

INSPECTION REPORT

MARION RICHARDSON PRIMARY SCHOOL

Stepney, London

LEA area: Tower Hamlets

Unique reference number: 100911

Headteacher: Mr J Ridgley

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 8th – 11th May 2000

Inspection number: 189861

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary and Nursery

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Senrab Street
London

Postcode: E1 0QF

Telephone number: 0207 790 1441

Fax number: 0207 702 7330

Appropriate authority: The Governing Body

Name of chair of governors: Mrs J. Everest

Date of previous inspection: October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis	Registered inspector	Mathematics	What sort of school is it? How high are standards? (The school's results and achievements) What should the school do to improve further?
Mr B Jones	Lay inspector		How high are standards? (Pupils' attitudes, values and personal development) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs A Fraser	Team inspector	Science Design and technology	How good are the curricular and other opportunities offered to pupils?
Mr M Galowalia	Team inspector	Geography Physical education Equal opportunities English as an additional language	
Mrs P Hoey	Team inspector	Art Religious education Under-fives	How well is the school led and managed?
Mrs S Metcalfe	Team inspector	English Music Special educational needs	
Mr K Saltfleet	Team inspector	Information technology History	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Marion Richardson Nursery and Primary School is situated in Stepney in the London Borough of Tower Hamlets and takes pupils from the ages of three to eleven. It is a larger than average primary school. There are 459 pupils on roll in 17 classes, with 211 boys and 238 girls. In addition the equivalent of 25 full-time children attend the nursery. There are 402 pupils from homes where English is not the first language; this is significantly above the national average. There are 161 pupils from a range of ethnic groups who receive specific support from the present employed support staff, teachers and other staff throughout the school. There are 103 pupils on the school's register of special educational needs, including five pupils who have statements of special educational need; these figures are in line with the national average. There are 287 pupils entitled to free school meals; a figure which is well above the national average. Children enter school with levels of attainment which are well below the average for the local education authority.

HOW GOOD THE SCHOOL IS

Taking into consideration the well below average attainment on entry, the high percentage of pupils with English as an additional language and the good progress made by its pupils, Marion Richardson Nursery and Primary School is a good school. The strengths of the school are pupils' attitudes and behaviour. The good quality of teaching and the high quality of relationships between staff and pupils contribute to these particular strengths. In addition, good teaching enables pupils to be very positive in their learning and allows them to make good progress as they move up through the school. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science have improved significantly since the last inspection.
- The quality of teaching is consistently good and allows pupils to make good progress in their learning.
- Pupils' attitudes to work, their behaviour and their relationships with each other are very good.
- The leadership and management of the school are good and there is a commitment to raising standards.
- The provision for pupils' moral and social development is very good.
- The school cares well for its pupils; there is equality of opportunity for all.
- The provision for extra-curricular activities and enriching pupils' opportunities in the arts and sports is very good.
- The partnership between the school and its community and partner institutions is very effective.

What could be improved

- The quality of collective worship is inconsistent.
- Procedures for the assessment of pupils' work are not used consistently across the school.
- The governing body needs to delegate more responsibility to individual members to reduce the pressure of commitments on the chair of governors.
- Pupils need more opportunities to work with the control and modelling aspects of information technology.
- The quality of teachers' marking and the presentation of work by pupils are inconsistent.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the key issues identified in the previous inspection report. In particular, standards in speaking, listening, writing, number and science have improved from well below average to average. The quality of teachers' daily, weekly and termly planning has improved and it is linked clearly to the schemes of work for each subject which identify what pupils should learn as they move up through the school. The teaching of geography and design and technology now meets the requirements of the National Curriculum. The senior management team and subject co-ordinators are now effective in monitoring the teaching of English, mathematics and science. The roles and responsibilities of the senior management team and subject co-ordinators are now clearly defined and the effectiveness of the school's management results in the improving standards. Procedures for assessing pupils' work, although improved, are still inconsistent across the school.

STANDARDS

The table shows the standards achieved by 11-year-olds, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	D	A
Mathematics	D	C	C	A
Science	D	E	D	B

Key

well above average A
 above average B
 average C
 below average D
 well below average E

This table shows the average points score achieved by pupils and includes those who achieved the expected Level 4 or above in the National Curriculum assessments and those achieving the higher Level 5. In addition, it also includes those who achieved Level 3 or below.

Inspection findings show that, by the end of Key Stage 2, standards in English, mathematics and science are average. Improvement is the result of effective teaching linked to the successful implementation of the National Literacy and Numeracy Strategies. Work set by teachers is challenging and matched well to individual learning needs and this contributes significantly to the good progress made by all pupils.

In Key Stage 1, standards in reading, writing, mathematics and science are average. Improvement is the result of consistently good teaching linked to the successful implementation of the National Literacy and Numeracy Projects. In particular, teaching ensures that work is matched well to the individual learning needs of pupils, with the result that they make good progress in their learning.

In both key stages, standards in information technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In physical education, standards exceed expectations for pupils of this age. In art, design and technology, geography, history and music, standards meet expectations for pupils of this age. In Key Stage 1, there was insufficient evidence to make a judgement about standards in music.

Pupils with special educational needs and those for whom English is an additional language make good progress and achieve well in relation to their prior attainment. Both groups of pupils are supported effectively in lessons by the successful partnership between class teachers, specialist support teachers and primary helpers which contributes significantly to pupils' learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy learning and work hard; this contributes to the good progress made.
Behaviour, in and out of classrooms	Very good; pupils are polite, friendly and welcoming. Behaviour in lessons, around the school and at breaks and lunchtimes is of a very high standard.
Personal development and relationships	Very good; there is a very high degree of racial harmony in the school. Pupils relate well to each other and to all adults they meet.
Attendance	Satisfactory. Unauthorised absence is high. A minority of pupils arrive consistently late and miss the beginning of lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

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

The quality of teaching is consistently good and a significant strength of the school. It contributes well to improving standards, the good progress made and the very good attitudes, behaviour and personal development of pupils.

During the inspection, the quality of teaching was very good in 17 per cent of lessons observed, good in 60 per cent and satisfactory in 21 per cent. In the remaining two per cent of lessons, one was excellent and the other unsatisfactory.

The significant strength of teaching is the high quality of planning which ensures that pupils are challenged in their learning, with work matched well to individual learning needs. This results in pupils being interested in their learning and wanting to work hard; this enables all pupils to make good progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; there is a strong emphasis on teaching literacy and numeracy with very effective implementation of the national strategies in these areas.
Provision for pupils with special educational needs	Good; pupils are supported effectively by the co-ordinators for special educational needs, class teachers, specialist support teachers and classroom assistants.
Provision for pupils with English as an additional language	Good; pupils receive strong support from class teachers, who work effectively with specialist support staff and classroom assistants to ensure that pupils have access to the full curriculum and make good progress.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for moral and social development is very good and contributes well to the very positive attitudes and very good behaviour. Provision for cultural development is good. For spiritual development, provision is satisfactory. Collective worship makes an inconsistent contribution to spiritual development.
How well the school cares for its pupils	Very good; the school knows its pupils well and takes great care in providing for their day-to-day wellbeing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; the headteacher, supported effectively by his deputy headteacher and senior management team, has worked diligently to improve standards whilst maintaining the importance of providing successfully for the all-round development of pupils.
How well the governors fulfil their responsibilities	Satisfactory; the governing body meets all statutory requirements. However, the chair of governors has an excessive workload.
The school's evaluation of its performance	Good; the school has analysed its strengths and weaknesses successfully in its target-setting to improve standards.
The strategic use of resources	Good; resources are used effectively to support pupils' learning.

The school has adequate staffing, accommodation and resources to meet the learning needs of all pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Behaviour is good.• Their children make good progress.• Children like school.• The teaching is good.• The school is well led and managed.	<ul style="list-style-type: none">• No significant issues raised.

Thirty-three parents attended the meeting with the registered inspector prior to the inspection and 147 questionnaires were returned. Inspection findings support the positive views of parents. In the questionnaires, parents were very supportive of the work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

Under-fives

1. Children enter the school with low levels of attainment; many have little or no English as their first language. The results of the assessments made when children enter the school place the school in the bottom three for the local education authority. Children make good progress in the nursery and reception and, by the age of five, meet the expectations of the Desirable Learning Outcomes¹ in personal and social development, creative development, physical development and knowledge and understanding of the world. Attainment in language, literacy and mathematics is below average.

Key Stage 1

2. The results of the 1999 National Curriculum assessments for pupils in Year 2 were well below the national average in reading for those achieving both the expected Level 2² and above, and the higher Level 3. In writing, the results were average for those achieving Level 2 and above, and the higher Level 3. In mathematics, the results were below average at Level 2 and above, and well below average at Level 3. In comparison with those in similar schools³, the results show a stronger picture. In writing, the results were well above average for Level 2 and Level 3. In mathematics, results were above average at both levels. In reading, results were average for both levels. The results of teacher assessments in science were average for those achieving Level 2, but below average at Level 3. In comparison with those in similar schools, the results were well above average at Level 2 and above average at Level 3. The school has identified that weaknesses in reading resulted from the school not being able to successfully integrate its previous reading scheme into the National Literacy Strategy. This weakness has now been addressed, with the result that standards in reading are improving.
3. Inspection findings show that for the current group of Year 2 pupils, standards in reading, writing, mathematics and science are average. Improvement is the result of consistently good teaching linked to the successful implementation of the National Literacy and Numeracy Projects. In particular, teaching ensures that work is matched well to the individual learning needs of pupils, with the result that they make good progress in their learning.
4. In literacy, pupils read a wide range of material such as storybooks, poems, factual texts and worksheets containing both factual and fictional writing. Most pupils identify the characters in stories, recall the plot and sometimes predict what happens next to those characters. In writing, pupils know about how to set out their writing for a story or a piece of factual writing using story sequencing and writing outlines. Pupils use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their work. In numeracy, pupils read, write and order numbers to 100 accurately. Skills in mental arithmetic and the application of multiplication tables to problems are good. In science, pupils understand the principles of magnetic forces

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education'. –These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five. –There are six areas of learning: language and literacy, mathematics, knowledge and understanding of the world, creative development, physical development and personal and social development.

² The national expectation is that at the end of Key Stage 1 pupils should achieve Level 2.

³ Schools with more than 50 per cent of pupils entitled to free school meals.

through investigating practically the power of magnetic material. They acquire appropriate practical skills in measuring distance.

- Standards in information technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In physical education, standards exceed expectations for pupils of this age. In art, design and technology, geography and history, standards meet expectations for pupils of this age. In music there was insufficient evidence to make a judgement on standards.

Key Stage 2

- The results of the 1999 National Curriculum assessments for pupils in Year 6 in English were below average for those achieving the expected Level 4⁴ and well below average for those achieving the higher Level 5. In mathematics, results were average for those achieving Level 4 and above average for those achieving Level 5. In science, results were well below average at Level 4, but average at Level 5. In comparison with those in similar schools, pupils achieve well. In English and mathematics, results are well above average at Level 4 and Level 5. In science, results are above average at Level 4 and well above average at Level 5.
- Inspection findings show that for the current group of pupils in Year 6, standards in English, mathematics and science are average. Improvement is the result of effective teaching linked to the successful implementation of the National Literacy and Numeracy Strategies. The school's trend in improvement in English, mathematics and science is above the national trend. Work set by teachers is challenging and matched well to individual learning needs and this contributes significantly to the good progress made by all pupils.
- In literacy, pupils use the correct grammar in their work, with a good knowledge of adjectives, adverbs, nouns, capitals, commas, exclamation and question marks and full stops. In reading, pupils use higher order decoding skills such as using the context of the passages and reading a range of materials, fact as well as fiction, as well as texts within the literacy strategy and from other areas of the curriculum. In numeracy, pupils are confident in working with large numbers to one million; they show a good understanding of fractions, decimals and percentages. Mental arithmetic skills are satisfactory and pupils use multiplication skills well in solving problems. In science, pupils are successful in solving simple practical problems and show proficiency in explaining clearly the outcomes of the task, effectively consolidating their language work.
- Standards in information technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In physical education, standards exceed expectations for pupils of this age. In art, design and technology, geography, history and music, standards meet expectations for pupils of this age.
- Across the school, pupils with special educational needs and those for whom English is an additional language make good progress and achieve well in relation to their prior attainment. Both groups of pupils are supported effectively in lessons by the successful partnership between class teachers, specialist support teachers and primary helpers which contributes significantly to pupils' learning.
- The school has successfully addressed the key issue from the previous inspection report which was to 'raise levels of attainment in speaking and listening, writing, number and science'. Improvement is the result of a strong commitment to raising standards which is linked to consistently good teaching and high expectations of what pupils can achieve.

⁴ The national expectation is that, at the end of Key Stage 2, pupils should achieve Level 4.

12. Inspection evidence is consistent with the school having the management and quality of teaching in place that will enable it to meet its targets. The school has, since the previous inspection, shown year-on-year improvement in raising standards and it is well placed to continue to do so.

Pupils' attitudes, values and personal development

13. The pupils have very good attitudes to the school. They like the school and are proud of it. They work hard and are keen to do well. Pupils' attitudes to learning are good or better in more than four out of five lessons. They listen carefully and work effectively with their teachers and learning support assistants. Their experience of independent group activities in the Literacy Hour enables them to work well in independent groups in other subjects. All classes, and especially the younger pupils, rise to the challenge of speedy mental mathematics at the start of the numeracy lessons. They show a keen interest in a high proportion of the lessons and sustain concentration well.
14. Pupils are very enthusiastic in their support of the school's high quality extra-curricular activities. They participate eagerly in the wide range that includes soccer coaching by West Ham Football Club, dance, gymnastics, music, singing and rehearsals for drama and musical productions. Pupils participate keenly and regularly in unusual clubs such as geography, magazine production and animal welfare.
15. The previous report said that pupils' behaviour was 'generally good'. The quality of behaviour has improved to the point where it is now consistently very good. There was no unsatisfactory behaviour in any lesson seen. The school has not excluded any pupil during the past year. Pupils behave very well in the crowded playgrounds at break and lunchtime. They manage their movement up and down the awkward staircases very well. Pupils are trustworthy, and show very good respect for the school buildings and property. They keep their classrooms tidy and the playgrounds free from litter.
16. The school's positive ethos means that there is no harassment and oppressive behaviour. Parents at the pre-inspection meeting are confident that bullying is very rare indeed, and that the school manages it well if it does occur. There has been a minor skirmish in the playgrounds on only one occasion during the first two terms of the school year. Pupils have a very good understanding of the effect their actions have on others. They are very courteous to one another and friendly to visitors.
17. Pupils make very good use of the opportunities to develop their personal responsibility. The younger pupils start as classroom helpers, collecting and returning the register to the office and looking after materials and equipment. As they grow older, pupils volunteer to take individual responsibilities such as watering the plants in the offices, looking after the equipment for physical education, and helping with the tuck shop. Pupils in Year 5 look after young pupils in the infant playground, and 10 have trained to lead in traditional Bangladeshi playground games. Many pupils gain maturity and self-confidence from successful participation in competitive sports, music, arts and community activities. For example, one pupil plays in the London schools cricket team, and two others are part of an international display team. Twelve pupils performed with the Kensington Philharmonic Orchestra at the Queen Elizabeth Hall, and 19 took part in the pageant of 100 years of physical education at the Royal Albert Hall. The school won the £500 prize as London regional champions in the national competition run by the Royal Society for the Prevention of Cruelty to Animals.
18. Relationships at school are very good. Pupils feel that the school is their community. They work together very well in groups and whole-class lessons. They share equipment

and take turns very smoothly. They relate very well to their teachers and the other adults at school. The way pupils use their multi-cultural background is a strength of the school. They achieve superb racial harmony. In religious education and other subjects, pupils are ready to learn from the different backgrounds of other pupils. For example, when the teacher explained how Catholic people use their rosary, an Islamic pupil described how this matched the use of prayer beads in her religion. Pupils show very consistent respect for other people's feelings, values and beliefs.

19. Attendance is satisfactory and in line with the average for the local education authority. Although the 1998/99 figure of 92.5 per cent is below the national average, the school has cut its absence rates consistently in the past three years. Attendance has increased by 2.9 per cent since the previous inspection. Unauthorised absence remains high, partly because some families take extended holidays overseas and partly because the school does not authorise an absence unless parents notify the reason. Most pupils arrive punctually, but a few arrive up to 20 minutes late and this delays the start of their learning.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching seen throughout the school is overwhelmingly good. To be more specific, in 22 per cent of lessons it is satisfactory, in 60 per cent of lessons it is good and in a further 18 per cent very good, with a very small percentage of excellent teaching. There is little difference in the quality of teaching between the key stages. Only one lesson seen was unsatisfactory.
21. This consistency of good teaching has a direct effect on the standards achieved in both key stages and the good progress made by all pupils, including those with special educational needs and those with English as an additional language. The high expectations of teachers and the very good attitudes and behaviour of the pupils provide the context for this successful teaching. Relationships are also very good. This level of trust and respect underpins the values of the school and ensures that its aims are met and create an effective learning environment. In the best lessons, teachers let their enthusiasm show. They lead by example, challenging their pupils to succeed, and this has a direct effect on pupils' interest and involvement. Most lessons move with pace so that pupils work hard, often to capacity, and cover a range of activities.
22. Pupils are managed very well with a quiet but effective authority. Procedures for promoting good behaviour and discipline make a significant contribution to pupils' attainment and progress. A good example was seen at Key Stage 1. Pupils' names attached to the sun were recognition for their good behaviour. Unacceptable behaviour saw their names move via the light to the dark cloud. Teachers know their pupils well and succeed in matching work to the wide ability range in their classes. The special educational needs of pupils are clearly identified and implemented through their individual education plans. Through effective planning and the support of specialist teachers, work is prepared to meet the needs of pupils with English as an additional language.
23. All teachers use a variety of approaches to classroom management, including whole class, mixed ability, paired and individual work. Teaching has most impact when it is clearly focused on the skills to be taught through a range of well thought out strategies and activities. A good example was seen in science involving a good balance between independent learning, investigating and teaching, where pupils listen, ask relevant questions and talk about their conclusions. Through effective questioning teachers involve their pupils in their own learning. For example, the Numeracy Hour at Key Stage 2 is supported by individual work suitably matched to pupils' individual needs and giving good opportunities for them to work independently. This emphasis on developing pupils' good

work habits is reinforced throughout the school, with the result that when they leave they have confidence in their own ability and can use their own initiative.

24. Pupils are encouraged to become involved in their learning and this is used to advantage in some classes. In the Numeracy Hour at Key Stage 2, for example, pupils were confident at demonstrating their addition skills when carrying numbers to the rest of the class. This is a very effective way to help other pupils understand and to reinforce and reward achievement.
25. Specialist teachers are used effectively and make a positive contribution to pupils' learning, for example in music with the percussion orchestra or in information and communication technology with the staff of Sir John Cass Foundation School. Teachers' subject knowledge is good, particularly in the basic skills in literacy and numeracy, for example in the teaching of phonics and mental arithmetic. Pupils are encouraged to discuss and evaluate their work, which extends their vocabulary and raises confidence. A feature of these lessons is the good questioning in the introductory and plenary sessions. Its impact is to involve all pupils in the lesson, make them think and deepen their understanding. However, there is capacity for further improvement to raise competence for some teachers in Key Stage 2 in some aspects of information and communication technology, particularly control, for example using the computer to work a set of model 'traffic lights'. Bearing this in mind, most teachers use information and communication technology confidently in the classroom, both as a support to pupils and as a medium for preparing lessons. For example, in the Literacy Hour when pupils in Year 4 worked on the computer to use the highlight tool to identify persuasive adjectives on a script word-processed by the teacher.
26. There has been a considerable improvement in teachers' weekly planning since the last inspection. Lessons are now well planned with learning intentions designed to stimulate and motivate pupils' learning. These are shared with pupils in all classes. Daily planning is now very effective and includes opportunities for teachers to record the names of pupils who have not achieved, or have exceeded, the lesson intentions. The effect is to allow teachers to focus their planning more rigorously on pupils' individual needs, with a positive effect on pupils' learning and progress.
27. Homework is set regularly and builds on pupils' work in school. Some parents feel that the school is asking the children to do a lot of homework, but recognise that it is careful not to cause them too much pressure. Homework in Key Stage 1 is mainly reading and talking about books with parents and learning spellings in Year 2. In Key Stage 2 there is more homework, and in general it supports the core subjects, building up its momentum in Year 6.
28. Marking of pupils' work is inconsistent across the school. Whilst some marking is thorough and detailed and helps pupils move forward with their learning, other examples are limited to ticking the work or writing a comment, which only acknowledges that the work is complete. It is important that pupils' work is marked more rigorously with informative comments which tell them what to do next in order to improve their work.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

29. The curriculum for under-fives meets the requirements of the Desirable Learning Outcomes and prepares children successfully for the National Curriculum when they reach the age of five. The curriculum appropriately puts a high priority on personal and social education, language, literacy and numeracy. This is reflected in the provision, which is good and a noteworthy feature. Planning is effective for all areas of the

curriculum and there is a good balance between activities with the teacher and children having free choice in their learning.

30. The school meets statutory requirements in all subjects of the National Curriculum and meets the requirements of the locally agreed syllabus for religious education. The allocation of time to subjects reflects the changes required in implementing the National Literacy and Numeracy Strategies.
31. The curriculum has improved since the last inspection in geography and in design and technology, with higher standards achieved through the full implementation of programmes of study. The curriculum is now broad with a wide range of rich opportunities, making it very relevant to the community of pupils. Although well balanced, the school is aware of the impact of raising standards, particularly in literacy, on the balance of the programme for pupils in Year 6. For example, they have not recently followed the curriculum in religious education during preparation for national tests. However, there are planned lessons for later in the term, together with opportunities to enrich their personal and social education. The quality of curriculum display is high in all areas of the school, conveying meaningful links between subjects. Art contributes very effectively to the standards pupils reach in other subjects. Physical education is a particular strength and offers a wide range of opportunities for everyone, with many older pupils reaching standards of excellence.
32. The implementation of the National Literacy and Numeracy Strategies is very effective in raising standards. The school has shown by its continuous improvement in English, mathematics and science how to develop literacy and numeracy skills throughout the curriculum. A steadily improving range of 'Big Books' for information is beginning to have a positive impact in other areas of the curriculum. For example, during the inspection Year 1 improved their knowledge of science whilst learning to write for information, using a very good book about insect body parts. An increase in books with geographical information is similarly planned. The use of information technology is effective and is part of the school's arrangements for raising standards within literacy and numeracy. An excellent display of a visit to a leading national printing company features the production of journalistic articles by Year 5, showing the extent to which pupils' language skills are extending through the use of information technology. In both key stages, the preparation of language work on computers meets pupils' needs successfully.
33. The school's programme for personal and social education is comprehensive, contributing significantly to the wellbeing of pupils. Careful planning offers a number of opportunities to consider important aspects of health, family life and the environment, including effective sex and drugs' education. Parents' involvement in the production of the sex education policy ensures that teaching matches the needs of the community. The programme of 'Circle Time'⁵ supports Key Stage 1 pupils well and 'Project Charlie'⁶ plays a significant part in the personal development of pupils in Key Stage 2. The school has improved its homework policy since the last inspection and parents are now largely satisfied with its practice.
34. The school conveys a very strong commitment to equality of access and opportunity through its curriculum policies. 'Circle Time' provides good opportunities for pupils to consider the effects of their behaviour and attitudes on others, building positive relationships.

⁵ In these lessons, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

⁶ Project Charlie is an American programme, re-written for both key stages which promotes effective decision making as a basis for dealing with peer pressure.

35. The emphasis on teachers' weekly planning has been very successful in ensuring consistency throughout the whole school, giving pupils a clear sense of purpose to lessons. Termly plans give guidance to teachers about important skills as well as curriculum content, such as the skills of personal enquiry through research. Science plans incorporate investigation into most units of work. As the school reviews its termly planning to absorb changes for 'Curriculum 2000'⁷, it is now in a very good position to incorporate learning skills into a whole-school planning framework.
36. The school enriches pupils' learning by providing a very good range of extra-curricular activities at different times outside the school day. A very wide range of sporting activities foster pupils' skills and abilities in areas such as athletics, gymnastics, dance, netball, basketball, football and rugby. Individuals reach high levels of performance and are a tribute to the school. For example, 12 children have been accepted at Bishop Challoner Centre of Excellence gymnastics club. Nineteen pupils took part in the 'One Hundred Years of Physical Education Pageant' at the Royal Albert Hall. Music and drama make a significant contribution to the life of the school. The high quality of specialist music enables pupils to participate in special events. For example, 12 pupils performed at the Queen Elizabeth Hall with four Tower Hamlet schools and the Kensington Philharmonic Orchestra. Pupils in Year 5 worked for two days with the Guildhall School of Music. Pupils from the 'Business Club' attended a 'Healthy School Event'. Visits to museums are very well linked to the curriculum. Pupils in Year 4 attended an award ceremony at the Tower of London, following historical activities around the Tower.
37. The school has very good relationships with partner institutions which contribute positively to pupils' learning. Pupils in Key Stage 2 enjoyed workshops and a production with the local secondary school and the Guildhall School of Music. Good links with the local secondary school enrich the curriculum in information technology, particularly in the area of control technology. Sixth-formers from another school, who are qualified instructors, lead gymnastics clubs. Pupils are well prepared for transfer to secondary school.
38. The business community supports the school very well. For example, sponsorship from the Worshipful Company of Fishmongers funds club activities. The school has established good links with the local churches, and leaders contribute to assemblies. An international food evening for parents and friends of the school is an opportunity for the community to participate in school life. The school shows a commitment to working with the community through charity work. Pupils were recently used to promote 'Readathon' nationally, with a video, contributing to the support of two cancer charities for children. The school launched the RSPCA national initiative on partnerships and became the London Regional Champions for a national competition. They have supported 'Help the Aged' and 'Parcels for Christmas' in the last two years. A harvest festival is held annually, with food parcels distributed to the local senior citizens.
39. The school makes good provision for the personal development of its pupils. The ethos of the school is very positive, securing a warm, encouraging environment for learning. Parents acknowledge the school's achievements.
40. Spiritual development is sound. Assemblies usually provide pupils with the opportunity to listen to music, with moments of reflection that sensitively meet the needs of the multi-cultural community. They provide good opportunities for pupils to consider the feelings of others through topics such as 'selfishness'. A weakness is the disturbance from adults that occurs when they use the hall as a thoroughfare, disrupting the feelings of peace and quiet and the sense of a calm community. The best assemblies incorporate an act of worship that pupils of all beliefs can participate in fully, but this did not occur daily during

⁷ The revised curriculum for schools which is to be introduced in September 2000.

the inspection, and in this respect the school does not fully meet the statutory requirements. The curriculum conveys spirituality through some subjects. Older pupils empathise with animals through writing about animal care and cruelty. They consider the importance of respect for the lives of others, with good provision for understanding a wide range of beliefs through religious education. Pupils are encouraged to express feelings, particularly through art. The involvement of pupils in Year 5 in a practical project to improve the local environment has extended their ability to discuss relevant world issues linked with caring for the environment. Young pupils write about the people and places that are special to them, reflecting feelings of joy and sadness.

41. Moral education is very good. Pupils are taught to understand the difference between right and wrong. The behaviour policy is clear and implemented very well. The school is justly proud of its high standards of discipline. The condition of the school environment is a tribute to staff and pupils alike. Some teaching of the highest quality successfully raises pupils' aspirations for learning, with a very positive effect on behaviour. The school helps pupils to understand the principles that underpin moral values, particularly through class rewards and sanctions. Classroom codes help pupils conform to routines. 'Circle Time' has a very important influence on younger pupils when they talk about the effects of their behaviour on others, trying to understand the values underpinning good behaviour. They are encouraged in the values of honesty and courtesy and consider the importance of friendship with others. Teachers value pupils' achievements by giving them the chance to report back in class, displaying their work in classrooms, and celebrating success in assemblies. Pupils learn to take responsibility for their own attitudes and behaviour. The improving quality of work shows the extent to which they increase their independence in learning as they mature. They help each other during computer times. The oldest are given good opportunities to help the school through performing a number of responsible duties and help younger pupils regularly at lunchtime. Work on display shows that personal and social education helps pupils make positive decisions about healthy life styles. Through charitable collections they gain good opportunities to consider others less favoured than themselves. They are taught effectively to take pride in their work.
42. Provision for social development is very good. Pupils have opportunities for developing self-confidence and for widening their horizons through a comprehensive programme of visits. Pupils are praised as good ambassadors of the school. Special projects, such as direct charitable links with large organisations, give them a wider view of the world, along with other regular opportunities for working with the local community. Pupils in Year 6 spent a day at the Royal Festival Hall for a story-telling course. Famous people such as Virginia Bottomley visit the school, participating in special events. Pupils have regular opportunities for working together in class, developing good skills in team and paired work. A very good range of extra-curricular activities give a good number the chance to succeed, particularly in sporting activities. In the geography club, pupils have written questions for others to extend their understanding of landscapes.
43. Good cultural development reflects something of the racial origins of pupils. Religious education provides good opportunities to learn about other beliefs and customs and is reflected in pupils' work. They understand through the study of the world religions how others worship. Their writing shows they value each other's differences. The school provides a good range of experiences through art, drama, and literature. A number of pupils have participated in an 'African Art' celebration. Work on display shows how well young pupils understand the essence of Islamic art. The Half Moon Theatre is currently in school, working with the drama club. Pupils in Year 1 and Year 5 are currently working with the Tate Gallery on an art and literacy project.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The previous report said that the promotion of pupils' health, safety and welfare was a strength of the school. The school continues to look after pupils' welfare very well. The deputy headteacher is the designated teacher for child protection. She has received appropriate training, is highly experienced in working with local agencies, and makes sure all teaching and support staff are aware of the correct procedures. The school has recently strengthened its provision for children in public care. Members of staff have current first-aid certificates and deal very well with minor accidents. The school has very good procedures for health and safety. The schoolkeeper checks for health and safety as a matter of routine. He keeps the premises in very good condition. The school carried out a full range of risk assessments in the summer of 1999. The school has no health and safety concerns at present.
45. Key issues in the previous report were the lack of a formal policy for monitoring pupils' progress, and of a consistent approach to assessment. The school has improved to a satisfactory level its assessment procedures and its use of the information gained. It carries out optional tests at the start of years when the statutory national tests do not apply. However, the school's use of assessment of pupils' achievement remains unsatisfactory overall because not all teachers carry out the procedures consistently, either in all classes or all subjects. For example, assessment is very good in English, satisfactory in mathematics and Key Stage 1 information technology, but unsatisfactory in science and Key Stage 2 information technology. Nonetheless, teachers are using assessment information effectively to inform their curricular planning. During the week of the inspection, teachers modified lesson plans in the light of what pupils had learnt in the previous lesson. Booster⁸ classes for pupils in Year 6 taking the national tests concentrate on identified strengths and weaknesses.
46. The school makes good provision for its pupils with statements of special educational need. Pupils make good progress towards the targets set in their individual education plans. The co-ordinators for special educational needs, working with the class teachers and the assistants, ensure that these plans contain very detailed comments on each pupil's needs. The school holds regular review meetings in which parents and local support agencies participate. The school fully meets the requirements of the Code of Practice⁸. It also provides similar support for pupils at the stage before the statement.
47. Procedures for assessing pupils' achievements and learning are satisfactory. In response to pupils' needs, the school focuses heavily on English to track their individual attainment. It sets targets in literacy. However, marking remains an area that could be improved. Not all teachers match the good marking seen which gives guidance to pupils in some classes on how to improve their work.
48. The school provides pupils with good educational and personal support. Teachers know their pupils well and take account of their individual needs and interests. The school, in partnership with an East London charity, employs a home/school support worker who provides a very high standard of pastoral help for pupils and families with particular difficulties. For example, she paired an academically bright pupil in Year 3 with an equally able pupil in Year 5 so that they could play advanced strategy games with one another at lunchtimes. She established a circle of friends in support of a girl who was subject to bullying in her family situation. She worked with a group of potentially disruptive pupils to help them learn to listen to one another and their behaviour improved significantly.

⁸ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

49. The school has very good procedures for promoting attendance. It correctly follows the statutory procedures for registration and record-keeping. The school has a good attendance policy. Since the previous inspection, the school has set and achieved a target of 0.75 per cent improvement in attendance each year. It calculates the total of authorised and unauthorised absences every half term. The home/school support worker monitors all registers, noting when a pupil's absence or lateness exceeds a certain level. She carries out spot checks at the gate at 9.20 to deter lateness. She contacts the family when a pupil's attendance gives cause for concern.
50. The school has very good procedures for promoting good behaviour and discipline and this is an improvement since the previous inspection. At that time the school did not have a written behaviour policy. It now has a good policy in place. Teachers, pupils and parents understand it clearly. The school continues to motivate pupils with its 'Blue Book' in which pupils gain entries for good work or behaviour, kindness, politeness, honesty and consideration for others. Each class develops its own 'Golden Rules' and displays them in the classroom. Pupils feel they own these rules and observe them. At break times, teachers and assistants monitor the playgrounds. The school has eight lunchtime supervisors, and they adequately cover all areas, even on wet days when pupils have to stay inside the building. The school has firm procedures for eliminating oppressive behaviour. These include strong policies to manage bullying and to encourage equal opportunities. It uses assemblies, religious education lessons and 'Circle Time' to promote the idea of caring for and respecting other pupils' needs and feelings.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have a very high opinion of the school. Their response to the questionnaire is exceptionally positive, with 97 per cent or more agreeing that the teaching is good, and that the children behave well and make good progress. One hundred per cent say that their children like the school. The school currently receives almost twice as many applications as it has places. Parents at the pre-inspection meeting say the school is "a very open school", and that they can come in and discuss a child's problem at any time, often without the need to make a formal appointment. Parents appreciate the extra-curricular activities in sport and the arts, especially the musical events, which they enjoy and which they also feel to be of great benefit to their children.
52. The school's good links with parents have a positive effect on their children's learning. Every term parents have a meeting with their child's class teacher. A large number of parents come to these meetings. At the autumn meeting, teachers inform parents about what their children will be learning, and they review pupils' progress in spring and summer. Parents feel that they can come in and talk over a problem or concern when they need to. The school runs a programme of 15 sessions for Bangladeshi parents, helping them extend their knowledge of English and the school, and teaching them how to read, speak and listen with their children. It holds international food evenings and parties for Eid and Christmas. Almost nine out of 10 parents come to see the musical performance at Christmas, and these occasions greatly enhance pupils' confidence and self-esteem.
53. The school provides good information for parents. The annual reports give individual comments on what the child is achieving. They provide considerable detail in English and mathematics, with briefer accounts of the other subjects. The school has developed a new format for use this year which will provide evaluations of how well children are meeting the attainment targets in English, mathematics and science. Every month the school sends a newsletter with information about activities and events. The clearly presented prospectus welcomes parents and invites them to help with their children's learning at home and in school.

54. Parents' contributions to their children's learning are satisfactory. About 10 parents regularly come into the classes to hear children read and provide support in other lessons. Parents help with the cookery club, the garden, the tuck shop and the breakfast club. A talented parent helps reception children with their artwork. Any parent helping at lunchtime has a free meal with the children. Parents and older brothers and sisters hear Key Stage 1 pupils read at home. Key Stage 1 pupils also learn spellings. In Key Stage 2, parents recognise that the school has considerably developed its provision of homework since the previous inspection. They welcome the fact that pupils in Year 6 get more homework in preparation for secondary school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school are good. The headteacher provides a clear educational direction for its work. In this he is very well supported by the deputy headteacher. They work together most effectively and set the tone for the school's sense of community and the positive learning environment. With the support of governors and an effective staff team, they have built on the school's strengths, identified in the last report, in order to develop the quality of education provided and raise standards.
56. The school has usefully established a new management structure since the last inspection, with post-holders having their roles clarified as middle managers. They monitor teachers' half-termly plans, review policy and resources and provide support for staff. In this way, they make an effective contribution to the development of their subjects. Currently, the majority of subject co-ordinators are not involved in evaluating work samples or in regular and systematic monitoring of classroom practice. This limits their ability to see variations in expectations and standards throughout the school. As a result, the evidence base for their annual subject review is restricted when new targets are set. The senior management team comprises the headteacher, deputy headteacher and four senior staff, of whom two are phase post-holders. The improved management structure with phase leaders working alongside the headteacher and deputy headteacher has increased the potential for clearer channels of communication to operate. The headteacher has a very visible presence around the school and through this he informally monitors standards of work and behaviour. Together with the deputy headteacher he has carried out observation of lessons to monitor the quality of teaching and learning in the literacy and numeracy hours. English, mathematics and science post-holders have also been involved in classroom monitoring. Working relationships within the school are very good and open. Staff morale is high and the work ethic throughout the school is very good. Teamwork is a strong characteristic feature. The staff work well together, sharing ideas and supporting each other.
57. There are good relationships between the school and its governing body and a shared sense of purpose. The chair of governors is a frequent and welcome visitor and other governors, notably the chair of finance, make their skills and expertise available to the school. The role of the chair of governors is effective within the management structure, but it currently carries too many key responsibilities, including special educational needs, literacy and numeracy, that are very time-consuming. The chair of governors recognises the need to review the roles and responsibilities of members of the governing body and to ensure that all are actively involved in the school's operation. The governing body has an appropriate committee structure. The committees have suitable terms of reference and meet regularly. Regular reports from the headteacher and visits to the school by some governors keep them all well informed. The governors fulfil their statutory responsibilities satisfactorily, except in ensuring that there is a daily act of collective worship in the school. The school has made good progress towards addressing the key issues

identified in the last report. The biggest improvements have been in the National Curriculum results at Key Stage 2 and in the improved management structure.

58. The school development plan presents a clear picture of the main areas of action for the next three years. It is in draft form for the following two years as the school made the decision that the plan may need amending as a result of its inspection report. Involved as the school is in a range of local and government initiatives, the chair of governors recognises the need to develop more fully the school's management plans in the near future, with regard to more community education.
59. The school has clear aims and values which are consistently reflected in its policies and practice. There is a very positive ethos, pursuing high standards across a broad and interesting curriculum and encouraging enjoyment in learning. The positive ethos is also reflected in good relationships and a strong commitment to providing equal opportunity for all pupils to make progress. The enthusiasm and hard work of teaching and support staff create an interesting and stimulating environment for the pupils.
60. The financial resources available to the school are satisfactorily managed and administered. A very large proportion of the budget is spent on staff, particularly teaching staff. This results from a decision by the headteacher and the governors to maintain a generous teacher to pupil ratio in order to give good levels of support to raise standards. Appropriate use is made of the available funds, except for the ethnic minority achievement grant. On occasions, staff funded by the grant are used to cover for post-holder colleagues. This issue was raised in the previous report, and the school still needs to ensure that staff are used efficiently and only for the purposes designated by the project. Through tendering arrangements, costs are carefully evaluated.
61. The day-to-day administration of the school is very good. There is an efficient structure with an administrator who is very knowledgeable about the school's procedures. There is a high level of expertise with the office information technology and up-to-date financial information is readily available as required. Therefore, governors have a clear overview of the school budget. This is effective in helping the chair of finance and other governors to make financial decisions. The school benefits from the efforts of the headteacher, who is most successful in raising money for the school from a variety of sources.
62. The school has sufficient numbers of suitably qualified teachers to meet the needs of the curriculum, including five teachers funded under the ethnic minority achievement grant supporting bilingual learners and five supporting pupils with special educational needs. Support staff include two bilingual instructors, nine class assistants, two nursery nurses and three learning support assistants. All the staff work well together as a team, with the support staff especially providing valuable help for teachers and pupils. Many of those supporting pupils with specific special educational needs are acquiring extra training and qualifications to support them more effectively, including attending classes in using Makaton signing.
63. Newly-qualified teachers are well supported with a mentor appointed to oversee their induction into the school. Each newly-qualified teacher is paired with an experienced teacher who guides via joint planning and occasionally shared teaching the work for the year group to which they are allocated. Key Stage 1 also has a specific co-ordinator who offers support as necessary. A specific programme linked to that provided by the local education authority is in place, giving these newly-qualified teachers the opportunity to meet together with others from across the borough. They observe good practice, attend training days, look at planning and assessment and get to know what the area can offer to support the curriculum.

64. The school has close links with four teacher training colleges and during the academic year will have as many as 20 students at work in the school. A member of the senior management team is the co-ordinator for these students and acts as an area tutor when a college is not able to send a tutor to be on site or in a neighbouring borough. The school has established an effective support structure for these students and allocates them experienced teachers as mentors who assist with planning and teaching strategies and monitor teaching as required. So successful are these links that in the last few years the school has offered many of these students teaching posts upon completion of their college studies.
65. The senior management of the school encourages teachers to develop professionally by holding review meetings in the summer term. They have the opportunity to discuss and set their personal targets for development and identify possible training needs for the coming school year. Following the Investors in People action planning linked to curriculum developments, funding can be allocated to contribute to the effective delivery of the curriculum and support given to individual teachers as necessary. From the last round came the need to identify and clarify learning intentions and establish performance indicators, which already are having a positive effect upon standards.
66. The environment of the school is effectively managed, both inside and outside. Noticeable to a visitor to the school are the high quality of wall displays and murals and their stimulating effects on the school environment. The site is well cared for by a conscientious school keeper and assistants. The school has four amenity rooms to support the curriculum, a music room, a mathematics room and two libraries, one for each key stage. Outside, the school has an environmental area complete with a pond and frogs, a garden with shrubs and trees, playground seating round the shade tree as well as benches and tables, and playground markings for a range of games. Pupils in their early years have a secure play area with a range of climbing equipment suitable for their size. Older pupils also have the opportunity to play a range of ball games in the playground within a specifically designated area. The walls of the playground have been decorated with murals of figures taking part in a range of sports, the figures representing the different ethnic communities that make up the school population. The accommodation is adequate to allow the curriculum to be taught effectively. The school has three halls, the middle of which is also the dining hall. In spite of the size of the building, storage for resources is a problem, with some imaginative use made of odd corners, including the mezzanine landings between floors being used for the school office, the medical room and the kiln room.
67. The school has an appropriate range of resources to support the curriculum. The implementation of the National Literacy Strategy has resulted in the acquisition of many new books for pupils of all ages and abilities, including sets of group readers and big texts for whole-class reading sessions. The school libraries are well stocked and catalogued to support pupils' independent reading. Resources for art, physical education and history also are good, there being a sufficient number, quality and range to support the curriculum effectively. Other curriculum areas have sufficient resources of good quality and a satisfactory range to support learning. Resources for pupils under five are also sufficient to enable a full curriculum to be taught. This confirms the findings of the previous inspection.

68. Taking into account the effective use made of financial resources, the good teaching and the strong provision made for pupils' support, guidance and welfare, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. To improve the quality of education and to raise standards the headteacher, staff and governing body should:
- (1) improve the consistency of the quality of the daily act of collective worship by
 - providing pupils with regular opportunities for reflection;
 - improving the quality of singing; (paragraph 40)
 - (2) improve the consistency of the use of procedures for assessing pupils' learning; (paragraphs 45, 130, 138, 147)
 - (3) delegate more responsibility to members of the governing body in order to reduce the workload of the chair of governors; (paragraph 57)
 - (4) provide pupils with more opportunities to work with the control and modelling aspects of information technology; (paragraphs 24, 154, 156)
 - (5) improve the consistency of the quality of teachers' marking, particularly in relation to the way in which pupils present their work. (paragraphs 28, 47, 105, 117)

In addition the governing body may wish to include the following for possible inclusion in its action plan:

ensure that funding for the teaching of pupils with English as an additional language is used exclusively for that purpose. (paragraphs 60, 70)

English as an additional language (EAL) / Ethnic Minority achievement Grant (EMAG)

70. The last report found that pupils who have English as an additional language make satisfactory progress. Record keeping was very good. The use of records to gauge trends in progress needed further development. The current inspection confirms that pupils' have maintained a satisfactory rate of progress and that there are good records of the pupils' progress in acquiring English. This information is used to monitor progress effectively and to provide additional support where it is needed most to enhance pupils' performance. This marks an improvement on the previous situation. The last inspection noted that the school was to ensure that timetabling of Section 11 (now called EMAG) staff to cover post-holder colleagues does not infringe the guidelines of the project. The school has made some progress in this respect. Although the school is providing good classroom support to all pupils by employing additional staff and providing additional funding for EMAG work, the school needs to bear in mind the project guideline, 'Such posts must not be used for supply cover or to carry out general teaching duties'.
71. The school has access to information on the performance of pupils who speak English as an additional language in relation to their peers. The information indicates that their performance has improved broadly in line with their monolingual peers.
72. The quality of teaching is good. In all lessons, EMAG teachers and support staff work effectively with the class teacher to support pupils' learning. For example, in a literacy lesson, a bilingual assistant, who directly worked with a group of bilingual pupils for part of a lesson, was effective. The task was explained very clearly, pupils' progress was

monitored very closely and appropriate support was provided. This enhanced the quality and pace of learning.

Special educational needs

73. Pupils with special educational needs make good progress in the school and achieve well in relation to their prior attainment.
74. Pupils make good, sometimes very good, progress when given specific support when working on tasks specifically matched to their needs and abilities in class. With support in language, for instance, pupils identify different letters, sounds and blends and use them to construct a variety of words. They use patterns to construct simple vocabulary and use such words in games and puzzles, using the computer with specific programmes for their needs. Pupils listen with care and concentration to the teacher and perform tasks as asked, for example they explain what they are reading to the teacher or others within their groups. Pupils take down a simple sentence as dictated and read it back to the teacher. Pupils consolidate their listening skills in sharing a text, including observing stops, commas and other grammatical markings such as speech and question marks. Pupils make satisfactory progress in evaluating their own work, self-correcting and developing presentation skills, and evaluating their own and other work for accuracy. They know more by the end of a lesson than at the beginning.
75. When pupils with special educational needs are supported within their classes or in withdrawal and booster lessons they respond positively. They concentrate, listen carefully and take appropriate care of their presentation and the quality of their work. Because of the support offered, they develop the personal skills of co-operative and collaborative learning, share resources, take turns and value and respect the opinions of others. They are keen to work with the support adult, are keen and ready to get started, work with application and enjoy themselves. When working in a group, for instance, when reading a shared text, they continue to follow the text and offer support to others even when it is not their turn to read.
76. The teachers and support workers for children with special educational needs have a secure knowledge of the curriculum required for all pupils to make progress. They have a good knowledge of the pupils, their stages according to the Code of Practice and their specific needs within the code. They plan tasks that are appropriate for the ages and abilities of the pupils, tasks that will challenge and extend their skills and abilities. In English and mathematics lessons, as well as better lessons in other subjects, they plan tasks and challenges appropriate to pupils' abilities. Teachers have good behaviour strategies to encourage pupils to learn and make progress. Support workers use day-to-day assessment of pupils' work well to plan the next phase of work, ensuring the clear development of skills, knowledge and understanding.
77. All pupils have equal access to the curriculum. Pupils with a special academic or physical educational need are identified early in their school career and offered appropriate support from both the school staff and local education authority support services as appropriate. Pupils who have a behavioural or emotional need are identified early and an individual educational programme is drawn up to support their specific needs. Pupils are supported with a challenging curriculum when taught in groups away from their own classroom. In class, all pupils follow the full curriculum for their age group. Teachers adapt tasks, offer extra support or extension activities in line with individual educational programmes for pupils who need them in core subjects, and frequently use mixed ability groupings in foundation subjects to give peer support as necessary. Pupils with special educational needs take part in the full range of extra-curricular activities in line with their

particular interests. This gives them opportunities to develop their social skills, especially when playing as members of a group in a sporting or arts-based activity.

78. The assessment of the progress of pupils with special educational needs is recorded in detail. It is carefully matched to their individual education plans. From the first identification of need, parents are involved in all discussions and reviews of progress and the setting of targets in their children's individual educational programmes.
79. Many pupils have individual educational programmes to support the management of their behavioural and emotional development as well specific academic and physical needs. Targets are drawn up which are written into their individual programmes and are reviewed frequently.
80. The 'lead' co-ordinator for special educational needs⁹ offers particular support to pupils before their transfer to the next stage of their education. She tries to ensure that a final annual review of their statements and programmes occurs before transfer and that the new documentation goes with them into the next stage. No matter to which school a pupil with special educational needs transfers, the co-ordinator for special educational needs will make contact and liaise before the move.
81. The special educational needs co-ordinator is also the deputy headteacher of the school. Having been at the school for many years, she knows most of the parents very well and is trusted by them as a result of the school's open-door policy. The effective special educational needs policy is in place and is subject to frequent review to ensure that it matches the requirements of the Code of Practice. The special educational needs co-ordinator and teachers compose pupils' individual educational programmes, which are kept up to date and matched to pupils' specific needs.
82. The special educational needs co-ordinators oversee the setting of targets not just in English and mathematics but also for personal development, behaviour and physical development, including manipulative and other skills.
83. The co-ordinators monitor the in-class support by teachers, ensuring that the curriculum and resources are appropriately provided. The special educational needs co-ordinators attend and organise reviews for pupils with statements of specific educational need as well as reviews for all pupils who have individual education plans. The special educational needs co-ordinators are available to other teaching colleagues with advice and suggestions for the curriculum and development within their classes to ensure that pupils are appropriately supported when in class.
84. Both co-ordinators have attended specific training with regard to the Code of Practice and individual educational programmes and reviews, ensuring the delivery of an appropriate curriculum. Class teachers are skilled in planning and delivering a curriculum that caters for all abilities within their classes, especially in English, mathematics and science.

⁹ The school has two special educational needs co-ordinators, one for each key stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	90

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	17	60	21	1	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	459
Number of full-time pupils eligible for free school meals		287

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	402

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.4

Unauthorised absence

	%
School data	2.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	28	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	23	25
	Girls	21	25	23
	Total	40	48	48
Percentage of pupils at NC Level 2 or above	School	70 (80)	84 (77)	84 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	26	26
	Girls	26	25	25
	Total	49	51	51
Percentage of pupils at NC Level 2 or above	School	86 (86)	89 (96)	89 (89)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	39	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	17	20	21
	Girls	28	28	28
	Total	45	48	49
Percentage of pupils at NC Level 4 or above	School	63 (49)	68 (55)	69 (62)
	National	70 (64)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	17	19
	Girls	23	29	26
	Total	35	46	45
Percentage of pupils at NC Level 4 or above	School	49 (49)	65 (66)	63 (62)
	National	68 (63)	69 (64)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	25
Black – other	
Indian	3
Pakistani	3
Bangladeshi	240
Chinese	8
White	99
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	26.6
Number of pupils per qualified teacher	18
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	15.5
Total aggregate hours worked per week	320

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	25

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	98/99
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	£
Total income	1,020,887
Total expenditure	1,021,371
Expenditure per pupil	2,106
Balance brought forward from previous year	-7,446
Balance carried forward to next year	-7,930

Results of the survey of parents and carers

Questionnaire return rate 30.3%

Number of questionnaires sent out	484
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	88	11	1	0	0
My child is making good progress in school.	82	16	0	1	1
Behaviour in the school is good.	84	16	0	0	0
My child gets the right amount of work to do at home.	61	30	5	1	3
The teaching is good.	88	10	1	0	1
I am kept well informed about how my child is getting on.	81	17	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	0	1	1
The school expects my child to work hard and achieve his or her best.	83	15	1	0	1
The school works closely with parents.	70	26	1	0	3
The school is well led and managed.	75	23	0	0	2
The school is helping my child become mature and responsible.	74	22	1	1	2
The school provides an interesting range of activities outside lessons.	67	25	2	1	5

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

85. The provision in the nursery is satisfactory. An interesting educational programme is offered that promotes the nationally recommended areas of learning. The planned activities include all the elements of the six areas of learning and meet the needs of all children.
86. Children join the nursery at the age of three years and attend part-time for the first term. After a term, they attend full-time. The majority of children spend three terms in the nursery. Children enter the reception classes in September and January. Children in the reception classes attend full-time.
87. Children's attainment on entry to the nursery is well below expectations for children of this age. By the age of five, the attainment of the children is below expectations in language, literacy and mathematics. Their attainment in personal and social development, knowledge and understanding of the world, and creative and physical development meets the expectations of the Desirable Learning Outcomes. Children with special educational needs and those with English as an additional language are well supported and make good progress.

Personal and Social Education

88. The development of children's personal and social skills has a high priority in the nursery. As a result, children are well on course to attain the standards expected of five-year-olds nationally. Their progress in this area of learning is good. Children are treated with consideration and respect, which results in good relationships at all levels. They work together well, share resources fairly and take turns appropriately when using the equipment. Children develop confidence, but opportunities are rarely provided for them to use their initiative and make considered choices about the resources to select. All children develop a positive image of themselves and recognise that each person has something special to offer. Children from different cultures and beliefs relate well to each other. The majority of children are developing the ability to concentrate for long periods of time when working with adults and also when working alone. They are sensible when tidying the equipment, which they treat with care and respect. They show a good sense of responsibility during lunch as they chat with others as they eat their food.
89. Children's behaviour is very good and they have a clear sense of right and wrong. Opportunities are planned for children to express their feelings in a variety of situations; for example, during story-time and role-play they respond with obvious enjoyment. Children's awareness of their place in the wider community is enhanced by visits to local places of interest and through special events such as the celebration of festivals. Their spiritual, moral, social and cultural development is fostered appropriately. The quality of teaching is good. All staff know and understand each child well and regularly review the provision so that individual needs are met. The staff work as a team and are good role models of co-operation, kindness and care for the children. A variety of strategies are employed to ensure that children feel secure, valued and confident, enabling them to work with purpose and develop a sense of achievement. Teachers have a secure understanding of how young children learn and a sound knowledge of the curriculum for three- and four-year-olds.

Language and Literacy

90. The children's attainment in language and literacy is below expectations. A high priority is given to speaking and listening in the language and literacy programme. The majority of children enter the nursery with little or no English. Their listening skills are more highly developed than their speaking skills, although they do not always fully understand what they hear. Children listen attentively to adults and follow instructions as carefully as they can. They use key words and simple phrases to respond to questions. The language support assistant gives effective help to children when her skills are fully used. However, there are many missed opportunities when she is not encouraged to be at their side. Children have frequent opportunities to listen to stories, songs and rhymes and they know some by heart. Staff share books well with children and give clear explanations about events in the story and the main characters. As a result, some children retell a number of traditional stories accurately and repeat well known phrases in them. Staff use sensitive questioning techniques and give thoughtful responses to encourage children's confidence in speaking.
91. Children make a sound start to reading. They know that books are read from left to right, and that print and pictures convey meaning. Children recognise their own first name. A systematic approach is used to teach letter sounds and letter recognition and time is set aside each day for practice with the older children, two-fifths of whom recognise a number of sounds. Children practise writing skills and their level of pencil control slowly improves. About half of the class write their first name accurately. Children freely visit the writing activities and are keen to experiment with their own signs and symbols to record their observations. The quality of teaching is satisfactory. Staff promote the importance of books and read a range of stories in a stimulating way. Staff use spontaneous situations well to develop children's ideas and extend their vocabulary. On occasions, however, there is an inappropriate balance between adult and child talk and children are given insufficient time to construct a response.

Mathematics

92. Children's attainment in mathematics is below expectations and they are unlikely to attain the expected levels in some elements of the area of learning by the time they are five years old. The children recognise and count numbers up to 10, and a few count beyond this. They acquire appropriate mathematical language as they sort and order equipment. Pupils are familiar with some two-dimensional shapes and recognise and name, for example circles and squares. There are opportunities for children to learn sorting and matching skills through the use of puzzles and games. They are familiar with pattern-making and make sequence patterns using coloured beads. Children develop an awareness of positional and comparative words such as 'behind', 'in front', 'bigger' and 'smaller'. They know a range of counting rhymes and songs that consolidate and enhance mathematical learning. The quality of teaching is satisfactory. Staff use spontaneous situations well to develop children's ideas and extend their vocabulary. Opportunities are provided for regular counting and number recognition activities.

Knowledge and understanding of the world

93. Children are on course to attain the Desirable Learning Outcomes in most of their knowledge and understanding of the world by the time they reach the age of five. They are curious and enthusiastic to find out about the world around them. Children develop an understanding of the immediate past by discussing yesterday's work and planning what they will do the following day. They are encouraged to look closely at similarities, differences and change. For example, during a cooking session children were encouraged to observe the effects of adding sugar to flour and margarine and the change that occurred when water was used to bind the mixture together. They build with a construction kit and fit the pieces together skilfully. Children join, cut and glue confidently with a variety of materials. They

create interesting two- and three-dimensional pictures. They talk a little about where they live and their families, but they are not able to describe events clearly. However, skilful questioning by the staff helps them to marshal their thoughts logically. Children develop competence on the computer keyboard and an understanding of its functions. For example, they used a shape program to draw cars and vans competently. There are opportunities for children to develop their skills of prediction and scientific enquiry as they experiment in water and sand play. There are insufficient opportunities provided for children to question why things happen and how they work as they build and use apparatus. The quality of teaching is satisfactory. Carefully structured talk with the children ensures that their levels of understanding increase. Particularly good use is made of special events such as birthdays and festivals to heighten children's awareness of the past and future. Staff plan a varied range of activities and match them appropriately to the abilities of the children.

Physical development

94. In their physical development, children are on course to attain the national expectations by the time they are five years old. A wide variety of activities enable children to develop appropriate physical skills. The outdoor play area is a good facility which is used well and provides the children with a suitable range of opportunities for running, jumping, riding and climbing. They improve their co-ordination during outdoor play as they manoeuvre a variety of wheeled vehicles skilfully, climb and slide confidently on the large apparatus and move intelligently in the space provided. Once a week, they enjoy using the apparatus in the school hall. Tools such as scissors, pencils and crayons are used safely and with confidence and there are opportunities during the day when pupils practise and develop the use of small equipment. They handle modelling materials imaginatively, using a variety of tools. The quality of teaching is satisfactory and on occasions good. Staff develop children's confidence effectively and they teach them the safe and correct way to approach an activity. This calm approach motivates children to achieve success. Staff plan in detail, except for how the wheeled toys are to be used, so that the activity becomes recreational and lacks clear learning objectives.

Creative development

95. Children make satisfactory progress in this area of learning and, by the age of five, are likely to attain standards in line with the expectations for five-year-olds. The children have opportunities to experiment with sounds, textures and colours. Adults support these activities and extend language by talking in greater depth about the materials and techniques used and giving the children the opportunity to respond accordingly. Children learn songs by heart, including many with actions, and are beginning to have an awareness of pulse and rhythm. The quality of teaching is always satisfactory and on occasions good. The nursery nurse responsible for organising the outdoor classroom creates an exceptional environment for children's imaginative play and the development of their creative skills. Children use the apparatus well to develop the story themes and adopt a variety of characters. For example, they acted out the stories of 'The Three Little Pigs' and 'The Billy Goats Gruff' excitedly. They have the opportunity to draw, paint and weave with fabric. Children's work is valued and good use is made of it in classroom displays. The quality of teaching is satisfactory and at times good. Staff are deployed effectively, with each adult being responsible at times for a specific activity. All staff have high expectations of pupils' behaviour, mutual respect and co-operation.

Assessment

96. The assessment and recording of children's learning in the nursery are satisfactory and all staff are involved in assessing children's attainment and progress. In the adult-led activities staff assess children's skills and the information is used to plan future work. Samples of children's work are kept. These are suitably annotated and dated to set the context of the

work in order to make secure judgements of children's progress over time. The nursery teacher has introduced an appropriate system to track children's experiences in each element of the six areas of learning.

ENGLISH

97. Standards in English overall by the end of Key Stage 1 are in line with the national average. This is an improvement on the standards identified at the previous inspection, which were judged to be well below average in speaking and listening, in line in reading and unsatisfactory in writing, in comparison with the national expectations. In the 1999 national tests for seven-year-olds the percentage reaching the average Level 2 or above was well below the national average in reading and below in writing. In comparison with those in schools with pupils from similar backgrounds, results were in line with the average in reading but well above the average in writing. The percentage of pupils attaining Level 3 or above in reading was well below national levels, but in writing it was close to the national levels. Boys attain levels well below the national average in reading but close to the national average in writing, while girls attained levels well below the national average in reading but below in writing.
98. Standards in English overall by the end of Key Stage 2 are average. This is an improvement in the standards identified at the previous inspection which were judged to be well below average in speaking and listening, in line in reading and unsatisfactory in writing, in comparison with the national expectations. In the 1999 national tests for eleven-year-olds, the percentage reaching the average Level 4 or above was below the national average, as it was at Level 5. In comparison with those in schools with pupils from similar backgrounds, results were well above the average. The group of pupils taking the statutory tasks and tests at Key Stage 2 in 1999 contained a high number of pupils with special educational needs. When their results are deducted from the school figures the percentage achieving Level 4, 76 per cent, is above the national average of 70 per cent.
99. By the end of Key Stage 1, pupils' attainment in speaking is satisfactory, and attainment in listening is often good. Pupils listen attentively to teachers and each other, and a significant minority answer questions using an appropriate vocabulary and correctly formed sentences. However, the majority have a more limited vocabulary but a love of words and are adding daily to those they know and use. Most pupils listen to and follow instructions accurately, working out the logical order for giving simple instructions to each other, and complete tasks following those instructions. When using their speaking and listening skills in other areas of the curriculum they take their time to answer, striving for accuracy with the technical vocabulary of the subject.
100. By the end of Key Stage 2, pupils' attainment is satisfactory, although listening skills are good overall. Pupils listen carefully to each other and their teachers. However, they still have a restricted spoken vocabulary and, although they know what they want to say, they do not often have the range of language to fully convey what they mean. Pupils attempt to formulate appropriate and extended sentences, give detailed descriptions and debate, and have opportunities to take different roles and characters in such things as drama, or formulate persuasive and comparative arguments across the curriculum. When reading aloud, older pupils recall the story of their text and use the language and idioms of the book in their discussions about characters and plot. When reading dialogue, they identify the different 'voices' prompted by such things as exclamation and question marks. More-able pupils at both key stages expand their sentences to more fully convey their ideas and opinions.

101. By the end of Key Stage 1, pupils reach average levels overall in reading and many younger pupils make good progress. Pupils read a wide range of material such as storybooks, poems, factual texts and worksheets containing both factual and fictional writing. Most pupils identify the characters in stories, recall the plot and sometimes predict what happens next to those characters. By the end of the key stage, pupils begin to use their knowledge of the alphabet to find information in books, using a contents page. They have a range of skills to help them read unknown words, including the start letters and sounds, counting the phonemes to build up words. The school reading scheme helps develop these skills. More able pupils recognise their errors and correct their own work. They achieve a good degree of fluency and read with expression. The school works hard at encouraging families to share in reading practice and pupils take books home.
102. By the end of Key Stage 2, pupils reach average levels overall in their reading, though more able pupils sometimes read material that is not challenging to their intellectual development, with a limited vocabulary overall. Older pupils successfully use the context of the passages to help them understand meaning through reading a range of materials, fact as well as fiction, as well as texts within the literacy strategy and from other areas of the curriculum. Pupils use an index and contents page to find information, though few have learned the skills of scanning a text and skimming for meaning and use rather than reading each word. Pupils have a range of favourite authors and illustrators including Nicholas Fisk and C S Lewis and genres such as horror, the environment and history.
103. Attainment in writing is average for the pupils' ages and abilities at the end of Key Stage 1, with pupils making good progress. They know how to set out their writing for a story or a piece of factual writing using story sequencing and writing outlines. Pupils use letter sound patterns in their spellings, building up and using the key vocabulary from the National Literacy Strategy in their work. These pupils are starting to produce pieces of extended writing, redrafting and editing their work. The Literacy Hour is helping pupils use a wider vocabulary and is improving grammar and punctuation as well as extending their knowledge of a range of texts. In Year 2 especially, pupils write for a range of purposes including simple stories, letters, instructions, news and comprehension. They develop early skills of extracting information from non-fiction texts and simple poetry is included in their writing activities.
104. Attainment in writing for pupils in Key Stage 2 is average by the time they reach eleven years of age. Older pupils try to use the correct grammar in their work; they accurately use adjectives, adverbs, nouns, capitals, commas, exclamation and question marks and full stops. By the end of the key stage, pupils are preparing their work using a range of styles. However, more able and talented pupils are not fully able to use a range of argument forms or regularly produce pieces of extended writing.
105. Marking at Key Stage 1 is constructive, giving pupils targets to improving further and ensure that they know the progress they have made. At Key Stage 2, marking concentrates on spellings and grammar. In addition, teachers give examples of 'good practice' as well as discussing the content of the work. Pupils are encouraged to produce writing for a range of audiences. Handwriting and presentation skills are variable, although all pupils throughout the school are encouraged to develop a cursive script. Unfortunately, although pupils are forming and joining their letters correctly, presentation skills are not totally consistent, with those seen in some books being very untidy and difficult to read. Nearly all younger pupils form their letters correctly and neatly and space their words accurately, but not all older and more experienced writers at the top of Key Stage 2 do so.

106. The quality of teaching is good overall at both key stages. Of the 19 lessons seen during the inspection, all teaching is satisfactory, with teaching in over one-third being very good. Where teaching is good or very good, pupils make good progress. There are effective strategies for teaching literacy throughout both key stages. Effective teaching is identified by challenging work and high expectations of positive attitudes and behaviour which support the raising of standards. Progress in these lessons is marked with rapid learning and the successful completion of all planned tasks. Pupils enjoy the books they are reading and they are successful in their writing. Teachers use questions skilfully to challenge and guide pupils to further learning. In these lessons, teachers have a high proportion of direct teaching and plan for pupils' active involvement in the lesson.
107. Teacher's knowledge of the literacy strategy is good, as is their knowledge of their pupils' abilities, and they plan effectively. By making an end of lesson assessment of progress and by using the information gained to plan future work, teachers ensure that all pupils receive a curriculum appropriate to their ages and abilities. Pupils who have special educational needs are well taught and work is planned to meet their needs. When teaching is less effective, teachers over-direct and do not match work carefully to pupils' individual needs.
108. The National Literacy Strategy is helping to improve standards. The strategy is giving a structured development to acquiring skills by ensuring that a fairly wide range of texts are studied and closely linking reading to writing. There are times, however, when by sticking too closely to the strategy teachers do not plan enough opportunities for pupils to extend and expand their speaking and reading skills. The school is aware of the need for pupils to write in very specific and structured sessions and pupils' learning is enhanced by these.
109. The curriculum for English is broad and balanced, and supporting the work in other subjects, especially in geography, religious education, mathematics and science. Ongoing evaluations of lessons are used weekly to define the planned curriculum. This tracking of pupils ensures that they receive work that is specifically targeted to developing skills so that the teacher and other adults can accurately match work to ability. Built into the curriculum are regular assessments of pupils' progress, including running records in reading, word tests and the Qualifications and Curriculum Authority annual tests. The results of these assessment tests and tasks in reading, spelling and writing are used to project across to National Curriculum levels and suggest potential for the statutory tests at the end of Key Stage 2 if progress is maintained, or extended by the accurate matching of skills teaching to particular needs. This has led to the establishment of booster classes for specific groups of pupils to support the English curriculum. The co-ordinator for English monitors this progress and matches the findings appropriately to planning, in-class support, staff training and resources. Resources for English are appropriate to support each area of the national literacy curriculum. The school has spent wisely on reading materials to support the majority of pupils, including play scripts and poetry, and plans spending after audits of specific needs.

MATHEMATICS

110. The results of the 1999 National Curriculum assessments for pupils in Year 2 were below the national average for the proportion achieving the expected Level 2 and above. The proportion achieving the higher Level 3 was well below average. The results are better than those in similar schools. The proportion achieving Level 2 and above was above average, with the proportion achieving the higher Level 3 being average. Inspection findings are that for the current group of pupils in Year 2, standards are average. The improvement is the result of consistently good teaching linked to the very successful implementation of the National Numeracy Strategy. Teachers set challenging work which is matched well to individual pupils' learning needs, with the result that pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their learning.
111. The results of the 1999 National Curriculum assessments for pupils in Year 6 were average for the proportion achieving the expected Level 4 and above, and above average for those achieving the higher Level 5. In comparison with those in similar schools, the results are very good. The proportion achieving Level 4 and above and the higher Level 5 was well above the national average. These results show a significant improvement over the results from previous years, particularly since the previous inspection. Inspection findings are that, for the current group of pupils in Year 6, standards are average, with more able pupils achieving above average standards. Effective teaching, including 'booster classes', linked to the successful implementation of the National Literacy Strategy is having a significant impact on improving standards. Pupils enjoy mathematics and are motivated by challenging teaching which contributes to the good progress of all pupils, including those with special educational needs and those for whom English is an additional language.
112. Pupils apply their literacy skills successfully in their mathematics lessons. They are confident in reading problems and in writing the results of mathematical investigations. Speaking and listening skills are used well, particularly when pupils are expected to explain how they find the answer to mental arithmetic questions. Pupils make good use of information technology. In most lessons pupils use computers successfully to solve problems or to consolidate their understanding of number.
113. Good progress is made in the use and application of mathematics to investigations and problem solving. By Year 2, pupils apply well their knowledge of the four rules of number in solving problems, including 'Jane has 12 apples; she eats half of them – How many are left?' By Year 4, pupils are confident in explaining how number patterns grow, for example by continuing the sequence '38, 47, 56, 65'. By Year 6, pupils apply their knowledge well to solve problems such as, 'A train travels 30km in 10 minutes. If it continues at the same speed, how far will it travel in one hour?' In lessons, particularly the mental arithmetic session, pupils show enthusiasm and confidence in explaining how they find answers to questions, for example '65 - 29'.
114. Progress in number work is good. By Year 2, pupils read, write and order numbers to 100 and are confident in doubling and halving numbers to 100. They show a good knowledge of multiplication tables to 5 and 10. By Year 4, pupils are secure in using numbers which include thousands. They add and subtract accurately four-digit numbers. Pupils understand inverse operations, for example $(6 \times 4 = 24/6)$. They show a good understanding of numbers which are 'greater than' and 'less than' 100. By Year 6, pupils understand the relationship between fractions, decimals and percentages. They read, write and order numbers to a million, and they are successful in using the four rules of number with decimals. Mental arithmetic skills are good, with pupils applying their mental

skills successfully in solving problems. Knowledge of multiplication tables is good and is applied well in mathematical investigations.

115. In work on shape, space and measures, progress is good. By Year 2, pupils know the properties of common two- and three-dimensional shapes. They measure accurately to the nearest centimetre and tell the time to 'quarter past/to'. By Year 4, pupils measure accurately the perimeter of regular and irregular shapes using centimetres and millimetres. They are confident in telling the time to the nearest five minutes. By Year 6, pupils use formulae to calculate the areas of triangles and irregular two-dimensional shapes. They understand and explain well rotational symmetry.
116. Progress in data-handling is good, with pupils across the school using computers successfully to present the results of investigations. In Year 2, pupils plot accurate graphs showing their favourite school meals and they interpret the results well through such questions as, 'How many children wanted ice cream and cake?' In Year 4, pupils produce graphs showing 'Tuckshop Sales', although the axes are not always labelled correctly. By Year 6, pupils plot accurate line graphs, for example showing the average monthly temperatures, and they interpret the results well.
117. The quality of teaching is good and contributes significantly to the progress made and to improving standards. Teaching was good in 82 per cent of lessons observed, including 29 per cent which was very good. The main strength of good teaching is the quality of planning. Teachers plan together within year groups and this contributes well to pupils receiving the same high quality learning. In addition, teachers plan work to meet the individual learning needs of pupils, which results in all pupils, including the more able, being challenged. As a result, they are interested in mathematics and work exceptionally hard in lessons, with good concentration. There is a real enjoyment of mathematics. Teachers use support staff successfully, particularly in group work in order to reinforce the main learning points of the lesson. Expectations of the amount of work pupils should cover is high, although there is an inconsistency in the expectations of how pupils should present their work. This is linked to inconsistency in teachers' marking, where on the occasions when pupils' presentation is unsatisfactory no comments are made to address the weakness.
118. The subject is managed successfully by the enthusiastic co-ordinator. She has a clear understanding of the how the subject is taught as a result of detailed monitoring of the subject through lesson observations and looking at samples of pupils' work. There is a clear and strong commitment to continue to raise standards. The school has successfully implemented the key issue of raising attainment in number which was identified in the previous report. Improvement is the result of good teaching linked to strong management of the subject and to the successful implementation of the National Numeracy Strategy.

SCIENCE

119. By the end of Key Stage 1, the 1999 national teacher assessments showed that performance in science was average. The number of pupils reaching the expected Level 2 was average and their performance was consistent across all attainment targets. The number reaching the higher Level 3 was below average. The number reaching average levels in "Experimental and Investigative Science" and "Physical Processes" was similar to national averages, but the number of pupils reaching the higher Level 3 in "Life and Living Processes" and "Materials and their Properties." was below average. In comparison with that in similar schools, attainment was above average.
120. By the end of Key Stage 2 the 1999 national test results showed that performance in science was below average. The number of pupils reaching the expected Level 4 was

well below the national average, but the number of those reaching the higher Level 5 was reported as being close to the national average. When compared with those in similar schools, results were well above average. Taking into account the number of pupils for whom English is not the first language, this represents a good achievement. Results over a period of four years show overall improvement, with a decline in 1998 larger than that shown nationally attributable to a large number of pupils with special educational needs within the year group. The 1999 comparisons indicate that girls perform better than boys and this has been the trend over four years. Results are higher than reported in the last inspection as a result of more challenging work.

121. The inspection findings confirm the results of teacher assessments in Key Stage 1. Attainment is average by the end of the key stage, representing very good achievement. Significant improvement in the standards pupils reach, particularly in investigation, is attributable to good teaching and to the very effective emphasis placed on improving pupils' use of scientific language.
122. Attainment is average at the end of Key Stage 2. The inspection findings show that the number reaching the expected Level 4 in knowledge across all attainment targets has improved through good teaching, and the number reaching the higher Level 5 is average. Higher attaining pupils reach good standards in knowledge and understanding and average standards in investigation. They have good skills in measuring and recording a sequence of experimental results and are beginning to make appropriate links between their findings and the underlying scientific principles, but sometimes find this difficult because they are unsure how to express some scientific concepts. Their understanding of the process of planning, considering and evaluating experimental evidence is below national expectations. They do not currently reach sufficient standards in the use of information technology, but this is planned as a priority for development in the coming year. They reach appropriate standards in the use of number, but their use of graphical information to analyse practical findings is below average.
123. Pupils in Year 2 reach average standards in identifying the characteristics of a good range of materials. Displays of recent work show that they understand the principles of magnetic forces by investigating practically the power of magnetic material. They acquire appropriate practical skills in measuring distance.
124. Pupils in Year 6 reach average standards in lessons. Teachers are supporting them very well in preparation for national tests, working hard to help consolidate the key concepts underpinning certain topics, evident from good displays of posters on topics such as 'Forces', 'Materials' and 'Evaporation'. Pupils gain confidence in constructing scientific conclusions, successfully extending their ability to write comparative statements whilst consolidating knowledge of forces. In a good investigation into the flow of liquids, they are successful in solving simple practical problems and show proficiency in explaining clearly the outcomes of the task, effectively consolidating their language work.
125. Achievement is good in both key stages. A very good focus on problem-solving helps the youngest children talk about how to make objects of different sizes move. They gain very good experience through rolling objects down slopes at different angles. Year 1 pupils have explored practically the features of magnetic and non-magnetic materials. Pupils in Year 3 gain good experience in further exploring the idea of magnetism when determining whether a number of practical tests are fair or not. In presenting findings to the rest of the class they improve their skills in scientific reporting and gain insights into the problems of investigation. Pupils in Year 4 gain a sound understanding of growing plants for food, distinguishing between plants that grow beneath or above the ground. A good display of human body organs and systems shows that pupils in Year 5 understand the structure and purpose of the heart, lungs, digestive system and sense organs.

126. Pupils with special educational needs make progress in line with their peers because they are well supported by learning assistants. They work fully with the rest of the class, achieving appropriate skills, knowledge and understanding.
127. Teaching is good in both key stages and has improved since the last inspection. Teachers have increased expectations of what pupils can achieve, supporting their learning effectively by using a range of literacy strategies very well. For example, pupils in Year 1 make very good progress in understanding insect body parts by learning to read for information and recording their findings during the Literacy Hour. Lessons challenge pupils through good discussion, with effective use of vocabulary. Excellent use of vocabulary in Year 2 results in each pupil achieving well. Pupils in Year 3 gain appropriate knowledge because teachers use good questions, based on the full range of vocabulary needed. Teachers capture the imagination of pupils through good presentation. When they support direct teaching by using good quality, colourful and attractive visual aids, learning is very effective. Excellent examples of this were seen in the preparation of colourful insect recording sheets in Year 1.
128. Teachers know the National Curriculum well and have good subject expertise, but in Key Stage 2 great care is needed in planning the sequence of lessons to ensure that the development of scientific knowledge, skills and understanding are always clear to pupils. Greater emphasis on a problem-solving approach to practical work throughout Key Stage 2 is still needed to maximise opportunities for pupils to generate their own ideas and argue about scientific principles.
129. Planning is continually improving. The school is integrating the national scheme and this is influencing standards very positively. Learning objectives are clear, but do not always make enough reference to the skills pupils should acquire. Teachers consistently involve pupils in setting clear learning intentions and review them well to consolidate key points, resulting in notable gains in learning. Similarly, they involve pupils with special educational needs fully in discussions.
130. The very best lessons give a high priority to monitoring the progress pupils make as they work, assessing achievement and encouraging them to persevere and to take pride in their work. Teachers mainly use assessment well, reviewing pupils' learning at the end of lessons and planning work accordingly. However, procedures for assessing progress over time are not well developed. There is currently no system for assessing experimental skills.
131. Relationships are very good. Teachers foster very positive attitudes. The most successful lessons develop a strong sense of responsibility, expecting pupils to show initiative. Teachers use other adults and learning resources very well. Homework is usually set on a regular basis, giving pupils a continuing sense of purpose.
132. Pupils have very good attitudes to learning and behave very well in lessons. They are almost always fully attentive, listening to questions well and always trying to answer. They engage in discussion and suggest ideas if asked. They are enthusiastic, showing a love of learning by enjoying practical experiences to the full, excited by personal discovery. Older pupils work well in teams. In explaining their work to teachers, pupils become increasingly confident speakers. They develop a good sense of personal responsibility for their learning.

ART

133. At the end of Key Stage 1, pupils' standards of attainment in art are in line with national expectations and all pupils, including those with special educational needs, make satisfactory progress. They develop a sound knowledge of different media and confidently use a range of materials. Pupils develop an increasing awareness of techniques and texture in two- and three-dimensional work. Their manipulative skills and increasing accuracy are developed successfully in all aspects of the work. For example, pupils in Year 2 made candle holders from salt dough and decorated them attractively, using a variety of tools. Pupils make good progress in learning to apply existing skills to a new situation. In Year 1, pupils show a sense of symmetry and a balance in composition in their observational drawings of plants. They begin to understand that art is used in many aspects of their everyday life.
134. At Key Stage 2, pupils build on this good start and further develop and refine their skills and techniques in all aspects of the art programme. Their work meets expectations for their age and, on occasions, is above expectations. Pupils make effective use of sketch books to practise techniques and develop their ideas. They sketch with some degree of accuracy, paying due regard to perspective, shading and texture, and are competent in face-drawing. Some good imaginative work on particular themes is produced. Pupils appraise and improve their work while it is in progress, having good control of line, tone, shape and colour. They use their art skills effectively to record significant aspects of work in religious education and history, using a variety of techniques and a range of materials. For example, pupils made a range of typical masks used in the ancient Greek theatres and painted large portraits of famous Tudor figures. Pupils in Year 6 have produced some fine lino prints based on the distinctive features of Islamic art.
135. In addition to developing practical skills in art, pupils learn about the work of famous artists. They gain a good understanding of the special features of a variety of artists' work as they move through the school. They produce their own lively and imaginative work in the same styles. The work of Andy Goldsworthy has inspired pupils in Year 2 to create on paper and in the school grounds some interesting designs. In Year 4, as a result of studying Van Gogh's "Starry Night", pupils are developing a keen awareness of the detail that might be found in a landscape. The use of appropriate music in the lesson helped pupils to express feelings of being alive within the scene. Similarly, pupils in Year 5 studying Matisse's work from the jazz period demonstrate a good knowledge of his life and an appreciation of the importance of matching the visual qualities of material to the purpose of the work. Pupils in Year 6 studying the work of Georgia O'Keeffe have produced some outstanding drawings that capture sympathetically the essence of the artist's representation of flowers and natural objects. Pupils are experimenting in information and control technology, especially with line and colour based on work by Mondrian and Matisse, taking information and techniques across the curriculum into another medium.
136. Pupils' attitudes to learning are very good. They listen carefully to instructions and are eager to discuss their work with adults, using appropriate art vocabulary to explain what they are attempting to capture in their drawing. They are very well behaved and persevere with what they are asked to do. Pupils work together well, offer suggestions to one another as they work, and share resources fairly. Pupils are responsible when using materials. Boys and girls, including those with special educational needs, enjoy their work and show a keen interest in all they do.
137. The teaching of art is good. The objective of each lesson is made clear to the pupils and lessons move at a brisk pace. The teachers' sound subject knowledge and their own love of art make a significant impact on the quality of learning. Teachers question children effectively to draw out their ideas. They encourage pupils with constructive and positive

advice to think carefully about their work and to consider the effect of their decisions. There is an appropriate balance between the direct teaching of skills and pupils' experimentation. The use of artists in residence and visits to galleries greatly enhance the art curriculum. Pupils' work is extensively and attractively displayed around the school, encouraging them to take a pride in their achievements. It effectively enhances the whole learning environment.

138. The subject is well managed by a post-holder who is knowledgeable and experienced. She has written a useful policy and a scheme of work that gives support and guidance to staff. Through her enthusiasm and skill she has established the subject very well. Assessment procedures are not in place to inform future planning. The role of the post-holder does not involve monitoring the quality of teaching and learning, but she does offer help and advice to staff when asked. Resources for the subject are good.

DESIGN AND TECHNOLOGY

139. Standards are in line with national expectations at the end of both key stages. The school has improved its scheme since the last inspection and is adapting it further by integrating the national scheme. As a consequence, the emphasis on design is making a good contribution to improvement in overall standards. It was possible to observe only a small number of lessons, but the display of current and recent evidence allows judgements to be made. Pupils in Year 2 have designed and made a good range of vehicles, showing an ability to evaluate their designs. Pupils in Year 6 have generated an interesting range of structures, using knowledge of shelters from different cultures.
140. Pupils achieve well. Year 1 pupils are learning good basic skills of folding, cutting and measuring when making moving pictures. They develop appropriate skills in the use of levers and hinges. In a lesson on healthy foods, they consider a range of colour and texture in fruits and vegetables for preparation of simple foods. Pupils in Year 3 have made bags, learning to use paper templates and transfer to materials of their choice. In making 'pop-up' books, pupils in Year 4 have gained accuracy in attaching folded card to the spine of the book. Pupils in Year 5 have improved their ability to evaluate through examining a good cultural range of breads for texture, appearance and flavour. Each individual has successfully made a book that shows the essential design features. The good range of puppets, on display in a number of year groups, shows good improvement over time in both making and designing skills.
141. Insufficient teaching was seen to judge its overall quality. However, work on display clearly shows that teachers are committed to making the revised system work well. Good photographic evidence shows a good range of products, using a range of materials including mouldable materials and textiles. Teachers have at least satisfactory subject knowledge. Teachers are making very good links between science and technology and history and technology. 'Toys over Time' in Key Stage 1 is an excellent link, showing the development of materials in the manufacture of toys between Victorian times and the present day. The principle of air resistance is clear in the construction of pneumatic moving toys in Year 4, with clear use of good vocabulary to sustain pupils' interests in design problems. Good use of construction materials results in good display in Key Stage 1 of pupils' ideas for improving the school playground.
142. Planning is good. A good focus on practical tasks is effective in improving a range of skills. Good links with other curriculum areas are successful in extending pupils' thinking. An appropriate emphasis on evaluation of the design process extends the thinking about the purpose of design. Lessons are well organised for pupils to gain good first-hand experience of handling materials.

143. There is currently no system for assessing skills, making it difficult to monitor the progress each pupil makes each year. Teachers manage the behaviour of pupils well and make efficient use of existing resources.
144. Pupils enjoy design and technology. In the two lessons seen, they generate good ideas, making suggestions for alternative ways of doing things. They gain a good sense of purpose, working very well in pairs, enjoying good relationships with adults and sustaining concentration because of good support. They have very positive attitudes and are well motivated to improve their skills. They are attentive to instructions, appreciating good quality equipment. They work hard to finish tasks in the given time. Talking with pupils about their work on display shows that they are proud of their success.

GEOGRAPHY

145. The last inspection found that the pupils' attainment and progress in geography were unsatisfactory. The school has taken appropriate measures to address the situation. The current standards are average and pupils are making satisfactory progress in the subject throughout the school.
146. Although each year group receives two half terms of geography curriculum, during the inspection the subject was not the focus of teaching in most years. It was possible to observe only one Year 5 lesson. The analysis of pupils' work in their books and on display, an analysis of the curriculum and discussions with teachers supplemented the information needed to make judgements. The pupils in both key stages achieve satisfactory standards and make satisfactory progress. Pupils in Year 6 compare world climates such as polar, desert and temperate, and develop a satisfactory level of knowledge and understanding of how these influence the life of plants, animals and people. Pupils in Year 5 study different localities, in particular physical and human features and how these influence the nature of human activities. In Year 3, pupils develop a satisfactory understanding of the holiday features of countries that are located on or near the equator, for example Kenya, Nigeria and Singapore. In Year 2, pupils study the geographical features of the Island of Struay. In Year 1, pupils develop a sound understanding of their immediate environment, such as the school, road crossings, traffic and street lighting. The quality of teaching is consistent with the work seen. Pupils show good interest and perseverance in the subject. This is appropriately reflected in their project folders and in their work on display.

HISTORY

147. Opportunities to see history taught during the inspection were limited. However, from the lessons seen, attainment for pupils at both key stages is appropriate to their age. Further evidence gathered by talking to the headteacher and the co-ordinator, from a scrutiny of pupils' work and from displays around the school supports this view. All pupils, including those with special educational needs and those with English as an additional language, make good progress. In both key stages pupils are developing a growing sense of history. They use their knowledge to make accurate comparisons with the past.
148. History closely relates, particularly at Key Stage 1, to pupils' growing awareness of themselves as individuals. Wherever possible, opportunities are used to involve parents and the local community to give pupils worthwhile and meaningful experiences, for example the use of family photographs to develop their sense of chronology by recognising their place in their immediate family. They study the lives of famous people in British history, such as Florence Nightingale. At the end of the key stage they are developing a useful understanding of the past through using other first-hand experiences such as historical artefacts.

149. At Key Stage 2, pupils build on their earlier work. As they move through the key stage they study a wider historical panorama. Younger pupils study the Roman Empire and invasion of Britain, and the lives of the Tudors. Older pupils talk about ancient world civilisations, for example the Egyptians and Greeks. In their work on British history they examine artefacts and photographs confidently to draw conclusions about the lives of the Victorians. Local history plays an important part in the curriculum. A good example was seen when pupils in Year 6 used census material from 1891 to find out how the lives of local people have changed. The study of our cultural heritage is made more relevant through visits out of school. The school is ideally placed to give its pupils unrivalled opportunities to study major historical events through first-hand experiences. For example, The Museum of London, the Tower of London, HMS Belfast, the British Museum, and the Ragged School Museum at Bethnal Green are within easy reach.
150. There is a clear emphasis on teaching history through first-hand experiences whenever possible. This has a positive effect on developing pupils' historical enquiry skills and at the same time providing effective opportunities to deepen their knowledge and understanding. Both teachers and their pupils enjoy history. Interesting activities are planned and, wherever possible, made relevant to pupils' experiences. Resources are good and well organised. Links with well-known historical sites, for example the Tower of London, provide teachers with a range of interesting artefacts to use in the classroom. The headteacher acknowledges that the time allocated to the subject has decreased since the last inspection due to the school's priority of raising pupils' standards in literacy and numeracy. The school recognises the part history plays in a wider curriculum and sees this as an area for development. It intends to integrate history into other subjects, for example drama, geography and religious education, and with particular emphasis on developing pupils' literacy skills. Although information and communication technology is used to support pupils' learning, it is to be further developed, for example through the use of simulations - programs which allow pupils to 'take part' in archaeological digs.

INFORMATION TECHNOLOGY

151. Information and communication technology is a developing area. There has been a considerable improvement in the school's provision, standards attained by pupils and teacher competence since the last inspection. Planned expenditure and grants from the National Grid for Learning have allowed the school to renew and update its resources. These are of good quality and easily available in all classrooms. For the majority of pupils at both key stages attainment is in line with national expectations and they make good progress.
152. At Key Stage 1, pupils use their developing word-processing skills to present their work. They show good mouse control when using art packages in their work, for example as a response to the work of Piet Mondrian and Jackson Pollock. They confidently enter information about their favourite school dinner in a simple database and print their findings as a pictogram. In control, pupils confidently program a robot to move forward and backward and turn through a right angle.
153. This good progress continues as pupils move through Key Stage 2. There are opportunities for pupils to further develop their word-processing skills and by the time they leave the school they use them with confidence. The youngest pupils continue to use databases to enter and save information from their investigations. As they move through the key stage they further develop their skills well. Pupils in Year 5 confidently edit their 'Class Survey' database to change or add data, sort information by selecting the appropriate field, and order and search for information using one or two criteria. A good example was seen in a history lesson where pupils in Year 6 applied these skills to find

out more about the Cohen family from a database of the 1891 census. Spreadsheets are used to support work in mathematics, for example calculating the cost of shopping bills. They confidently use the Internet and e-mail in communicating with pupils in Kenya, bringing an added dimension to their geography work on Africa. CD-ROM based encyclopaedias are regularly used to find and print information.

154. Information and communication technology makes a useful contribution to work in the Literacy and Numeracy Hours. At Key Stage 1, these are effectively planned on a weekly basis. For example, younger pupils use a spelling program to sharpen up their phonic skills. Pupils at Key Stage 2 use a mathematics program to support work in number bonds, arithmetic and fractions. It is clear that pupils enjoy working with computers and this has a positive impact on standards. Of particular note is the ability of all pupils to work independently. The quality of teaching is good, with equally effective assistance from support staff. A feature of this teaching is the emphasis given to developing pupils' skills. These are taught to individual year groups and subsequently reinforced in the classroom through cross-curricular work. The school has rightly chosen to develop pupils' information and communication technology skills through other subjects to bring pupils' work alive and deepen their understanding. It also ensures that the time allocation is used to best effect - not easy in a busy curriculum! However, it is recognised that these planned links are in need of further development, for example in history, mathematics and science, for them to be really effective. Although staff are confident in teaching information and communication technology, the school has identified some aspects in which they need further training, particularly in control at Key Stage 2. Assessment procedures are being developed to record pupils' progress throughout the school and to inform future planning.
155. Links with the wider community bring positive benefits. The school has access to the computer suite and a specialist teacher at the neighbouring Sir John Cass Red Coat Foundation School. The opportunity for all pupils in a class to have 'hands on' experience together ensures that skills are taught effectively whilst teachers and support staff have access to good quality training. Visits to a national newspaper office and a national printing firm enable pupils to experience real-life applications of information and communication technology. For example, producing a high quality front page of a newspaper taken from the current day's news. Closer to home there are a small number of pupils who work with the Key Stage 1 co-ordinator to produce the school newspaper. Using desktop publishing software they show high levels of expertise and produce a popular, good quality newsletter.
156. From discussions with the co-ordinators it is clear that the school recognises that much remains to be done to further improve standards. The informative action plan confirms this and provides a very effective management structure to realise these objectives. For these to be met, there is a need to ensure deeper coverage of some of the programmes of study to challenge all pupils. The main priority is identified at Key Stage 2 in control, for example the application of control technology, monitoring, using sensors for data logging and the further use of simulations.

MUSIC

157. Standards in classroom work meet the expectations for pupils at Key Stage 2. There was insufficient evidence to make a judgement about standards in Key Stage 1. At the time of the last inspection, attainment was sound or good in both key stages, with performing and composing being good at Key Stage 1 and satisfactory in Key Stage 2, and listening and appraising being satisfactory at both key stages. It was found to be unclear how far pupils were able to listen to and appraise existing pieces of music, all the sessions seen consisting of their own or other pupils' work. During this inspection only one classroom lesson occurred in Key Stage 1. The rest of the lessons observed were percussion

lessons taught by a specialist music teacher. In these sessions, the music had been composed by the class under the guidance of this teacher. Performing and composing are good, while listening and appraising are satisfactory overall. As was found in the previous inspection, it is unclear how far pupils are able to listen to and appraise the music of other composers, all the sessions seen consisting of their own or other pupils' work.

158. Pupils have the opportunity to compose using a range of tuned and untuned percussion instruments, studying the components of music such as pitch, melodic shaping, harmony and tempo. They are taught to play each instrument carefully, learning the full range of sounds that each can generate and how to blend these with accurate counting into an orchestral sound. Younger pupils learn a range of nursery tunes and action songs, accompanying themselves with untuned percussion instruments. All pupils have the opportunity to sing together in assemblies. Samples of work on display show that music is used across the curriculum, with some pupils at Key Stage 2 having listened to Mars from the Planets Suite by Holst and interpreting what they have heard, using chalk and pastels in their art work.
159. The specialist teacher is clear about what he is going to teach and has the resources available to hand ready for use. Older pupils exploring dynamics hear him using the correct technical terms for the subject, linking an alphabet score to the sounds they are making. He provides a good role model for pupils. Each lesson includes all the elements of the music curriculum. Not only do pupils practise individually and in orchestral sections and then play together, they are also performing and composing their own rhythms, suggesting alterations and trying these out after an analysis of what they can hear. Classroom lessons are less successful. Although the teachers encourage children to pay regard to volume and time when singing, children were not able to judge the pitch of the songs as neither teacher sings in tune or uses a pitched note to ensure that all at least start singing on the same note.
160. Pupils respond well to their lessons. They are keen to play, but do so in a controlled way, listening to instructions and, when practising, attempting to follow the dynamic markings previously agreed. When using percussion instruments they take turns rather than rushing to use the loudest or biggest. In practice sessions they concentrate intently and persevere, collaborate well together and act on advice provided by the teacher and each other. They respect each other's efforts and take good care of the instruments they use.
161. The curriculum is satisfactory, with pupils given the opportunity to develop personal performing skills as well as acquiring knowledge and understanding of the performance and compositional skills of others. More could be done, however, to introduce pupils to the wider world of music, so that they have more opportunities to listen to and analyse the work of other composers. At present, there is not a co-ordinator for music and no specific scheme of work or monitoring of classroom work. This means that the three complementary routes to music - singing, instrumental work and listening to and appreciating the music of others - are not linked coherently to take learning forward, raising attainment and ensuring clear progress.

PHYSICAL EDUCATION

162. The last inspection found the attainment and progress to be above national expectations. Dance and gymnastics were both good or very good. The current inspection has found that these good standards and progress in dance and gymnastic activities have been maintained.

163. Pupils' attainment in physical education at the end of Key Stage 1 exceeds expectations for their age. Standards in dance and gymnastics are particular strengths. By the age of eleven, about 31 per cent of pupils attain the nationally set standards of swimming 25 metres unaided. Standards in games are also good. Pupils throughout the key stage are good at practising, improving and refining their performance in various activities. They interpret music well and make appropriate movements. They competently use climbing or travelling equipment and make well controlled and balanced movements. The vast majority of pupils are confident in water and developing good swimming skills and techniques. Pupils' attainment at the end of Key Stage 1 is also good. Standards of dance, gymnastics and games are a strength. All boys and girls are well integrated in all activities. In both key stages, pupils' special educational needs or English as an additional language present no barriers to their equal participation in physical education activities. This makes a positive contribution to their good progress. All pupils' very good attitudes, behaviour and relationships with one another and with staff make a very positive impact on the standards they achieve.
164. The quality of teaching and learning is good and pupils achieve well, both in Key Stage 1 and in Key Stage 2. Teachers have good knowledge and understanding of the subject. These are used effectively to plan and execute good lessons. The teachers' use of explanations, their own demonstrations of skills and movements and of good examples of pupils' work are used effectively. These stimulate pupils' interest and engage them in activities that produce good quality learning. The teachers' high expectations of pupils' work and behaviour and their very good management of pupils make a significant contribution to good pace and productive learning. The teachers watch their pupils carefully, assess their work and insist on improved performance. The teachers provide and make good use of resources. This helps pupils to achieve well.
165. Pupils enjoy and benefit from a good range of high quality well attended clubs, including gymnastics and dance, and these make a significant contribution to their good standards. The 20 pupils who took part in 'One Hundred Years of Physical Education' at the Royal Albert Hall in October 1999 demonstrate the high standards that pupils achieve. Dance and swimming instructors provide high quality support for the subject. The commitment of all teachers and instructors to high standards contributes well to the high quality of learning and pupils' achievement throughout the school. Because of the standards achieved, the school is applying for the 'Sport England Charter Mark' for physical education, dance and outdoor pursuits.

RELIGIOUS EDUCATION

166. Standards of attainment in religious education by the end of the key stages are in line with the locally agreed syllabus. Pupils are acquiring the knowledge and understanding, the skills and the attitudes identified in the syllabus. Their progress is sound as they build successfully on previous learning. The school ethos promotes mutual respect and good relationships, and provides a sound basis for developing pupils' understanding of the relationship between religious teachings and personal, social and moral education. These strands are drawn together successfully in the school's programme for religious education. Pupils are developing appropriate attitudes of consideration, empathy and open-mindedness. The development of these attitudes enhances their learning. The themes of some school assemblies reflect many of the implicit aspects of religious education.
167. By the end of Key Stage 1 pupils are beginning to recognise the role major festivals such as Christmas, Easter and Eid have in the religious life of the community. They know a number of Bible stories and recognise that these stories are from a book that is special to

Christians. Similarly, pupils in Year 2 studying Christianity are gaining knowledge of significant signs and symbols of the faith by visiting a local church. They are fascinated how stained glass windows were used in the past to help people understand important stories of the religion. Pupils handle religious artefacts with sensitivity and respect, recognising their importance to the faith group. The medium of art is used effectively to develop pupils' understanding of aspects of religious education. For example, reception pupils were helped to recognise that the beliefs and traditions of other people may not be the same as their own when they drew pictures of an African interpretation of the Creation story.

168. In Key Stage 2, pupils develop a sound knowledge of the traditions and practices of Christianity, Buddhism, Hinduism, Islam and Judaism. They relate how the signs, symbols and language of different faith groups are employed in religion. They identify successfully the differences between Christianity and Islam and understand the importance of the Qur'an to followers of the faith. Pupils use specialist terms accurately in a variety of situations. The work in religious education clearly reflects the school's aims. For example, pupils in Year 3 were encouraged to define the concept of responsibility and to consider the responsibilities associated with being part of a community. The calm and quiet atmosphere created by the teacher enabled pupils to feel confident about discussing personal issues. Similarly, in Year 5, pupils thought seriously about human qualities and individuals' responses in different situations. As in Key Stage 1, art is used appropriately to depict important aspects of a religion and to enable pupils to gain greater understanding. For example, in Year 5, pupils drew accurately and sensitively the gods and goddesses of the Hindu faith to explain their significance to believers. Pupils in Year 6 demonstrate a high level of maturity as they respond to moral and ethical issues. They understand the historical context of religion and are saddened that many wars have been fought because of religious differences. They listen attentively to each other's views before offering their own and show respect and consideration for others when discussing the difference between fairness and unfairness and the nature of individual responsibility. Pupils demonstrate good recall of previous learning and apply the knowledge to their experience of life.
169. Pupils made sound progress in the acquisition of knowledge and understanding of religion. Pupils build successfully on their knowledge of different religions to draw comparisons between them, especially between Christianity and Islam. In this, having members of different religious backgrounds in the school community and the willingness of pupils to share aspects of their faith help them. Pupils are well motivated and respond readily to the tasks set. They are willing to deal with moral and spiritual issues. Work in religious education throughout the school involves pupils thinking about their feelings in order to understand and to empathise with the feelings of others. By the end of Key Stage 2, pupils express their views thoughtfully and articulately on religious and moral issues.
170. The quality of teaching is good. Lessons are well organised, with the necessary resources easily accessible. Teachers tell stories clearly and expressively. They generate and encourage pupils' discussion effectively, giving a chance to all who might wish to make a contribution. Pupils are helped to gain an understanding that religion has a practical application in people's everyday lives. They develop pupils' understanding of why events happened and how people felt at the time. Teachers use a good range of artefacts that enable pupils to see and handle real items of importance in different religions.
171. The school policy defines a clear set of principles for teaching the subject. Within this framework, medium- and short-term plans are based on the local agreed syllabus. Assessment procedures are not established, but the post-holder has piloted procedures

in Year 2. The co-ordinator has good subject knowledge, monitors the half-termly plans and gives advice and helpful suggestions to colleagues. The regular monitoring of classroom practice is not in place. Expeditions to local places of worship to enhance learning are a feature of the programme. Pupils in Year 6 speak enthusiastically about a visit to a nearby Buddhist Centre. Resources are satisfactory. Religious education makes a valuable contribution to pupils' spiritual, moral, social and cultural development.