

INSPECTION REPORT

TOLLGATE PRIMARY SCHOOL

Plaistow

LEA area: Newham

Unique reference number: 102749

Acting headteacher: Mrs V Spooncer

Lead inspector: Mrs J Morley

Dates of inspection: 6th - 9th October 2003

Inspection number: 258216

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	436
School address:	Barclay Road Plaistow London
Postcode:	E13 8SA
Telephone number:	(0207) 476 1848
Fax number:	(0207) 511 4221
Appropriate authority:	Local education authority
Name of chair of governors:	Appointment pending
Date of previous inspection:	8 th October 2001

CHARACTERISTICS OF THE SCHOOL

- This school has been through a period of significant instability, culminating in the resignation of its headteacher in the summer term 2003. A new headteacher has been appointed and will take up the post in January 2004. The current acting headteacher is the consultant who had been supporting the school during the 2002 - 2003 school year.
- In the October 2001 inspection, the school was judged to be underachieving.
- This school has resourced provision for 14 pupils with Autistic Spectrum Disorder.
- Socio-economic factors are well below the national average.
- There is very high ethnic diversity amongst the school population.
- Attainment on entry to the school is well below expectations.
- The proportion of pupils with special educational needs is broadly average but the proportion with statements is very high.
- English is an additional language for 58 per cent of pupils. This is high.
- Pupil mobility is 30 per cent and this is very high.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Citizenship
8990	D Singh	Lay inspector	
21267	P Miller	Team inspector	Mathematics Geography History Music Special Educational Needs
23354	E Adams	Team inspector	Physical Education Religious Education The Foundation Stage English as an Additional Language
32181	M Coles	Team inspector	Science Information and Communication Technology Art and Design Design and Technology

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
B88 2BN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school is providing a satisfactory and rapidly improving quality of education. While standards are not yet good enough, they have improved dramatically this year. They are now comparable with those of similar schools and are still rising. The quality of teaching is now good, as is pupils' achievement. There is a tangible team spirit in the school and a determination to succeed. These improvements are due largely to the outstanding leadership of the acting headteacher. Although the most pressing issues have been rigorously addressed, and remarkable improvement has been secured in a very short time, there is still much to do. Currently, **the school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- Standards in English and mathematics have improved markedly and continue to do so. Despite this, they are below expectations.
- Leadership and management by the acting headteacher are excellent. Her vision, energy, charisma and uncompromising expectations of staff and pupils alike have driven the dramatic change in the school over the past year. She receives very good support from most key staff.
- The quality of teaching is now good and pupils of all backgrounds and abilities achieve well.
- English (and to a lesser extent mathematics) has been allocated a lot of curriculum time. While the curriculum is satisfactory overall, time allocated to other subjects has been cut to the bare minimum.
- The governing body is depleted and in consequence provides poor service to the school.
- Pupils' work ethic makes a strong contribution to their achievement, particularly in English, mathematics and science.
- Literacy, numeracy and information and communication technology (ICT) skills are not used well enough to support other subjects.

Since October 2001, when the school was designated as 'underachieving', improvement has been very good. The school has dealt convincingly with improving progress in the nursery and also, as the 2003 test results show, with raising standards in English, mathematics and science. The quality of leadership, management and teaching has improved. The school now makes better use of assessment and has tightened up considerably on timekeeping during the school day. These improvements owe much to the work and influence of the acting headteacher who, before she took on this temporary position last month, had worked very closely with the previous headteacher in a consultancy role. Improvement continues apace and the school is well poised to do better still.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low.*

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

Achievement is good for all pupils from the nursery to Year 6. Standards have improved dramatically but, in English and mathematics, they are still below expectations and too low. In science, they meet expectations. Children enter the nursery with skills that are well below those expected, particularly in communication, language and literacy, and in their personal, social and emotional development. Although all make good progress and the majority reach the goals they are

expected to achieve by the time they leave the reception class, about 40 per cent do not. Standards fall short of those expected nationally because the school is still dealing with the legacy of standards, which for several years have been well below those expected, and often in the lowest five per cent nationally. Achievement in English, mathematics and science is good because of focused planning and teaching. For English and mathematics lessons, pupils are taught in groups of similar attainment. This has also been a positive influence on achievement.

QUALITY OF EDUCATION

The quality of education is satisfactory and improving. The quality of teaching is good throughout the school; close to three-quarters is good or better and almost all unsatisfactory teaching has been eliminated. This has been made possible by a combination of staff changes, astute appointments and good quality support and training. These improvements have opened the doors for pupils to learn well, particularly in the key areas of English, mathematics and science. **The curriculum is satisfactory,** although the distribution of time between subjects now needs adjustment. The generous time allocated to English and mathematics in September 2002 was entirely understandable as a means of rapidly tackling the very low literacy and numeracy standards in the school. Now that these have improved they could be built upon through a curriculum offering a better time balance between subjects.

LEADERSHIP AND MANAGEMENT

During her short tenure, the consultant/acting headteacher has established a crystal clear vision of the school's needs. Her prioritisation of these has been faultless and the rigour with which she has pursued the improvement of teaching and learning as the key to raising standards has been relentless and uncompromising. She has forged a team spirit in the school. The absence of the deputy headteacher meant that inspectors were unable to talk with him. Support from all other members of the senior management team is very good. They have been instrumental in the transformation of this erstwhile underachieving school into one that has improved dramatically, grown in confidence and is eager to do better still.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents view the school in a positive light and have few significant concerns about its work. The efforts the school has made to communicate with parents, particularly those from ethnic minorities, are good and much appreciated by the recipients.

Pupils are happy at school and say there is an adult in whom they could confide if they needed to.

IMPROVEMENTS NEEDED

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

- Raise standards further in English (particularly in writing) and in mathematics.
- Restore a better balance in time allocation to the subjects of the curriculum.
- Ensure that literacy, numeracy and ICT skills help pupils in their work right across the curriculum.
- Recruit and train governors and improve the quality of their work.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Throughout the school, pupils of all abilities and backgrounds achieve well. Standards are not yet high enough but have improved dramatically over the past year and are still rising.

Main strengths and weaknesses

- Pupils achieve well overall.
- Standards are not yet good enough in English and mathematics.
- Improvement in Year 6 has been dramatic.

Commentary

1. Attainment on entry to the nursery is well below expectations, particularly in communication, language and literacy, and in personal, social and emotional development. The proportion of pupils whose first language is not English is very high. However, all make good progress towards the goals expected of them so that their attainment when they join Year 1 is below, rather than well below, what is expected.

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

Standards in:	School results	National results
reading	13.8 (14.6)	15.9 (15.8)
writing	13.3 (12.8)	14.8 (14.4)
mathematics	13.8 (14.4)	16.4 (16.5)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.2 (22.3)	27.0 (27.0)
mathematics	25.3 (22.8)	27.0 (26.7)
science	26.8 (24.7)	28.8 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

2. For several years, and until the end of 2002, standards throughout the school were consistently well below national expectations and sometimes in the lowest five per cent nationally. Even when compared with similar schools, results were almost always below or well below expectations. Pupils were not achieving well enough. In 2003, however, standards improved dramatically in Year 6, as reflected in the second table above. The proportion of pupils who achieved Level 4 in Year 6 rose by 20 per cent to 63 per cent in English; by 20 per cent to 59 per cent in mathematics; and by 26 per cent to 83 per cent in science. In the three subjects respectively, the proportion achieving Level 5 rose from four to 17 per cent; from six to 20 per cent; and from 12 to 14 per cent. While the results still left the school performing well below national expectations, standards matched those achieved by pupils in similar schools. It is the small proportion of pupils achieving Level 3 that keeps the Year 2 points scores as low as they are. However, pupils achieve well from a very low starting point and the school is employing intelligent strategies to bring about improvement.

3. Inspectors find that standards continue to improve. Throughout the school, pupils achieve well in English and mathematics. The standards they reach remain below those expected in these subjects simply because the school is still recovering from the very low attainment which is the legacy of past years. Good achievement in science and in ICT lead to standards which meet expectations at the end of Year 2 and Year 6. In the 2003 Year 6 tests, the school's targets for English and mathematics were exceeded by 16 per cent and five per cent respectively. Continued progress at the current rate should lead to further improvement at the end of this school year and the school should exceed its targets.
4. Arguably, these significant improvements in Year 6 have come at a cost. Realising the need to improve standards urgently, the school increased the curriculum time devoted to English and mathematics and concentrated its major efforts and energies on these two subjects and on science. This has inevitably limited the time available for some other subjects; in some areas, attainment has slipped. Currently, pupils do not achieve the standards expected in geography, history, music and religious education. They do reach expected standards in art and design, ICT and physical education. There was insufficient evidence to make a judgement on design and technology. Now that standards are improving rapidly, it is time to redress the balance. (This issue is dealt with further in the Curriculum and English sections of the report.)
5. Pupils learning English as an additional language and those with special educational needs achieve well at the end of Year 2 and Year 6, although standards overall are below national expectations because teachers ensure they are fully included and carry out the same activities as the rest of the class.

Pupils' attitudes, values and other personal qualities

Pupils' good attitudes to learning, behaviour and attendance significantly support their achievements. The good provision for spiritual, moral, social and cultural development ensures that pupils learn in a stimulating and friendly environment.

Main strengths and weaknesses

- Pupils' positive attitudes enable them to achieve well.
- Pupils are well managed, there are no visible signs of bullying and this ensures good relationships.
- Attendance has significantly improved since the last inspection and unauthorised absence is well below the national average. However, some pupils brought to school by parents are late for registration.
- Pupils enjoy taking responsibility.
- There is occasional naughty behaviour by a small number of pupils in some lessons and around school.

Commentary

6. Pupils like school. Their regular attendance continues to support their achievement, but punctuality is still an issue for some younger pupils who rely on their parents in order to get to school. Staff work hard and successfully to discourage this late arrival and extended family holidays in term time.
7. Most pupils are mature and responsible learners with a thirst for knowledge. These pupils behave well, speak constructively about teachers, appreciate informed teaching and have a good work ethic. Pupils have an inquisitive nature and they are eager to participate in discussions and group work. These positive characteristics were evident in most English, mathematics, art and design, and personal, social and health education lessons and enable pupils to achieve well. Around school, pupils were enthusiastic about speaking to visitors and

eager to please. In some lessons, a very few pupils lost concentration and displayed noisy, silly and time-wasting behaviour. In the dining hall, much of the behaviour was satisfactory, but noisy. Incidents of inappropriate behaviour were not consistently challenged and this affected the relationships between some pupils and supervising adults.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	0.4
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

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
126	1	0
5	0	0
6	0	0
16	2	0
3	0	0
2	0	0
13	0	0
10	0	0
15	0	0
50	0	0
22	0	0
30	1	0
110	0	0
2	0	0
4	0	0
17	0	0
20	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

Teaching and learning

The quality of teaching is good and pupils of all capabilities and backgrounds learn well. Assessment is satisfactory overall, although good in English, mathematics and science.

Main strengths and weaknesses

- Judicious appointments and the introduction of 'Success For All' have contributed towards good quality teaching.
- Skilled support staff teach pupils well.
- Assessment of English, mathematics and science is good but improvements are needed in other subjects and in teachers' marking.
- Lack of differentiated work for EAL pupils in subjects other than English, mathematics and science.

Commentary

Summary of teaching observed during the inspection in 69 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4 (6%)	18 (26%)	29 (43%)	16 (23%)	2 (3%)	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.

8. The quality of teaching is much improved since the last inspection. This has been achieved through staff changes; through judicious appointments; through being brave enough (on the part of the acting headteacher) to refuse some applicants, even though recruitment is a problem; and through high quality 'in house' training. In addition, the introduction of 'Success For All' (a literacy programme used by the school in place of the National Literacy Strategy) has played a major part. This is because the programme itself compels teachers to teach at a fast pace, has introduced them to a range of other teaching strategies and given them an insight into the varied ways that pupils learn. The key point here is that teachers now use these new skills in their other lessons, too.
9. In order to keep groups as small as possible for 'Success For All' lessons, the school provided training for its teaching assistants. Currently four assistants teach these lessons (for over an-hour-and-a-half each day) and do so well, and often very well. This has had an impact on their work in other lessons, too. Overall, the school has extremely generous levels of classroom support. Most of these assistants do a valuable job and have played an important part in raising the quality of teaching in the school to its current good standard. The work of a few, however, is less effective and there is a need to ensure that what support staff contribute to pupils' learning is commensurate to the school's expenditure on them. The school is aware of this and is already seeking ways to address it.
10. There are no significant weaknesses in day-to-day teaching but there are several particular strengths. The pace of most lessons is brisk. Very good use is made of 'talking partners' so that pupils have the opportunity to rehearse their ideas with a friend before relaying them to the whole class. In addition, this is an excellent strategy for keeping all pupils on task. Daydreaming is not an option! Teachers are generally skilled motivators and enjoy warm relationships with the children. These were the defining features in the four excellent lessons.
11. Teachers plan appropriately for pupils who are learning English as an additional language, although work in subjects other than English, mathematics and science is often the same for all of the pupils in the class, regardless of their capability. There are specific 'Success For All' groups for pupils who are newly arrived in the school - a good example of the importance the school places on inclusion. These pupils are well supported by classroom assistants; they work well in lessons and have very positive attitudes towards their work.
12. There are some significant strengths in the school's assessment systems but also a number of areas for development. A new system for mathematics focuses on setting year group and individual targets based on weaknesses in test performance. Once it is fully embedded, it

has every chance of proving effective. Eight-weekly whole school English assessments are used to make adjustments to groups in which pupils work. The setting systems in both subjects are based on accurate assessment and this also has a positive impact on learning. Good science assessments take place at the end of each unit of work. On the negative side, teachers' marking often congratulates pupils and confirms that a particular concept has been understood, but seldom points the way forward or checks that guidance has been followed. In addition, the school has yet to implement effective systems of assessment for some other subjects. This will lead to a better match of work to pupils' capabilities. To its credit, it knows what has to be done, its prioritisation is sensible, and it is already working on the aspects that remain (particularly on marking quality).

The curriculum

The curriculum is satisfactory overall and provides adequately for pupils of all backgrounds and capabilities. The opportunities for additional activities outside the school day are unsatisfactory, as is accommodation. Resources are satisfactory.

Main strengths and weaknesses

- The curriculum fulfils all statutory requirements but there is an imbalance between time spent on the core subjects and that on the other subjects of the curriculum.
- The decision taken in 2002 to increase curriculum time for English and mathematics helped to raise standards.
- Provision is good for all pupils, including those with special educational needs and for whom English is not their first language.
- For the first time in many years, the school is almost fully staffed with permanent teachers.
- There are few opportunities for pupils outside the school day.
- The quality of the work of support staff is variable.
- The school's external environment and toilet facilities are unsatisfactory.

Commentary

13. Following the last inspection, the school has quite correctly concentrated on the development of English, mathematics and science (the core subjects). This has had a significant impact on raising standards in these subjects, although some others have suffered. There is an imbalance between the time allocations for teaching these and the core subjects. Consequently, other subjects have not always been taught in sufficient detail and pupils have a lack of knowledge and understanding, particularly in history, geography, music and religious education. The school has introduced curriculum plans that ensure statutory requirements are fulfilled. Schemes of work, based on national guidelines, are in place for all subjects - including religious education and personal, social and health education - and have undergone recent review. The curriculum for pupils in reception and nursery is good. It is broad, balanced and covers all the areas of learning as required for pupils of this age.
14. Provision for pupils with special educational needs is good. They enjoy access to the full range of curricular opportunities. The targets in their individual education plans are well matched to their needs and are reviewed regularly.
15. Provision for pupils learning English as an additional language is good. Teachers effectively identify those who need help and appropriate support is provided by classroom assistants to enable pupils to make good progress. There is a specific 'Success For All' group for pupils who are newly arrived in school and the curriculum for this group appropriately meets their needs.
16. The school's provision for enrichment of the curriculum is unsatisfactory because the opportunities for learning outside the school day are limited. However, there are some sports

clubs and teams and some football and cricket coaching. There have been limited clubs or educational visits linked to learning, to which the lack of permanent music, art and design, and physical education co-ordinators has contributed. However, there are regular arts weeks for all year groups run by a specialist teacher and music is enriched by visiting musicians, drummers and dancers and, for Year 3 pupils, by peripatetic group music tuition. New staff appointments have resulted in links with the local secondary school and a new mixed football team. Little use is made of the rich and diverse community to enrich learning.

17. The school has had a long period of instability with staffing. Until recently, the lack of permanent teaching staff has impacted on the quality of teaching, learning and subject development for many areas of the curriculum. The school now has satisfactory permanent staffing levels for the first time in many years, with enough qualified teachers to teach each class and to take on subject leadership and development. The number of support staff is very high in comparison to the average for a school of this size. However, their effectiveness is variable; some are very good while others are unsatisfactory.
18. The school has appropriate and spacious classrooms and teaching resources. Toilet facilities for pupils and staff are unsatisfactory. Pupils' toilets are in a poor state of repair. Staff do not have adequate cloakroom or toilet facilities, or secure lockers for storing their valuables. The external environment is unsatisfactory. The playground and site are very exposed and underdeveloped. There is an unused, derelict building on the site and the wild garden is unkempt and overgrown. The playground is bleak and, despite the best efforts of the current acting headteacher to provide playground markings, it is uninteresting and contributes little to pupils' learning.

Care, guidance and support

The attention to pupils' care, welfare, health and safety is good, as is all support, advice and guidance given to them. The school has made a satisfactory start to involving pupils in its development.

Main strengths and weaknesses

- Disaffected pupils are effectively guided and supported.
- The school council is used effectively to ensure pupils' views are appropriately represented.

Commentary

19. Parents rightly value the quality of care, support, guidance, information and advice their children receive from teachers, particularly the acting headteacher. The personal, social, health and citizenship programme, registration time, assemblies and organised play activities are productively used to raise pupils' self-esteem by celebrating their achievements and by encouraging positive attitudes, good behaviour and promoting trusting relationships.
20. Disaffected pupils receive additional support from the behavioural support worker and learning mentor. They work to discourage anti-social behaviour by providing a stimulating and calm environment and helping to integrate pupils into lessons. This programme ensures that pupils continue to achieve and make progress.
21. The school council is an integral part of the school's pastoral programme. Councillors ensure that pupils' views are represented and their concerns addressed.
22. There are appropriate procedures in place for monitoring the progress of pupils who are learning English as an additional language. All pupils are regularly assessed and the results are used to appropriately match work to their needs, especially in English and mathematics.

Partnership with parents, other schools and the community

The links between the school, its parents, the wider community and other schools are sound. The partnership with outsiders ensures a satisfactory level of communication and a genuine and welcoming offer for parents to support their child's learning.

Main strengths and weaknesses

- The written information for all parents (including that in different languages provided for minority ethnic parents) ensures a constructive and fruitful exchange between school and home.
- Extra-curricular activities and homework lack influence.

Commentary

23. Most parents value the school and appreciate the efforts of staff and the acting headteacher. As result of the school's hard work, parents are beginning to respond effectively to change. This is evident from the improvements in pupils' attendance and punctuality. Parents from different racial backgrounds value effective communication in their mother tongue, enabling them to feel valued and to understand what is happening in their school community. Some of these well-informed parents were observed supporting a Friday assembly, which helped to raise pupils' confidence and self-esteem. To increase parental support in school, the acting headteacher and senior management team are developing parenting classes and workshops. These will enable parents, pupils and staff to work in a more cohesive way for the benefit of pupils.
24. Some parents have rightly questioned the quality of after-school activities and the provision for homework. These are underdeveloped and impact on opportunities for pupils to develop independently. However, the school is aware of parents' concerns and, under the excellent support and guidance of the acting headteacher and key staff, new initiatives are in hand.

LEADERSHIP AND MANAGEMENT

Governance of the school is poor. Leadership by the acting headteacher is outstanding and that of most of the key staff is very good. Management is very good but extremely high staff turnover and recruitment difficulties are added challenges that the school has had to face in relation to raising achievement.

Main strengths and weaknesses

- The school does not have the benefit of a pro-active governing body.
- significant improvement in standards.
- Key staff have played a major role in establishing a team spirit in the school and in raising standards.
- Some money has been very well spent but the legacy of some imprudent spending still remains.

Commentary

25. The governing body is not functioning adequately. It is several members short. It has recently been without a chairperson (although one has now been recruited). It is not sufficiently aware of the strengths and weaknesses of the school with the result that it is unable either to act as a critical friend or to hold the school to account for the standards it achieves. It is, however, aware of its shortcomings and of the need to deal with them.

26. Prior to her appointment for the autumn term 2003, the acting headteacher had been working in a consultancy role with the former headteacher. The acting headteacher has an absolutely clear vision of what needs to be done. What has been achieved under her short tenure is most impressive; it is difficult to see what more could have been accomplished in the time. In addition, her prioritisation of issues has been wholly sensible. Her vision, energy, team-building skills and charisma have combined to transform an underachieving school into one in which pupils now achieve well.
27. The deputy headteacher was absent during the inspection. Other key staff provide very good support to the headteacher, managing their own areas of responsibility with skill and contributing to the growing team spirit in the school and to the stunning improvement in standards in Year 6.
28. The school is very well managed. The acting headteacher has a realistic view of how well it is doing and is refreshingly candid and reassuringly knowledgeable about what is left to do. The performance management of teaching staff is a rigorous but supportive process with clear links to the need to improve pupils' achievement. In an area where recruitment of good quality staff is a problem, the acting headteacher has risked refusing some applicants – and waiting – to ensure that pupils are taught well. She has met with success.
29. Much of the management of funds is the legacy of the former headteacher and governors. Some money has been very well spent and its impact on pupils' achievement has been significant. The most notable example is funding the 'Success For All' literacy programme. Some has been less well spent. The most notable example here is the expenditure on classroom support staff, whose combined hours are well over double the national average for a school of this size. Some give excellent service and make a real difference to pupils' happiness at the school and to their achievement. Others are less effective.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,312,522	Balance from previous year	34,748
Total expenditure	1,349,013	Balance carried forward to the next	-1,743
Expenditure per pupil	2,878		

30. The foci on ethnic minority achievement and on that of pupils with special educational needs are firmly established within the school and are well led and managed by the teachers responsible. They play an integral role within the school, identifying and supporting pupils. This help and support is warmly extended to their families. Managers have attended relevant in-service training and play a leading role in developing curriculum policy within the school. There has been a significant improvement in this aspect of the school's work since the last inspection.

OTHER SPECIFIED FEATURE: RESOURCED PROVISION FOR PUPILS ON THE AUTISTIC DISORDER SPECTRUM

Provision is good.

Main strengths and weaknesses

- Pupils are thoroughly assessed and noted in their daily diary.
- Pupils make good progress against the targets in their individual education plans.
- Pupils have access to high quality speech and language therapy.

- Signs and symbols are used well for pupils' individual programmes.
- Teaching assistants make a good contribution to teaching the work in pupils' individual programmes.
- In most mainstream lessons, pupils do not cover the same curriculum topics as other pupils, with modifications for their level.
- There is too little use of signs, symbols and objects of reference to either support learning in mainstream lessons, especially during whole class presentations, or support participation in events such as assemblies.

Commentary

31. Most of the pupils are working at a level well below the average for their age and few develop literacy skills. Because of autism, pupils' social and communication skills are at a low level. Nevertheless, they make good progress.
32. The quality of teaching is good overall. Activities include many practical experiences to develop pupils' independence, social skills and understanding of the world around them. In a Year 3 science lesson, the work covered by the whole class was very well modified for a pupil from the resourced provision. This is typical of the efforts made by the school to be inclusive.
33. Special teaching programmes address pupils' sensory and co-ordination needs well. There are positive links with the occupational therapy service. The work of the speech and language therapist is used extremely well to guide communication work. This includes use of the Picture Exchange System (PECS).
34. Pupils enjoy daily, guided play activities that enrich their experiences and give them opportunities for physical exercise. There is developing use of computer programs to improve their understanding of language.
35. The provision is very well led and managed; staff work as an effective team. There is very good awareness of the areas that need attention and practical plans to develop them. Clear and helpful advice about how best to help each pupil is available for staff in mainstream classes.
36. There has been good improvement since the previous inspection. The use of more signs and symbols is evident, and staffing and training are better secured. Pupils still make sudden or loud sounds in assemblies or lessons but this no longer disturbs others. Staff have appropriate techniques for dealing with the situation, which may eventually lead to the pupil's removal. Also, the good behaviour and attitudes of the other pupils is a major factor in ensuring that learning and spiritual feelings are not disrupted.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the nursery and reception classes is a strength of the school with very good provision for children's personal, social and emotional development and the development of their communication, language and literacy skills.

Strong, dedicated leadership in the nursery and reception classes ensures that all members of staff are well supported and work well together as an effective team. Children are sensitively introduced to school, they settle quickly and, from a very low level of attainment, make good progress. By the end of the reception year, around 60 per cent of pupils have achieved or exceeded the early learning goals. They make particularly rapid progress in developing their communication skills and in their personal, social and emotional development. Provision for children who do not speak English at home and for pupils with special educational needs is very good. Members of staff know the children well and address their individual needs. The nursery and reception curriculum is managed and led with great energy and commitment by the Early Years leader. She has very effectively improved provision, which was identified as a key area for improvement at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make rapid progress because provision, especially teaching, is very good.
- Children learn to play and co-operate together because adults provide calm, supportive role models.

Commentary

37. Members of staff are very caring and children in both nursery and reception classes show high levels of co-operation in all they do. They display great excitement and interest during practical activities. They share equipment and toys readily and can negotiate turn taking without adult intervention. For example, two boys, from different ethnic groups, spoke to each other in the outdoor area and agreed a system for sharing a scooter. Both boys adhered to the agreement and happily took turns on the scooter without requiring any adult help. Behaviour is very good. Adults have high expectations and patiently support children in learning the rules and boundaries of acceptable behaviour. All members of staff praise children effectively, reinforce positive behaviour, listen carefully to what children have to say and help them to develop a sense of self-worth and self-esteem. Most children are confident and happy to talk to each other and to adults.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- Children learn well because staff provide a wide range of activities designed to support communication, language and literacy skills.
- Staff generally provide very good language models but opportunities for extending children's vocabulary across the curriculum are occasionally missed.

Commentary

38. Children make rapid progress in developing their communication and language skills from the time they enter nursery. Around 80 per cent of children enter the nursery with communication skills that are well below national expectations. By the time they leave the reception class, most children are ready to undertake literacy work in Year 1. Children listen well and enjoy responding to stories, rhymes and songs. In the nursery, children actively engage in a variety of activities linked to the storybook of the week and enjoy acting out stories, using masks and puppets. All children show an interest in books and know how to handle them correctly. Resources are good and are used very well to support children's learning. However, in the reception classes, opportunities for extending vocabulary through other areas of the curriculum are sometimes overlooked.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Children achieve well because staff systematically assess what children know, understand and can do, and plan activities to build on their learning.

Commentary

39. From a low starting point, most children reach the early learning goals, and some exceed them. Members of staff place relevant emphasis on number skills and recognition of shapes. Learning in mathematics is made practical and fun, with plenty of numbers displayed in and around the learning environment. Children spontaneously count objects and people. In the reception classes, there is a daily mathematics lesson through which children are encouraged to talk, think and respond before undertaking practical activities. Mathematics is well provided for in the nursery and resources are always provided in the outdoor area, as well as within the indoor classroom environment. Children are taught to write numbers clearly and, by the end of reception, can calculate, using symbols of addition, subtraction and equals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- The ethnic diversity in school is celebrated and used to advantage.
- The outdoor environment is used to maximum advantage to support the development of children's knowledge and understanding of the world.

Commentary

40. There are good opportunities to explore and investigate using the indoor and outdoor environments. Maximum use is made of the outdoor area where there is a garden of pot plants, looked after by the children. Investigative equipment is always provided in the outdoor area, including sand and water trays. These have toys and equipment that are changed daily according to the theme of the investigation. Children readily use the computers and display a high level of competence and confidence with the mouse when playing educational games. The cultures of all children are known and celebrated through festivals that occur throughout the year.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Children achieve well because they have daily access to challenging equipment both indoors and outside.

Commentary

41. Children in the nursery and reception classes play together in the outdoor area, developing the skills of throwing, catching and kicking balls. They are confident and competent when riding two and three-wheeled toys. They develop a sense of balance and grow in confidence when climbing or sliding as they use the extensive and challenging equipment in the outdoor area. They develop their fine motor skills well through daily activities that include the use of pencils, pens, paintbrushes and glue spreaders. They learn to pour drinks carefully and accurately with spillages being patiently wiped up by children or adults. When undertaking an exciting creative activity, children in the nursery displayed skill and accuracy in screwing and unscrewing bottle tops.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- Well-planned activities open up good opportunities for creative development.

Commentary

42. Teaching is good and children achieve well. For example, in a creative activity, children were excited and motivated to place pieces of different-coloured crepe paper in bottles of water and watch the colour of the water change. They were eager to show each other what was happening in their own bottles and some were keen to add different colours to see if the water changed colour again. The smiles and wide-eyed expressions readily communicated the delight, awe and wonder that the children were experiencing from this activity. Resources are extensive, with an adult-led creative activity planned each day, and provision for spontaneous creative activity in the indoor and outdoor area is always available.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- A major curriculum decision has been very successful in raising standards, particularly in reading, speaking and listening.
- Pupils read fluently and with understanding, but are not interested in reading for pleasure.
- Writing standards are weak.
- Literacy skills are not used well enough in other areas of the curriculum.
- Excessive curriculum time is devoted to English.

Commentary

43. In September 2002, the school took the decision to use the 'Success For All' (SFA) programme and materials for teaching literacy instead of the National Literacy Strategy. This meant a daily lesson of one hour and 35 minutes, but the dramatic improvement in Year 6 test results in 2003 justified the decision. Its impact on reading standards has been particularly impressive and the structure of lessons is such that it also contributes very well to pupils' speaking and listening skills. While writing skills have also developed satisfactorily, the impact of the SFA on this element of work has been far less impressive. The programme is still being used and, together with 45 minutes of handwriting per week and an additional extended writing lesson, the time allocated to teaching English is around 40 per cent of the whole. This is excessive in its current format because it means that other subjects are being sidelined. A review of this provision is needed.
44. For SFA lessons, pupils are grouped according to the National Curriculum sub-level at which they are working, regardless of age. This is a highly successful strategy as all work is meticulously matched to be challenging but attainable. The subject leader acts as a facilitator during lessons and this enables her to keep a watchful and practised eye on the quality of teaching and learning. Undoubtedly, her own commitment to SFA as a means of raising attainment has motivated her colleagues.
45. Currently, reading standards meet those expected nationally by the time pupils leave the school. This is a vast improvement on the years to 2002. Pupils read and discuss a range of texts and so their understanding of what they read is a close match to their actual skills at reading it. Despite this, pupils are not 'readers', that is, they do not enthuse about reading, and few talk animatedly about books they have read. Significant under-use of the library is a contributory factor.
46. Rehearsing ideas and views with a 'talking partner' and reporting on what their partner has said are integral parts of SFA sessions. So, too, is the systematic introduction of new vocabulary. Hence, speaking and listening skills have improved apace. Speaking skills remain below those expected nationally but listening skills match expectations. From a well below average start, this represents good achievement.
47. Writing skills remain well below expectations and improving them now needs to be the school's priority focus. However, it is not a focus on basic grammar or punctuation techniques that is needed; the 'nuts and bolts' of writing are already adequately taught. The key point is that the chances to use these basic writing skills are far too limited. Opportunities for pupils to write at length are infrequent. Careful scrutiny of pupils' books also shows that they copy text too often.
48. Pupils learning English as an additional language and those who have special educational needs make good progress and achieve as well as their classmates. The good achievement of all pupils is made possible by the quality of SFA materials and also by the good teaching of all involved, including support staff.

Language and literacy across the curriculum

49. The integration of literacy skills into the curriculum is poor. A change of emphasis is needed and this, if well done, will enable two things to happen:
 - The basic writing skills they learn about in English lessons will help pupils to write in all other subjects;
 - Other subjects will provide the vehicles for pupils to practise and consolidate their writing skills.

50. It is inevitable, as part of this process, that the subjects of the curriculum that have been sidelined will be drawn back into pupils' daily experiences and will have the heightened emphasis they need.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- There has been rapid and recent improvement in standards.
- Assessment is used well to raise standards.
- Lessons proceed at a very good pace, but teachers check pupils' learning before going on to the next step.
- Pupils are very enthusiastic about the subject.
- Mathematics is not sufficiently well used in other subjects of the curriculum.

Commentary

51. Although standards for 2003 are below the national average they are in line with those for pupils in similar schools. Pupils' work in Years 2 and 6 shows that they achieve these standards in each aspect of the subject. Standards are continuing to rise, helped by good quality teaching and a newly-established assessment system.
52. There are several strengths in teaching but no significant weaknesses. Teachers use subject language very well and this often inspires pupils to repeat the words on their own initiative. They use questions skilfully to check the understanding of all pupils. Teachers challenge pupils and excite them with new ideas and words. A Year 2 pupil, for example, punched the air and repeated 'triangular pyramid'! Good use is made of practical tasks to teach concepts such as fractions that are not always easily understood. Teachers adapt their styles of teaching to the age of the children; the use of a puppet is an excellent device to help Year 2 pupils review what they know about two-dimensional shapes. Assistants give good support during group and individual tasks but are sometimes under-used in whole class sessions.
53. There have been very recent improvements to the way in which assessment is used to raise standards. A key feature is the way in which pupils are involved in their own learning: understanding precisely what they need to learn in order to make progress. The system set up by the temporary co-ordinator of the subject also makes clear demands on class teachers. Teachers give clear and encouraging guidance through marking.
54. Pupils work well together to help each other learn. They are proud of their successes and speak avidly about their work. Good use is made of talk and this builds confidence.

Mathematics across the curriculum

55. Pupils enjoy the many practical activities, such as when Year 2 pupils make models with three-dimensional shapes. Some tasks are related to other subjects and have practical applications, for example, calculating the cost of tickets for the Dockland Light Railway in Year 5, and graphs for comparative rainfalls in Year 5. There was excellent use of Year 3 pupils' previous work in an information technology lesson where pupils were manipulating shapes to produce symmetrical patterns. However, there are too few examples of mathematics supporting pupils' work in other subjects. Hence, opportunities for mathematics skills to be reinforced in subjects such as science, design and technology, and geography are too limited.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards of attainment are improving, although still slightly below average.
- Pupils' achievement is good.
- Overall, teaching and learning are good.
- Planning, teaching and learning for scientific enquiry and investigations are satisfactory.
- Leadership and management of the subject are good.
- Opportunities for pupils' independent enquiry skills are unsatisfactory.

Commentary

56. In the national tests of 2003, the proportion of pupils achieving the expected standard was just below the national average. However, this is a massive improvement from 2002. Pupils, by the end of Year 2 and Year 6, are now nearly in line with the national average.
57. The quality of teaching is good. In a very good Year 2 lesson, the teacher used a video clip of the 'Snowman' as a stimulus for pupils to think and plan where the snowman might be placed in the classroom to prevent him melting. The pupils showed their understanding of the basics of fair testing and were confident in using scientific vocabulary during their experiments. They identified that the best place for the snowman was the classroom cupboard because 'the ice didn't melted and it's cold and dark.' The teacher's sound subject knowledge, effective planning, and very good organisation and management of this enquiry-based lesson ensured that all pupils were challenged and progressed well.
58. From past work, especially for pupils up to Year 2, it is clear that standards have suffered from the lack of consistent teaching, especially in the area of scientific enquiry. This has had a negative impact on previous standards for all pupils and especially for higher attaining pupils. The science co-ordinator has developed a new weekly planning format used by all teachers. This has been very effective in ensuring that scientific vocabulary is systemically taught, and that all pupils carry out scientific enquiries and investigations. End of unit assessments ensure teachers are beginning to have a clearer understanding of how well their pupils are doing. Although this is an improvement, the school does not provide enough opportunities for pupils, especially high attainers, to show more independence in developing their own lines of enquiry and investigation.
59. During lessons, pupils' attitudes to learning were good. They were eager and enthusiastic about the subject. During a Year 6 lesson, the teacher provided various liquids so that pupils could discover which enabled salt to dissolve. Pupils were confident with scientific vocabulary and made pertinent points in class discussion. There was good participation by all the class members, including those with special educational needs. They listened respectfully to their teacher and their peers in whole class and paired discussions.
60. Leadership and management of the subject are good. The co-ordinator is very knowledgeable and skilled. She has monitored standards and pupils' achievement and has put into place plans which will help teachers teach and pupils learn. This has had a significant impact on raising standards in science in the last year.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The effectiveness of the provision is good.

Main strengths and weaknesses

- Standards are satisfactory.
- Teaching and learning in the ICT suite are good.
- Pupils' attitudes to learning are good.
- The use of ICT in the rest of the curriculum is unsatisfactory.

Commentary

61. The school has a very well equipped ICT suite with an adequate number of computers and an interactive whiteboard. All classes are timetabled for specific ICT lessons within the suite. The ICT curriculum is well planned and follows the local education authority's scheme. Consequently, pupils' attainment is in line with that expected nationally and is consistent with the previous inspection report.
62. Pupils' attitudes and the quality of teaching and learning in the suite are good because of the well-planned lessons and high expectations. In an excellent Year 3 lesson, the teaching was very well informed, stimulating and well prepared. Tasks were well matched to the pupils' needs. Pupils were self-evaluative, striving to improve their work throughout the lesson. They had the confidence to do this or to ask for help because of the excellent relationships with their teacher and amongst the pupils themselves. They made very rapid progress throughout the lesson.

Information and communication technology across the curriculum

63. This is unsatisfactory. The computer suite is used well for ICT lessons but not on other occasions. Pupils in Year 6 expressed concerns that the lunchtime computer club no longer operated. Very few opportunities for the use of ICT in other areas of the curriculum were observed during the inspection. In science lessons, a Year 2 teacher used a digital microscope and a Year 4 teacher used an interactive whiteboard. Overall, classroom computers were often not switched on and there was little evidence, when looking at pupils' work, of their use in the past.

HUMANITIES

GEOGRAPHY AND HISTORY

Provision in history and geography is satisfactory.

Main strengths and weaknesses

- Pupils have good opportunities for investigation, research and practical activities.
 - Pupils are very interested in their studies.
 - Assessment is not used regularly to set tasks at a challenging level for different groups of pupils.
 - Curriculum plans do not indicate how key skills will be developed from one year to the next.
64. Standards are below average but improving. Teachers' good questioning skills help to improve pupils' understanding. Improved standards in literacy have made an impact on pupils' ability to read and interpret secondary sources of information. However, there are limited opportunities in lessons for pupils to write independently or at length.

65. Teachers' enthusiasm engages pupils' attention, for example, when Year 5 pupils study important Greek battles. Some lessons are enriched by visits, for example, the Year 5 visit to the contrasting locality of Maldon, and the Year 6 visit to the Docklands Museum. There is a useful emphasis on pupils' own experiences, especially in their early years in the school. Younger pupils study their classroom layout and pupils study the neighbourhood of Plaistow at different ages and levels. There is some exploitation of the rich variety of pupils' backgrounds but this is not fully exploited. The greater use of artefacts in lessons is influencing pupils' achievements but the extent to which teachers plan different work for pupils of varying capabilities is limited.
66. In some lessons there are good links with mathematics and ICT. For example, in a Year 4 lesson, pupils produced graphs about the amount of rubbish collected from classrooms. There was good use of mathematics in Year 5 when pupils used negative numbers to understand a time line in history.
67. There is a useful overview of the curriculum but opportunities for the development of skills such as map reading are not tracked through the curriculum. The use of music, art and drama in lessons is limited but teachers do try, when planning lessons, to provide experiences which contribute to pupils' cultural development.

RELIGIOUS EDUCATION

Provision is satisfactory.

Main strengths and weaknesses

- Pupils learn about religions and can apply their knowledge to their own lives.
- Teachers now plan for religious education on a weekly basis.
- Cross-curricular links to literacy are not made.
- In some classes too much work is copied.

Commentary

68. In lessons seen, teaching was at least satisfactory and sometimes good. However, the small amount of work seen in pupils' books indicates that insufficient work has been covered to enable pupils to achieve expected standards. Work is often the same for all pupils in a class, regardless of capability. Worse still is the quantity of copied text because this does not allow pupils to express themselves and it gives little indication of their understanding of the subject. Teachers' marking is inconsistent; there are examples of rigorous marking, especially in Year 5, whereas work in other year groups has been simply marked with a tick.
69. From their written work; there is little evidence that pupils have had the opportunity to give expression to their own inner thoughts and feelings. However, discussions with pupils from Year 2 and Year 6 revealed that they enjoy learning about different religions; that they reflect upon what they have learned; and that they apply their knowledge and understanding to their own lives in a multi-faith community. Pupils from both year groups could identify and talk about beliefs and symbols from differing religions, including, Sikhism, Islam and Christianity. Pupils recognise the value of religious education and believe it has a positive impact in supporting the harmonious ethos of the school.
70. Leadership and management of the subject are satisfactory. The co-ordinator leads the subject enthusiastically but has not yet evaluated the impact of the new agreed syllabus through monitoring pupils' work or observing teaching. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN AND DESIGN AND TECHNOLOGY

Provision is satisfactory in art and design and unsatisfactory in design and technology.

Main strengths and weaknesses

- The work of a specialist art teacher helps pupils to achieve well.
- Design and technology has suffered as a result of curriculum imbalance. Lack of permanent co-ordinators has limited the development of art and design.

Commentary

71. By Year 6, pupils attain the standards expected for their age in art. The only art lesson observed during the inspection was by a specialist teacher and this was good. In this lesson, the teacher showed very good knowledge and understanding of how to teach art and was able to capture the pupils' interest and imagination. Pupils expressed their feelings combining colours using charcoal and coloured pastels to make a background for press prints. The evidence of work from art weeks led by this teacher indicates that the quality of teaching and learning in art and design are good.
72. No judgement can be made on standards, teaching or learning in design and technology due to a lack of evidence. Pupils in Year 6 indicated that they had undertaken some work but could not identify what this was. Only one lesson was observed during the inspection. In this very good Year 6 lesson on constructing a jinx box, the teacher used effective questioning to reinforce pupils' previous work on structures. Pupils were able to recall the importance of strength, rigidity and stability. They were able to compare these factors and discuss which would stabilise and strengthen their boxes. They were then able to apply this knowledge in constructing their own boxes.
73. Art and design has suffered from the lack of a permanent co-ordinator. Although long-term plans are in place, there are issues with regard to time allocation to resolve. Assessment practices are also unsatisfactory at present and therefore teachers cannot clearly identify the progress pupils make.

MUSIC

Provision in music is satisfactory.

Main strengths and weaknesses

- The quality of teaching by class teachers is good overall.
- Teaching by a peripatetic music specialist is very good.
- Pupils sing well in assemblies and in lessons.
- Opportunities for listening to a range of music from different times and cultures are limited.
- The curriculum is not planned to show how key skills will be developed over time.

Commentary

74. Standards are below average overall though pupils make good progress in lessons. Unison songs are sung with good tune and tone but this is not developed into singing in rounds or parts. Pupils have sound understanding of beat, rhythm and musical structures. They listen well to each other and to recorded music. Their achievement is satisfactory in beat, rhythm and singing.

75. The use of musical terms and techniques of beat and rhythm are features of the good teaching. For example, in Year 6, pupils were given a clear explanation of the difference between pulse, beat and rhythm.
76. Year 2 and 3 pupils greatly enjoy games and action songs. They respond very positively, as all pupils are included, and improve their listening skills and ability to maintain a beat and tune.
77. Other aspects of pupils' development are brought into lessons, for example, cultural when playing instruments in Year 2, and physical when singing action songs in Year 3. The distinctive sound and complex rhythms of an Indian instrument stimulate Year 4 pupils when developing their own body-part rhythms.
78. The peripatetic music specialist is very successfully introducing Year 3 pupils to key principles of musical notation in order to prepare them for learning the recorder. Their listening skills and understanding of rhythm are improved through games. Clapping and movement are incorporated into lively songs with a strong beat and rhythm.
79. There is successful pairs work in most classes and group work in Year 6 when pupils develop their own rhythms to a given notation.
80. There is no co-ordinator at present and this situation is unsatisfactory. Curricular plans do not indicate how specific skills will be developed over time or show how opportunities for listening to music can be included in lessons and in other subjects. However, class teachers plan lessons that help pupils to build on the skills they have learnt previously. Recorded music and songs are carefully chosen to match assembly themes.

PHYSICAL EDUCATION

Provision is satisfactory.

Main strengths and weaknesses

- Teachers have high expectations of pupils' behaviour and pupils respond well.
- Work is well planned with explicit learning objectives that are shared with pupils.

Commentary

81. Standards by the end of Year 2 and Year 6 are in line with national expectations. There are appropriate opportunities for pupils to develop their physical skills, such as throwing, catching and dribbling with hands and feet. There is an appropriate emphasis on evaluation and improvement through clear learning objectives being shared with pupils and the use of pupil demonstration to illustrate and reinforce good standards of work.
82. Teaching and learning were good overall in lessons seen during the inspection. Teachers had high expectations of pupils' work and behaviour. Pupils listened well and followed instructions readily. There was appropriate emphasis on health and safety with relevant reminders being given at the start of lessons. Teachers displayed a high level of subject knowledge and skill, especially in two lessons on dribbling techniques in football and basketball. Pupils with special educational needs and those learning English as an additional language were well supported and included in lessons through the effective deployment of support assistants.
83. Leadership and management of the subject are satisfactory. There is an acting co-ordinator who is focusing on skill progression through the curriculum and improvement in the quality and quantity of resources. There has been satisfactory progress since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is satisfactory.

Main strengths and weaknesses

- The time for learning has been increased.
- Pupils' social and co-operative skills help them to learn.
- Personal support is readily available.
- There are insufficient opportunities for pupils to show initiative.

Commentary

84. Several aspects of the school's work make a difference to pupils' achievements:
- The fact that attendance has improved so dramatically, timekeeping during the school day has been tightened significantly and lateness is so actively discouraged has meant a significant increase in 'learning time'.
 - The emphasis on shared learning; pupils working together in groups or talking to one another in a focused way, for example, has had an impact on their self-confidence.
 - 'Paired talk' successfully maintains pupils' concentration in lessons.
 - Staff employed to deal specifically with learning and behaviour ensure that areas of concern can be followed up and that there is always someone for pupils to talk to should they need help or support.
 - Much of the school day is tightly structured so there is limited opportunity for pupils to show initiative, make choices or work independently of their teacher.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	3

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

The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4

The leadership and management of the school	3
The governance of the school	6
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

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