since the last inspection. The few more capable and average pupils generally use full stops and capital letters. The more capable pupils confidently use their writing skills for a range of purposes, such as sequencing instructions on how to make toast or a sandwich. The less capable pupils are developing an understanding of how to start a sentence but they still reverse letters. By Year 6, the more capable and average pupils are using speech marks and interesting words to liven up the writing such as 'swishing and swaying'. However, less capable pupils are still developing their ability to write in a sentence. The school carefully monitors pupils' achievement in writing and works very hard at helping the less capable pupils attain satisfactory levels. Few pupils attain the higher than expected level in the National Curriculum tests but this is due to their lack of

use of Standard English rather than related to any weaknesses in the quality of teaching. Throughout the school, the standard of handwriting and presentation is unsatisfactory. Younger pupils confuse the size of capitals with lower-case letters. Older pupils write in an untidy style where letters slope in different directions and fluent joined-up writing is muddled with printed letters.

Teaching

61. The quality of teaching and learning is good in Years 1 to 6. Teachers have good subject knowledge and provide very effective role models. For instance, they choose stimulating books to share with the pupils and continually extend their vocabulary through discussion and challenge. Lessons are well planned and good strategies are used to develop pupils' skills. Teachers continually encourage and motivate their pupils who are rewarded when they do their very best with lots of praise and incentives. For example, in Year 6, a bonus point system is used very effectively to maintain motivation and interest. Very good use is made of teaching assistants to support pupils' learning and help them acquire new skills or consolidate their work. For instance, pupils with special educational needs and those for whom English is an additional language are supported very well both in class and in individual or group sessions. This ensures that all pupils are fully included. Throughout the school, pupils clearly understand what they need to do to improve through target setting which is based on the effective assessment carried out by teachers. Older pupils are made aware of the requirements for each level in the National Curriculum tests and this helps them strive for improvement.

Leadership and management

62. The subject is satisfactorily led and managed by a co-ordinator who took on this role shortly before the inspection took place. He has analysed the recent National Curriculum results and is fully aware of the weaknesses in the use of Standard English. The co-ordinator is knowledgeable about standards within the school and has a clear understanding of the importance of the good pupil-tracking and checking procedures in place. An appropriate action plan has been devised and this has indicated the need to improve handwriting skills and presentation. The co-ordinator checks teachers' planning and is keen to ensure adequate access for staff development. However, he has yet to develop a programme for observing teaching and learning in class. The co-ordinator manages the budget well and uses it effectively to ensure that the resources remain at a satisfactory level.

Language and literacy across the curriculum

63. The National Literacy Strategy has been implemented well and has been appropriately adapted to support effective learning in all subjects. The session which focuses on reading has been removed from the literacy session and now all classes have a specific reading session. Pupils take books home regularly and are given adequate time to read to adults in school. However, not enough use is made of subjects such as geography and history to develop writing skills.

MATHEMATICS

Provision in mathematics is very good.

Main strengths and weaknesses

- Pupils' achievement is good throughout the school.
- Leadership and management of the subject are very good.
- Assessment systems are good and teachers use what they learn to plan provision and track pupils' progress very effectively.
 - Pupils who are less capable and those who have special educational needs receive good support.

Commentary

Standards

64. Standards in mathematics by the end of Year 2 are average and by the end of Year 6 are above the national average. In 2002, national test standards of Year 2 were above average but they dropped in 2003 because three pupils who had special educational needs did not achieve the expected level. The national test results for Year 6 were well above the national average in 2002 and 2003. Standards at the time of the last inspection were good in Year 2 and very good in Year 6 but because of the differences in the attainment on entry, it is not possible to make a sensible comparison between standards found in this inspection. However, current inspection findings indicate that all pupils achieve well in mathematics.
65. Pupils with special educational needs are well supported by teachers and receive additional support from the special educational needs co-ordinator in small groups or on an individual basis. This ensures they achieve as well as their classmates and are fully included in the lessons. Pupils who are less capable are also given good opportunities to use the computer programmes to improve their learning. Boys and girls are currently making similar progress. Achievement and standards attained by pupils from minority ethnic groups are similar to their indigenous peers. Pupils who speak English as an additional language achieve standards similar to their peers.
66. By Year 2, most pupils can count, recognise and sequence numbers to 20. They know the pairs of numbers that add to 20. They use the number line to subtract numbers over 20. Pupils know the names of two-dimensional regular shapes. They are learning to weigh and measure using standard units. By Year 6, most pupils are familiar with the four basic rules of number and apply what they know when they use their knowledge of fractions, decimals and percentages to interpret data from pie charts. More capable pupils can interpret co-ordinates in all quadrants and are beginning to understand reflection of a simple shape in mirror lines.

Teaching

67. Overall teaching and learning is good. During the inspection, it was mainly very good, an improvement on what was reported at the last inspection.

Example of outstanding practice

One lesson of excellent quality was observed in Year 6. The teacher shared the lesson objective with the pupils and ensured that they understood the vocabulary that was to be used in the lesson. The pupils were then required to reflect a variety of different shapes in mirrors and then sketch what they saw. This ensured that the pupils understood the concept of a right angle. The teacher had a very good rapport with the pupils and this encouraged very enthusiastic learning to take place. Very effective use was made of questioning techniques and this enabled the teacher to work out exactly what the pupils had learnt.

68. All teachers plan and organise lessons well, providing appropriately challenging tasks that engage the pupils' interest. Questions are used well to find out what pupils know and the subject vocabulary is very well explained to ensure that all pupils, including those who speak English as an additional language, understand the tasks. Teachers' expectations of pupils' work and behaviour are very high, and very good praise motivates pupils very well in their learning. The pace is good and support staff are used very well to support pupils.

Leadership and management

69. The subject is very well managed and led by an experienced teacher. All test results are analysed and information is used to provide additional support. Very good assessment procedures enable pupils' attainment to be recorded and individual progress to be tracked. Books are very well marked and there are many encouraging comments. Pupils assess their own work and have a good understanding of their achievement. All staff work well together and share a commitment to raising standards. The school has maintained the good standard in provision reported at the previous inspection.

Mathematics across the curriculum

70. The National Numeracy Strategy has been implemented well and pupils make satisfactory use of the skills in other subjects. Literacy skills are used well to learn and understand mathematical vocabulary. Pupils make good use of information and communication technology to improve their learning. In history, for example, pupils use the Internet and CD-ROMs to find measurements of Tudor Ships. In art and design, pupils use shapes to design their repeating patterns. They use the skills well learnt in design and technology to measure when they design their movable toys. However, insufficient use is made of mathematical concepts in science.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 are above the national average.
- Pupils' achievement is good throughout the school.
- The quality of teaching and learning is good.
- Good opportunities for practical work support pupils' learning effectively.
- Assessment procedures are used well to track individual progress.
- Assessments are not used well to plan work to meet pupils' individual needs.
- Insufficient use is made of information and communication technology to support science.

Commentary

Standards

71. Inspection findings indicate that standards in Year 2 and Year 6 are above average. Standards in Year 2 have improved since the last inspection. Standards in Year 6 are broadly similar to those found at the time of the last inspection. Last year, standards in national tests fell because of an unusually high number of pupils with special educational needs, but the overall trend for the past four years is of standards that exceed the national average. Pupils, including those with special educational needs and those for whom English is an additional language, achieve well against their prior attainment. Currently, almost all pupils in Years 2 and 6 are achieving the expected levels and a significant number are working within the higher levels in some aspects of the science programmes of study.
72. The school provides many opportunities for investigative work. This has a positive impact on standards and is one of the main reasons why pupils achieve well. For example, Year 6 pupils talk enthusiastically about their science, explaining that they really enjoy the practical activities because, 'Sir lets us think of our own ways of doing it.' For a significant minority of pupils, their lack of language skills limits progress towards the higher levels of attainment, because they are unable to express themselves using suitably scientific language.

Teaching

73. The quality of teaching is good overall. Teachers are secure in their knowledge of the subject and lessons are well planned to ensure that pupils make consistent and systematic progress in their knowledge and scientific skills as they go through the school. Throughout the school, learning objectives are made very clear at the start of lessons and pupils usefully evaluate their achievement at the end of each lesson. Teachers establish very good relationships and expect high standards of behaviour. Activities are interesting and suitably challenging. As a result, pupils have good attitudes and behave and co-operate well. Resources are well organised to enable pupils to settle quickly to their tasks. This ensures no time is wasted and has a positive impact on pupils' learning. Pupils with special educational needs and those for whom English is an additional language are well supported so that they are fully included in lessons and achieve well. However, assessment is not always used well to plan work to meet individual needs. For example, in the lessons observed, pupils were frequently given the same tasks, regardless of their individual abilities. This limits the development of skills and understanding, particularly for more capable pupils.

Leadership and management

74. The subject is well led and managed. Co-ordinators have improved the curriculum provision since the last inspection to provide clearer guidance for the acquisition of skills and knowledge and the identification of clear learning intentions. The present co-ordinator analyses test results, pupils' work and teachers' planning and because of this has a firm understanding of strengths and weaknesses in the subject, although she has not yet had the opportunity to monitor the quality of teaching. There is limited evidence of the use of information and communication technology to support learning in the subject. Resources for the subject are good. The accommodation is cramped and the lack of space in classes has an adverse impact on pupils' ability to undertake practical investigations.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is good.

Main strengths and weaknesses

- Standards across the school are in line with the national expectations.
- Pupils' achievement is good as a result of good teaching.
- The computer suite is used well but is too small to meet needs.
- Pupils have positive attitudes and make good use of computers to support and enhance learning in mathematics.
- The co-ordinator provides good leadership and manages the subject well.
- All statutory requirements are met.

Commentary

Standards

75. At the end of Years 2 and 6, pupils attain standards that are in line with those expected for their age and they achieve well. Pupils with special educational needs and those who have English as an additional language achieve similar standards to their peers. In Year 2, pupils satisfactorily use line and colour tools on the computer to draw and paint. They carefully use the eraser to modify their pictures. They use a simple graph program to display results about their favourite method of travel to school. Pupils in Years 3 to 6 use word-processing skills satisfactorily to write their school newspaper and confidently use the digital camera to add photographs. Year 6 pupils competently import graphic from the Internet into 'paint and draw' programs. They use control programs to carefully draw patterns and have adequate skills to

use spreadsheets. They know how to use the Internet for research and send electronic mails. Pupils have very positive attitudes to their studies and work with interest and enthusiasm. Pupils who have special educational needs in mathematics use the computer programs independently to improve their learning.

Teaching

76. The quality of teaching and learning across the school is good. The teachers have a good understanding of the pupils' previous learning and they build on this effectively. Teachers give clear explanations. They manage the pupils firmly but pleasantly, and, through the constant use of praise and encouragement, quickly establish a good climate for learning. Pupils are receptive, understand what they are required to do and are keen to 'have a go'. Most pupils are well challenged and they make good progress and achieve well. The computer suite is small but is used well. However, because of the lack of space, there are too few computers and this makes independent research difficult. As a result, teachers sensibly concentrate on teaching computer skills rather than trying to move around the classroom giving individual support.

Leadership and management

77. The co-ordinator provides good leadership and manages the subject well. The scheme of work supports staff well and is continuously revised to meet pupils' needs. Teachers have had training, and training for the support staff is planned. However, assessment in the subject is still being developed. The school has made good improvements from the previous inspection; provision is now satisfactory, the statutory requirements are now met, teaching and learning and pupils' achievement are now good and standards across the school are in line with expected levels.

Information and communication technology across the curriculum

78. Pupils make satisfactory use of information and communication technology skills in several curriculum areas. In literacy, pupils word-process their stories and poems, write for the school newspaper and illustrate their work with pictures. They use computers for data handling and when working with spreadsheets. Control programs are used to draw patterns and colour tools create paintings. Year 6 pupils use CD-ROMs to learn about Tudor ships and explore the Internet to find information. Electronic mail is used to exchange ideas with friends. However, computer skills are used sufficiently well to improve learning in science.

HUMANITIES

79. No lessons were seen in geography. Two lessons were observed in history. In addition to observing lessons in history, inspectors spoke to the history and geography co-ordinators and to pupils and looked at teachers' planning and pupils' work. However, it is not possible to make an overall judgement about provision, teaching and learning or standards in these subjects.
80. Scrutiny of work in **geography** indicates that pupils in Years 1 and 2 have a satisfactory understanding of their local environment. They create simple maps of their route to school and have carried out a survey of how their class actually gets to school. The pupils have also compared where they live in Poplar to the imaginary Isle of Struay. There was no individual pupils' work available for scrutiny in Years 3 to 6 because the school teaches this subject in specific blocks of time and these were not planned for the autumn term. However, indications from the school's overview of the curriculum are that the National Curriculum requirements are being met.
81. In **history** Year 1 pupils confidently discuss the distinctive features of homes in the past and the ones they live in today. They have visited the local area to find differences in the exteriors of old and new homes and accurately use key vocabulary such as 'maid', 'scullery' and 'attic'. Year 6 pupils, in their study of Tudor Exploration, have had the opportunity to use a CD-rom to

visit John Cabot's ship, 'The Matthew'. They have carefully taken notes and labelled the drawing of the ship. Pupils' research skills, need of evidence and chronology are well developed. However, discussion with pupils indicated that their skills in interpretation of history are insufficiently developed.

82. There was insufficient work recorded in pupils' books to make judgements about the quality of teaching and learning in history across the school. This is mainly because older pupils do not use their literacy skills sufficiently to write reports and accounts or use persuasive writing skills to develop achievement and standards. However, two lessons were observed during the inspection and one of these was of very good quality. In this Year 1 session, the teacher made very good use of explanations. He questioned the pupils very carefully and provided them with positive praise and encouragement.
83. The leadership and management of both subjects are satisfactory and developing. Pupils' interest and involvement in the subject and the importance of first-hand evidence are promoted well through the visits to places of historical interest and trips out to the local environment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

84. Only two lessons were seen in music and one in design and technology. No lessons were seen in art and design or physical education. In addition to observing lessons, inspectors spoke to co-ordinators and pupils and looked at teachers' planning and pupils' work. It is not therefore possible to make a judgement about provision in these subjects.
85. Examination of work displayed around the school and in sketchbooks indicates that teachers plan a varied and interesting range of activities in art and design. For instance, pupils are given the opportunity to work in two and three dimensions. This was evident from a display of weaving by Year 1 pupils who used a variety of materials, including ribbons, wool and paper, to create a creative and colourful effect. There are effective links with other areas of the curriculum. For example, the weaving was successfully linked with a science project on materials and their properties. Older pupils have a sound knowledge of different artists and their styles; they talk about Paul Klee and his use of blocks of colour. The use of sketchbooks to allow the practice and reinforcement of techniques and as a record of pupils' progress is inconsistent across the school.
86. In **design and technology**, discussion with pupils showed they are gaining experience of a range of materials and techniques. They are developing the expected subject skills through designing and making a variety of projects. Pupils in Year 6 talked about how they have used tools to measure and cut wood to make movable toys. They had greatly enjoyed the experience, although two boys expressed frustration that they were not given sufficient time to complete their designs successfully. In the one lesson observed in the Year 1 class, the quality of teaching and learning was outstanding.
87. The teacher had very good subject knowledge which ensured that he could explain very effectively the skills that were being learnt. He motivated the pupils to design and make playground structures in their own way by providing a very good range of materials. The teacher also encouraged them to use their own ideas and work independently. It was also suggested that the pupils discuss their plans in pairs. They did this very sensibly and it had a very positive impact on their achievement. Pupils with special educational needs and those for whom English is an additional language were supported very well by teaching assistants and this ensured that all pupils were effectively included.
88. In **music**, pupils were only observed in Years 4 and 5, although the whole school was heard singing in assemblies. Pupils sang tunefully in the weekly hymn practice, with good awareness of diction, dynamics and tempo. They were given useful strategies for improving their technique. It is clear that most pupils enjoy singing. In the two lessons observed, teaching ranged from satisfactory to good. Both teachers displayed secure subject knowledge

and encouraged the pupils to be actively involved and keen to learn. For pupils in Years 3 to 6, learning is enhanced through the school choir and the opportunity to learn to play the guitar and piano. Concerts and musical productions also contribute positively to pupils' overall musical experience, although these are only available to older pupils.

89. During the inspection, no lessons were seen in **physical education**. A study of teachers' planning shows that appropriate coverage is made for the subject during the year. Pupils in Years 5 and 6 attend swimming lessons and it is expected that by the end of Year 6, most pupils will be able to swim the nationally-recommended 25 metres. Physical education for older pupils is satisfactorily enhanced through extra-curricular activities, including football and rugby, although there are no extra-curricular activities for pupils in Years 1 and 2. The annual residential trip affords good opportunity for pupils in Year 5 and 6 to develop their physical skills through participation in a wide variety of sports, including sailing, archery, and mountain biking.
90. The leadership and management of the subject are good overall. The co-ordinators ensure that planning is monitored for effective coverage and share their individual expertise to effectively improve teacher security in the subjects. Curriculum provision has improved since the last inspection. Schemes of work are now in place, providing appropriate guidance on progression in the development of skills, knowledge and understanding. Assessment procedures are underdeveloped. Whilst satisfactory overall, in relation to identifying coverage of topics, they are not sufficiently informative to enable pupils to have a clear understanding of what aspects of skills they need to improve upon.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social and health education and citizenship is satisfactory.

Main strengths and weaknesses

- There is a planned programme of provision.
- Delivery of the programme is not consistent across the school.

Commentary

91. The school's arrangements for personal, social and health education and citizenship is satisfactory. A scheme of work has recently been introduced and is in the process of being implemented throughout the school. At present, the programme of work is taught partly through other subjects; pupils learn about the importance of diet in science and about the effect of exercise on their bodies in physical education. The school council is helping pupils to learn about democracy and usefully preparing them for future citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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