

INSPECTION REPORT

CANON BARNETT PRIMARY SCHOOL

Tower Hamlets

LEA area: Tower Hamlets

Unique reference number: 100893

Headteacher: Ms J Trudgeon

Lead inspector: Peter Sudworth 2700

Dates of inspection: June 27th-29th, 2005

Inspection number: 266554

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 years
Gender of pupils:	Mixed
Number on roll;	219
School address:	Gunthorpe Street Aldgate London
Postcode:	E1 7RQ
Telephone number:	020 7247 9023
Fax number:	020 7377 1694
Appropriate authority:	Governing body
Name of chair of governors:	Cath Shaw
Date of previous inspection:	11-15 January, 1999

CHARACTERISTICS OF THE SCHOOL

Canon Barnett Primary is an average sized primary school situated in Aldgate. It educates pupils from 3-11 years and has an area nursery with 26 full-time equivalent places. Most children attend the nursery part-time, but if there is room, they are offered a full-time place in the term before they commence the reception year. The children begin the reception class in the September or January depending on their fifth birthday. Most reception children have attended the nursery before admission. The school has one class per year group and 219 boys and girls on roll. The area the school serves is one of well below average socio-economic circumstance. About two-thirds of the parents claim free school entitlement for their children. Almost all pupils are Bengalis, who speak English as an additional language. The children largely speak Sylheti until they start school. At the time of inspection, a large number of the pupils were at an early stage of learning English. The percentage of pupils identified as having special educational needs is similar to that nationally. The mobility of pupils is traditionally high in Years 4 and 5. The number of children on the school roll is declining because families are being re-housed or purchasing homes away from the area. There were only 18 pupils in Year 6 in 2004. There is a thriving partnership between the school and local businesses to improve reading, numeracy and information and communication technology skills. Attainment on entry is well below average, partly because the children have so little command of English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2700	Peter Sudworth	Lead inspector	Foundation Stage; Science.
14007	Liz Pike	Lay inspector	
7694	Martin Richards	Team inspector	English; English as an additional language; Personal, social and health education; Religious education.
33444	Barbara Saltmarsh	Team inspector	Information and communication technology; Geography ; History; Physical education.
22476	Sue Vale	Team inspector	Mathematics; Special educational needs; Art and design; Design and technology; Music.

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PART A: SUMMARY OF THE REPORT

OVERALL SUMMARY

Canon Barnett Primary is a good school where, despite their very low starting points, pupils of all backgrounds and abilities achieve well. Teaching is good and pupils enjoy their learning. The headteacher provides very good leadership and with the help of her staff team promotes a positive ethos for learning amongst the entire school community. The school provides good value for money.

The school's main strengths and weaknesses are:

- Reception children and pupils in Years 1 and 2 achieve very well, but pupils' achievements in the juniors are not as good.
- Teachers have high expectations, create effective learning environments and have very good strategies to help the pupils acquire English.
- The headteacher guides the school's development very well.
- The curriculum is well planned across the school and very good use is made of outside visits to widen the pupils' experiences and to deepen their learning.
- Pupils throughout the school have very good attitudes to work and behave very well.
- There are very good arrangements to care for the pupils and ensure their welfare.
- The library is not used enough to develop pupils' interest in books and study skills.
- There is not enough spiritual content in the acts of worship and they do not always meet statutory requirements.

The school has responded very successfully to the issues raised in the last report and is well placed to continue to improve. In particular the quality of teaching is better and strategies to promote increased fluency in spoken English across the curriculum are bearing fruit. Provision for information and communication technology is better. The Foundation Stage curriculum has improved and, as a result, the children's progress has accelerated. Pupils' attainment in Year 2 is rising rapidly, but despite the school's significant efforts, those in Year 6 are not rising as fast. This is because many new pupils with varied experiences of schooling join in Years 4 and 5 and have a lot of ground to make up.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools*
	2002	2003	2004	2004
English	E	Not available. Test papers lost in post.	E	D
Mathematics	E	B	E	B
Science	E	E	E	C

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

**The grades in this column are compared with schools which have similar percentages of free school meals because high rates of mobility in Years 4 and 5 and a small number of pupils in the age group make comparisons on the basis of previous results in Year 2 very unreliable.*

Overall, pupils achieve well. They achieve very well in the Foundation Stage and in Years 1 and 2 and well in Years 3 to 6. Children's attainment on entry is way below that normally found because of language difficulties and limited experiences of the world. Nursery children make a good start to their education. Reception children achieve very well and most reach the goals set for them nationally in their personal, social and emotional, creative and physical development. Despite their

lack of facility in English on entry, approximately two-thirds of the children reach the expected goals in communication, language and literacy, mathematics and knowledge and understanding of the world. Pupils continue their very good progress in Years 1 and 2 and currently the attainment of Year 2 pupils in reading and writing is above average and in mathematics and science it is average. The trend of improvement in Year 2 results outstrips that found nationally.

The table shows that in last year's national tests, standards were well below the national average and slightly below average when compared with similar schools. However, the small numbers of pupils taking the Year 6 tests and the significant number of pupils entering and leaving school during each year means that any statistical analysis must be treated with caution. In addition, standards are affected adversely by the high number of pupils in the year groups with special educational needs, the high turnover of staff that has interrupted the continuity in learning of the older pupils and pupils taking extended holidays abroad. Inspectors found that in the current Year 6 standards in reading in Year 6 are average, but below average in writing and speaking English. They are below average in mathematics with about two-thirds reaching the expected level by the end of Year 6. Their attainment in science is broadly in line with expectations. Standards reached in information and communication technology are typical of those found in most schools in Years 2 and 6. In religious education, standards are in line with local expectations. There was insufficient evidence to judge attainment and achievement in other subjects. There is no significant difference in the achievements of boys and girls or of pupils from different ethnic groups.

Good teaching throughout the school ensures that pupils with special educational needs achieve well. There is very effective support for the many pupils at an early stage of learning English. Teachers match work well to pupils' ability in mathematics and English and there is further out of school provision for very able pupils. Boys and girls attain equally well. There is no difference in the attainment of different ethnic groups.

Overall, pupils' personal development is nurtured well. Their moral, social and cultural development is good and their spiritual development is satisfactory overall. There is insufficient spirituality in assemblies. Pupils' behaviour and their attitudes to work are very good. They are very courteous and polite and relate well to adults. Attendance is currently satisfactory. There is a limited, but regular, amount of lateness.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. The quality of teaching and learning is good and assessment is very good. The curriculum is organised thoughtfully and enhanced further by a good range of extra-curricular activities. The staff take very good care of the pupils. There are good links with parents. Links with the community and other schools are very good. Links with local businesses enhance pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The headteacher leads the school very well. She is very well supported by a very effective and very well led governing body, which fulfils its statutory duties effectively. The headteacher makes thorough arrangements to monitor and evaluate standards and involves the governors effectively in them. School improvement planning is comprehensive. Key staff lead their responsibilities well. Management is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think well of the school. The pupils like school and enjoy their lessons. They speak with affection about things that they do at school.

IMPROVEMENTS NEEDED

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

- Increase pupils' attainment further in the juniors so that it reflects the achievements of pupils lower down the school.
- Make better use of the library as a learning resource and in teaching library skills.
- Increase the spiritual content in acts of worship so they meet statutory requirements.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve very well overall in the Foundation Stage and in Years 1 and 2. They achieve well in Years 3 to 6. Standards of work in English and mathematics are good in Year 2. In Year 6 they are below average. Pupils with special educational needs, English as an additional language and very able children achieve well. Standards in information and communication technology are similar to those found in most schools.

Main strengths and weaknesses

- Pupils' achievements are good overall.
- Reception children and Years 1 and 2 pupils make very good progress.
- Significant pupil mobility and staffing instability in the juniors affect standards reached in Year 6.
- Pupils with special educational needs achieve well in English.
- Good progress has been made since the last inspection, particularly in English.

Commentary

1. The children's attainment when they enter school is well below that normally seen because they have little facility with English and limited experiences to gain a good understanding of the world about them. The children receive a good start in the nursery. They achieve very well during the reception class in much of their learning because of the well planned curriculum and the very good teaching. Despite a lack of familiarity with English on arrival, approximately two-thirds of the children reach the goals set nationally for the end of the reception year in communication, language and literacy, mathematics and knowledge and understanding of the world.

2. The children's progress in communication, language and literacy is very good. Most gain a very good familiarity with the sounds that letters make and the most able children begin to write in simple sentences. Many of them make a start to reading and begin to read simple sentences. They still experience difficulty in talking fluently because most do not speak English at home. They achieve very well in mathematics. They learn to count and undertake simple addition and subtraction and acquire an understanding of mathematical language. They achieve well in increasing their understanding of the world, very well in their personal, social and emotional development and well in their physical and creative development and most reach the goals set for their age.

3. Over time the trend of improvement has been above the national trend in Years 1 and 2 but below the national trend in the juniors. When compared to similar schools, Year 2 results have often been very high in the last two years and mostly above the national average. Results at Year 6 compared to schools with similar test results at Year 2 have been inconsistent in the last two years, but mostly well below average. (Note: English test papers were lost in transit before marking in 2004). However, high rates of mobility in Years 4 and 5, resulting in small numbers taking the tests in Year 6, make statistical comparison unreliable. This means the results should be viewed with caution.

4. Pupils' attainment in Year 6 is affected adversely by high staff turnover, high numbers of pupils in the year group with special educational needs and for some pupils, long periods out of school to visit Bangladesh. Furthermore, there is a high rate of mobility in Years 4 and 5 as parents move their children into secondary school catchment areas. Pupils who join the school from Year 4 onwards often have limited and varied experience of school and this means that, combined with their lack of fluency in English, they often have a lot of ground to make up. Pupil mobility makes it hard for the school to sustain the good work done in earlier years. Effective action is taken to

overcome these difficulties and sometimes individual progress is very good, but the overall deficit affects national test results in Year 6 adversely.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	16.4 (16.4)	15.8 (15.7)
Writing	15.3 (15.7)	14.6 (14.6)
Mathematics	16.7 (17.5)	16.2 (16.3)

There were 26 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 2004

Standards in:	School results	National results
English	23.8 (not available)	26.9 (26.8)
Mathematics	25.7 (28.1)	27.0 (26.8)
Science	27.0 (27.2)	28.6 (28.6)

There were 19 pupils in the year group. Figures in brackets are for the previous year

5. Years 1 and 2 pupils currently continue to achieve very well. By the end of Year 2, reading and writing are above the standards normally seen. Standards in reading in Year 6 are typical of those found in most schools, while in writing they are below average. Pupils are doing as well as they can because one third of the year group has been identified as having special educational needs. Speaking skills are below average throughout the school, despite the school's significant efforts to improve them because English is not spoken in most homes. However, attainment has risen sharply in English since the last inspection and very good progress has been made. Pupils with special educational needs achieve well in English because of the good support that they receive. In mathematics, most pupils achieve well in reaching the expected level by the end of Year 2 and about two-thirds reach the expected level by the end of Year 6, an improvement on the last inspection. Pupils achieve very well in science in Year 2 and most pupils reach the expected standard. Pupils' attainment in science in Year 6 is broadly in line with expectations and they achieve well with current attainment higher than in previous years. There is a very evident rising trend in attainment across key areas of work in Year 6, because of a stable year of staffing in the class, and the effect of initiatives to improve pupils' progress.

6. Pupils reach standards typically found in Years 2 and 6 in information and communication technology and achieve well. Their attainment in religious education meets local requirements and achievement is good. There was insufficient evidence to judge attainment and achievement in other subjects. Almost all pupils have English as an additional language and overall they achieve well. Most are close to or reach national standards by the time they leave. Children with very little English, which applies to most children on arrival in the nursery, are well provided for. The good use of bilingual assistants and the expectation that the pupils shall speak in English in school, once they have a working knowledge of it, support their acquisition of the language.

7. Pupils with special educational needs achieve as well as they are able. This is because they receive good support in lessons from effective teaching assistants and class teachers who plan work well matched to their needs to enable them to achieve well in their learning. Intervention programmes, such as intensive work on letter sounds and speech and language, contribute well to pupils' good achievements.

8. Teachers match work well to pupils' ability in mathematics and English and there is extra provision for pupils who show particular academic talent through the Local Education Authority scheme. Boys and girls and pupils from different ethnic groups attain equally well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and their attendance is satisfactory. Their personal development including spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils enjoy school and behave and work very well in lessons, as a result, they achieve very well.
- There are very good relationships amongst pupils and staff.
- Pupils respond very well to the responsibilities that they are given.
- The school's strategies to improve attendance are good, although not fully successful with all parents.

Commentary

9. There is a happy atmosphere in the school in which children thrive both personally and academically. Most pupils behave very well in lessons and around the school. The positive behaviour management strategies consistently adopted by staff promote this very effectively. Pupils are courteous to visitors. There have been no exclusions from the school in recent years.

10. The very good relationships between staff and pupils ensure that pupils feel safe. Pupils talk confidently about their school and what they like about it, including their favourite subjects and the wide range of out-of-school activities, such as the French club and sports activities. Pupils enjoy the playground, which although very small, is attractively decorated and planted.

Attendance

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.5
National data	5.1	National data	0.4

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

11. The school monitors attendance rigorously and has been successful in reducing absence since the last inspection. Over the current academic year, attendance has risen and during the term of inspection was around the national average. However, there is still a significant proportion of pupils whose parents take their children out of school on extended holiday to Bangladesh, despite the school continually emphasising the importance of attendance and making the application process as rigorous as possible. There is clear evidence from inspectors' scrutiny of these pupils' work that this absence has a detrimental effect on the attainment levels that these pupils reach. There is a very limited, but regular, amount of lateness.

12. Pupils' spiritual, moral, social and cultural development is good overall, which is an improvement since the last inspection. Pupils' spiritual development is satisfactory. There are good opportunities for pupils to become self-aware through the effectively programmed and delivered personal, social and health education programme. There are also good opportunities for pupils to realise the special things around them. In one lesson powerful photographic images were helping the pupils to write simple poetry in a Japanese style. However, the school's daily act of collective worship does not contain enough spiritual content and does not always meet statutory requirements.

13. Pupils' social development is good. Pupils are very involved in making decisions about their school community through the school council, which has been operating successfully since early 2001 and is a very effective mechanism for seeking and acting on pupils' views. The division

of the playground into separate areas, including quiet and shaded sections has resulted directly from pupils' suggestions.

14. Pupils have opportunities to take responsibilities in other parts of the school, for example, handing out fruit at break-time, being part of the Friendship Squad and raising money for charities. Older pupils help younger ones at lunch-times and with their reading.

15. The school develops pupils' sense of right and wrong very well. There are clear expectations of behaviour consistently applied by all staff and well known to pupils. Fairness and a sense of mutual respect permeate the ethos of the school.

16. Pupils' cultural development is good. Staff use the rich range of resources in the local area well, for example, visits to the science museum, Whitechapel Art Gallery and Spitalfields music festival. It also works well to compensate for the mainly mono-cultural nature of the school population. Pupils regularly visit places of worship other than those of their own religion, Islam.

17. Children's personal development in the nursery and reception is very good. The learning environment is stimulating and safe. Foundation Stage staff provide good role models for children, many of whom enter the nursery needing more than the usual level of support.

18. Pupils with special educational needs are fully involved in all aspects of school life and their contributions are valued. This ensures that they become confident members of the class. Pupils' attitudes to classmates with special educational needs are positive. Group activities and the use of talking partners, where good collaboration is expected and evident, enhance pupils' relationships.

19. Pupils who arrive with little or no English grow in confidence as they move up through the school. Most quickly form friendships and good relationships, although some from very small minority groups find difficulty in taking a full part in playground life. Parents of some of these pupils comment that their children feel 'left out' at school. While the inspection found no evidence of this in lessons, some of these pupils do find difficulty in making friends and joining in playground games because they do not share the main community language in which the playground activities take place. The school has tried to address playtime isolation with schemes such as the Friendship Bench, but more needs to be done to make sure all pupils feel included fully in playtime games.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. The quality of teaching and learning is good and assessment is very good. The curriculum provision is good with a good range of extra-curricular activities. The staff take very good care of the pupils. There are good links with parents and very good links with the community and other schools.

Teaching and learning

Teaching and learning are good. Assessment is very good.

Main strengths and weaknesses

- Teaching is particularly skilful in the reception classes.
- Staff are very effective in helping the pupils to develop their fluency in English.
- Lessons are often lively in conception, imaginative and engaging.
- Teachers have a very good knowledge of the progress that the pupils are making.
- Pupils with special educational needs and English as an additional language are well taught and fully supported.

Commentary

20. Teaching is good in the three sections of the school with a significant amount of very good teaching and occasionally some excellent teaching in the reception class where teaching is of a consistently high standard. The overall quality of teaching in the school has improved since the last inspection. The good quality of teaching ensures that pupils achieve well throughout the school and make significant strides forward in their learning, particularly in their understanding of English.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(3%)	12 (40%)	13 (43%)	4 (13%)	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. Figures may not add to 100 per cent because of rounding.

21. Teachers plan their lessons well and ensure that there are good practical resources so that all the pupils can take part in the activities. In a Year 2 science lesson, the ample amount of equipment ensured that all the pupils were able to construct a circuit to make a bulb light up. Teachers manage the pupils well and routines ensure orderly classes. They have good relationships with the pupils, but insist in a kindly way that instructions are carried through. This ensures that the pupils behave well and concentrate on their learning. The good use of praise re-affirms the pupils' behaviour and effort and the pupils feel that their efforts are valued. A very good atmosphere is preserved in lessons. The respect that teachers and pupils have for one another benefits the pupils' progress. Time is used well. Lessons begin promptly with effective, but not over-prolonged, consolidation of previous work so that new learning moves on purposefully. Lessons are often brisk with clear intentions for what the pupils should learn and consequently the pupils are fully engaged.

22. A particular strength in teaching is the way that teachers promote pupils' speaking and listening skills. Instructions for work are made very clear. Teachers ensure that the pupils are listening before they give them. They give the pupils very good opportunities to speak and encourage them to speak in full sentences, which develops the pupils' confidence in talking in front of others. Frequently pupils talk in pairs. They tell their partner what they have learned or together suggest an answer. This technique is also used after sharing books together and this helps the pupils to extend their vocabulary as well as reflect on the story content.

23. Mathematics and English are taught well. The good match of pupils to their work ensures that all pupils are challenged according to their abilities and so make good progress. Pupils with special educational needs are supported well by the good use of teaching assistants in all their work. Those with very little English are helped to understand by the effective use of bilingual assistants. Teaching methods give a particular emphasis to developing oral fluency, through skilful questioning, the use of talk partners and simple drama activities. Satisfactory use is made of information and communication technology in lessons.

24. The good teaching results in most pupils being keen and eager learners. They show good levels of interest in their work. They cooperate effectively in pairs and share resources well. They listen with interest and with respect to what others have to say and take turns. Their attitudes to learning support their good progress.

25. Assessment is very good. Marking is up to date. Frequently teachers ask a challenging question about the work that the pupils have been engaged in and write this at the bottom. Pupils respond to this. This helps the teachers to know how well the pupils have understood. Pupils' individual targets for improvement, placed at the forefront of their work, constantly remind them where they need to make extra effort to improve. Teachers track the pupils' progress effectively, set targets for the future and analyse their progress towards them. Very good records are maintained of the pupils' progress in reading and of their knowledge of letter sounds and their reading of key

words when at an early stage of reading. Very good analysis is made of pupils' answers in tests so that weaknesses can be addressed in the future by giving extra focus to aspects of work.

26. Teachers, teaching assistants and other support staff give good support in class and in small groups to those pupils who have special educational needs. In lessons teachers use the additional adult support well and include their roles in the lesson plan.

The curriculum

The school provides a good curriculum with a strong and appropriate emphasis on literacy and numeracy. There are good opportunities for enrichment. Accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is good and offers children many practical experiences.
- The curriculum provides well for pupils with special educational needs.
- Links with local business and other schools enrich and broaden the programme.
- Very good provision is made for children learning English as an additional language and gifted and talented pupils.
- Extra-curricular provision is good, including opportunities in the arts.
- There is a well thought through personal, social and health education programme.
- Work is adapted well to particular needs through the implementation of innovative strategies and programmes based on good tracking of pupils' progress.

27. The curriculum, including that for the Foundation Stage, is broad and well-balanced. It includes all subjects required by the National Curriculum, a strong programme in religious education and gives proper attention to pupils' personal development. Pupils benefit from a good range of practical activities and frequent educational visits help bring learning to life for them.

28. The school gives central place to the development of literacy, recognising this as a basis for learning across the curriculum. It has made great strides since the last inspection by very closely analysing pupils' literacy abilities and implementing a wide range of well-chosen initiatives to address them. In particular, strategies to promote increased fluency in spoken English are bearing fruit. Other weaknesses noted in the last inspection, in information and communication technology and design and technology have also been rectified.

29. The programme of work emphasises the importance of pupils' personal development. Education in personal relations, in drugs awareness, safety and environmental protection are strong features. Better opportunities than at the last inspection are now provided to promote pupils' spiritual, moral, social and cultural development. Some assemblies, however, do not meet the statutory requirement to provide collective worship and contribute less to pupils' spiritual development than they should.

30. The curriculum for pupils with special educational needs is good throughout the school. It is most successful when the work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them make good progress. Pupils are given full access to the curriculum and receive good quality help from teaching assistants who make a useful contribution to their achievement.

31. The great majority of the pupils learn English as an additional language. Provision for them is very good. Their needs are identified quickly and the school has a good range of support systems for them. Those still at an early stage in learning English receive additional help in class lessons, either from trained support assistants, or from the school's capable co-ordinator for ethnic minority education. On occasions, they join other classes where the level and content of work more closely match their needs and sometimes they are withdrawn from lessons for intensive work in

small groups. All lessons emphasise spoken English and this gives pupils maximum opportunity to learn and practise new English skills.

32. The school has improved its provision for gifted and talented pupils. It has identified a group with particular skills and abilities and provides a range of opportunities for them to extend their talents further. In addition to school provision, such as mathematics and information and communication technology, the school strongly encourages pupils to participate in extension activities through the local education authority.

33. Pupils enjoy a good range of club activities including sports and the arts. The school has very good links with local businesses, theatres, galleries, other local primary schools and with its main local secondary school. It makes very good use of all these opportunities to extend the learning of the pupils.

34. Although recruitment of staff is difficult, the school has a full complement of qualified and experienced teachers and support staff. It supports its staff well and this helps retention. Accommodation is satisfactory. The school building is roomy, with ample space for whole-school, class and group activities. The library and information and communication technology room are attractive and well-resourced, but the library is not used enough to promote pupils' interest in books and to develop their study skills. There is no outside grassed area and the hard play areas are not big enough either at playtimes, or for organised games. Across the curriculum as a whole, resources of equipment and materials are good.

Care guidance and support

The school's provision for pupils' care, health and safety is very good. It provides very good advice and support for pupils and involves them in its work very effectively.

Main strengths and weaknesses

- There are very good systems to ensure that the school environment is safe and happy.
- Pupils are supported and guided very well, as a result they know how to improve.
- The school involves pupils very well in the school council.

Commentary

35. The systems and procedures that operate in the school are very effective in ensuring pupils' health and safety. Systems to ensure safety are very good and security is tight. **Good** provision of Fruit is made available at break-times. As a result of the very good relationships in the school and teachers' knowledge of individual needs, pupils are very well cared for. Teachers know pupils well and, as a result, act effectively when pupils need support. The personal, social and health education programme, including times when pupils gather together for discussion about social issues, is an effective vehicle for facilitating and monitoring pupils' personal development.

36. A significant proportion of pupils join the school at times other than in reception or the start of the school year. Many of these pupils are at an early stage of learning English. The school assesses their needs quickly and provides appropriate additional academic support. A Friendship Squad, with a friendship bench in the playground, has been introduced to support pupils who feel unhappy or lonely. Pupils talk knowledgeably about it. A very small number, though, feel left out when other pupils play using their own language rather than English.

37. The advice and support that teachers give pupils are very good. Marking is thorough and clear targets are set. This practice is consistent across the school. The system is simple and made apparent in every classroom, so pupils know what to do to correct their work and make it better. Careful tracking and monitoring of pupils with special educational needs ensure that they are achieving as well as possible. Good liaison with outside agencies and the school's own systems

ensure that pupils receive a high level of care. Three pupils receive their full entitlement as outlined in their statements of special educational need.

38. The school council has a prominent role in the school; it meets fortnightly and its meetings are minuted. Pupils' views are raised via the class representatives. The headteacher has often given written feedback and the governing body agenda always includes consideration of the issues raised by the pupils. Many pupils talked enthusiastically about things that have happened as a result, for example, an increase in small games for the playground.

Partnership with parents, other schools and the community

The school's links with parents are good. Its links with the local community are very good, as are its links with other schools.

Main strengths and weaknesses

- The school has established some very effective links with local businesses and the local community to enhance achievement.
- There are very good procedures when pupils transfer to their next stage of education.
- The school works hard to involve parents in their children's education.

Commentary

39. The school's links with the community, such as the local authority's Education Business Partnership, are effective in promoting pupils' daily learning and out of school activities. Through this, representatives from a firm of underwriters visits the school weekly acting as reading partners enhancing pupils' reading skills successfully. Until last year, the school had an information and communication technology partner for Year 5 with whom they produced a newspaper. There have been music workshops, including one in opera, which led to a visit to the Royal Opera House. A professional club provides football coaching each week.

40. In the last few weeks of Year 6, pupils engage in the borough-wide initiative in which pupils study units of work in English, mathematics and science and continue this into Year 7. This common curriculum across the transition between primary and secondary school benefits the pupils because it improves liaison between the schools. Pupils also visit the secondary school for lessons and teachers visit from the secondary school to ease the transition.

41. The school provides very useful information to parents. The very good use of interpreters at parental consultations, such as for parents of new nursery children, supports the parents' understanding. Videos in the parents' home language help them to appreciate what their children will do when they start school and the transition arrangements to secondary school. Annual reports about their children's progress are thorough and evaluative and include improvement targets. Frequent newsletters are sent home, as is information about specific events. The format of these is friendly, but not necessarily accessible, as all the documents are in English. Translation to commy languages is difficult as many parents speak Sylheti, a rarely written dialect.

42. The school has worked hard to provide some curriculum workshops for parents about how to help their children at home, to provide information about drugs and sex education. Whilst parents welcomed this initiative initially, their attendance has not been high. Interest was not always high and support dwindled.

43. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. During meetings with teachers and the special needs coordinator, parents and carers are made aware of the targets set for their children. In discussion with teachers ideas are shared with parents as to how they can help them support their child at home in working towards their targets.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good overall. The leadership of the headteacher is very good. A skilled, knowledgeable and understanding governing body ensures that governance of the school is very good. The leadership of other key staff is good. Management is good.

Main strengths and weaknesses

- The headteacher leads and manages the school very well and demonstrates a clear vision for its development.
- The governing body supports the school very well and plays a significant role in its development.
- Clear lines of communication between all parties involved in the school ensure consistency in practice.
- The management of special educational needs and pupils with English as an additional language is good and ensures these pupils achieve well.

Commentary

44. The leadership and management of the headteacher are very good. The headteacher's very keen commitment, supported by her staff, has helped the school face a number of significant challenges that impinge on achievement successfully. These include: increasing numbers of pupils who start and leave the school at other than the usual times, especially in the juniors; large numbers of pupils from lower income families, growing numbers of pupils with special educational needs and very high percentages of pupils with English as an additional language. The efforts of all the staff and governors have ensured that pupils have achieved well overall over time given the school's circumstances and the high turnover of staff in the juniors. The rapidly rising standards and very good achievements of infant pupils reflect the considerable work done to bring about improvements in recent years. This is also reflected in improving standards in Years 3 and 4, but many pupils leave in Years 4 and 5 and those joining bring varied experiences of schooling which impact standards negatively in the juniors. The school has taken effective steps to overcome these problems, but the pupils have too much ground to make up.

45. The headteacher has established a clear educational direction for the school that focuses on raising pupils' achievements and standards of attainment. Because of staff turnover, she has taken on key roles herself such as a significant amount of mathematics teaching and leadership of information and communication technology to ensure improvements are sustained. The school development plan is detailed, containing targets for improvement across all subjects and aspects of the work, which are relevant to its needs. Areas of development are monitored and also reviewed regularly by governors. Staff regularly monitor teaching and learning, especially in English, mathematics, science and information and communication technology and this is contributing to improved achievement. There are detailed plans for the monitoring of all subjects over the year. Clear lines of communication ensure that all who work in the school are able to carry out their jobs effectively. There is a clear view among staff and the governors of the need to ensure that pupils achieve as well as they can. Furthermore, they work very hard to make sure that they do. The school is fully inclusive. Data is analysed thoroughly to ensure that all pupils are making the progress they should.

46. The governance of the school is very good. A knowledgeable governing body supports the school very well. Together with the headteacher and senior management team, they contribute significantly to the vision and direction of the school. Governors have a very clear idea of its strengths and weaknesses and make decisions on an informed basis, visiting the school, analysing data and monitoring finances, sharing their expertise to benefit the pupils.

47. Management is good. There are good procedures for self-evaluation, performance management and staff development that help to identify and bring about further improvements.

These, too, are linked to the school's priorities. The school has joined with three other schools to form a local learning network. This is proving effective, involving all staff in sharing knowledge and expertise.

48. Subject leaders manage their responsibilities well. They have undertaken thorough reviews of the schemes of work so that they cater as well as possible for the pupils' needs in the drive to improve standards. They analyse assessment data effectively and plan appropriate priorities for development.

49. The management of special educational needs is good. Provision for these pupils is well managed. All paperwork is kept up-to-date and liaison with outside agencies is very good. Tracking the progress of every pupil to see if they are meeting their targets monitors the effectiveness of the provision. If they are not, then further intervention is started.

50. The governors and headteacher ensure that the budget reflects the school's educational priorities. Good financial procedures are in place and governors monitor the financial position during the year. There are good reasons for the current carry forward figure that include unfilled senior staff vacancies, future staffing appointments and retention and capital projects undertaken but not yet paid for, such as replacement windows throughout the school. The principles of best value are applied effectively when making purchases and in the management of staff appointments and retention.

51. Leaders fulfil all statutory requirements with regard to promoting racial awareness and ensuring racial equality. Close monitoring of the progress of all groups of pupils leads to adjustments in the organisation of teaching whenever necessary to make certain they all benefit equally from what the school has to offer. The funds received to support the education of pupils from ethnic minorities are used very effectively.

52. Given the context of the school, the pupils' achievements and overall costs, it provides good value for money.

Financial information

Financial information for the year April 04 to March05

Income and expenditure (£)		Balances (£)	
Total income	1,282,003	Balance from previous year	191,123
Total expenditure	1,122,399	Balance carried forward to the next	159,604
Expenditure per pupil	5,172		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

53. The children enter the nursery approaching their fourth birthday depending on availability of places. Most children attend for two terms part-time and one term full-time. Most children who go in to the reception class have attended it. The vast majority of the children have no English on entry because they speak a different language in the home. Attainment on entry is well below that normally seen at this age because of the children's lack of basic English and limited knowledge of the world around them.

54. Teaching in the Foundation Stage is good overall. It is satisfactory in the nursery with some good features. The teacher-in-charge provides a secure environment for the children and a range of experiences, which promotes their development. The nursery children learn to socialise with others through a range of activities that promote their all-round development. Teaching in the reception classes is a real strength with lessons ranging from very good to excellent and it boosts the quality of the Foundation Stage very significantly. There is good mingling of reception and nursery children in the afternoon and this furthers their social development and sense of responsibility.

55. The curriculum is very well planned, a strength being the very good links made between different aspects of learning. It meets the requirements for the Foundation Stage. The accommodation is good overall and teachers make good use of the outside space, particularly in the afternoons. Through the use of interpreters and bilingual assistants, the school works hard to overcome the difficulties presented by a considerable number of parents who speak little or no English. There are very good links with other agencies, such as health workers and speech and language therapists, picking up on children with learning difficulties or developmental delay at an early stage. Learning resources are good, although occasionally too much equipment is put out at the same time in the nursery so that the children are over faced with choices. Two teachers share the teaching in the reception class because of large numbers and there is good support in the nursery from the teaching assistants. Leadership and management of the Foundation Stage are much improved since the last inspection and are now satisfactory.

56. Reception children are timetabled into the nursery area every day to allow access to the outdoor play area. This enables nursery children to mix in and learn from, the slightly older children. In addition, in the term before they start in reception, nursery children might stay for the whole day. These arrangements ease the transition between from the nursery class into reception really well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children quickly adapt to the routines.
- Children play well together and share the resources fairly.

Commentary

57. The children achieve very well in this aspect and often reach the expectations for the end of the reception year. Teaching is good in the nursery and very good in the reception class. Nursery children become confident in relating to adults and develop social skills, such as sharing and taking turns, by working alongside other children. They acquire a good level of independence as they choose different activities, persevere with tasks and so increase their concentration span.

They learn personal hygiene and look after themselves when using the toilet and washing. In the reception class, the children quickly learn to conform to a slightly more formal routine. They respond well when talking to a partner and sharing ideas together. Very good class management in the reception class and very well prepared activities keep the children interested in their work. When activities finish, the children respond quickly to the teacher's command and assist readily in tidying up. Most can dress and undress and they follow routines well, such as sitting quietly for registration. They make polite reply matching the teacher's model and friendly example when she calls the register. Children are reminded regularly about 'good listening' and 'good sitting' and they adopt good levels of attention as a result. Both nursery and reception children share computers well. The arrangement to mix nursery and some reception children each afternoon helps the maturity of both groups of children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers provide a very stimulating environment for language development.
- The children make very good progress in understanding English.
- There is a very good focus on letter sounds that helps the children's reading and writing skills.

Commentary

58. Teaching in this aspect of learning is satisfactory in the nursery and very good and sometimes excellent in the reception class. The children achieve very well from a low base on entry and, although a minority of children reach the expectations for the end of the reception year in all aspects of communication, language and literacy, they make very good progress. From having no English on arrival, the most able children can write in sentences and read simple books independently by the end of the reception year and have a good sight vocabulary. The very good focus on sound recognition, regular practice of the sounds that letters make individually and when grouped together, give the children a very good knowledge that they draw on effectively to read and write. A very good challenge and high expectations typify teaching in the reception classes. Teachers discuss with children 'long' and 'short' sounds, expect capital letters and full stops in sentences and 'finger spaces' between words. Books are arranged so that the children can make choices between fiction and non-fiction and the children already know the difference between the two types. In choosing times, they often select a book and listen to the story tape about it.

59. Teachers develop the children's speaking skills well by expecting the children to talk in full sentences and in front of the class 'in a big loud voice'. In this the children respond well. The very skilled use of literature, such as 'Mr Gumpy's Car', extends the children's vocabulary as they sequence the story in drama or with stick puppets, helping their comprehension and developing their language further. Teaching and learning are made fun in a stimulating environment in which the importance of print in conveying meaning is very clearly made apparent to the children. Children learn about 'characters' and the characteristics of 'lists'. Role-play activities further the children's skills. Imaginative tasks within these arrangements of these, such as the alphabetical ordering of countries, give the children an early facility with letter order. Although overall, the children's attainment is below that normally found at the end of the reception year because of their lack of facility in English on entry, a large number of the children know the sounds of the letters. Furthermore, about two-thirds can read simple books in English, though fewer can use the English language fluently to express ideas.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers seize on a range of classroom opportunities to further the children's knowledge of number.
- The children form their numbers correctly.
- Number activities are matched well to the children's capabilities.

Commentary

60. The teaching of mathematics is very good. Activities are varied and applied across the curriculum so that the children make connections and understand the purpose of numbers. Children calculate the daily class total with a good accuracy by counting back and subtracting the absentees. They learn to recognise numbers in every day settings, such as on buses and cars. They read out a mobile telephone number for the teachers and excitedly await the ringing tones back in the classroom. The children show good skills in counting and can work out the answer when taking away two from numbers up to 10. They know the meaning of adding and taking away and some recognise numbers above 20. The more able children can write two-figure digits and read the number back. Teachers model number formation very well and demonstrate with their hands in the air, which the children follow. As a result the children form their numerals correctly, as they do their letters.

61. The activities are matched well to the children's abilities and there is good challenge in them so they achieve well. Good opportunities are taken to apply mathematics across the areas of learning so they paint symmetrical butterflies and nursery children make houses out of two-dimensional shapes. In information and communication technology, they sort animals by their characteristics and link this to their other studies. A good emphasis is placed on language so that the children can compare measures or heights. They draw simple pictorial graphs and realise that data can be presented pictorially. By the end of the reception year, most children can count accurately to ten and beyond, forwards and backwards, identify common two-dimensional shapes and use comparative language correctly. About two-thirds of the children will reach the goals set for them nationally in their mathematical development by the end of the reception year, a percentage below normally found, but they achieve very well from a low point on entry.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children make good progress on the computer.
- Very good use is made of all areas of learning to further the children's understanding of the world about them.

Commentary

62. Teaching is good. The children achieve well in this aspect of their development though their lack of language sometimes impedes their full understanding. They make good progress on the computers and manipulate the mouse well to select icons as when they select animals for the ark. They log off and shut down the computer independently. They can select colours and understand the function of several tools on the tool bar. In the water tray, they make satisfactory predictions about whether objects will float or sink. There are good links between their creative work in making grass headed puppets and their knowledge of conditions for growth. When drawing from observation, they learn the names of the parts of a plant. They know, for example, that plants

need 'water' and 'sunshine'. Nursery children look after plants and know that they must water them to keep them alive. Good use is made of visits to the local shops. The visit to the nearby city farm helps them to learn about animals and their understanding of religious celebrations is strengthened by visits to the mosque. About two-thirds of the children will reach the goals set nationally for the end of the reception year in this aspect of their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for the children's physical development in both formal lessons and informal settings.

Commentary

63. The children achieve well and most reach the goals set for them nationally for the end of the reception year. Teaching is good. Nursery children show good levels of confidence when exploring the climbing equipment and satisfactory skills in manoeuvring their large wheeled vehicles round a track. They have good opportunities to develop finer skills through cutting, sticking and threading. Reception children gain satisfactory skills in throwing underarm as they throw beanbags into a hoop and develop good aim as they roll balls between their partners' legs. Most can hop or skip. They respond well to problem solving opportunities such as when they need find different ways to move round a hoop.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers provide a very good range of media for the children to work with.
- The children develop language well through the good range of opportunities.

Commentary

64. The children achieve well and most reach the goals set for them nationally for the end of the reception year. Good teaching ensures that the children use a variety of materials and range of media from which to create their ideas and so show their skill to best advantage. The children's pastel drawings of flowers on a black background showed the children's efforts off effectively. Teachers seize opportunities to feed in language and draw out the children's attention to detail, such as the spikiness of the petals and their different lengths, so that their finished efforts resemble accurately the object drawn. Children make good links in creative work with literacy. For example, they designed hats for the characters in the story of Mr Gumpy's Car. They have good opportunities to be imaginative in making models made from recyclable materials, such as boats and use more refined construction materials to make tow away and tip-up trucks. Teachers write sentences alongside their models so that there is always a link with written language. Good preparation of materials before lessons begin ensures maximum use of time. Nursery children use role-play areas well, such as the walk in health centre, dressing up in the doctors' coats, thinking through their own ideas and also developing their knowledge and language effectively.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Provision is much better than at the time of the last inspection.
- Pupils' attainment is rising sharply.
- Pupils achieve very well, especially in the infants.
- Those whose home language is other than English make rapid headway.
- Teaching is very good.
- The subject is led with vigour and expertise; areas of weakness are identified rigorously and put right.
- Limitations in vocabulary hinder writing especially among older pupils.

65. A great deal of effort has been put into improving pupils' English since the last inspection and the new initiatives introduced are bearing fruit. Standards have risen sharply. They are good at the end of Year 2, but marginally **below expectations** at the end of Year 6. Improvement since the previous inspection has been very good across the school.

66. The previous inspection found satisfactory standards in reading and writing at the end of Year 2, but judged standards of speaking and listening to be unsatisfactory. While the school accepts that there is still more work to do in raising standards of speaking and listening throughout the school, they are now approaching the quality found in most schools. Improvement in reading and writing has been more marked and standards are now higher than in most schools. In a school where a very high proportion of the pupils do not have English as their first, or home language, this is a very impressive performance.

67. Standards at the end of Year 6 were below average in all aspects of the subject when the school was last inspected. Reading standards are now similar to those found in most schools and standards of writing have improved very sharply as a result of major initiatives, despite a significant number of **several** pupils with special educational needs, but are still **slightly** below average. The strong performance of the infants in recent years is clearly reflected in the work of pupils in Year 3 and as they move up through the school. Many pupils leave and others join the school in Years 4 and 5 and this reduces the impact of initiatives on overall standards at the end of Year 6.

68. National tests and assessments in 2004 confirm a trend of improvement at the end of Year 2 and indicate that standards are now very much higher than usually found in schools with a similar intake **to Canon Barnett**. The results show standards at the end of Year 6 to be well below average in terms of national comparisons, and below those found in comparable schools. Unconfirmed figures for the 2005 tests show significant improvement, especially in writing and a large increase in the proportion of Year 6 pupils reaching higher levels in the tests.

69. A very high percentage of the pupils join the school with little or no knowledge of English and the speedy progress they make towards fluency represents a good level of achievement. Pupils with special educational needs also achieve well in English because the school ensures the work they do is well matched to their needs.

70. Since the last inspection, when it was a key issue, the school has wisely focused its effort on improving standards of spoken English. Staff make good use of teaching methods which call for more talk, better listening and comprehension and purposeful discussion. As a result, more pupils throughout the school are showing confidence in speech, explaining their views and using more complex forms of language, for example speculating about alternative outcomes in their work, discussing abstract issues in religious education and elaborating an argument when called on. A minority of pupils, however, are still **very unsure** in speech. Of these, many are relatively new to the

language and the school's support for them helps them make good headway. Teachers are sharply aware that competence in speaking and listening underpins pupils' success in reading and writing and in other subjects.

71. By the end of Year 2, nearly all the pupils read competently for their age. They have a good grasp of the sounds that form the building blocks of reading and also know how to deal with most common irregular words, by using hints from the pictures, or from the story, for example. They enjoy their success in reading and chat very happily about their books. Pupils' progress in reading slows slightly in the juniors. This is partly the result of staffing instability in the past, but also results from the fact that most pupils read very little other than in school. They do not have enough opportunity to practise the skills they learn and this hampers their progress. Staff are aware of this. They are exploring ways of stimulating pupils' interest in books and increasing parental support for reading at home. Some of the eleven-year-olds are very fluent, confident readers. They read expressively and talk with insight about the plots and characters in their books. They can name some well-known children's authors and have their own favourites. However, a minority find reading heavy going. They say the words correctly, but sometimes have only a general idea of what the story is about.

72. Staff are currently focusing attention on improving written work throughout the school. A careful check is kept on each pupil's progress every half term and an impressive range of new programmes of work has been introduced to meet the particular needs of different pupil groups. The organisation of English classes into groups based on these individual needs, rather than on pupils' ages, is helping teachers provide suitable levels of challenge. A strong programme at the infants and reception stage results in pupils having good levels of writing skill for their age. Most write in a neat, even style and spell common or regular words correctly. Many use a confident, joined script. They use punctuation well for their age and produce stories, poems, personal anecdotes and instructions of good quality. By the time they leave for secondary school, most pupils can write at length, with a sound mastery of grammar, spelling and punctuation. They can write for different purposes, such as diaries, advertising copy, playscripts, poetry and extended stories. Their writing usually communicates well with the reader, although the vocabulary they use lacks breadth.

73. Although learning English is a major challenge for most of the pupils, they work very hard to succeed. They behave very well in lessons, maintain concentration even when things are difficult and take as full a part in the proceedings as possible. They work carefully and collaborate well in groups or in paired discussion activities.

74. English is taught very well throughout the school. Lessons are imaginative in conception, capturing the interest and attention of the pupils. Interactive whiteboards and other information and communication technology resources are used well, though the library is very much underused. Emphasis is rightly placed on maximising opportunities for oral discussion, with staff challenging the pupils to add detail, explanation or clarification to what they say. The use of talk partners greatly increases pupil involvement in lessons and provides excellent additional speech practice. Work is challenging and brisk, but engaging for pupils and this is the main reason why they work so hard and achieve so well.

75. Leadership and management of English are very good. The subject leader brings a wealth of experience, commitment and enthusiasm to her work and this has been instrumental in driving standards up so sharply.

Language and literacy across the curriculum

76. Lessons in many other subjects reinforce pupils' learning of English. A very good initiative has been the identification of the different writing opportunities provided across all subjects – to make sure all subjects contribute to pupils' literacy development. While the implementation of this is still at an early stage, there are some inconsistencies in teachers' expectations of pupils. Writing in other subjects is not always as careful and accurate as in literacy lessons and this diminishes its impact as reinforcement.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards of attainment are above average at the end of Year 2.
- Pupils achieve well because of good teaching and very good attitudes to learning by the end of Year 6.
- Leadership and management of the subject are good and help pupils to achieve well.
- Assessments and the use made of this information from checks on progress are very good.

Commentary

77. Standards are good in Year 2 and slightly below average in Year 6. In 2005, unvalidated results in national tests at the end of Year 6 show that just over two-thirds of pupils reached the level expected for this age. Although this is below recent national averages, pupils make good progress from a well below average starting point when they first start school and the results are an improvement on the previous years. Results for Year 2 in 2005 are better than previous years as almost all pupils achieved the expected level. Pupils achieve very well in Years 1 and 2 and they achieve well in Years 3 to 6.

78. Overall, pupils' achievements have improved in recent years. The **good progress** is because of good leadership and **the good teaching provision**. Pupils' progress accelerates particularly in Year 2 as a result of the very good teaching that they receive **in this year group**. More able and average ability pupils are working securely at the expected levels in Years 2 and 6. However, the attainment of a significant number of pupils in Year 6 with special educational needs is low and this brings the overall level of attainment below the national average. The number of pupils who are at the early stages of learning English is very high and the proportion of pupils who leave or join during the school year are also high. These factors have a negative impact on overall standards in Year 6.

79. Pupils with special educational needs are supported effectively and they achieve well. Boys and girls are currently making similar progress. Pupils who speak English as an additional language also make good progress and achieve well, although they may have a lot of lost ground to make up.

80. By Year 2, most pupils can count, order, add and subtract numbers to 20 and have an understanding of number to 100. More capable pupils are proficient in handling data and calculating with three digit numbers. More able pupils achieve this work to a high standard. By Year 6, most pupils are familiar with the four basic rules of number and can apply what they know to real life situations. They learn how to apply their knowledge to problem solving for example in working out a formula to see how many squares there are altogether in a chess board.

81. Overall, teaching and learning are good. Some is very good. All teachers plan and organise lessons well, providing appropriately challenging tasks that engage pupils' interest. The work is consistently linked to previous learning and this helps pupils to progress well. Questions are used well to find out what pupils know and to challenge them to work out mental calculations accurately. Modern technology, such as interactive electronic boards, is used very well to demonstrate and explain work and this visual content of lessons has a positive impact on learning. In the very good lessons seen, teachers' expectations of pupils' work and behaviour were high, the pace was very good and pupils were really interested and motivated in their learning. They are encouraged to talk to each other about how to solve problems supporting their competence in English.

82. Teaching assistants are used very well to support pupils who have special education needs and those who speak English as an additional language. Assessment procedures are very good. The test results are analysed rigorously and information is used very well to track progress.

Marking is of high quality and clearly identifies the strengths in pupils' work or gives pointers for future developments. This results in pupils knowing how to improve their work and helps them to make good progress.

83. The subject is managed and led well. The high focus on improving standards is appropriate and a relevant emphasis is put on developing pupils' understanding of how to solve problems.

Mathematics across the curriculum

84. Numeracy skills are used satisfactorily in other subjects. In literacy lessons, mathematical vocabulary is explained well. In science, pupils use mathematics to measure and find out information related to their work. In information and communication technology, pupils communicate findings in graphic form. They use their skills in design and technology to measure accurately, for example, when making miniature chairs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The subject is led and managed very well.
- Very good resources are available and used very well in lessons.
- There is scope to develop pupils' confidence further in planning investigation for themselves.

Commentary

85. Pupils achieve well throughout the school in science. They make good progress in learning the English terminology for scientific language and in acquiring scientific knowledge. In recent years standards have been very good in Year 2, but well below average in Year 6. There are significant reasons for this. The number of pupils taking the tests in Year 6 is very small and includes significant numbers of pupils with special educational needs. In addition some pupils joined Years 5 or 6 with limited previous school experience and in some cases at a very early stage of learning to speak English. There is evidence of improving standards and indications that results in 2005 will be higher than in recent years at the end of both Years 2 and 6. Inspection evidence indicates that standards are good in Year 2 and broadly in line with the national average in Year 6. The curriculum is well planned and meets requirements.

86. Learning in lessons is sometimes supported well by museum visits and special science days enabling the pupils to find out in practical ways, for example, the factors that contribute to blowing the best bubbles. In a Year 4 lesson, pupils understood the reason for light bulbs being brighter or dimmer in an electrical circuit. They understood about positive and negative features on battery cells and the need to place these carefully when creating a circuit.

87. Good use is made of mathematics in the subject. This was effective when pupils were challenged to find out whether there was a relationship between the circumference of their head and their height. Very good use is made of literacy. Pupils write with interest **in their own words** about their investigations and use diagrams effectively to support the detail, although these sometimes could be improved with a little more care and better use of rulers.

88. Teaching and learning are good in the main. Teaching ranges from very good to satisfactory throughout the school. Teachers make good use of science vocabulary and correct terminology. They provide a clear structure to learning so that the pupils investigate hypotheses in a disciplined way and are clear about what they are doing. They ensure that the pupils make good use of prediction before undertaking experiments and think through their reasons for the conclusions to their investigations. Pupils know that re-testing is often necessary to prove that their

conclusions are reliable. Good opportunities are planned into lessons for investigation, although there is scope for pupils to develop their skills and confidence further in this aspect of work and to plan investigations more independently. Teachers prepare their lessons well so that resources are readily available ensuring good use of time. They question pupils effectively, draw out knowledge from them and engage their interest. Pupils enjoy their learning and participate with enjoyment in practical work, cooperating well together. Year 2 pupils moaned when they had to dismantle their electric circuits because they were enjoying their work so much.

89. Very good leadership and management of the subject are leading to improvement in pupils' achievement across the school. The subject leader has arranged the resources very well and made it easy for teachers to obtain what they need to conduct lessons successfully. He monitors teaching, learning and standards of work across the school regularly and is aware of how the subject can be developed further. Assessment in the subject is thorough and detailed, but not over-complicated so that teachers can plan work to meet needs.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Improvement since the last inspection is good.
- The use of interactive whiteboards enhances pupils' learning significantly.
- Good links with local business partners have enhanced pupils' experience of information and communication technology.
- Pupils in Years 5 and 6 do not have enough experience of using e-mail.

Commentary

90. Good progress has been made since the last inspection when the subject was a key issue for improvement. From a low starting point pupils achieve well and standards are now satisfactory in Years 2 and 6 and they reach national expectations. This is because resources are better, teachers' plan and teach effectively and more use is made of information and communication technology across the curriculum. The provision of modern technology in the form of interactive white boards and Internet access in all classes along with appropriate training, has had a positive affect on teaching, learning and enhancing teachers' confidence.

91. Year 1 pupils successfully log on and off and use the mouse carefully and accurately. Year 2 pupils word-process confidently and know about saving, printing and deleting their work. No information and communication technology lessons could be seen in the juniors, but the range of work sampled and on display was at the expected level.

92. Only one lesson could be seen because of time-table arrangements and so there was insufficient evidence to judge teaching and learning overall. Interactive white boards were used with confidence and to good effect in lessons across the curriculum. New technology focuses the pupils' attention and helps maintain a brisk pace to the lessons. It was used with great effect in a Year 4 mathematics lesson so that pupils made good progress in developing their multiplication skills. The Internet was used effectively in a very good history lesson in which pupils researched World War 2.

93. The school has good links with business partners who have provided a lunch-time club for children who do not have home computers. Year 5 spend a week at a printing works and produce a newspaper. A local business is also working with the school to produce its own website for the pupils to maintain. This has added to the breadth and challenge in the subject, enabling all children to have their learning enriched.

94. Pupils throughout the school speak with confidence about their work in information and communication technology and their use of the Internet at the local library. Older pupils spoke with enthusiasm about their Power Point presentation of a story written by them for Year 1 pupils.

95. Whilst the use of electronic mail to communicate with others is taught to Years 3 and 4 pupils, the older year groups do not maintain this skill to the same degree in school, though some older pupils say they use e-mail at home. The library displays some very useful websites for the children to access, but as yet, there is no computer or Internet access in the library. The school has identified this as an area to develop.

96. The school is in the process of appointing a subject leader for information and communication technology. It is at present being led and managed very well by the headteacher who has attended the extended course for strategic leadership in the subject and has a clear vision for its development. Under her leadership, the school improvement plan for information and communication technology is on course. She has identified further areas for development, the most important of which is to ensure full-time support in the computer suite to enhance teacher's confidence, reliability of the equipment and provide additional support for whole class teaching within the suite. The school also wishes to provide a computer and Internet access for the library.

Information and communication technology across the curriculum

97. The use of information and communication technology across the curriculum is satisfactory and better than at the time of the last inspection. Year 2 pupils use word-processing to describe 'How Hot Water Changes' in science. Year 6 use line graphs and bar charts in their work in science to show how some materials keep water warm and what happens to the heart beat after different exercises. Year 5 pupils made an impressive display of the newspaper they had produced.

HUMANITIES

Two lessons were seen in geography and religious education and one in history. Further evidence was gained through looking at pupils' previous work and teachers' planning.

98. In **history** National Curriculum coverage is good and meets statutory requirements. Year 2 pupils study such events as the Great Fire of London and Year 3 pupils study life of the Romans. The curriculum is enriched by a good programme of visits which including the Tower of London and the Museum of London. Visitors to the school, such as an Ancient Greek workshop, also make a valuable and enriching contribution to pupils' understanding, as they bring the subject alive. Following this workshop, Year 5 pupils were enthusiastic about writing letters as young Greeks away from home. For example:

*'Dear Mum,
Well the war is over, five days of gruesome sports. All of my horses are resting in the bright sunshine.....I'm sorry about Jocon mum; he died in the sporting wrestling...
Yours faithfully Aristotle
PS Send a robe'*

99. In the very good lesson in Year 3, a visitor who had experienced the Blitz spoke movingly about the experience bringing the war to life. This together with their visit to the Imperial War Museum enabled the pupils to speak with confidence about their knowledge of this period of history. In addition, they have developed appropriate historical research skills and can describe the difference between primary and secondary sources of information.

100. Work in **geography** was also sampled. National Curriculum coverage meets national requirements and includes studies of the water cycle in Year 6 and rivers and their physical features in Year 5. The curriculum is enriched by a full programme of visits to places such as Southend and Epping Forest which widen the pupils' experiences beyond their immediate locality and their understanding of the way land is used. In the good lesson seen in Year 5, children were using the

local area to make a traffic survey in order to gather evidence to persuade the local council to consider building a by-pass.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well in religious education.
- Teaching is good and better than at the time of the last inspection.
- Teachers make good use of the school's resources and of pupils' own religious experience, in their lessons.
- Leadership and management are good.

101. Standards in Years 2 and 6 are in line with the expectations of the locally agreed syllabus. Pupils achieve well because of the good provision made to make learning real and interesting as well as good teaching. At the time of the last inspection, standards in religious education were found to be in line with the expectations of the locally-agreed syllabus. At the end of both Years 2 and 6, standards are still in line with expectations and teachers are more confident in teaching the subject.

102. By the end of Year 2, most pupils know that there are different ways in which people express their religious faith. They understand that churches, mosques and temples are all special places, where people go for worship. They know a little about the life and death of Jesus and about important days in the calendars of Islam and Christianity. Importantly, they know how to conduct themselves respectfully in places of worship and in discussions about practices of worship.

103. By the time they move on to secondary school, they have built a strong foundation on this early learning. They have explored important aspects of most major faiths, Buddhism, Hinduism, Islam, Sikhism and Christianity. Some can identify common elements between religions, such as sacred texts or food rituals. More able pupils recognise that some religions acknowledge a single deity and that there are common values, such as respect for family life, across religions. Increasingly they are able to reflect on the implications of faith for daily life, discussing how beliefs may influence the day-to-day decisions people make. Many pupils find these more abstract discussions difficult because they call for a high level of language skill. This is especially the case for pupils with special educational needs and those at an early stage in learning English, although the extra help they receive means they can benefit from lessons and make good headway.

104. Pupils learn quickly and many bring direct personal knowledge of religion from home. They are thoughtful and responsive in lessons and show a lively interest in the work.

105. All the religious education lessons seen were good, with pupils learning well. This is an improvement since the last inspection when teaching was satisfactory and some teachers lacked confidence in the subject. Lessons are now planned to capture pupils' interest and bring difficult issues to life in vivid ways. Classes go on visits to places of worship, the London Buddhist Centre and a local Catholic church for instance. Very good displays of objects, writings, posters and pictures are set up to provoke curiosity and discussion. New interactive white boards, 'big books' and classroom drama all help pupils absorb new ideas effectively.

106. The subject is led and managed well. The subject leader is recently appointed and has a very good background in religious education. She has ensured that the school's good resources for the subject are organised effectively and has worked as a member of the local authority consortium developing a new syllabus for schools. She has a good overview of the quality of teaching and checks the pupils' learning regularly through reviews of their work. An excellent recent initiative has been a survey of pupil views, revealing the range of active faith backgrounds represented in the

school. The outcomes are being analysed to see how these can be shared to enhance achievement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

107. No lessons were seen in music, design and technology and art and design. One lesson was observed in physical education and it is, therefore, not possible to judge the quality of provision or teaching and learning.

108. Work seen around the school in **art and design** indicates that pupils do their best and some examples of good quality work were seen. Displays are attractive and show the value the school puts on the work of its pupils as well as improving the environment. Much of the work is appropriately and imaginatively linked to other areas of the curriculum, thereby making it more relevant and interesting for pupils' learning.

109. At the time of the last inspection, pupils were judged to be underachieving in **design and technology**. Work seen recently indicates that pupils now achieve satisfactorily as provision has improved since the previous inspection. Displays of hand puppets, chairs and slippers made by pupils in Years 2, 4 and 6 indicate full coverage of the National Curriculum. Pupils have learned the key skills of designing, making and evaluating their products appropriate to their age

110. **Music** is taught by a specialist teacher, who was not in school during the time of the inspection. In addition class lessons taught each week, pupils in Years 3 and 4 are involved in a workshop to improve their singing. Pupils in Years 5 and 6 have the opportunity to participate in an opera workshop during the year.

111. The one Year 6 **physical education** lesson observed was taken by a professional football coach assisted by the class teacher. The pupils enjoyed this session and coped well with the very restricted outdoor play space. They developed their skills of cooperation effectively in small team settings, such as three-a-side football. The school has three halls with very good and well maintained surfaces that give good provision for gymnastics and dance. However, outside provision is very restricted and opportunities to promote real challenge and quality in ball games are severely limited. The school provides sufficient opportunities in offsite provision for swimming so that most pupils learn to swim the required 25 metres before they leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision is **good**.

Main strengths and weaknesses

- Links with the local community and theatre groups broaden pupils' horizons and confirm the importance of social harmony.
- Pupils develop an understanding of democracy and responsibilities and contribute ideas to the running of their own school.

112. The last inspection report praised the school's provision for pupils' personal development. It mentioned in particular the good cooperation of pupils working in groups and the courtesy they showed to visitors. The school continues to make good provision and lays an especially strong emphasis on the development of social awareness. Extensive local and business links bring pupils into contact with the wider world and help them understand how people live and work together. A good range of successful contacts with arts organisations broadens their appreciation of the contribution the arts can make to daily life. Pupils learn about the importance of protecting the environment and some have conducted their own surveys within the school to identify possible sources of noise pollution. They are taught that everybody can make a useful contribution to society

and that many famous people have overcome difficulties such as dyslexia to become successful in their working lives. The school's strong and effective anti-racism programme promotes racial harmony strongly and Theatre groups help to promote positive images of different cultures working and playing harmoniously together. Year 5 pupils visit Oxford University, which helps to stimulate their ambitions.

113. Pupils develop a good understanding of citizenship, appreciating some of the rights and responsibilities this involves. In their class and school councils, they learn and implement important democratic processes, such as voting, representing others and acceding to majority views. In particular, they see themselves as having responsibilities in the welfare of the school community and views that carry weight. This is reinforced by regular surveys of pupil opinion, both on whole-school issues and on issues relating to particular subjects, such as religious education.

114. Talk partners are used in many lessons, to promote spoken English. They also encourage courteous listening and a capacity to work together to solve problems. Religious education lessons help them appreciate that some actions are right and others are wrong. Some, but not all, assemblies provide good opportunities for the pupils to reflect on their own beliefs and values and those of others.

115. Pupils learn the importance of keeping safe, for example by wearing bright, high-visibility clothes. They are taught about safe and unsafe substances through a good preventative education programme and the school provides very good opportunities for parents to learn about the policy for sex education. Pupils benefit from separate lessons in these areas when appropriate, but many central issues of personal health and welfare are addressed in subjects such as science and religious education.

116. The subject leader has made a good start to directing and managing this aspect of the school's work. There has been a good recent programme of staff training to support it and provision continues to be one of the school's strengths.

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

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