

INSPECTION REPORT

Bigland Green Primary School
London

LEA area: Tower Hamlets

Unique Reference Number: 100939

Headteacher: Ms Jill Hankey

Reporting inspector: Ms Ruth Frith
2490

Dates of inspection: 1-5 November 1999

Under OFSTED contract number: 706556

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: County

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Bigland Street
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Appropriate authority: Governing body

Name of chair of governors: Mr. Alan Johnson

Date of previous inspection: 10-13 June 1996

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Ron Elam, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Margaret Lygoe	English	Attitudes, behaviour and personal development
John Paull	History Science Geography Physical education Equal opportunities	Efficiency Leadership and management
Val Ives	Music	Pupils' spiritual, moral, social and cultural development
Megan Spark	Religious education Under fives Mathematics Art Ethnic Minority Achievement Grant.	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- The quality of teaching is mainly good throughout the school and results in pupils making good progress. In 66 per cent of lessons seen by inspectors teaching was good or better, it was very good and occasionally excellent in 29 per cent.
- The school gives positive and effective support for pupils with special educational needs and to those learning English as an additional language.
- Pupils make good progress in English, mathematics and science at both key stages and also in religious education at Key Stage 2. In Key Stage 1 they make good progress in music and this becomes very good in Key Stage 2. Across the school, pupils make very good progress in art.
- Pupils have very good attitudes to learning and very good relationships with the staff and each other.
- Provision for pupils' moral development and procedures for monitoring and promoting discipline are very good and as a result pupils have good standards of behaviour.
- Provision for pupils' cultural development is very good.
- Leadership of the school is good and manifests itself in a strong commitment to raising standards.
- The school is efficiently managed.

Where the school has weaknesses

- I. In information technology, at both key stages, pupils reach standards that are below average.
- II. Attendance is unsatisfactory despite action taken by the school and adversely affects the progress that pupils make and the standards they achieve.
- III. Parental involvement in their children's learning is not systematically developed.
- IV. The quality of handwriting and pupils' presentation of work is below that expected for their age.

This is a good school and its weaknesses are far outweighed by what it does well. The weaknesses will form the basis of the governors' action plan, which will be sent to parents, or guardians, of children at the school. Governors will report annually on how the school is achieving the targets set in the action plan.

How the school has improved since the last inspection

Overall, the school has made good progress in addressing the issues arising from the last inspection and is in a good position to make further improvements. Staff and governors have set realistic targets and are well placed to meet them.

- V. The positive relationships between pupils and adults have been maintained and the school continues to provide a caring and supportive learning environment.
- VI. There has been an improvement in the quality of teaching and this, in turn, has improved the rate of pupils' progress and raised their levels of attainment. There is a greater consistency in the level of good teaching across the school, evidence of more very good teaching and much less unsatisfactory teaching.
- VII. Provision for children in the Early Years Unit is now good and staff use a range of teaching methods which are appropriate for the reception pupils' ages and stages of development.
- VIII. Support staff are generally deployed appropriately and are effective in developing pupils' progress. In most lessons there is a clear distinction between supporting pupils with special educational needs and those who need support with developing English.
- IX. Standards of attainment and progress of the more able pupils in mathematics have improved as a result

of better teaching and planning.

X. Improvements have been made to the security of the building.

Although the school has addressed the issues to raise levels of attendance and to improve the presentation of work, more needs to be done in these two areas.

XI. Attendance has improved since the last inspection but it is still well below the national average. The level of unauthorised absence is above the national average and reflects the diligence with which the school records any absences that have not been explained by parents or are not acceptable.

XII. Although a minority of pupils write neatly, handwriting is still generally unsatisfactory.

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Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>very high</i>
			<i>A*</i>
			<i>well above average</i>
			<i>above average</i>
			<i>average</i>
			<i>below average</i>
			<i>well below average</i>
English	C	A	A
Mathematics	A	A*	B
Science	B	A	C

The information in the chart shows that by the time the pupils left school in the summer of 1999, when compared to all schools, they attained average standards in English, well above average standards in mathematics and above average standards in science. When compared with similar schools, pupils attained well above average standards in English and science and very high standards in mathematics. This reflects a significant improvement in all three subjects since the last inspection and an exceptional improvement since 1998.

Levels of attainment fluctuate from year to year and are adversely affected by the number of pupils entering the school during Key Stage 1 and Key Stage 2 with little or no English, the number of pupils who take extended holidays and the number of pupils identified with special educational needs. Currently, through observing lessons, talking with pupils and looking at their work, the inspectors found the attainment of pupils in English to be well below average in Year 2 and below average in Year 6. Attainment in Year 2 in mathematics and science is below average but by Year 6 attainment is average in mathematics and above average in science. At the end of both key stages, pupils' attainment in religious education reflects that indicated in the locally agreed syllabus but in information technology attainment is below average at age 7 and 11.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Satisfactory	Good

Science	Good	Good	Good
Information Technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects		Good	Good

During the inspection, the quality of teaching across the school was satisfactory or better in 96 per cent of lessons. It was very good and occasionally excellent in 29 per cent of lessons, good in 37 per cent and satisfactory in 30 per cent. When teaching is good, teachers have high expectations; plan work which meets the variety of needs in the class and the pace of learning, is good. When teaching is unsatisfactory, the level of work is inappropriate resulting in a slow pace of learning and teachers not managing pupils appropriately. At Key Stage 1, the quality of teaching is very good in art, good in music and geography and satisfactory in design and technology and physical education. Insufficient evidence is available to make a sound judgement in history. At Key Stage 2, the quality of teaching is very good in art and swimming, good in geography and music and satisfactory in design and technology, history and physical education.

Across the school, pupils for whom English is an additional language and those who have learning difficulties receive effective support which ensures access to an appropriate curriculum and helps them to make good progress.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	The school has maintained the good standard of behaviour noted in the previous report. Pupils behave well in lessons and around the school. They are polite and courteous.
Attendance	Attendance is unsatisfactory and well below the national average. Although the school informs parents of the importance of good attendance, absences are increased by parents taking their children on extended holidays.
Ethos*	Very good. The staff and governors demonstrate a strong commitment to high standards and school improvement. This is reflected in the pupils' very good relationships with each other and their very good attitudes to learning.
Leadership and management	Good. The headteacher, deputy headteacher, senior managers and governors provide good educational direction for the work of the school. The monitoring of planning and teaching is effective in highlighting areas for development and raising standards. Aims, values and policies are very well implemented. There are omissions in the prospectus, the governors' annual report to parents and pupils' annual reports.
Curriculum	The curriculum is broadly based and relevant to the pupils' needs. Teachers place emphasis on the development of pupils' English language, literacy and numeracy skills as well as enriching their experiences through subjects such as art and music. A high quality lunchtime club also enriches the curriculum. There has been an improvement in the school's planning since the last inspection which has resulted in pupils receiving appropriately challenging work which builds on their prior knowledge, skills and understanding. Procedures for assessing pupils' attainment are satisfactory and information gained from these is used to plan appropriate work.
Pupils with special educational	The good quality of provision results in pupils making good progress

needs	towards the targets set in their individual education plans.
Spiritual, moral, social and cultural development	Provision for pupils' spiritual and social development is good and provision for their moral and cultural development is very good. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the school. The school provides rich opportunities for pupils to enhance their awareness of literature, music and art through specific projects, workshops and visits.
Staffing, resources and accommodation	There are good levels of staffing consisting of teachers and support staff with a good range of expertise. The quality of accommodation is generally good and the external areas are very attractive. There are sufficient resources and most are of good quality.
Value for money	The school provides good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- XIII. It is a caring school and staff are friendly and approachable.
- XIV. Parents feel welcome in the school.
- XV. Children have good attitudes; they want to learn and enjoy going to school.
- XVI. Most are happy about the standards of work.
- XVII. They are well informed and have a clear understanding of what is taught.
- XVIII. Behaviour is good.
- XIX. It is a good school with no problems.

What some parents are not happy about

- XX. There is some concern about the amount of
- XXI. A significant number of parents at the
- XXII. A small minority of parents was concerned of the senior management team.
- XXIII. A small number of parents were unhappy in their clothes and had not been changed. This was strongly

· Inspectors support the positive views held by most of the parents, particularly in relation to the school's ethos and how staff are, friendly and approachable. Senior staff are available to talk with parents but, to ensure no interruptions, request an appointment to be made if there is a need to talk at length. This arrangement is seen to be acceptable by inspectors. Most pupils enjoy coming to school and they have very good attitudes to learning. The provision of homework is generally satisfactory but lacks consistency in some classes. When regularly set, it contributes positively to pupils' learning, mainly in English and mathematics. The school has highlighted the need to discuss the possibility of a school uniform with parents and intends to do so in the near future. During the inspection, children were well cared for in the Early Years Unit and the school has a policy on changing pupils' clothing if it becomes wet. This is appropriate. During the inspection, a young child refused to be changed despite sensitive handling of the situation by the staff.

· **KEY ISSUES FOR ACTION**

To further improve the standards of work and the quality of education provided, the governing body, headteacher and staff should:

XXIV. Raise standards of attainment in information technology at both key stages by:

- providing further training for teachers and support staff in order to fully implement the National Curriculum information technology requirements in data handling, control technology, monitoring and the use of the Internet;
- ensuring that the new computer suite is well managed to increase access to information technology;
- fully meeting the requirements to report on information technology in pupils' annual reports and indicate how pupils can improve;
- ensuring that pupils use information technology across the curriculum.

(Paragraphs 19, 25, 48, 53, 70, 81, 134, 136, 138)

- Improve rates of attendance by:
 - rigorously implementing the recently introduced initiatives;
 - continuing to work with parents to ensure that all are aware of the importance of good attendance in maintaining good progress and raising standards.
(Paragraphs 37, 38, 67)

- Improve parental involvement in their children's learning by:
 - continuing to build on the willingness expressed by parents at the meeting and developing a home-school policy;
 - giving priority to the various initiatives already being considered by the school.
(Paragraphs 70, 71)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- Improve the quality of handwriting and pupils' presentation of work by:
 - systematically teaching the correct formation of letters at Key Stage 1 and the appropriate use of upper and lower case letters;
 - clearly indicating to pupils in lessons, and when marking their work, how they can improve.
(Paragraphs 16, 108)

- Ensure that all statutory requirements are met in the school prospectus, annual report to parents and pupils' annual reports.
(Paragraphs 70, 79)

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INTRODUCTI

· Characteristics of the school

1. Bigland Green Primary School is a community school providing education for both sexes and all abilities from age 3 to 11 years. The school is situated in North Wapping in the London borough of Tower Hamlets. Most of the children live in the immediate vicinity of the school in an area characterised by overcrowded and substandard accommodation, mostly in flats without gardens. In the area surrounding the school there are few adults with experience of higher education, high numbers of ethnic minority children and few children in high social class households.

2. The majority of pupils are Bangladeshi and only four pupils come from homes where English is their first language. Many of the pupils enter school with little or no English and extended family holidays have a disruptive influence on their education. Currently 411 pupils are supported through the Ethnic Minority Achievement Grant.

3. There are 436 full-time pupils in the school (216 boys and 220 girls) and 19 part-time pupils. During the week of the inspection there were 108 pupils aged under five. The school is much bigger than the average primary school. There are two intakes into school per year, in September and January. Most children enter the Early Years Unit after their third birthday and the youngest attend part-time. They transfer to Year 1 in the September after their fifth birthday. Pupils' attainment on entry is well below

average.

4. Two hundred and eighty one full-time pupils are identified as being entitled to free school meals which is well above the national average. There are 127 pupils (28 per cent) identified as having special educational needs and this is also above the national average. Six pupils have a statement of special educational needs and this figure is broadly in line with the national average.

5. Bigland Green School aims:
 - . To provide a broad curriculum that incorporates the National Curriculum and is concerned with the development, progress and achievement of the individual child.
 - . To teach the children of Bigland Green:
 - to have respect for themselves and others
 - to respect their environment
 - to apply themselves and enjoy their learning.
 - . To inform and involve parents and carers.

1. The following key priorities have been identified by the school:
 - . To raise pupils' standards of attainment in information communication technology.
 - . To improve provision for information communication technology.
 - . To review the school's assessment systems and develop new forms of recording.

· Key indicators

1. **Attainment at Key Stage 1¹**

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	32	26	58

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	18	21	24
	Girls	16	19	22
	Total	34	40	46
Percentage at NC Level 2 or above	School	59 (43)	69 (55)	79 (79)
	National	82 (80)	83 (81)	87 (84)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	25	23
	Girls	19	22	22
	Total	37	47	45
Percentage at NC Level 2 or above	School	64 (64)	81 (78)	78 (83)
	National	82 (81)	86 (85)	87 (86)

.....
1 Percentages in parentheses refer to the year before the latest reporting year

1. **Attainment at Key Stage 2²**

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	28	30	58

8. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	21	21
	Girls	27	26	28
	Total	40	47	49
Percentage at NC Level 4 or above	School	69 (49)	81 (32)	84 (47)
	National	70 (65)	69 (59)	78 (69)

8. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	19	21
	Girls	27	27	28
	Total	39	46	49
Percentage at NC Level 4 or above	School	67 (34)	79 (37)	84 (34)
	National	68 (65)	69 (65)	75 (72)

.....
2 Percentages in parentheses refer to the year before the latest reporting year

9. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.3
	Absence	National comparative data	5.7
	Unauthorised	School	1.3
	Absence	National comparative data	0.5

9.

10. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
		Fixed period	0
		Permanent	0

11. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	96
	Less than satisfactory	4

11. PART A: ASPECTS OF THE SCHOOL

11. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

11. Attainment and progress

11. Attainment

2. Most children enter the Early Years Unit after their third birthday and the youngest attend part-time. They transfer to Year 1 in the September after their fifth birthday. Their attainment on entry is well below average. The majority of children come to school speaking very little or no English and their personal, social, language and mathematical skills are well below average. They make good progress in the Early Years Unit but this is insufficient to bring them to the standards expected of this age group by the time they reached compulsory school age.
3. In the 1999 standard assessment tests and teacher assessments at Key Stage 1, results indicate that in comparison with all schools, the pupils' attainment was well below the national average in reading, writing and mathematics. When compared with schools with pupils from a similar background, attainment was below average in reading and writing and average in mathematics. The percentage of pupils gaining Level 2 (a level appropriate for their age) or above was below the national average. These results reflect the profile of that particular year group which consisted of 97 per cent of pupils with English as an additional language, 21 per cent identified with special educational needs, 76 per cent entitled to free school meals and 21 per cent who had extended periods of time away from school. All these factors have an effect on the pupils' ability to progress from entering school with little or no English to attaining standards expected for pupils of a similar age nationally.
4. At the end of Key Stage 2, the pupils' attainment in the 1999 standard assessment tests in English was in line with the national average, in mathematics it was well above average and in science it was above average. When these overall results are compared with those of similar schools, pupils' attainment in English and science was well above average and in mathematics attainment was very high. These results indicate a gradual improvement since the last inspection apart from a fall in standards in 1998. The 1999 results show an exceptional improvement on those of 1998.
5. The school has placed a strong focus on improving standards and overall this has raised pupils' performance at Key Stage 2, particularly since 1999. This is due to the improvement in the quality of teaching and the introduction of the literacy and numeracy hours. Attainment fluctuates from year to year and is adversely affected by the factors identified above and the number of pupils who enter the school during Key Stages 1 and 2 with no English.
6. Inspectors' lesson observations, discussions with pupils and a scrutiny of their work indicate the following. In English, by the end of Key Stage 1, pupils' attainment in speaking, listening, reading and writing is well below average. Many pupils still have a limited vocabulary and find it difficult to put forward their ideas in detail. Higher-attaining pupils demonstrate satisfactory and sometimes good standards of speaking and by the end of the key stage most pupils listen attentively. Limited vocabulary also restricts pupils' comprehension skills and their ability to express their ideas in writing. Pupils' standards in speaking, listening, reading and writing are just below average at the end of Key Stage 2. Most pupils can sustain a conversation in English and communicate ideas with some confidence. They listen carefully and display by their answers and their actions that they have understood. When reading many pupils decode the text well, and have a sound understanding when they are familiar with the context. Higher-attaining pupils read fluently and infer meaning from the text. Pupils write for a range of different purposes and many begin to use a more varied vocabulary. There has been little improvement in the quality of handwriting since the last inspection and it still remains unsatisfactory.
7. In mathematics, pupils' attainment by the end of Key Stage 1 is below the national average but by the end of Key Stage 2 it is close to national expectations. In Year 2, pupils have sound number concepts

and recall addition and subtraction facts to 20. They are able to read and write two digit numbers and to count confidently in twos and in tens. In Year 6, pupils have good computational skills and well-established concepts of addition and subtraction when undertaking problems involving hundreds, tens, and units. However, their recall of number bonds is sometimes slow. Most pupils are familiar with multiplication facts up to 10 x 10. Pupils' increased understanding and use of language positively contributes to the standards that they achieve. In response to the findings of the last inspection, the school has improved the higher-attainers' attainment and progress by providing work of appropriate challenge.

8. In science, by the end of Key Stage 1, pupils attain below average standards. They carry out tests on materials to establish simple properties and most record their results accurately by drawing them on a chart. However, a sizeable minority finds this difficult. A few higher-attaining pupils are beginning to make sensible predictions. The attainment of pupils in Year 6 is above average. Pupils have good factual knowledge of the solar system and use subject specific terminology well. Nearly all pupils recognise the need for fair tests and higher-attaining pupils carry out research in considerable detail. Lower-attaining pupils, however, are restricted by the amount of recording that they achieve.
9. By the end of Key Stage 1 and Key Stage 2 pupils' attainment in information technology is below that expected for pupils of their age. This area of the curriculum is currently a major focus for the school and provision has recently improved by the purchase of new computers and software and the creation of a computer suite. However, these are very recent developments and insufficient time has passed for them to impact on pupils' attainment. By the end of Key Stage 1 most pupils can confidently use a mouse to point and click at icons or images to load software and can save and print their work. In Key Stage 2, pupils are able to change letter sizes and fonts, select layout and follow programs from a series of commands. Attainment in other areas of the curriculum such as communicating and handling information, controlling, monitoring and modelling are unsatisfactory.
10. By the end of both key stages, pupils reach standards of attainment in religious education which are in line with those identified in the Locally agreed syllabus. By the end of Key Stage 1, they understand the different customs and traditions of Christianity, Hinduism and Islam and know that a major element in these religions is that of caring for one another. They explore issues of family relationships and responsibility. By the end of Key Stage 2, pupils have an increased understanding of these religions and use correct terminology when talking and writing about religious symbols, festivals and ceremonies. Pupils are familiar with the life and work of famous religious figures of the past, including the prophet Mohammed, Buddha and Jesus.

20. Progress

11. Children make good progress in the Early Years Unit in all areas of learning as a result of the good teaching which, in turn, encourages good responses from the children. Also, the focus on developing children's personal, social and language skills is effective in developing positive attitudes to learning and communication skills which enhance their access to all areas of the curriculum. The planning takes account of the shorter attention spans of the younger children and provides for effective teaching sessions together with a range of activities that encourage children to become independent learners and to progress well.
12. The introduction of the literacy hour is making a positive contribution to the good progress in English lessons which pupils make at both key stages. Many opportunities are planned to encourage pupils to increase their vocabulary and use of spoken English and bilingual primary helpers in the classrooms make a very effective contribution to the progress of lower and average-attaining pupils. The emphasis on phonics across Key Stage 1 has a positive influence on pupils' progress, particularly with spelling. Progress is enhanced at Key Stage 2, as pupils become increasingly confident in expressing themselves in English and their vocabulary widens. Progress in writing is encouraged in Key Stage 1 by pupils learning to plan their writing and by sequencing events in a story. At Key Stage 2, teachers promote good progress by developing pupils' punctuation and spelling skills and insisting on the correct use of language. Pupils with special educational needs make good progress because group activities are well supported. Progress is very good in one-to-one reading recovery sessions.

13. Overall, the pupils' progress in mathematics throughout the school is good in relation to their prior attainment. Children entering school at the age of four have poor concepts in mathematics for their age and very poor skills in English language. Staff funded through the Ethnic Minorities Achievement Grant to facilitate access to the curriculum for pupils who have English as an additional language work very effectively in mathematics to ensure full conceptual understanding through the use of first language in the Early Years and Year 1. Working alongside teachers in Key Stage 2, staff continue to support the pupils' understanding and this in turn develops their expressive language which they use to explain their theories and hypotheses. Good progress by pupils is also sustained by teachers' planning which supports the provision of activities at an appropriately challenging level. Discussion sessions at the end of lessons are used effectively to consolidate learning and enhance progress.
14. In science, overall rates of pupils' progress through the school are good, and from about age nine to eleven they are currently very good in lessons. These rates of progress are a result of the quality of teaching, curricular planning, and the very good attitudes of pupils. Teachers' plans outline clear learning objectives and support a variety of tasks which maintain the interest of pupils and build on their prior knowledge, skills and understanding. The cumulative effect of progress at these rates has a particularly positive effect on attainment at 11, especially when compared with what pupils know and understand on entry to the school. Good support from staff ensures that pupils' understanding of scientific ideas is not slowed down simply because they do not follow in English. This is especially the case in classes for the younger pupils.
15. In the majority of information technology lessons observed, pupils made at least satisfactory progress and sometimes it was good. However, over time their progress has been unsatisfactory as until recently they have lacked the opportunities to practise their skills and cover the whole of the information technology curriculum. Pupils have only just begun to benefit from the new provision and the school's focus on information technology as an area for development. Also, some teachers lack knowledge and confidence in the areas of data handling, control technology and monitoring and this affects the progress which pupils make.
16. At Key Stage 1, pupils' work in religious education reflects satisfactory progress in developing positive attitudes towards relationships and values through discussions about friendship and school rules. They understand that their own actions can affect others and realise the importance in developing a tolerant understanding of beliefs other than their own. At Key Stage 2, pupils make good progress through exploring moral and social issues and sharing their own ideas and experiences. Planning is thorough and supports pupils' progress in learning through the teaching of skills, knowledge and understanding in a systematic way.
17. At both key stages, pupils make very good progress in art, good progress in geography and satisfactory progress in physical education and in design and technology. They make satisfactory progress at Key Stage 1 in history and good progress in music. At Key Stage 2 very good progress is made in music and swimming and good progress in history.
18. Better progress is made when teachers have high expectations, precise learning objectives are identified, questioning is used well to develop knowledge and understanding and the pace of the lesson is brisk. Unsatisfactory progress is generally a result of teachers not setting work at an appropriate level or failing to gain the full attention of the pupils.
19. No significant difference was noted in the progress of boys and girls during the inspection. The very small minority of pupils for whom English is their first language make similar progress to that of their peers.
20. Throughout the school, pupils with special educational needs make good progress. This is a result of good teaching which ensures that the tasks set build on the pupils' prior knowledge, skills and understanding and the good support provided by the special needs assistants and primary helpers.

30. **Attitudes, behaviour and personal development**

21. Pupils' attitudes to learning are very good and parents value the good attitudes their children acquire in school. In the Early Years Unit, children, including those under five, show an interest in activities and, with adult support, are able to sustain concentration and complete tasks. They are usually eager to join in activities. They are very well behaved and form good relationships with adults and each other.
22. In Key Stage 1, pupils are generally interested in their lessons, and listen attentively. They often become completely absorbed in stories, for example, when Year 1 classes watched the story of "Goldilocks and the Three Bears" being acted out and when stories are read in the classroom. Pupils are often eager to answer questions and to show their work. In a very few lessons their attention lapses and they become restless towards the end of a lesson or during the afternoon. Key Stage 2 pupils are often enthusiastic about their work. They show good levels of concentration and perseverance. Attitudes to learning are particularly good in science, information technology and art. In one Year 5 science lesson pupils showed very mature attitudes as they worked in groups to classify substances. Pupils take a pride in their work, value learning and gain in self-confidence. One girl said that the school had taught her that, if she worked hard, she could be anything she wanted to be.
23. The school has maintained the good standards of behaviour noted in the previous inspection report. There have been no recent exclusions. Behaviour is good in lessons and around the school and this contributes to the good progress pupils make from the Nursery onwards. Pupils know right from wrong and understand what is expected of them. Individual incidents of unacceptable behaviour are dealt with quietly and effectively. There is usually a calm, purposeful atmosphere when lessons are in progress. In the very few lessons where class behaviour was unsatisfactory the pace of the lesson was slow and pupils became very restless. Pupils treat resources with care and the many stimulating displays in classrooms and corridors are respected.
24. The quality of relationships continues to be a strength of the school. Pupils relate well to one another and have very good relationships with their teachers and with the other adults who work in the school. These very good relationships create an environment of mutual respect in which pupils feel comfortable and confident. Pupils are able to ask and answer questions in a supportive and friendly atmosphere. They know that they are valued. Pupils usually work well together; they take turns, share, and listen to one another's opinions. During circle times and other lessons, such as religious education, pupils reflect thoughtfully on the feelings and beliefs of others. Pupils who are new to the school are welcomed and are quickly included in the playground games as well as in the classroom activities.
25. The personal development of pupils is satisfactory. Pupils perform a limited range of duties confidently and sensibly, such as taking registers to the office. Older pupils readily help younger pupils, for example in Year 6 when they support Year 1 pupils when making boxes in design and technology. Pupils enjoy school journeys, visits to art galleries and to other places of interest and gain confidence through these experiences.
26. Pupils with special educational needs generally have very good attitudes to learning. They respond well to the additional support provided and because the work is well matched to their prior levels of attainment they sustain concentration for good periods of time. Their behaviour is good.

36. **Attendance**

27. Attendance in the school is unsatisfactory and detracts from pupils' attainment and progress. Although it has improved since the last inspection it is still well below the national average. Absences are often due to the usual childhood illnesses, though a number of parents continue to take their children on

extended holidays during term time despite the school's request to do otherwise. Many of these holidays last for several weeks and the school now takes the children off roll in line with local education authority guidance. The level of attendance is poor in classes in the early years unit and in Year 1 where it was below 90 per cent for several half terms last year. Attendance has improved in the first few weeks of the present school year. The level of unauthorised absence is above the national average. This, however, reflects the diligence with which the school correctly records as unauthorised any absences which have not been explained by parents or where the parents keep the children away for unacceptable reasons such as to buy new clothes or for family occasions.

28. Registration takes place promptly at the beginning of each session. Most pupils are keen to come to school and arrive punctually for the start of the day. Nevertheless there are a few families where the children are regularly late especially lower down the school. Lessons during the day generally start and finish on time.

38. QUALITY OF EDUCATION PROVIDED

38. Teaching

29. The school has addressed the key issue on teaching arising from the last inspection which was to ‘... maintain the good teaching which is evident across a wide range of classes and subjects, and raise the quality of teaching where necessary’. The quality of teaching has improved and this, in turn, has helped to improve the progress which pupils make and the standards they achieve. There is now much less unsatisfactory teaching and more teaching of a high quality.
30. Across the school, the quality of teaching is excellent in 2 per cent of lessons, very good in 27 per cent, good in 37 per cent and satisfactory in 30 per cent. Teaching is unsatisfactory in 4 per cent of lessons. When teaching is good, teachers have high expectations, plan work which meets the variety of needs in the class and the pace of learning is good. When teaching is unsatisfactory, the pace of learning slows or the teacher fails to get the full attention of the pupils.
31. The quality of the teaching for children under five is very good in 18 per cent of lessons, good in 50 per cent and satisfactory in 32 per cent. A sound knowledge of the needs of young children underpins the planning and teaching of the curriculum and a range of teaching methods is used successfully to gain the interests of the children and motivate them to learn. Staff place appropriate focus on developing the children’s personal, social and English language skills which results in them gaining access to a broad and balanced curriculum. The staff work well together and ensure that children quickly settle into school life. Teaching is encouraging and makes good use of positive comments and praise. This, in turn, contributes to the children’s self-esteem, confidence and positive attitudes to learning. The support staff have a clear view of their roles and the ability of some adults to communicate with the children in their home language makes a significant contribution to the way they relate to adults and settle in school.
32. In Key Stage 1, the quality of teaching is excellent in 3 per cent of lessons, very good in 24 per cent, good in 41 per cent and satisfactory in 24 per cent. It is unsatisfactory in 7 per cent of lessons. Teachers have good knowledge and understanding of the subjects they teach and use this well to plan lessons. Teachers generally have high expectations of pupils and provide work which challenges the full range of pupils. However, the pace of learning in a minority of lessons slows as it is dictated more by the pupils than the teachers. The management of pupils is sound overall and staff try hard to encourage the youngest pupils to develop independent learning skills.
33. In Key Stage 2, the quality of teaching is excellent in 2 per cent of lessons, very good in 33 per cent, good in 29 per cent and satisfactory in 33 per cent. Teaching is unsatisfactory in 4 per cent of lessons. Teachers have good subject knowledge and use this well to set tasks that challenge pupils and build on their prior knowledge, skills and understanding. They have high expectations of work and behaviour and manage pupils well. A good range of teaching and organisational strategies is used effectively to maintain the interest of the pupils. Teachers use time and resources well.
34. A particular strength of teaching is how teachers regularly plan together in year groups. This results in teachers sharing their knowledge and expertise and in pupils receiving similar curriculum experiences regardless of which class they are in. At both key stages, the quality and use of teachers’ day-to-day assessment is good. Teachers know their pupils well and use this knowledge to encourage individual pupils to work and progress at an appropriate rate. Work is marked regularly and some teachers are effective in using this activity to further encourage pupils to improve. Others, however, miss this opportunity to help pupils to improve their standard of work, for example with handwriting. When homework is set it supports the pupils’ learning in school, particularly in English and mathematics. However, in some classes provision is inconsistent.
35. The quality of teaching is good in English at both key stages. The school introduced a literacy period before the Literacy Strategy began nationally and teachers have good subject knowledge and experience of teaching the literacy hour. The quality of teaching has a significant impact on pupils’ progress

- particularly when teachers speak clearly and provide very good models of spoken English. Bilingual staff give very effective support at Key Stage 1, thereby ensuring all pupils have access to stories and explanations. A broad range of activities are provided and phonic skills are taught very effectively. Teachers use questions well to assess pupils' understanding and develop their ideas and responses.
36. The quality of teaching in mathematics is satisfactory at Key Stage 1 and good at Key Stage 2, particularly in Years 5 and 6. Teachers' mathematical knowledge and understanding is good, particularly when teaching the older pupils where they explain work well, give good examples and practical demonstrations. Teachers' expectations are high and sometimes very high; they set interesting and challenging tasks, which stimulate pupils and keep them motivated. The pace of learning in lessons is generally good. There is an appropriate balance between giving pupils time to think through the questions and allowing them to explain how they arrived at their answers.
37. In science, the quality of teaching is good overall but it is better in Key Stage 2 where some very good teaching occurs in Years 5 and 6. Teachers throughout the school have a good knowledge of the subject and use this well in year groups to plan appropriate work that challenges pupils. In the best lessons, the pace of learning is good and teachers use resources well. Pupils are managed very well and this allows them to become fully involved in investigations which leads to good progress.
38. The quality of teaching in information technology is satisfactory in the areas covered but pupils have not received a broad and balanced curriculum in the past. Access to the computers has been inadequate to fully develop pupils' knowledge, skills and understanding and pupils have not received sufficient teaching in control technology, data handling, monitoring and the use of the Internet. A significant number of teachers have insufficient expertise in these areas and lack confidence. Teachers are able to give competent demonstrations of basic word processing skills. Teaching in the sessions observed was never less than satisfactory and in one lesson it was very good.
39. The quality of teaching in religious education is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers plan well and identify clear learning objectives which support curricular objectives and meet the needs of the pupils. Most teachers are skilled in leading discussions and use questioning well to extend pupils' thinking and assess their understanding. Tasks are well matched to the language development and prior attainment of all pupils, including those who have special educational needs. In most lessons, pupils' behaviour is managed well.
40. At Key Stage 1, the quality of teaching is very good in art, good in music and geography and satisfactory in design and technology and physical education. Insufficient evidence is available to make a sound judgement in history. At Key Stage 2, the quality of teaching is very good in art and swimming, good in geography and music and satisfactory in design and technology, history and physical education.
41. The attainment of pupils is very considerably raised in many areas of the curriculum by the high quality provision offered by support staff. The support given by bilingual staff is of a high quality and is effective in helping pupils to access the curriculum. The staff liaise very effectively with parents in all areas of school life in the Early Years and the use of the home language supports the self-esteem of pupils. The support offered by staff in Key Stage 1 is focused on the development of pupils' skills in spoken English. This is effective in raising standards in both literacy and numeracy particularly in Year 2. Support is less effective in some year groups in Key Stage 2. In classes where there is a clear distinction between the needs of pupils who need support with English and pupils with special educational needs the impact on attainment is good.
42. Across the school, the quality of teaching for pupils with special educational needs is good. Teachers know their pupils well and provide tasks which develop their learning and maintain their interest. In the literacy and numeracy sessions, pupils benefit from working in groups of pupils with similar ability. Special needs assistants and primary helpers provide good support and this contributes positively to the progress which pupils make.

52. The curriculum and assessment

43. The school provides a broad and balanced curriculum, which includes all the subjects of the National Curriculum and religious education. Personal and social development is planned with care, and health, drugs and sex education are thoughtfully introduced. The school offers children under five a stimulating programme of learning experiences, which provides a very good balance between play and more structured work. The curriculum in the nursery and reception classes takes very good account of the needs of children under five. It is based on the recommended areas of learning and gives children a secure foundation and a very good preparation for work in Key Stage 1. The school has successfully implemented the strategies for the literacy hour and the National Numeracy Project. Teachers use these initiatives effectively to maintain and raise standards in reading, writing, and mathematics. Information technology is not used systematically across the curriculum.
44. Overall, the curriculum prepares pupils very effectively for the next stage of education. The school places a very strong emphasis on the development of English language skills, creating a language rich environment in order that pupils may achieve their full potential by the time they are eleven. Due respect is given to the pupils' cultural heritage, as well as that of the wider community, and all pupils have equal access to the curriculum and opportunities to learn and make progress. The Code of Practice for pupils with special educational needs is firmly in place. These pupils receive a broad, balanced curriculum which is relevant to their needs and based on good assessment of their knowledge, skills and understanding. In numeracy and literacy sessions they are placed in groups with pupils of similar abilities and this ensures that the activities provided can be planned more easily and the support provided targeted more effectively. All pupils have individual education plans which highlight their needs and set specific targets for improvement. These plans are reviewed termly and information from these reviews is used to plan pupils' work.
45. An improvement to the school's planning since the last inspection means that all pupils are appropriately challenged in their work in lessons. All subjects have clear policies and national documentation is used as a basis for planning in many subject areas. Teachers plan jointly across year groups and this ensures continuity and progression in pupils' learning. Planning and implementation of the curriculum is monitored closely by the senior management team and by subject co-ordinators.
46. The curriculum is enriched by a high quality lunchtime club which caters for pupils of all ages and a wide range of interests, including art, information technology, mathematics and literature. These sessions are very well attended and are effective in broadening pupils' interests and raising their attainments. Visits to places of historical, geographical, and cultural interest extend pupils' knowledge and make a very positive contribution to the curriculum, expanding the pupils' horizons and impacting strongly on attainment. An annual residential visit for pupils in Year 6 gives them access to outdoor adventure activities and develops their self-awareness and ability to respond to the needs of others.
47. The school's policy for assessment, recording and reporting contains thorough procedures for assessing pupils' learning. Initial assessment is carried out in pupils' home language and language support teachers work very closely alongside class teachers to ensure progress in language acquisition is matched effectively to progress in other areas of the curriculum. Teachers use comprehensive assessments of attainment in English, mathematics, and science very effectively to identify pupils' progress and to plan the next stage of learning. New assessment procedures are at various stages of planning and implementation for other subjects of the curriculum and the school is currently reviewing procedures within the subjects of the core curriculum. The results of National Curriculum assessments in English, mathematics, and science are analysed, together with data in mathematics, to identify areas for curriculum development and more effective teaching. In many lessons teachers assess pupils' understanding and adjust their teaching to ensure that all pupils make progress. Pupils are involved in setting their own targets for learning in English, mathematics and science and this is effectively raising standards across these subjects.

57.

57. Pupils' spiritual, moral, social and cultural development

48. The school's overall provision for the spiritual, moral, social and cultural development of all its pupils is good. All children under five benefit from the effective provision for their personal and social development. Observation of the life throughout the school indicates that all teachers and ancillary staff support the aims of the school which help pupils to develop physically, intellectually, spiritually and emotionally. Overall, this provision has been maintained at a good level since the previous inspection.
49. Provision for pupils' spiritual development is good and is appropriately extended beyond religious education lessons and corporate worship within assemblies. Collective worship is used effectively to promote a sense of wonder and time for reflection using the topic of creation and uplifting music. Time to reflect on pupils' own beliefs, values and experiences is regularly provided in the classroom and focuses the minds of children on how their attitudes and actions can influence other people. Pupils are encouraged to respond to religious teaching by relating the content of their own lives in a way that develops their spiritual awareness. It also gives worthwhile opportunities for pupils to discuss some fundamental questions, by valuing people and their ideas. For example, pupils in Year 6 listened to a Buddhist visitor with respect and interest and asked some perceptive questions. The school is successfully promoting the recognition of spiritual elements over a wide range of subject areas. For example, pupils in Year 2 showed real wonder when they were shown a case containing a flute and then when listening as the flute was sensitively and expertly played.
50. The school provides very well for the moral development of all pupils. A strong moral code is the basis for acceptable behaviour and this is consistently emphasised throughout the day-to-day life of the school. Pupils are held individually responsible for their behaviour and are encouraged to solve their own problems and arguments during open class discussions. Decision-making is effectively developed during class discussions on the basis of truth, honesty, fairness and respect for others. There is a solid framework of values that encourages pupils to distinguish right from wrong and staff provide very good role models. This is reflected in the pupils' natural respect for other people and their property.
51. The school prepares pupils very effectively in their social development through appropriate emphasis on consideration, tolerance and understanding which promotes socially acceptable attitudes. Teachers are both professional and caring and there is clear evidence of positive and successful relationships between pupils and staff. Residential visits enhance pupils' social development. The vast majority of pupils co-operate well with each other. For example, in a mathematics lesson in Year 3, pupils worked well in groups to decide on a general rule when working with odd and even numbers and in a physical education lesson, pupils collaborated well together to plan and record a dance. Pupils are encouraged to participate in the community, for example, in their support of local charities. They are friendly and welcoming to visitors.
52. Very good provision is made for cultural development. Opportunities are regularly presented for pupils to learn more about their own cultural traditions and they develop their knowledge and understanding of other cultures through art, music, literature, geography and religious education. The school provides rich opportunities for pupils to enhance their awareness of literature, music and art, for example, through theatre visits and workshops, and through visits to museums, art galleries and having artists in residence. Out of school visits, together with talks from those representing different cultures further enhance pupils' knowledge and understanding of the diversity of cultures represented in their area. Attractive displays and a range of appropriate books, artefacts and other learning resources contribute effectively towards pupils' understanding and respect for multicultural customs and beliefs.
53. Pupils' spiritual, moral, social and cultural development is valued by the school, which is successful in its aim of placing these values at the heart of the curriculum.

63. Support, guidance and pupils' welfare

54. Overall the teachers and support staff show a good level of concern for the needs of the pupils. The school has maintained the positive support, guidance and welfare procedures seen at the last inspection to ensure that they make a good contribution to the standards that the pupils achieve. Parents are satisfied with the level of support in the school, seeing it as safe and caring community where staff are approachable.
55. The monitoring of pupils' progress and personal development is good and makes an appropriate contribution towards effective learning. Regular assessments are made of progress in English, mathematics, science and the other subjects at least every term and are recorded in each pupil's primary learning record. In addition, notes are made of progress in reading and samples of work kept. Targets are set for the pupils in English, mathematics and science and kept at the front of their work books. In the autumn term teachers discuss with parents other targets which can be achieved at home. The monitoring of progress of pupils' personal development is less structured and relies mainly on the teachers' knowledge of the individual pupils. The monitoring of pupils with special educational needs is good and the individual education plans support their needs and ensure progress. Regular reviews take place to monitor their progress and formal and informal meetings also take place between teachers and support staff to ensure all are well informed. As at the time of the previous inspection the needs of pupils are effectively identified.
56. The procedures for promoting discipline and good behaviour are very good. The behaviour policy includes the rights and responsibilities of staff, parents and pupils and an outline is provided in the prospectus. What is expected of the pupils is explained in assembly and in discussions with the teachers. Also, a code of conduct or a contract is displayed in many of the classrooms as a reminder to the pupils. These are well understood by the pupils. Observation during the inspection and the comments of parents show that the school's approach is effective. Though pupils could not recall any instances of bullying, the school ensures they know what to do if it were to occur. A policy against racism is in place. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system. Overall the arrangements for promoting good behaviour that were in place at the time of the previous inspection have been maintained.
57. The procedures for monitoring and promoting attendance and punctuality are satisfactory. The deputy headteacher regularly checks the level of attendance in each class to praise the highest or most improved. A bilingual assistant has recently started to telephone home on the first day of any unexplained absence and letters in both English and the community language are used as appropriate. Many parents wish to travel abroad and, before agreeing any holiday absence, the school discusses with parents the consequences on their child's education. If the parents still insist on going away the school takes the pupil off roll in line with guidance offered by the local education authority. The education welfare officer is in regular contact with the school and visits families as necessary though that does not always result in any significant or continuing improvement. Registration takes place promptly in all classes ensuring consistency in monitoring punctuality. However, attendance levels have been consistently below the national average for several years and any improvement is taking place only slowly.
58. There is good support for both parents and pupils when they first come to the Nursery. The children are visited at home if their families agree. The parents have good opportunities to visit the school and they are encouraged to stay as necessary to ensure their children settle. A particularly good instance was seen during the inspection of the support provided for a pupil with special educational needs in the Early Years Unit and even the pupils in the reception class showed an admirable degree of concern. At the top end of the school, there is appropriate preparation for the transfer to secondary education with the pupils in Year 6 having a more formal classroom setting for lessons, increased amounts of homework and good opportunities in circle time to discuss any concerns.
59. Overall, the school provides a satisfactory environment to ensure the welfare of the pupils. The headteacher is the designated officer for child protection and, while most of the staff have received appropriate guidance, the school has not ensured that all new staff understand the procedures. The provision for first-aid is satisfactory with several staff having been trained and appropriate records kept of any treatment. A brief health and safety policy is in place and risk assessments have been carried out recently. The teachers ensure that pupils are made aware of health and safety issues during lessons such

as science, physical education and personal and social education. Suitable arrangements are in place for sex education and drugs awareness including support from the local community police officer.

69. Partnership with parents and the community

60. Overall the school makes satisfactory efforts to provide information to parents. In particular staff recognise that many parents have difficulties with written material and concentrate on holding meetings and speaking to parents. At the parent conference in the autumn term teachers, with an interpreter, meet the parents individually to explain what will be taught during the year, discuss targets for the pupils and how parents can help at home. As parents indicated at the meeting with the inspectors and in the questionnaire, the teaching staff are friendly and approachable. This was apparent during the inspection with the teachers standing at the classroom door at the end of the day and having conversations with parents. A number of the support staff and teachers are bilingual and are readily available to act as interpreters as necessary. The opportunity to meet the teachers at the top end of the school is more limited as their classes are on the first floor and the teachers do not always go outside the building at the end of the day. With the help of some outside organisations, the school holds workshops for family literacy, English classes and a class to explain to parents how to help their children. In addition, a toy library is open on one afternoon each week for parents of children waiting to come to school. Letters to parents are generally written both in English and the community language. The reports on progress are provided in the summer term and parents can discuss them with the teachers, again with interpreters present. The reports generally concentrate on work covered in the year and the attitudes of the pupils with usually little reference to the skills and understanding acquired. They do not meet statutory requirements, having no reference to information technology.
61. Parental involvement in their children's learning is unsatisfactory. In the Early Years Unit parents are encouraged to be more involved in what happens in the classroom and, in Year 1, parents are able to come into the classroom on one day of the week to hear their children read and to see their work. Though few parents do spend much time in the classroom, the school initiatives have resulted in two parents helping regularly in the Early Years Unit. Parents are always eager to help on school trips. Nevertheless, with the exception of Year 6, no newsletters are sent out to inform the parents generally about school life and the school has not held any meetings in recent years about the numeracy and literacy initiatives. Homework is mainly reading, spellings and tables with more formal English and numeracy work higher up the school but it is not set consistently. At the meeting with inspectors parents expressed a concern about homework and also said that they would like to be more involved throughout the school. The school is considering various ideas such as outside notice boards, regular meetings with health visitors, half termly newsletters written by the pupils, homework policy, development of a home-school policy but these have not yet been accorded any priority. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.
62. There are good links with the local community which help to enhance the curriculum. Many visits take place to museums, art galleries, local festivals and both Years 2 and 6 have a residential trip to a field centre. Visitors include artists, musicians and theatre groups. Very good partnerships with business result in many people from local companies coming to hear pupils read and to advise and support the headteacher. These contacts, together with collections for charity, help to enhance the curriculum and provide pupils with a greater understanding of society at large.

72. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

72. Leadership and management

63. At the time of the last inspection, the headteacher was described as dedicated and capable. Enthusiastic senior managers supported her, and sound decisions had been made to safeguard the quality of

education. This has improved. Currently, the overall quality of leadership and management is good. The headteacher, together with her deputy head and senior managers, provides good educational direction for the work of the school. There is a strong emphasis on producing good rates of progress, based on thorough monitoring of the school's work; building and maintaining good relationships, and providing a warm and caring environment in which pupils feel safe and secure. This results in a very good ethos that promotes learning well. The governing body shares this vision and offers effective support. Financial matters are monitored effectively. This is based on the good quality of information that it receives from the school. A high expenditure on provision for English as an additional language is both appropriate to the needs of pupils, and highly effective in its contribution to good rates of progress in all stages.

64. The headteacher supports her staff well. She observes lessons with the assistance of her deputy head and senior managers, and feeds back advice and information on how teaching can be improved. Subject co-ordinators are also involved in the process. Lesson planning is collected and checked with reference to policies and schemes of work to ensure that the National Curriculum is properly taught. In science, particularly, there is a very good system for planning towards required learning outcomes that includes opportunities for ongoing evaluation. Results of this are then used to inform the next stage of planning.
65. Provision for pupils with special educational needs is well managed by a special educational needs co-ordinator who has been in post for one year. She has a clear view of how to improve provision that is highlighted in an action plan which identifies appropriate priorities. Statutory requirements are met for pupils with a statement of special educational needs.
66. Aims, values and policies are very well implemented. The headteacher, senior managers and staff meet frequently to discuss policy and planning. This is particularly effective in building teamwork and whole-school approaches to the implementation of practice and procedures. The school has a very strong statement about equal opportunities. This is communicated well in its prospectus. The school's population is not ethnically diverse, as nearly all pupils are from families originating in the Asian sub-continent. There is a thorough understanding of the difference between special educational needs and pupils whose initial attainment is restricted by lack of English. Arrangements for the development of English as an additional language, and provision for special needs are both good, which helps to ensure access to the curriculum for both groups. Boys and girls are also treated in ways that ensure equality of access and opportunity, and the curriculum is adapted to meet the needs of pupils of differing prior attainments, including those of higher attainment. This is particularly the case in English, mathematics and swimming.
67. The school's development plan is clear and well constructed, and the identified priorities are appropriate. Success criteria are included and improvements are costed. Developmental planning is strongly influenced by curricular matters. For example, information from National Curriculum tests is analysed carefully, and has been used to set realistic targets.
68. The school's ethos is very good. There is a strong climate for learning, which produces good attitudes amongst pupils. Consequently, nearly all pupils enjoy coming to school and relate very well to adults working there. Members of staff consistently do their best for them, demonstrating high expectations of both their behaviour and progress. In general, the school has made good progress in managing the issues for action in its last report. Teaching, for example, has remained good overall, with an increase in the amount of very good teaching and a decrease in unsatisfactory teaching. Support staff are now effective, particularly those with responsibility for English as an additional language. In mathematics, there has been a greater emphasis on increasing the rates of progress of higher-attaining pupils. The security of the building has been greatly improved since the last inspection. However, the school has been less successful in improving rates of attendance or in improving the standard of pupils' handwriting.
69. The school meets its statutory requirements with regard to the curriculum, assessment and reporting to parents although pupils' annual reports do not contain comments on information technology. There are also minor omissions in the prospectus and the governors' annual report to parents.

79. Staffing, accommodation and learning resources

70. There is a good match of the number, qualifications and experience of the school's teaching staff to meet the needs of the curriculum. There are 22 full-time, 6 part-time teachers and 1 instructor and there are co-ordinators for all subjects apart from music. A member of staff also has responsibility for special educational needs, each of the key stages, the Early Years Unit, library and staff development. The co-ordinators and staff with the extra responsibilities generally have appropriate skills and a very positive understanding of their roles. The staff supporting pupils learning English as an additional language generally possess a high degree of expertise. There are good levels of staff, including support staff, to cater for the special educational needs of pupils and they are suitably trained and experienced. There is a very good level of support staff who make an important contribution to pupils' learning and standards of behaviour. This includes staff who care for pupils over the lunchtime break. The administrative and site management staff are also appropriately experienced.
71. Arrangements for the formal appraisal of teachers are no longer operating though all have professional development interviews. These, together with the school's own priorities in the development plan, are used to decide on training needs. This results in the school generally providing a good level of training for teachers to carry out their subject and management responsibilities and for all staff to fulfil their roles. Teachers have received effective training to develop the literacy hour and implement the Numeracy Strategy although training for information technology is unsatisfactory. Though there is no school induction policy the arrangements for the support of newly qualified staff follow the programme of the local authority and are appropriate.
72. The quality of accommodation is generally good. The school is a modern building in a good state of repair and decoration and is cleaned to a high standard. The classrooms are spacious with carpets and sinks and many have access to smaller areas for group work. There are several additional rooms for curriculum purposes such as music, information technology, library, as well as medical and community rooms. The teachers work hard to make an effective learning environment with pleasing displays and well organised classrooms. However, the open plan arrangement between pairs of classrooms creates a problem with noise from the adjoining year group. This was seen on some occasions to prevent pupils hearing what was being said or caused distraction. The arrangement of the rooms for the Early Years Unit results in the space being cramped and restricts easy movement of adults and pupils. Though part of the school is on two floors, a lift ensures full access for people with restricted physical mobility.
73. The external areas are very attractive. The front of the site is well planted with shrubs and small trees and the Key Stage 1 playground has a pleasing variety of areas for sitting. The garden area has a pond and is used for growing vegetables and fruit as well as encouraging wildlife. There is no grassed area and none is within easy access.
74. The provision of resources is generally satisfactory both in terms of their range and appropriateness. Most are in good condition and well organised. Provision is good for art, music, physical education and religious education. It is also good for English though there are not enough non-fiction books in the library. Resources are supplemented with loans from the local authority. Visits to places of interest and visitors to the school are used well to enhance pupils' learning.

84. The efficiency of the school

75. Financial planning is good. Expenditure on curriculum development supports the school priorities, is clearly identified in the school development plan and is directed at raising standards. Recent spending on literacy and numeracy has had a positive impact on attainment. The major focus this year is to raise standards in information technology and funds have been allocated to equip a new computer suite and provide technical support. The governors have properly identified the need to continue to support this development by providing staff training. Other priorities include maintaining the building and site in the present good condition so that all pupils continue to learn in a pleasant and stimulating environment.

The finance committee meets regularly to monitor the budget and reports each term to the full governing body.

76. Teaching staff continue to be deployed appropriately and since the last inspection there has been an improvement in the deployment of support staff who are now used effectively in classes. The allocation of responsibility for the core curriculum to the senior management team allows them to monitor and analyse progress across the school very effectively. The headteacher and deputy headteacher have already appropriately identified the need to increase administrative support in order to release them from some time-consuming tasks.
77. There has been a change recently in the way in which funding is provided for pupils with English as an additional language. The school now receives this funding directly to provide additional teaching staff and primary helpers across the school. This support is very good in the Early Years Unit and at Key Stage 1 and is effectively targeted in Year 3. This good quality targeting has yet to be extended to Years 4 and 5. Funding for pupils with special educational needs is used effectively and these pupils make good progress as a result of good support.
78. The school generally makes good use of accommodation and learning resources. The playground areas and gardens are used very well. Classrooms are well organised and resources are stored accessibly. The many small rooms are used well. New equipment for information technology is just being installed and is not yet being used effectively. The library is in a room which is also used for storage and for the popular lunchtime club. Books are not well classified or easily accessible for older pupils to develop independent research skills. Resources for most subjects are used effectively and pupils' learning is enhanced by educational visits. The school makes effective use of money from local business and charities. The St Katherine and Shadwell Trust regularly funds an artist in residence and a donation from the Royal Sun Alliance will shortly provide an after school club.
79. Financial control and school administration are satisfactory. Issues raised in the latest audit have been addressed. The headteacher monitors spending thoroughly and ensures that the school obtains value for money from service agreements. Day-to-day organisation is efficient and the administrative staff offer friendly support to parents, pupils and staff.
80. The school has improved its position in relation to offering value for money which at the previous inspection was judged to be "reasonable". The cost per pupil to the local authority is slightly above the average nationally and the school receives additional funding from the Ethnic Minority Achievement Grant. The overall attainment on entry is very low and in the current Year 6 is in line with national expectations in mathematics, above in science and just below in English. The quality of education including teaching is good and as a result pupils make good progress. Pupils' attitudes to learning are very good and their behaviour is good although attendance is currently unsatisfactory. When taking all these factors into account the school provides good value for money.

90. PART B: CURRICULUM AREAS AND SUBJECTS

90. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81. There are two intakes into school per year, in September and January. Most children enter the Early Years Unit after their third birthday and the youngest attend part-time. They transfer to Year 1 in the September after their fifth birthday. The majority enter with attainment which is well below average. By the age of five, they have made good progress, but have not reached the expected standards in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. This judgement is made according to the criteria established by national guidance. The vast majority of children learn English as an additional language and enter school with very little or no English. Together with children who have special educational needs, they are identified quickly, fully integrated into the class and in most cases make good progress. This has been maintained since the previous inspection.

91. Personal and social development

82. Teaching in this area is good in the Early Years Unit. Children are settled into the nursery and reception classes thoughtfully and successfully. By the age of five most children meet the expected standards in their personal and social development. They are taught the difference between right and wrong. Relationships are very good and staff are effective in creating a warm, caring and stimulating learning environment in which children develop good attitudes to learning and become self-confident. This promotes their good progress. The children show growing independence and initiative when presented with choices and with increasing confidence follow instructions. For instance, when given a task they settle quickly and respond to instructions without question. They listen well and are beginning to understand set routines. They delight in sharing their work with any available adult. Children are very well behaved and are forming good relationships with each other and with adults. They are appropriately learning to share equipment and to take turns.

92. Language and literacy

83. Overall, teaching in this area of learning is good but by the age of five, the majority of children are well below the required standard in language and literacy. They make good progress from entry and are developing their skills well in receptive English. However, they have poor skills in expressing themselves clearly. Children listen attentively to stories, songs and nursery rhymes. They lack confidence when sharing their experiences. However, the adults use skilful questioning to encourage them to express their ideas and increase their vocabulary. They learn to copy language patterns and finish sentences begun by the teacher. Specialist language support staff are used well and give the children confidence to try harder. Children handle books carefully and know that print carries meaning, but do not identify the title or author. The higher-attaining children tell the story by following the pictures, whilst the majority just look at the pictures and do not have the necessary vocabulary to talk about them. By the age of five, approximately two-thirds recognise simple words and are beginning to develop basic pre-reading strategies. Most are beginning to write their own name and copy letters in recognisable script. The literacy hour is having a significant beneficial impact on children's progress.

Mathematics

84. Overall, teaching in this area of learning is good and occasionally very good. In mathematics, the majority of children enter school with very poor number skills. They make good progress but are still well below the expected standard by the time they are five. They count and sort numbers to 10 orally, and are beginning to compare, sort and match every day objects. Children have experience in ordering and sequencing pictures with varying degrees of success. They are appropriately introduced to mathematical language such as more, less, longer and longest and are becoming familiar with number rhymes, such as 'One, two, three, four, five, once I caught a fish alive'. Teachers use every opportunity to reinforce the children's knowledge and understanding of number through consistent repetition, for example, of the daily date, days of the week and the number present in the class. Information technology is not used to support their learning in mathematics.

Knowledge and understanding of the world

85. Teaching to promote children's knowledge and understanding of the world is satisfactory. Children make sound progress but are still well below the expected standard by the time they are five. They are beginning to identify features on their faces and to understand the difference between light and dark. Children recognise that time passes by looking at a simple time-line and sequencing the months of the year. Effective opportunities are provided for the children to assemble and disassemble simple models using a variety of construction kits to try out ideas. They enjoy baking and successfully use clay to make divas to develop hand control. There are few opportunities to develop their computer skills. They are beginning to develop eye and hand co-ordination through controlling the arrow keys when following a program on the computer.

Creative development

86. By the age of five, the children's creative development is well fostered through an appropriate range of activities and they come close to meeting the expected standards. Many drawing and painting opportunities are provided. The children produce pictures using a wide range of techniques, such as printing, marbling, foil sculpting and collage, and are developing independence when practising these skills. The role-play areas of the home corner in the Nursery and the Dark, Dark House and home corner in the reception classes provide stimulating opportunities for the children to play co-operatively. In addition, they develop their imagination and extend their language skills by re-enacting familiar stories or making up their own in their particular language.

Physical development

87. Teachers make good provision for the children's physical development. The majority of children come close to the expected standards by the time they are five in the control and manipulation of small objects such as pencils, construction apparatus, modelling tools, scissors and paint brushes, which they handle safely and appropriately. They have many opportunities to cut, stick and join objects together, for example, when making junk models of mums and dads. In physical education lessons the children make at least good progress in throwing and catching skills, balancing and jumping. Children in the Early Years Unit enjoy using the outdoor play area with the planned focus for the week. They develop control and co-ordination and awareness of space through the use of large apparatus and equipment.
88. Overall, the quality of teaching in the Early Years Unit is good in language and literacy, mathematics, personal, social, creative and physical development, with some very good aspects. Teaching in the area of knowledge and understanding of the world is satisfactory. Very good teaching is characterised by good subject expertise, which is seen in the confidence when posing and answering the children's questions. Teachers, specialist language support teachers and assistants and nursery nurses have secure understanding of how young children learn, particularly those who have English as an additional language, and provide a rich learning environment in which the children can develop. Effective planning which is clear and detailed takes into consideration the national guidance for children under five and encourages good responses from the children. The pace of the lessons is appropriate and clear challenges are set. Activities are very well organised and resourced, showing very good preparation to stimulate and motivate the children to try harder. Staff have high expectations and a clear understanding of what their individual roles are. Teachers provide a calm, secure and purposeful learning environment in which the children thrive. Other positive features include good control, very good specialist language support and very good relationships that are established between adults and children. The teaching of language and literacy and numeracy is well organised to meet the varying needs of different groups of children.
89. The curriculum is linked to the nationally agreed guidelines for children under five. Assessments take place on entry to the reception classes and these help to inform the statistics for measuring pupils' achievement in the school. Very clear records are kept to check the children's progress and assess what they need to do next. A good induction programme through home visits operates for children entering the Nursery. The newly appointed early years' co-ordinator is enthusiastic and dedicated to the development of provision for the under fives. Regular weekly meetings take place to ensure effective liaison between all the staff in the Early Years Unit. Staff work extremely well together and collaborate with planning and assessment of children's needs. Monitoring takes place through the evaluation of

planning and through identifying the focus for lessons to be observed and evaluated.

99. ENGLISH, MATHEMATICS AND SCIENCE

99. English

90. In the 1999 national tests at the end of Key Stage 1, attainment was well below the national average in reading and writing and below average when compared with similar schools. At the end of Key Stage 2, pupils attained standards in English which were in line with those found nationally and very good compared with similar schools. Results for seven and eleven-year-olds were much better than those in 1998. The school surpassed the targets set for 1999. Ninety nine per cent of pupils speak English as an additional language, starting the National Curriculum with limited English and often very low standards in language and literacy. Attainment fluctuates from year to year and is adversely affected by the number of pupils who take extended holidays and by pupils entering the school during Key Stages 1 and 2 with no English. Currently standards of attainment in Year 6 are somewhat below those achieved in 1999. Standards in Year 2 reflect recent test results. Progress across the school is good.
91. Standards in speaking and listening are well below average at the end of Key Stage 1. Although by the time pupils are seven most begin to show confidence in speaking, many find it difficult to explain their ideas in any detail and they still have a limited vocabulary. Higher-attaining pupils demonstrate satisfactory and sometimes good standards, for example when talking about their reading books. By the end of the key stage most pupils listen attentively.
92. Progress across Key Stage 1 is good. Many opportunities are planned to encourage pupils to increase their vocabulary and use of spoken English. In Year 1 all pupils make good progress as they retell the story of "Goldilocks and the Three Bears". Year 2 pupils also make good progress as they try to answer questions about their big book, although not all understand the questioning immediately. Bilingual primary helpers in the classrooms make a very effective contribution to the progress of lower and average-attaining pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers.
93. By the end of Key Stage 2, although overall standards in speaking are just below average, most pupils can sustain a conversation in English and communicate ideas with some confidence. Pupils listen carefully and develop their ideas thoughtfully. For example in one good lesson there was some good quality discussion as Year 6 pupils debated which characters in "Romeo and Juliet" were to blame for the outcome. All pupils were responsive to others' opinions and a number expressed their ideas clearly and fluently. A large minority understood the issues but their ability to explain their ideas was below average for their age. Progress is good across the key stage as pupils become increasingly confident in expressing themselves in English: their vocabulary widens and they develop a wider range of sentence structures. Pupils have good planned opportunities to develop speaking and listening skills in many lessons. For example in Year 4, pupils work in groups to discuss their work on the Romans and Celts in history. Pupils with special educational needs make good progress because, as in a Year 4 lesson, the teachers direct learning well, insisting on careful thinking and thus helping pupils to give better answers.
94. Standards in reading are well below average at the end of Key Stage 1. Although pupils' skills in decoding the text are often sound, many still have a limited vocabulary and this restricts comprehension even for higher-attaining pupils. Average-attaining pupils in Year 2 use phonic skills successfully to work out unfamiliar words such as "llamas" and "snort" but need help in understanding what they are reading. They have a satisfactory understanding of alphabetical order. Lower-attainers recognise some words in familiar text and know initial letter sounds. Progress in reading at Key Stage 1 is good overall and Year 1 pupils make good progress in learning letter sounds. In one class the quality of phonics teaching is excellent and this is having a significant impact on progress. The emphasis in phonics across the key stage also has a positive influence on pupils' spelling. Higher-attaining pupils learn to identify

the author and title of their book. In one Year 2 lesson, the teacher emphasised the use of expression when reading speech and pupils made good progress. Pupils with special educational needs make good progress because group activities are well supported, and progress is very good in one to one reading recovery sessions.

95. By the end of Key Stage 2 a greater proportion of pupils attain average standards in reading although standards in Year 6 are currently slightly below average. Pupils are introduced to a suitable range of literature including poetry and drama. Year 6 enjoy the complex plot and characters when they study "Romeo and Juliet" as a class. When they read, average-attainers decode the text well, and have a sound understanding when they are familiar with the context. Their understanding is more limited when they encounter abstract ideas or figures of speech. Higher-attaining pupils read fluently and can infer meaning from the text. Lower-attainers are not keen readers. They read simple text accurately but their understanding is restricted by their limited vocabulary. Progress across the key stage is good. Pupils make good progress in lessons for example when they read Michael Rosen's poems together in Year 3 and read parts in a play script in Year 4. They learn to use expression effectively. All pupils take their reading books home, but many do not read regularly in English to an adult. The opportunity for pupils to read regularly to adults through the Business Partnership is very valuable.
96. Many pupils have a limited English vocabulary and their ability to express their ideas in writing is well below average at the end of Key Stage 1. Pupils who do attain the expected standard sequence their ideas appropriately and use simple punctuation correctly. Higher-attainers write more imaginative stories. Progress across the key stage is good, with many pupils at the early stages of independent writing at the start of Year 1. Pupils are taught to follow simple structures and learn to plan their writing, working with the teacher as a class or in a group. Progress in a Year 2 class was very good as pupils were skilfully guided in sequencing the events before writing about "The Three Wolves and the Big Bad Pig".
97. By the end of Key Stage 2 the proportion of pupils attaining the expected standard in writing has risen but standards in Year 6 are somewhat below average. Pupils write for a range of different purposes, and higher-attaining pupils show a good understanding of the features of journalistic writing. Many pupils begin to use a more varied vocabulary and vary simple sentence structures, but few use complex sentences. Progress across the key stage is good and pupils are taught to understand the features of different types of writing. Pupils also make good progress in developing punctuation and spelling skills. Year 3 pupils made good progress in writing simple poems, following a structure suggested by the teacher. In Year 4, pupils also made good progress as they wrote play scripts, using relevant terms such as "cast" and "narrator". All pupils in Year 5 made good progress as they worked on writing instructions. Pupils make good progress in learning to use correct grammatical terms. Teachers promote this progress by insisting on correct usage, for example in Year 4, where "thingy" was not accepted as an alternative for "colon".
98. A key issue from the previous inspection was to improve the presentation of written work throughout the school. Although a few pupils write neatly, handwriting is generally unsatisfactory reflecting the findings of the previous report. At Key Stage 1 many pupils form letters incorrectly and in Years 3 and 4 a number of pupils mix upper and lower case letters within the same word. By Years 5 and 6 a few pupils have developed a neat cursive style but presentation is overall below average.
99. Pupils' response to lessons is usually good and is never less than satisfactory. In some lessons their response is very good. Behaviour is good and attitudes to learning are very positive. At Key Stage 1 pupils listen enthralled to skilfully told stories, and try hard to answer questions. At times they become restless during carpet sessions as their attention wavers, but in general pupils concentrate well. At Key Stage 2, the work ethic is very strong. Pupils are often keen and enthusiastic and are eager to answer questions. Behaviour is good and pupils collaborate well on group activities.
100. The quality of teaching is good, and in lessons observed was never less than satisfactory. Three-quarters of the lessons were found to be good or better. At Key Stage 1, one third of lessons were very good or excellent. The quality of teaching has a significant impact on pupils' progress. Lessons are interesting and motivate pupils to learn. Almost all teachers speak clearly, providing very good models of spoken English. Bilingual staff give very effective support at Key Stage 1, thus ensuring all pupils have access

to stories and explanations. Teachers have good subject knowledge, most explain concepts clearly and introduce pupils to relevant technical vocabulary. Phonic skills are taught very effectively. Group activities are well matched to pupils' needs. Relationships are good and teachers manage behaviour well. Teachers' questioning skills are good, checking understanding and reinforcing learning.

101. The school introduced a literacy period before the Literacy Strategy began nationally. A scrutiny of work and of displays shows examples of pupils' written work in all relevant subjects at Key Stage 2. Pupils write recipes, instructions and accounts in design and technology. There are good examples of written work in science, mathematics, religious knowledge and history. Pupils have good opportunities to use reference books within the classrooms, and by Year 6, pupils are developing simple research skills. The school library is not well organised and this limits opportunities for independent research, particularly for older higher-attaining pupils. At Key Stage 1, pupils respond to many subjects orally or through drama, since many pupils are still at the early stages of learning English.
102. The subject is well managed by the headteacher. The school has sound assessment procedures and pupils' progress is monitored regularly. Test results are analysed carefully to identify areas for improvement. Targets are set for all pupils in consultation with parents. Apart from shortcomings in the library, resources are well-organised, accessible and in good condition.
112. Provision for pupils with English as an additional language
103. In many areas of the curriculum the attainment of pupils is very considerably raised by the high quality provision offered by support staff. Staff often work bilingually with the younger pupils to support the development of concepts, to raise the esteem of pupils, to give status to the pupils' home language and to develop their use of the English language.
104. Support for pupils with English as an additional language is highly effective in the Early Years Unit. The bilingualism of the staff is invaluable in forming links with parents. Staff provide an important link with the home culture and the security of the home language for pupils entering the nursery and reception classes. The staff share the language and the culture of the community and liaise very effectively with parents in all areas of school life in the Early Years Unit. The raised self-esteem and self-image of pupils through the use of the home language, and the ready identification of pupils with staff from the pupils' own culture who can act as role models, has a very positive effect on attitudes and behaviour.
105. The high quality of direct pupil support offered by staff in the Early Years Unit is improving pupils' understanding and supporting access to the curriculum. Work is well planned and integrated into the curriculum with an emphasis on the use of both home language and English in order to aid concept formation and development of oracy in both languages. The support given by bilingual staff is of a high quality and is a strength of the school.
106. The support offered by staff in Key Stage 1 is focused on the development of pupils' skills in spoken English. This is effective in raising standards in both literacy and numeracy, particularly in Year 2. Planning is fully integrated into teaching in all subjects thereby raising standards of achievement through increased self-esteem and carefully targeted work.
107. Support is less effective in some year groups in Key Stage 2 where it is used to meet the general needs of lower-attaining pupils. In classes where there is a clear distinction between the needs of pupils who need support with English and those pupils with special educational needs, targets set are appropriate to the needs of the pupils and the impact on attainment is good. The lack of a planned approach to partnership teaching across all year groups affects minority ethnic pupils' access to the full curriculum. The co-ordinator for support work in Key Stage 2 has recently initiated several new methods of working with groups of targeted pupils where the focus of the work is specifically addressed to identified individual and group needs. This is effectively meeting the needs of pupils in Year 3 but has not yet been extended across the key stage. Where work is well planned and differentiated in Key Stage 2, pupils are able to access the curriculum in all subject areas. This was seen in a mathematics lesson,

where pupils were given direct support in the understanding of the concepts and the words used to describe processes, in order that they may use their mathematical skills to good effect.

108. The governors have a commitment to developing the English language skills of pupils and the school has very effectively used its own budget to supplement the support offered from government funding. The provision for links with the home and community offered by staff greatly enhances the pupils' learning opportunities and enables an important initial liaison with parents to be established in the early years. This has not as yet been extended across the key stages.

118. Mathematics

109. Pupils' attainment in mathematics has risen since the time of the previous inspection. The 1999 National Curriculum assessment tests at the end of Key Stage 1 show that pupils' attainment in mathematics is well below the national average. Results at the end of Key Stage 2, however, are well above the national average. When results are compared to those of similar schools, the pupils' attainment is average at the end of Key Stage 1 and very high at the end of Key Stage 2. Inspection findings show that attainment by the end of Key Stage 1 is below average, but indicate that by the end of Key Stage 2 attainment is close to national expectations. Comparison of the results of national tests over the last three years shows that attainment fell at Key Stage 2 during 1997 and 1998 and rose dramatically in 1999. At Key Stage 1 over the same period, attainment rose steadily. These variations in attainment at Key Stage 2 reflect the school's enthusiastic involvement in the pilot of National Numeracy Project in 1998-99, and the exceptional skill and expertise of teachers with responsibility for implementation of the project who raised attainment to a very high level.
110. Overall, the pupils' progress throughout the school is good in relation to their prior attainment. This is clearly charted in the data compiled during the school's participation in the pilot of the National Numeracy Strategy. Children entering school at the age of four have poor concepts in mathematics for their age and very poor skills in English language. The pupils make good progress in Key Stage 1 and this progress is accelerated towards the end of Key Stage 2 as English language skills become more secure, facilitating a greater understanding and use of the language of mathematics. Staff funded through the Ethnic Minority Achievement Grant, to facilitate access to the curriculum for pupils who have English as an additional language, work very effectively in mathematics to ensure full conceptual understanding through the use of first language in the early years and Year 1. Working alongside teachers in Key Stage 2 staff are able to support the development of the appropriate language of mathematics and enable pupils to develop their expressive language to explain their theories and hypotheses. Pupils who have special educational needs also make good progress towards the targets set for them in their individual plans. These pupils are well supported by classroom assistants and teachers with the provision of suitably matched tasks.
111. Good progress by pupils in mathematics during lessons is sustained by teachers' good planning, both in the long-term curriculum plans within the National Numeracy Strategy and short-term lesson preparation. Work which is matched to pupils' needs, at an appropriately challenging level, allows them to make good progress in lessons. This is particularly evident at the end of Key Stage 2 in both Years 5 and 6. Practical resources used in lessons aid the pupils' concept building and skills, as in one Year 3 class where the pupils sorted pasta, lentils and beans in order to confirm hypotheses about odd and even numbers. Pupils' progress benefits greatly from consolidation in discussion sessions at the end of lessons. This is demonstrated in Years 5 and 6 when questioning is used by the teachers to assess what pupils have gained from the lesson. The school gives prominence to mental arithmetic and progress in this area is very good. Throughout the school, pupils improve mental recall of number facts and develop a range of strategies for working out problems in their heads. Pupils are very successful in recognising patterns and relationships in numbers.
112. Year 2 pupils are developing sound number concepts. They order numerals accurately to 100 and recall addition and subtraction facts to 20. They understand the concept of a sequence of numbers, and higher-attaining pupils are able to identify a rule for the pattern perceived in a variety of sequences. They are able to read and to write two digit numbers and to count confidently in tens and in twos. With the help

of the teacher younger pupils in the key stage order artefacts according to length and explain their work effectively.

113. By the end of Key Stage 2, pupils have a clear understanding of the perimeters of regular and irregular shapes. They find the total lengths by measuring the sides of shapes accurately using millimetres. Higher-attaining pupils are beginning to understand that a simple formula can be developed to aid calculation. More able pupils are beginning to use a protractor to measure the angles of a rhombus and a kite. All pupils use "right angle corners" effectively in this work and refer confidently to acute, obtuse, and right angles. They are able to offer suggestions for their results and see emerging patterns of similarity and difference within shapes. Pupils have good computational skills and well-established concepts of addition and subtraction when undertaking problems involving hundreds, tens, and units although recall of number bonds is sometimes slow. Multiplication tables are practised regularly, most pupils being familiar with facts up to 10×10 . Pupils in Year 6 compile glossaries of mathematical terminology and this strengthening of the understanding and use of language is impacting strongly on attainment. There are no particular weaknesses in attainment across the four mathematical areas, but many pupils do achieve above average standards in number work.
114. Mathematics has a high profile in classroom displays, which enhance its image in school. Pupils apply the skills of numeracy across a range of subjects. In science in Key Stage 1, they sort and classify materials using sets. Pupils use measuring skills in design and technology. In history, pupils gain a sense of the passage of time by referring to time-lines, which link major changes in transport through the ages.
115. Pupils' attitudes in mathematics lessons are good. They settle well to tasks and sustain concentration. They relate well to one another and work co-operatively in pairs and groups. Pupils work independently without the need for constant adult supervision. Very good relationships in class between pupils and teachers are a strong feature and encourage pupils to join in class discussions with confidence. Pupils are largely enthusiastic and particularly enjoy practical activities where they are able to clarify their understanding by discussing with peers in their home language.
116. In Key Stage 1, the teaching is satisfactory overall but varies from very good in half of lessons seen, to unsatisfactory. In Key Stage 2 teaching is good, with more strengths being evident. One third of the teaching seen in Key Stage 2 was very good and this was all towards the end of the key stage. Teachers' planning is thorough and very well matched to the National Numeracy Strategy. In lessons, there is a range of tasks for pupils, which are well matched to their abilities. Teachers have good mathematical knowledge and use accurate terminology in explanations at the beginning of lessons. The teachers' class management skills are good. They use praise well to encourage the pupils to improve their work. This is a strength of teaching in the subject, particularly towards the end of Key Stage 2, which is evident in teachers' clear explanations of the work and the good use they make of examples and practical demonstrations. They give well-informed answers to pupils' questions. The quality of day-to-day assessment is good. Teachers check, using skilful questioning, whether pupils fully understand a mathematical idea before leading them to develop it further. Teachers' expectations are high and sometimes very high; they set interesting and challenging tasks, which stimulate pupils and keep them motivated. The pace of lessons is generally good. There is an appropriate balance between moving the lesson on and giving pupils time to think.
117. Standards of attainment in mathematics have improved since the last inspection. The curriculum is well balanced and broad enough to cover all elements of mathematics through appropriate time allocations within the timetable. The subject is well managed. Planning is rigorous and well monitored by the deputy headteacher, who co-ordinates mathematics. There is good subject leadership and a commitment to improving the standard of attainment over time. Assessment and record keeping procedures are good. They inform future planning and enable teachers and the co-ordinator to set realistic targets. The co-ordinator has supported her colleagues effectively during the school's entry into the National Numeracy Strategy pilot scheme and the strategy is showing a marked impact on attainment. Monitoring, both of the curriculum and of the teaching, has contributed to the raising of standards in numeracy. Teachers have analysed the results of standardised tests during their participation of the National Numeracy pilot,

to detect any gaps in their coverage of the curriculum. This analysis has resulted in a strong emphasis on the use of the language of mathematics within lessons in order to develop pupils' proficiency. This assessment and analysis are not yet formally embedded into the school's regular assessment strategies. An appropriate range of equipment and books supports teachers in their work and ensures that pupils have opportunities for practical work as well as consolidation of learning through practice.

127. Science

118. At the time of the last inspection, standards in science were meeting national expectations at the age of both seven and eleven. Currently, by the time pupils leave the school, attainment is usually above average. This represents an improvement in the subject. The results of 1999 National Curriculum tests of pupils aged 11 indicate that attainment is above average in comparison with all schools in the country, and well above average in comparison with similar schools. This is an improvement on the results of 1998. However, the school's results that year were not as good as usual, and those achieved in 1999 are more typical. In 1998, boys did better than girls, but this is reversed in the 1999 results. The school has a strong policy for equal access to its curriculum, and inspectors' evidence suggests that this is applied rigorously. Differences are therefore not attributable to any bias in practice. There are no National Curriculum tests for pupils aged seven. However, on the basis of statutory teachers' assessment, the percentage of pupils that achieves the expected level and above is well below that of all schools in the country. In comparison with similar schools, these results are in line with the national figure. They are, however, not quite as good as in 1998.
119. Currently, the overall attainment of seven-year-olds is below average, whereas the attainment of eleven-year-olds is above average. At the age of seven, pupils carry out tests on materials to establish simple properties. For example, they apply force to rubber, wood, plastic, sponge and other materials, squeezing each one in turn to see which will change shape and which will not. Most record their results accurately by drawing them on a chart, although a sizeable minority finds it difficult. A few higher-attaining pupils are beginning to make sensible predictions, and to decide whether a squeeze is the same as a push or a pull. Pupils are interested in living things, making simple observations about animals and plants, and how they grow. A scrutiny of past work indicates that in Year 6, pupils learn many facts about the earth in space, positioning it as the third planet in the solar system. They know terminology such as "orbit", "asteroid", "comet", and the names of the other planets. Higher-attaining pupils carry out research, which entails considerable detail. Lower-attaining pupils, however, are restricted by the amount of recording that they achieve. Pupils' work contains clear pictures and diagrams, which show the functions of the main organs of the human body. For example, pupils understand the process of digestion. In lessons, nearly all pupils recognise the need for fair tests. In an experiment on the relation between the beat of their pulse and activity, several point out the need to control rest periods and the vigour of exercise that is undertaken. A higher-attaining pupil predicts that resting for a minute after brisk activity will cause pulse rates to fall by 10 per cent. By the time they leave school, pupils also successfully carry out tests of solubility on salt, sugar, tea and coffee. They draw and make models of particles, and begin to understand properties of solids, liquids and gases.
120. Overall rates of pupils' progress through the school are good, and from about age nine to eleven, it is currently very good in lessons. At the age of about five, attainment is well below average, and occasionally very low. However, progress is sufficiently good that by the end of Year 2, attainment has improved considerably, although it remains below what is normally found. By the time that pupils leave the school, rates of progress ensure that standards are above average, which is supported by the results of the most recent National Curriculum tests. These rates of progress are linked to the quality of teaching, curricular planning, and the very good attitudes of pupils. Planning sheets contain clear statements about what pupils are expected to know, the order in which ideas should be taught, and when to teach them. Appropriate selections of tasks based on this, and the clarity with which teachers explain work are allied to pupils' very good responses. This results in a good quality of learning, which supports pupils' understanding and acquisition of knowledge. In Years 5 and 6, these features are often even stronger, resulting in very good progress. The cumulative effect of progress at these rates has a particularly positive effect on attainment at 11, when compared with what pupils know and understand on entry to the school. Furthermore, different groups with differing needs are supported well by support teachers

and classroom assistants alike. For example, pupils with special educational needs are known well by the adults who work with them. Work is therefore adapted to suit them, so that they can also progress at a good rate. Pupils with English as an additional language are equally well provided for by bilingual adults who ensure that the pupils' understanding of scientific ideas is not slowed down simply because they do not follow in English. This is especially the case in classes for the younger pupils. Thus, good rates of progress are occurring.

121. Pupils' attitudes are very good. They enjoy the challenges that experiments and observations provide. Mostly, they listen very well, and work conscientiously on the tasks that are provided. Behaviour is generally good. Planned opportunities for pupils to work together on an experiment are fully accepted by them. They co-operate very well, sharing their ideas in discussions amongst themselves, and using equipment and resources with care and purpose. Resulting working relationships between pupils are nearly always very good.
122. The overall quality of teaching is good. There is no unsatisfactory teaching. In three lessons out of ten lessons, it is very good. It is good in four out of ten, and the remainder is satisfactory. It is better in Key Stage 2 than Key Stage 1. This is because the very good teaching occurs in lessons in Years 5 and 6. However, three-quarters of the teaching in Years 1 and 2 are good. Teachers throughout the school have a good knowledge of the subject. Their joint planning supports this. It ensures that they understand the requirements of the National Curriculum, even where personal expertise is otherwise weaker. The very good teaching is characterised by very good management of pupils and very good choices and uses of resources and materials, leading to good pace in the lessons. Time is thereby used very purposefully, consolidating pupils' knowledge, and deepening and broadening their understanding. For example, in a lesson on pulse rates, pupils in Year 6 commented that they checked their pulses in a physical education lesson last year. Immediately the teacher used this experience to check and consolidate their recall. This time was very well used in order to establish a common ground. All pupils then built on this to make very good progress in their scientific knowledge. A more secure management of pupils is the element that usually separates the good and better teaching from the satisfactory teaching. It results in time being used more consistently on tasks leading to progress, rather than on sorting out matters of behaviour or silliness.
123. The subject is well co-ordinated. Teachers' folders that are provided for each class contain a useful planning document, including a good monitoring tool. This has also been checked against recently published guidelines of the Qualifications and Curriculum Agency. Resources are well-organised in boxes that correspond to curricular needs.

133. **Information technology**

124. Information technology is currently a major focus for the school and is a developing subject. Sound structures are being put in place to improve pupils' skills and raise levels of attainment. However, attainment by the substantial majority of pupils is below the national expectation at the end of both key stages. Recent developments such as the upgrading of equipment and the creation of a small computer suite have resulted in pupils getting more 'hands on' experience and in lessons they are making satisfactory progress in developing word processing skills. In Year 1 pupils load and operate a program to dress a teddy unaided. In Year 2, they use a painting program to create pictures on their topic of transport and develop their counting skills through the use of a mathematics program that encourages them to count in twos. They are learning to use the directional key, caps and delete keys. By the end of Key Stage 1, most pupils can confidently use a mouse to point and click at icons or images to load software.
125. In Year 3, pupils use a drawing program satisfactorily, make choices of colour, save and print their work. In Year 4, pupils develop their skills by opening a file, entering their name and the date, saving and printing. The new multimedia computers are providing exciting new learning opportunities and pupils in Year 5 make good progress from a low base by learning to load CD-ROMs and using them effectively to search for information on science topics. By the end of Key Stage 2, pupils change letter sizes and fonts, print and save their work. They develop their desktop publishing skills by producing a newsletter.
126. Over time pupils have made unsatisfactory progress in information technology at both key stages due to a lack of opportunity to practise their skills, insufficient up-to-date computers, lack of software and an inadequate coverage of the curriculum. Pupils with special educational needs make similar progress to their peers. Recently, access to computers has improved and pupils are now getting regular opportunities to develop their skills. This is starting to impact positively on pupils' progress, although progress since the last inspection remains unsatisfactory. There is a very small minority of pupils with computers at home who have greater opportunity to practise their skills and consequently reach higher levels of attainment than that of their peers. The attainment of the majority of pupils will be below average in control, data handling and monitoring by the end of the Key Stage 2 when they leave for secondary school.
127. The majority of pupils enjoy using information technology and respond well to their teachers' instructions. They can be trusted to work well together for short periods without direct supervision and give each other support. They work co-operatively and share access to the computers fairly. They are keen to investigate new programs and have very good attitudes to learning.
128. In the few sessions observed, teaching was very good in one lesson and satisfactory in the rest. Teaching is best when expectations are high, subject knowledge is good and when help can be given quickly to pupils. Teachers are able to give competent demonstrations of basic word processing skills but many require further training in order to use the software currently available to the school. The weaker areas in teachers' knowledge and understanding are data handling, control technology, monitoring and use of the Internet. The scheme of work has been developed from nationally recommended guidance to ensure that coverage is linked to other subjects. This ensures that the use of information technology is now more firmly established as an integral part of the school's curriculum. Teachers do not always comment on information technology in the pupils' annual reports.
129. The co-ordinator has good subject knowledge which has been further developed by his attendance on a five day professional development course. He is supported by the deputy headteacher and there is a clear action plan in place to develop practice in information technology. Non-contact time has been allocated to enable the co-ordinator to work with pupils and staff and to develop the organisation and management

of the newly opened computer suite. Access to the Internet is planned for the week following the inspection. Many issues raised in this section of the report have already been highlighted as areas for development by the school.

139. **Religious education**

130. It was only possible to observe five lessons during the inspection and further evidence was gained from the scrutiny of work, discussions with teachers and from displays around the school. By the end of both key stages, pupils' attainment is in line with the requirements of the locally agreed syllabus.
131. At Key Stage 1, pupils' work reflects satisfactory development of positive attitudes towards relationships and values through discussions about friendship and school rules. Pupils explore issues of care, family relationships and responsibility. They understand that their actions affect the feelings of others and that everyone has a need to respect beliefs other than their own. For example, pupils in Year 1 visited a mosque and local church in order to compare the similarities and differences between them, learning about their main features and their significance for worship. The pupils learn about the faiths of Christianity, Hinduism and Islam and their customs and traditions.
132. By the end of Key Stage 2, pupils have made good progress through building on past work, consolidating their knowledge and developing a sound understanding of the beliefs and practices of Christianity and other religious traditions, including Islam, Hinduism, Buddhism, Sikhism and Judaism. Their increasing understanding of religious belief is seen in the pupils' use of correct terminology when talking and writing, for example, about religious symbols, festivals and ceremonies. Pupils talk more fully about their feelings and share experiences. Pupils in Year 6 write sensitively in response to a poem on suffering. For example, 'How can there be laughter when you are confused and don't want to ask a person to help you out and unravel your worries?' Moral and social issues are explored fully and pupils consider the effect of their actions and behaviour on others both during circle time and in assemblies. Pupils are knowledgeable about the rites of passage into adulthood in the Christian, Muslim and Jewish faiths and are familiar with the life and work of famous religious figures of the past, including the prophet Mohammed, Buddha and Jesus. Skilful teaching encourages them to question and develop their own religious understanding.
133. Pupils at Key Stage 1 make satisfactory progress and good progress at Key Stage 2. Pupils with special educational needs make similar progress to that of their peers. They demonstrate a growing awareness of the spiritual dimension of life and a sensitivity to the needs of others. Across the school, pupils reflect on spiritual emotions through literature, art and music and during assemblies. Moral and social values are embodied in lessons and reinforced in assemblies thus enhancing pupils' understanding of the school's code of behaviour.
134. Pupils' attitudes are good. The majority of pupils are very well behaved, polite, courteous and attentive during lessons. They listen to each others' ideas with respect. Pupils in Year 6 displayed high levels of respect for the culture and religious beliefs of a Buddhist visitor: their questions were perceptive. For example, 'What does it mean to be a Buddhist?'
135. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In two of the lessons observed it was very good. Planning is thorough, with objectives clearly defined. Most teachers are skilled in leading discussions and use challenging questions to extend pupils' thinking and to check their understanding. Pupils' individual needs are met and a caring approach builds up pupils' confidence and self-esteem. Tasks are well matched to the language development and prior attainment of all pupils, including those who have special educational needs. A weakness in a Key Stage 1 lesson that was otherwise satisfactory, was the unsuitable management of pupils' behaviour when the teacher tolerated too much talking at the same time as herself. The act of collective worship reinforces pupils' understanding and their spiritual, social and moral development and makes a positive contribution to religious education.
136. The policy document and scheme of work are well developed. The scheme is derived from the local authority's agreed syllabus and provides very well for the needs of both teachers and pupils. Procedures for assessment are being developed, taking account of the level descriptors in the locally agreed syllabus. The curricular provision supports progression and continuity in the teaching of skills, knowledge and

understanding in religious education. Links with literacy are well established. There is an appropriate balance of oral work and consolidation through written work. Good use is made of religious artefacts and they are handled carefully and with respect. Interactive displays in school create a focus for discussion and reinforce learning. The celebration of a world encompassing many diverse beliefs is managed very well. The school welcomes visitors from local churches and other religious traditions.

146.

Art

137. Pupils throughout the school attain very high standards in artwork. From evidence seen in lessons, looking at pupils' work and displays around the school, and discussions with teachers and pupils, very good progress is made throughout the school. This includes pupils with special educational needs. Much of this progress can be attributed to the dedicated, skilled, and enthusiastic approach of the co-ordinator. This is an improvement from the last report.

138. Pupils in Key Stage 1 work in a variety of media, including paint, collage, charcoal, pencil, papier-mâché and modroc. They are taught to use one-minute sketches to freely follow line and form and to look with increasing care at detail in observational drawing. They emulate texture in both two and three-dimensional work. Pupils in Year 1 have studied features of the human face and created masks from foil and tissue, or from modroc. This work is of a remarkably high quality for children of this age. They study patterns in fabric and use a wide range of tools in their work as they study shape in fold and drape and recreate this in their work. There is a clear progression within collage work. Children in the Early Years Unit are seen to collaborate to explore the properties of glue and paint whereas pupils in Year 2 consider elements in shape and pattern using different qualities of line as they build up a collage, filling space by layering and overlapping. From an early age they are encouraged to choose suitable tools and materials and to evaluate and modify their own work.

139. In Key Stage 2, pupils develop their early work on folds and drape in fabric as they extend their two-dimensional work to create three-dimensional paper sculptures. This is further developed in Year 5 within work in history. Pupils study the dress of Tudor England and use black and white paper to create their own three-dimensional examples of the style using cut and fold techniques together with pleating and scrunching to "make the faces come out of the paper." Older pupils in the key stage have developed their work from a recent visit to Whitechapel art gallery where they studied the work of Aighiero Boetti. Inspired by his work on "Order and Disorder" they have used marks to create their own ideas of order and disorder in a range of media. In Year 6, pupils work in pastels to produce very high quality still life drawings of harvest fruit. They have studied the work of Matisse, Lowry, and Leonardo da Vinci in their studies of the two-dimensional representation of the human form. In lessons pupils were observed extending this theme through study of the work of Barbara Hepworth prior to a planned visit the Tate Gallery. They very successfully used plasticine moulds and plaster of Paris to create their own interpretation in miniature of her work of a "Single Form" sculpture.

140. Pupils throughout the school enjoy art activities. They are well behaved and co-operate in sharing ideas and materials. They show a very good level of initiative and independence having been encouraged from a very early age to use their own ideas and creativity in their work. Concentration and enthusiasm are very good indeed. Pupils work with care and application in art lessons. They interact well, valuing one another's achievements and taking pride in their accomplishments. They confidently express ideas and feelings, and evaluate and modify their own work, often in conjunction with others. They can work collaboratively in groups, for example on collage work, or independently on fine drawing. They are highly motivated by the very wide range of experiences that the school offers to them. Regular visits to galleries form an integral part of the curriculum and artists visit the school frequently to work alongside the pupils. Pupils in Year 2 have recently taken part in a project to create a fountain in the school grounds. They painted flowers observed in the school garden on to ceramic "pebbles" using special glaze stains and then used these pebbles to cover the pump within the fountain to create a centrepiece of beauty and joy at the entrance to their school.

141. The overall quality of teaching in art is very good. Of the three lessons seen, one was satisfactory and two were very good. Strengths include tasks that are well matched to pupils' ability levels and clear instructions with good use of technical language. Teachers have high expectations and excellent subject

knowledge. Teachers inspire the children with their own enthusiasm and appreciation of art and offer very good encouragement to all. Pupils study tone, texture, pattern and colour as well as line, shape and form. Respect and value are given to art form from a wide variety of cultures and pupils are supported in bringing their own experiences and background to their artwork. Pupils are challenged and encouraged to use and develop their talents to the full, expressing their feelings and ideas through a range of media. They display very positive attitudes to their work. Teachers always show that they value pupils' efforts and this is exemplified in the highly attractive displays in classrooms and corridors of both children's work and artistic design.

142. The excellent leadership offered by the strong and enthusiastic subject co-ordinator, together with a detailed and developing scheme of work has resulted in a very high quality of work in this subject. The school is compiling a portfolio of work and developing a skills list for assessment purposes to inform planning and to monitor attainment. Resources are generally very good and allow for the generation of work from a variety of cultures and from a range of media. The omission is a library of appropriately sized reproductions of works of famous artists.

152.
technology

Design and

143. During the inspection, three lessons were observed, one at Key Stage 1, and two at Key Stage 2. Judgements on progress are based on these lessons, a study of the planned curriculum, discussions with staff and pupils and scrutiny of pupils' work. The majority of pupils, including those with special educational needs, make satisfactory progress throughout both key stages. These judgements reflect the findings of the last inspection.

144. From the time the pupils enter compulsory full-time education they gain valuable experiences in designing, making, evaluating, assembling and disassembling using construction kits and recyclable materials. In Year 1, pupils develop a range of skills through making a hand puppet. They use a template, cut out fabric, sew together and complete the facial features using felt. The final products are of a good standard, as are the boxes made from papier-mâché. Pupils disassemble a moving teddy to understand how it works and use this information to make their own from card. In Year 2, pupils make vehicles from card and wood and the finished products indicate a satisfactory understanding and development of skills in relation to selecting materials and tools, assembling and joining components and applying simple finishing techniques. Pupils draw on their own experiences to help generate ideas when designing. They communicate their design ideas well by making freehand drawings and the higher-attainers identify the materials required. Progress is enhanced by the quality of support provided by teachers and primary helpers who continue to develop pupils' language skills alongside their skills of designing and making.

145. In Key Stage 2, pupils measure, mark out and shape a range of materials using a variety of techniques. They further develop their designing skills to include the resources they require and a description of the construction of their work. Pupils in Year 3 develop their skills of observation through drawing and painting plants and then transfer their design ideas onto fabric using thread. They begin to understand the importance of packaging by looking at a range of containers and realise that these have to be 'fit for purpose'. They understand how information on the containers is also designed to attract the purchaser. Pupils' skills in developing plans are further enhanced when they draw plans of a Mosque and build a model using wooden blocks. In one Year 5 class, pupils make good progress when designing a yoghurt as a direct result of the very good quality of teaching. Pupils have a good understanding of the designing and making process and use appropriate subject specific terminology to describe these. They describe what 'might catch the consumers' eye when shopping for yoghurt and use this information when designing their own packaging. They have a good understanding of how the needs of the consumer should inform the designing and making of the product through gathering information and interviewing a range of people. By the end of the lesson pupils have a clear understanding of a design brief. Much of the design and technology work in Year 6 is focused on their school journey when they design and make shelters. This topic links well with other curricular areas such as history and geography. However,

pupils continue to develop and practise their skills throughout the year by, for example, focusing in science on how the arm works and using elastic bands and split pins to replicate movement.

146. Pupils display a positive attitude towards this subject, enjoy talking about their work and are appreciative of the work of others. They listen intently and settle to their tasks with interest and enthusiasm. They concentrate well and try hard, taking a pride in the finished product. Skills of collaboration and co-operation are well developed through pupils sharing ideas and resources. They choose and use the tools they need carefully and are aware of health and safety issues.
147. Across the school, the quality of teaching is satisfactory and occasionally good or very good. In the best lessons, work is very well planned giving clear direction to the lesson. Activities stimulate the interest of the pupils and build on their prior knowledge, skills and understanding. Teachers have good subject knowledge and use this well. They provide a clear explanation of what the pupils are to do, and through effective questioning encourage them to evaluate their work fully. Pupils are well managed, achieving a good standard of discipline.
148. The co-ordinator is well qualified for her post and has used her knowledge to develop a good scheme of work. This has been recently introduced and as yet insufficient time has passed to evaluate its effectiveness in relation to enhancing pupils' progress. However, early indications are that it provides for a broad and balanced curriculum with a range of topics that stimulate the interest of the pupils and develops their designing and making skills in a progressive way. Assessment sheets are developed for each block of work and these support teachers in assessing and recording pupils' attainment and progress. There is a small design and technology room that contains an appropriate range of materials and resources and can be used with small groups of pupils. Design and technology is well managed and the co-ordinator has a good vision of how to develop the subject further and raise standards.

158.

Geography

149. At the time of the last inspection, standards in geography were described as good in Years 1 and 2. Fieldwork at Wrotham was particularly mentioned as being good in Year 6. These judgements were based on limited evidence, as little teaching of the subject took place. The picture is similar in this inspection. Strengths outweigh weaknesses. In classes for five to seven-year-olds, pupils use maps and globes to check where places are. In Year 2, they point to Bangladesh, India and Pakistan, and know that they are a long way away. They know an aeroplane is needed to travel there. They understand that Italy is nearer, and that when Barnaby Bear travels there, he enjoys the pasta that he eats, and brings spaghetti home as a present. This type of work is developed well as they move through the school. By Year 6, for example, they are competent and accurate in their use of street maps. They distinguish between local stations on the Docklands Light Railway and the East London Line, even though both are named 'Shadwell'. A scrutiny of work indicates that studies of Wrotham are used to make careful comparisons with their own locality. Planning indicates that this is extended to looking at similarities and differences with Cairo, and uses of land in Egypt.
150. Pupils' progress is good. At the age of five, their understanding of the world beyond Shadwell is fairly limited. However, progression in planning builds knowledge and understanding well. By the time they are seven, pupils recognise features of places that help to characterise or identify them. Skills are developed well through studies of Mali and the use of maps. This continues into classes for seven to eleven-year-olds. The curriculum broadens gradually, and skills of comparison are developed.
151. Pupils' attitudes are good. They enjoy looking at maps and finding features on them. Concentration is good. Older pupils in Year 5, even when excited and noisy from a previous lesson, settle down quickly to written work in geography. Behaviour is good.
152. The overall quality of teaching is good. This is based on a scrutiny of work and planning documents, and two lessons that were observed in Years 5 and 6. Planning is good, and includes good uses of resources in the lessons. Management of pupils is good, resulting in good behaviour. For example, in a

very good lesson in Year 6, the teacher is polite to pupils, thanking those who listen well. However, she is also firm, refusing to accept any behaviour that results in reduced concentration. In turn, the pace of lesson maintains a good flow, and good progress results.

153. Co-ordination is good. For example, guidelines of the Qualifications and Curriculum Agency are currently being evaluated well. In Year 2, the effectiveness of a course on other countries is being evaluated. This entails the travels of Barnaby Bear, and postcards that he sends home. Teachers are checking to see whether basing studies on the travels of a soft toy with which pupils might empathise will improve their engagement and concentration, and thus raise standards. In Year 5, there is a similar trial of a topic based on countries that are in the news.

163.

154. During the week of the inspection it was only possible to observe history being taught in two classes in Key Stage 2. Judgements are also based on a scrutiny of pupils' work, an examination of planning documents and on discussions with pupils in Years 2 and 6.
155. At Key Stage 1, pupils are introduced to history by studying old toys in Year 1 and transport in Year 2. Pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 in relation to their prior attainment although their understanding is below that which is usually found by the end of the key stage. Many pupils have little experience beyond their immediate environment and their English vocabulary is limited. They recognise the difference between old and new artefacts and can distinguish between the past and present in their own lives. They are introduced to chronology by ordering pictures, for example of vehicles. Average-attaining pupils in Year 2 know that photographs of the past were in black and white, but they are unable to identify differences between past and present. Higher-attaining pupils recognise differences in pictures such as clothes and household items and know that "We don't wear clothes like that now". They know that before people had electricity they used candles. One pupil remembers from Year 1 that some "old toys" were made of wood. Lower-attaining pupils talk about recent events, such as birthdays.
156. During Key Stage 2, as pupils become increasingly fluent and confident in English, their progress in history is good. Pupils with special educational needs also make good progress because they are supported well during the lessons. Pupils in Year 6 talk confidently about work they have covered in each year and have a satisfactory factual knowledge of different periods of history. They recall aspects of the lives of the Greeks, for example the names of different gods. They discuss the different invaders and settlers who came to Britain and compare the Romans and Vikings and their motives for invading. Pupils have a sound understanding of chronology and know that the ancient Egyptians they studied lived long before the Roman invasion of Britain. They enjoy talking about Henry VIII and are clearly fascinated by his many marriages. Pupils can identify different sources of information about the past and recognise some of the limitations of source materials. For example they know that poor people in Tudor times could not afford portraits. In lessons observed, in Year 4, all pupils made satisfactory progress in understanding the differences between the lives of the Celts and the Romans. In one lesson the task was very difficult for average and lower-attainers and progress mainly resulted from effective summarising during the plenary.
157. Pupils' response in lessons is satisfactory. Behaviour is generally good, but groups become quite noisy and a few pupils take little part in the discussions. When interviewed, Year 6 pupils were enthusiastic and interested, enjoying 'showing off' their knowledge.
158. It was not possible to form a judgement on the quality of teaching at Key Stage 1 since very little evidence was available. The quality of teaching in lessons observed at Key Stage 2 was satisfactory. Teachers use good questioning skills to extend pupils' understanding and they summarise factual knowledge well. However, tasks are not always accurately matched to the level of pupils' skills and understanding. Behaviour management is good. Displays of work in Year 5 offer evidence of imaginative work on the Tudors, for example a set of stocks to illustrate one form of punishment. Good links are made with art, for example in comparing portraits of Henry VIII at different ages and making paper sculptures.
159. History is taught in each year group, but not in every term. Provision is satisfactory and pupils gain an appropriate range of knowledge and skills by the end of Key Stage 2. Planning is linked with national guidance and the co-ordinator provides useful advice and support. Resources are adequate and pupils benefit from opportunities to visit museums, for example the Museum of London in Year 4. The co-ordinator is beginning to develop procedures for assessment, but these are not yet in place.

160. Pupils' progress in music is good at Key Stage 1 and very good at Key Stage 2. Occasionally, pupils make very good and excellent progress in lessons. Pupils who are learning English as an additional language and those with special educational needs make good progress across the school as a result of the effective support given.
161. Pupils take part in a comprehensive programme of music which is built around an effective policy, a well-balanced scheme of work and medium-term plans. This gives effective guidance for the teaching of skills throughout the school. At Key Stage 1, pupils in Year 1 correctly follow musical patterns by making a variety of sounds such as clapping, clicking fingers and stamping. In Year 2, pupils develop an awareness of rhythm, dynamics and pitch by listening carefully to notes played on the flute and play simple sequences using symbols to represent high or low notes. Both year groups make good progress in learning new songs and confidently sing a range of songs, aware of the need to keep in time with others.
162. By the end of Key Stage 2, pupils make very good progress. The high level of teachers' expertise and expectations of achievement has a significant impact on pupils' progress. In Year 6, pupils effectively build on their previous learning and confidently and sensitively sing a piece of music in four parts and quickly learn an additional part to sing in five parts. They make very good progress in developing their musical skills and experience a wide range of percussion instruments to compose in groups and perform their compositions expressively.
163. Pupils attitudes to music are positive. They enjoy performing, whether it is singing or playing an instrument. Pupils demonstrate a good appreciation of music and take pride in what they create. Most listen attentively, are well behaved and persevere at tasks set. In Year 6, the level of concentration is high and is sustained throughout the lesson. Literacy skills are promoted well at both key stages through the emphasis that is placed on learning the words of a wide range of songs and on teaching the correct technical vocabulary.
164. Overall, the quality of teaching is good in both key stages. Teaching ranges from unsatisfactory to excellent. In the best lessons seen, teachers have a very secure knowledge of the subject and make very good use of time and resources. They use classroom management strategies to very good effect and create a stimulating and highly motivating learning environment. Pace and content is brisk and this challenges pupils of all abilities and keeps them focused. Teachers work very well together, planning is effective and they have high expectations of pupils' participation and behaviour. The school subscribes to the local authority music service and a visiting specialist teacher takes Year 2 classes. This is a worthwhile opportunity for teachers to observe good practice so that they can improve their own knowledge and expertise. Assessment procedures are simple but effective and are used to inform planning. Unsatisfactory teaching is linked to inadequate management of pupils and a slow pace that cause pupils to lose concentration and interest. Information technology is not used to support pupils' learning. There are no opportunities provided for pupils to learn to play a musical instrument.
165. Currently, the subject is without a co-ordinator. The subject is well supported by a newly completed scheme of work. Effective opportunities provided from links with the Guildhall School of Music and other specialist musicians have a positive impact on pupils' attainment and progress and positively enhance the music curriculum. Pupils are given various opportunities to perform publicly through concerts and celebrations of religious festivals. The resources for music are centrally stored and are good in quantity and quality. Instruments reflect other than western traditions and are regularly used to create mood and atmosphere.
166. The good provision for music has been maintained since the previous inspection. The introduction of the scheme of work, last year, effectively supports teachers' planning and ensures that pupils receive a broad and balanced curriculum.

1. At the time of the last inspection, standards in physical education were described as satisfactory and sometimes good. Progress was good. These standards have largely been maintained, although progress is satisfactory rather than good, due to inconsistencies in Years 2 and Year 3. Pupils in Year 6 throw and catch accurately, and demonstrate good sending and receiving skills. Their footballing skills are also developed well, with several possessing good skills, including girls. This is a clear outcome of the school's equal opportunities policy. There are few pupils who are below average. In dance and gymnastics, pupils demonstrate good awareness of space, moving about with a due regard for the safety of others. Provision in the subject is good, with all elements addressed satisfactorily. A residential journey to Wrotham offers the adventure of overnight stays away from home, a range of physical activities, together with good cross-curricular links in geography.
2. Pupils' overall progress is satisfactory. However, it is inconsistent and in Years 2 and 3, there are times when progress is unsatisfactory or even poor. This relates to insecure control of pupils, which results in interruptions in the flow of lessons, thus slowing progress down. In most lessons, however, sound planning, including information about what pupils should do next, contributes to satisfactory, and sometimes good progress. The progress of pupils with special educational needs matches that of other pupils. Where necessary, tasks are adapted well to suit their requirements.
3. Pupils' attitudes are usually good. They listen well and are willing to take part in vigorous activities whenever required. They co-operate well with each other, practising sensibly to improve skills and activities. When attitudes and behaviour fall below these high standards, it is usually because of weaknesses in teaching which cause the pupils' attention to stray. There are rare occasions when older pupils are self-conscious about physical activity and they do not join in with the same enthusiasm as other pupils.
4. Teaching is generally sound. It includes a very good dance lesson in Year 2. The remaining lessons are equally divided between good, satisfactory and unsatisfactory teaching. Very good teaching is characterised by very good knowledge of the subject. For example, in the very good dance lesson in Year 2, the teacher demonstrates her expertise in developing pupils' sequences of movement, describing carefully what they do well. She draws attention to opportunities for expressive movement that the chosen music provides. Good planning contributes to most of the good and satisfactory teaching, leading to good uses of time. On these occasions, pupils work gainfully, making generally sound progress. The unsatisfactory teaching occurs when weaknesses in the management of pupils result in lapses of concentration.
5. Resources for physical education lessons are generally good. For example, in a small games lesson, there were enough large balls for pupils to practise with one each. There is plenty of room in the hall for pupils to practise skills in gymnastics and movement safely, and with sufficient space to meet their needs well. This positively contributes to their progress.

181. **Swimming**

6. The inspection of this school included a focussed view of swimming which is reported below.
7. There have been improvements in swimming since the last inspection. Pupils go to a local authority pool in Years 5 and 6, and from very low starting attainments, they make very rapid progress. By the time they leave the school, more than 80 per cent meet or exceed the government's minimum requirement for safety.
8. Progress is very good. Good use of the expertise of specialist instructors at the local authority's pool contributes strongly to this. There are different groups for pupils of different prior attainments. This meets their needs very well, enabling confidence in the water to develop well and very good progress to be made. Strokes are planned and taught at the correct level to take learning further at a very good rate.

9. Pupils display very good attitudes to learning and thoroughly enjoy their swimming sessions. They are active and fully involved in what they are doing. Staff give pupils the opportunity to enhance their personal development by encouraging them to improve to a standard where awards are given. Pupils respond well to this and try hard. They listen well and obey instructions promptly.

10. The quality of teaching is consistently very good. The pool is well maintained and appears inviting. Instruction is very clear and based on a thorough knowledge of the subject and the needs of the pupils. Planning is good and evaluations of sessions are recorded weekly and used to inform what is to be taught next. Instructors are well organised and encourage the school's teachers to help supervise and watch for particular features of learning which have previously been identified. Teachers also effectively supervise small advanced swimming groups after the instructors have set the tasks. Teachers, classroom assistants and instructors use praise well and this, together with good control and management of pupils, result in very good levels of behaviour. The good use of an assistant financed from the Ethnic Minority Achievement Grant ensures that there is an adult available to give instructions and talk with pupils in their home language. Efficient use is made of the time available and teaching and learning moves at a good pace. Safety issues are emphasised well.

11. Very few pupils attend a swimming pool out of school so these sessions are particularly important in providing pupils with new experiences and ensuring they make very good progress.

INSPECTION DATA**188. SUMMARY OF INSPECTION EVIDENCE**

- The inspection was carried out by a team of six inspectors, who spent a combined total of 25 days in school.
- During the course of the inspection, the team observed 106 lessons in whole or in part, attended assemblies and observed registration periods and beginnings and ends of sessions.
- Three pupils from each class were heard reading aloud. Pupils discussed their reading habits and books and talked about other aspects of their work.
- A scrutiny of pupils' work was also undertaken.
- Observations were made of pupils in the playground, at lunchtime and around the school.
- A total time of approximately 95 hours was spent on the above activities.
- The inspection team scrutinised minutes of the governing body meetings, curriculum and other policy documents, teachers' plans, financial statements, pupils' records and attendance registers.
- Discussions were held with members of the governing body, the headteacher, teaching and non-teaching staff. Approximately 24.75 hours was spent on this activity.
- There were 79 responses (17.6 per cent) to the parents' questionnaire and approximately 90 parents attended the parents' meeting. Discussions also took place with parents in the playground during the week of the inspection.

INDICATORS**DATA AND****189. Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	414	6	127	264
Nursery Unit/School	41	0	0	17

190. Teachers and classes**190. Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent): 22.9

Number of pupils per qualified teacher: 18

190. Education support staff (YR – Y6)

Total number of education support staff: 13

Total aggregate hours worked each week: 205

190. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent): 3

Number of pupils per qualified teacher: 14

190.

Education support staff (Nursery school, classes or unit)

Total number of education support staff:	4
Total aggregate hours worked each week:	135
Average class size:	28

191. Financial data

Financial year:	1998/99
	£
Total Income	1,024,354
Total Expenditure	997,817
Expenditure per pupil	2000
Balance brought forward from previous year	26,405
Balance carried forward to next year	52,942

192. PARENTAL SURVEY

Number of questionnaires sent out:	449
Number of questionnaires returned:	79

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	33	56	4	4	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	52	5	1	1
The school handles complaints from parents well	25	52	15	4	4
The school gives me a clear understanding of what is taught	35	51	8	4	3
The school keeps me well informed about my child(ren)'s progress	49	43	4	4	0
The school enables my child(ren) to achieve a good standard of work	35	53	8	4	0
The school encourages children to get involved in more than just their daily lessons	32	45	17	3	3
I am satisfied with the work that my child(ren) is/are expected to do at home	29	47	16	7	1
The school's values and attitudes have a positive effect on my child(ren)	28	52	16	3	1
The school achieves high standards of good behaviour	37	45	9	5	3
My child(ren) like(s) school	60	36	1	3	0

193. Other issues raised by parents

- . A significant number of parents at the meeting would like a school uniform.
- . A small minority were concerned about the need to make an appointment to see members of the senior management team.
- . A small number of parents expressed concern about their pupils remaining in wet clothes in the Early Years Unit.
- . Parents thought it was a good school with no problems.