

# INSPECTION REPORT

## **THOMAS BUXTON INFANT SCHOOL**

LEA area: London Borough of Tower Hamlets

Unique reference number: 100930

Headteacher: Nicola Horton

Reporting inspector: Dr Melvyn J Bradshaw  
6169

Dates of inspection: 25<sup>th</sup> to 27<sup>th</sup> September 2000

Inspection number: 224555

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Buxton Street London
Postcode:	E1 5AR
Telephone number:	020 7247 5343
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr P Qureshi
Date of previous inspection:	2 <sup>nd</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Melvyn Bradshaw	Registered inspector	Mathematics	What sort of school is it?
		Geography	The school's results and pupils' achievements
		History	How well are pupils taught?
		Physical education	What should the school do to improve further?
		Special educational needs	
Mrs Jenny Mynett	Lay inspector		Pupils' attitudes, values and personal development?
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Janet Gill	Team inspector	English	How well is the school led and managed?
		Music	
		Foundation Stage	
		English as an additional language	
Mr Eric Wilson	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	
		Design and technology	
		Information and communication technology	
		Religious education	
		Equal opportunities	

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The Registrar  
 Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 164 pupils who attend full-time from Nursery to Year 2, together with 35 part-time children in the Nursery. Children enter Reception full-time in the September or January of the year in which they are five. They usually begin Nursery part-time shortly after their third birthday, and become full-time during the term in which they are four. The school's roll is quite changeable; last year about ten per cent entered or left at times other than normal. Each year group is below the standard entry figure of 70. Virtually all pupils (99 per cent) are from Bangladeshi families. They receive support because their first language is not English. However, most pupils in Reception and beyond communicate competently in English. The background of pupils is well below average; 93 pupils (57 per cent) claim free school meals, which is well above average. The number of pupils identified as having special educational needs is about average; 31 of the full-time children from Reception to Year 2 (23 per cent) are on the register of special educational needs. Two Nursery children are also on the register. Currently, no pupils have a statement of special educational needs. Attainment on entry is well below average; it is weakest in the areas of language and literacy because many children speak little English when they start school.

### **HOW GOOD THE SCHOOL IS**

Thomas Buxton Infants' School is a very effective school. Children are enthusiastic, enjoy their learning and make very good progress. They achieve standards that are about average by the end of Year 2, and better in mathematics. Teaching is good, especially for children in the Nursery, Reception and Year 1. The new headteacher, supported by staff and governors, is providing the school with very good leadership. She has already achieved good improvements. The school has broadly average income; it uses its resources very well and provides very good value for money.

#### **What the school does well**

- The leadership and management provided by the headteacher are very good; she is well supported by staff and governors.
- Teaching is good overall, and is especially good in the Nursery, Reception and Year 1.
- Pupils make very good progress in English and mathematics.
- Standards in art are high.
- Pupils with special educational needs make very good progress.
- Provision for pupils for whom English is an additional language is very good, as a result they progress very well.
- The quality of care and support given to pupils is high.

#### **What could be improved**

- Standards in information technology are not high enough.
- Children's attendance and punctuality are not sufficiently high.
- Time in the school day, and in some lessons, is not used effectively.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Thomas Buxton Infants' School was inspected in December 1996 and found to have significant weaknesses. Since then, it has made very good progress. Almost all areas of weakness identified in the previous report have been dealt with. The results achieved by its pupils at the end of Year 2, in the National Curriculum tests in reading and writing, have risen, and are now similar to the national average. Pupils' speaking and listening have improved. In mathematics, there has been a significant improvement and standards are above average. In information technology there has been some progress, but standards are not yet high enough. Despite consistent efforts by the school, attendance and punctuality remain poor. The quality of teaching has improved. All teaching is at least satisfactory, and much is good. This represents a notable improvement over the last inspection when about 15 per cent was unsatisfactory. The previous strengths related to children under five, pupils for whom English is an additional language and special educational needs have been maintained and improved further.

Assessment is better, especially in English and mathematics. Under the direction of the new headteacher and the Governing Body, the leadership and management of the school have improved and are good. Financial management is more systematic. All requirements, including those for religious education and collective worship, are met.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	E*	E	C	A
Writing	E	E	C	A
Mathematics	D	A	B	A

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

Over the past four years, the school's results have improved at a rate greater than found nationally. In reading and writing, at the end of Year 2, results have generally been well below the national results but similar to those of similar schools; that is those with over 50 per cent claiming free school meals. In mathematics, results were above the national average in 1999. The results for 2000 show a significant improvement in reading and writing, and are now close to the national average. They are only a little less good in mathematics than they were in 1999. Attainment in science is currently about average by the end of Year 2. Improvement is evident in information technology but standards remain below those expected. In religious education, pupils know about major festivals, such as Christmas and Eid. In other subjects, standards are at least satisfactory, and have improved in art. Children under five make very good progress in the Nursery and Reception classes.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children enjoy coming to school. They are enthusiastic in lessons and often eager to join in.
Behaviour, in and out of classrooms	Behaviour is generally good, however children can become restless and distracted when they do not understand or are asked to sit on the carpet for too long.
Personal development and relationships	There are good opportunities for Nursery and Reception children to make choices about their own activities and learning. Relationships between staff and pupils are usually good. Pupils generally work and play well together.
Attendance	Attendance is poor; too many parents do not ensure that children attend regularly which is affecting the learning of lower attaining pupils. Punctuality is also poor with a large number of parents bringing children to school late in the mornings.

Although the school makes many efforts to encourage attendance and punctuality, they are not yet very effective. Children enjoy school and are enthusiastic, although this can lead to too much calling out.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
39 Lessons seen overall	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 has improved since the previous inspection when 15 per cent was unsatisfactory. All teaching is now at least satisfactory, and in almost 75 per cent of lessons it is good or better. About 13 per cent of lessons featured very good teaching. The teaching of English and mathematics is usually good throughout the school. Strengths of teaching are good planning, the effective use of a range of methods, good pupil management and very effective use of all staff. Occasional weaknesses, most evident in Year 2, include allowing the pace of lessons, and hence pupils' learning, to drop and not making expectations regards attention and not calling out clear enough at the beginning of the lesson. Teachers often use other subjects to support the learning of literacy very well. The good teaching and use of staff help to promote children's learning. They usually show interest and concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. The development of children's English skills is given suitable emphasis.
Provision for pupils with special educational needs	Pupils are very well supported and have full access to the curriculum provided. They make very good progress and achieve well for their abilities.
Provision for pupils with English as an additional language	Virtually all children begin school with very little English. The school makes very good provision for them, they make very good progress and usually achieve average, or above, standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good; it is very good for cultural development, and good for moral development.
How well the school cares for its pupils	Staff know their pupils well. The school provides a caring and supportive environment where children can learn and develop. Assessment in English and mathematics is especially good.

Parents are very supportive of the school and the progress their children make. The school works hard to involve parents and provides good translation facilities when helps to ensure parents are well informed about the life of the school and their children's progress. Reports are detailed but some of the language used is difficult to understand. Assessment is especially good in relation to special educational needs and the development of English and mathematical skills.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher has set a very clear direction for the school. The school's strengths and weaknesses have been accurately assessed and there is a strong commitment amongst all staff to improve the standards achieved even more.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties. They are very supportive of the headteacher.
The school's evaluation of its performance	The school is aware of its overall performance. Very good monitoring and evaluation of English, mathematics and special educational needs help to raise standards.
The strategic use of resources	There is very effective use of the funds available to the school. Financial management is now good.

The school is well staffed, especially in being able to support the development of English and pupils with special educational needs. Accommodation is good and learning resources satisfactory. Principles of best value are applied well. The recently appointed headteacher has already identified the school's key strengths and the most important weaknesses.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• They are happy with the improving standards and the progress their children make.</li> <li>• They feel comfortable approaching the school if they have questions or concerns.</li> <li>• They like the good attitudes promoted by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• They would like fewer staff changes.</li> <li>• More homework should be given.</li> <li>• They would like more visits and activities outside of lessons.</li> </ul>

Inspectors support parents' views. Although there have been many staff changes, new teachers are well supported and fit in well. Inspectors consider that the amount of homework given is adequate and similar to other infant schools. Children go on a wide range of visits but inspectors agree that more activities could be arranged outside of lessons. Inspectors agree fully with parents' perceptions of the strengths of the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 In 1999, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was well below the national average in reading and writing, and well above the average in mathematics. Similarly, the proportion achieving the higher Level 3 was well below the average in reading and writing, and well above the average in mathematics. Overall, taking account of the full range of attainment, results were well below the average in reading and writing, and well above the average in mathematics. In comparison with similar schools, results in reading and writing were similar to the average, and very high in mathematics. Since 1996, results have increased steadily in reading and writing, and rapidly in mathematics. Results for 2000 show a similar picture in mathematics, where they were above average, and a further improvement in reading and writing, where results are now about average. In 1999, teacher assessments in science indicated that 65 per cent of pupils achieved the expected Level 2, well below the national average, and nine per cent of pupils were recorded as attaining the higher Level 3, below the average. These results represent a decline since the previous inspection. Results for 2000 are much better and close to the average. Inspection evidence indicates that standards are above the average in mathematics, and similar to the average in reading, writing and science.
- 2 The weaknesses relating to standards, identified in the previous report, have been successfully addressed in most areas. In addition to the improvements in English and mathematics, some progress has been made in information and communication technology (ICT). However, attainment remains below average. There has been a good improvement in art. The school analyses its assessment data carefully and uses this to set specific targets for improvement; these have been successfully achieved.
- 3 Virtually all children who start in the school's Nursery are from homes where English is not spoken regularly. They are fluent in their own language of Bengali. Attainment on entry to the school is, therefore, well below average, especially in language and literacy; in mathematics it is a little higher. Children's progress in both Nursery and Reception is very good. The high level of adult support, including bilingual staff, helps children to make rapid progress. They quickly develop an understanding of English, and Bengali is rarely used in either Nursery or Reception, except where urgent, accurate communication is necessary. This focus on English is welcomed by parents and helps to ensure rapid acquisition of English language skills. By the time children leave Reception they understand and speak English competently, although their attainment is still below average. They handle books well and recognise many simple words. Many older children write their own first names. Children's work in the mathematical area of learning improves well. Children have a good knowledge of number. Most can count up to 10 and beyond, but they have a limited mathematical vocabulary. Children's knowledge of the world gradually increases from a low base, but they still do not reach the standards expected. In particular, they make a good start in science and move the computer mouse with reasonable control. In other areas, children are close to the expected standard by five. They use a range of media, including paint, well. They produce colourful, careful paintings and drawings. Children handle scissors, cut and stick with skill and develop good physical control when using large ride-on toys. Most children reach the expected standards in physical and

creative development.

- 4 Pupils in Year 2 are achieving about average standards in English and science, and above average in mathematics. They are below average in ICT and in line with those expected in religious education. About 75 per cent of pupils read accurately and with developing expression and awareness of punctuation. At least half show good comprehension skills. Attainment in this area is about average. Writing skills of pupils are average, and the school's analysis of their work has led to a greater focus on extended writing. Pupils write in simple sentences and use correct punctuation, such as capital letters and full stops. Handwriting is satisfactory, but at times not enough care is taken with its presentation. Virtually all pupils print, although use of a joined script is taught during Year 2. Speaking and listening have improved and are about average. Most pupils listen well, although, on occasions, their enthusiasm results in chatter about the work and they do not listen well to the teacher. Most speak with reasonable clarity. Pupils' mathematical knowledge is above average. The majority accurately add and subtract numbers to 100, and many beyond this. Many can also multiply using simple numbers. They know a range of two- and three-dimensional shapes. Their application of numeracy skills to written problems is sometimes limited by their understanding of mathematical vocabulary. Pupils' literacy and numeracy skills are developing well. Literacy is used well to support learning in other subjects; teachers also emphasise aspects of literacy in all subjects and this aids pupils' progress in developing satisfactory English. Numeracy is not used extensively in other subjects. In science, pupils' attainment is about average by the end of Year 2. They have a broad knowledge across all areas of science. Pupils observe well, but other skills are not so well developed. In ICT, attainment is below average; pupils use the keyboard to input text, although they are confused by the positioning of individual letters, and control the mouse satisfactorily. In religious education, pupils have secure knowledge of some festivals associated with Christianity and Islam, such as Harvest, Christmas and Eid.
- 5 Pupils generally achieve at least satisfactory standards in other subjects. The mostly satisfactory standards identified in the previous report have been maintained. In art attainment is good; pupils use a range of media to good effect in both two- and three-dimensional work. In particular they use paint, crayons and chalk well, for instance when producing self portraits or working in the style of Picasso. In music, pupils sing satisfactorily. In history, pupils understand that changes have occurred over time, making accurate comparisons of classrooms now and in Victorian times. In geography, pupils make clear comparisons of features of the local, urban environment and a rural one. Pupils' design and technology skills, especially making and evaluating, develop satisfactorily. In physical education, virtually all pupils in Year 2 throw and catch a ball accurately, and show improvement in throwing overarm.
- 6 Pupils' achievement in the school is very good, although it slips below this in some lessons, especially in Year 2. The very good progress and achievement are due to well organised teaching, generally challenging activities and an emphasis on developing English language skills. Occasionally, the pace of learning is not always high enough. This is due to pupils being sat on the carpet for too long when they are not fully involved in the lesson. The pace improves once they start their group or individual tasks.
- 7 Pupils with special educational needs make very good progress during their time in school. This is particularly evident in their English and mathematics. The amount of

progress is illustrated by the fact that, in 2000, by the end of Year 2, almost all pupils achieved at least Level 1 in reading and writing, and Level 2 in mathematics. This very good progress is associated with good teaching and a large amount of well organised, additional support provided both within the classroom or in small, separate teaching groups. Progress is also aided by the high quality literacy and numeracy individual education plans. There is now little difference in the attainment of boys and girls by the end of Year 2.

### **Pupils' attitudes, values and personal development**

- 8 Pupils generally demonstrate positive attitudes to school and their learning. Parents were particularly pleased by the way the school was helping their children to become mature and responsible, and that good values were promoted by the high expectations of staff. Pupils enjoy school, they are enthusiastic and eager to contribute and generally well motivated. They are keen to participate both in lessons and other activities in and around school. Even the youngest children who had recently joined the Nursery were observed concentrating on their tasks and activities for extended periods. However, in the small number of lessons where pupils do not understand, or the pace is slow with over-extended sessions on the carpet, a small minority of pupils becomes restless and distracted. Children in the Nursery and Reception classes, show a confident approach to work and in their relationships with each other. They are developing good social skills and are eager to investigate, exploring new learning opportunities. The children generally work and play well together, sharing their resources.
- 9 The standards of behaviour in and around the school are good. This is particularly apparent when pupils are well focused and engaged in their tasks and activities. Pupils are aware of the school rules and how to behave. Almost 90 per cent of parents who responded to the questionnaire thought the school promoted good standards of behaviour. Pupils are courteous and friendly, speaking well of their school and taking care of it. They are happy to talk about what they are doing and proudly show their work to visitors. Pupils felt the school was safe and happy, and reported little evidence of bullying or oppressive behaviour. There have been no exclusions in the school.
- 10 Relationships in the school are good, both between staff and pupils, and amongst the pupils themselves. Where the opportunities are offered, pupils work well together in both pairs and groups, and this harmonious atmosphere promotes a good working environment and makes a positive impact on learning. They listen to each other and are happy to talk about their feelings, with pupils respecting others' opinions, values and beliefs. Even the very young children in the Nursery are developing a good moral code, knowing how any unfortunate actions impact upon, and affect, others. The clear aims and ethos of the school promote value and respect for each other, and are reinforced by the good role models of the staff. Opportunities to develop pupils' independent learning and promote their personal development are satisfactory. In the Nursery and Reception classes, pupils are encouraged to make choices, and take responsibility for their own learning, helping them to develop their initiative and investigative skills. However, there are fewer opportunities in Years 1 and 2. Pupils are very willing to undertake positions of responsibility when they are offered. They take messages, return the registers after registration, operate the music equipment in assembly and help to clear up after lessons without much prompting.
- 11 The levels of attendance in the school are poor. At 89.2 per cent they are well below the national figure. Absences include 2.5 per cent which are unauthorised, this is well

above the national average. The poor levels of attendance were also an issue during the previous inspection, and similar levels of attendance have been recorded over the last three years. One of the main reasons for these absences is the proportion of parents who take their children on extended holidays during term time, although an outbreak of chickenpox last year also increased the level of absenteeism. The school has focused intently on improving levels of attendance and encouraging parents not to take their children away in term time. They feel that this increased awareness level has improved the situation slightly. These periods of extended absences are having a serious affect upon the ability of lower attaining pupils to learn English.

- 12 Punctuality is also a problem with a large number of children being brought to school after nine o'clock in the morning, and a significant number of others who are regularly very late each day.

### **HOW WELL ARE PUPILS TAUGHT?**

- 13 Pupils are well taught when they start school and during Key Stage 1, this is helping to raise their achievement and learning. In particular, the emphasis on English language acquisition is successful. All teaching is satisfactory or better, with almost 75 per cent being at least good. Very good teaching is a feature of about 13 per cent of lessons. The quality of teaching has improved since the last inspection report when about 15 per cent of lessons featured unsatisfactory teaching. This improvement has largely been associated with the introduction of the National Literacy and Numeracy Strategies, together with better planning and very good co-operation between all adults working in each class.
- 14 The teaching of children in Nursery and Reception is good, and occasionally very good. These young children have made very good progress in their learning due to a well planned programme of work which has been delivered effectively. Good attention has been given to all areas of learning and the children have been well prepared for entering Year 1. Children's personal, social and emotional development is given good emphasis. This is particularly important as many have limited experience outside their home. The success of this is evident in Reception where children usually share resources well and clear up, for instance sand spilt from the sand pit, without having to be reminded. Planning, the teachers' knowledge and understanding of the needs of young children and of the areas of learning are good. In relation to communication, language and literacy, teaching is very well organised. All staff concentrate on developing English skills and vocabulary. They are careful and clear in their speech and, as a result, children make rapid progress in their development of English. Activities are well structured and good account is taken of the need to develop children's language, numeracy and social skills. The quality of teaching in other areas of learning is good and also supports language development effectively. The good teaching helps promote very good learning by children in both Nursery and Reception. They settle quickly, concentrate well and show developing independence. They are interested in the activities offered, enjoy what they do and, by Reception, co-operate satisfactorily.
- 15 The quality of teaching in Key Stage 1 is good overall. It is often particularly good in Year 1, and more frequently satisfactory in Year 2. Teaching of English and mathematics is good. In other subjects, where there is sufficient evidence, such as in music and physical education, much of the teaching is good. Insufficient evidence is available to make a secure judgement about the overall quality of teaching in design and technology, geography and history. Evidence available suggests teaching in

these areas is satisfactory. The teaching of ICT is unsatisfactory because there is too little direct teaching and limited planned use in other subjects. Not all staff are confident in the use of computers at the level required in Key Stage 1. The strengths of teaching are most evident in Year 1, and relative weaknesses are in Year 2. Pupils' learning is especially good in Year 1 because of the range of demanding tasks planned, the pace of lessons and the very effective use of other adults. In the best lessons in Year 2, these features are also in evidence. Literacy is well taught, and the effective use of the time devoted to English is helping pupils to continue to make rapid strides in their attainment. Literacy skills are also developed well in other subjects, with teachers taking great care in their use of questions and when introducing new vocabulary. Mathematics is often taught very well in Year 1, and at least satisfactorily in Year 2. The National Numeracy Strategy is assisting teachers, but the pace of these lessons, especially in Year 2, is not sufficiently brisk. Lessons in numeracy are longer than the strategy recommends. This extra time is not always used to good effect; the mental session becomes too long, pupils are not sufficiently involved and they then become restless and inattentive. Mathematics is not used sufficiently to support learning in other subjects. Expectations of pupils are often high, especially in Year 1. The good organisation and use of staff help teachers meet the needs of pupils effectively. Pupils with special educational needs, as well as the very high number of pupils for whom English is an additional language, receive good teaching from classroom teachers, support teachers and assistants.

- 16 Lesson planning is mostly good throughout the school, but does not consistently identify how the pace of lessons, or expectations of pupils, can be raised. A range of methods is used well. Teachers encourage discussion and use questions to good effect. Pupil management is generally good. The pupils in the current Year 2 classes are not as settled as other children in the school. Teachers are working hard to improve this but, on occasions, expectations are not made sufficiently clear at the beginning of each session. Where time is taken, for instance, before a physical education lesson, attitudes and behaviour are much improved. Relationships between staff and pupils are generally good.
- 17 Resources are used effectively to support learning, although there is limited use of ICT in other subjects. At times, insufficient use is made of practical resources in mathematics when new ideas are introduced. Teachers know their pupils well and there are examples of effective use of assessment during lessons. The quality of marking is improving and much is now good. Homework is satisfactorily organised, used effectively to support pupils' learning, begins in the Nursery and increases as pupils move through the school. Much of the homework links suitably with literacy and numeracy. Parents were concerned that there was insufficient homework; however the extent and amount are appropriate for the age of the children.
- 18 Staff work together effectively so that all pupils, including those with special educational needs, are given relevant support and activities. As a result, pupils learn very well and make very good progress in the school. The good teaching and large numbers of other staff help to promote very good learning, because pupils are often able to work in small groups with an adult. From early in the Nursery, children's concentration becomes good and they work hard. These features are not as strong for many pupils in Year 2 currently. Acquisition of new skills and knowledge is very good in English and mathematics. In other subjects, such as science and geography, not enough attention is given to teaching skills. Learning is also affected by children's poor attendance and when they take extended holidays. This is illustrated by a pupil, who was being supported through the 'reading recovery' programme, was away for a long period and had forgotten much that had been gained.

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

- 19 The curriculum provided by the school, including that for children in the Foundation Stage, is broad and balanced and now fully meets statutory requirements. The curriculum is particularly good for children in the Nursery and for the development of English, art, mathematics and physical education. The school's commitment to language development is very apparent in all aspects of the curriculum and other activities. The provision made by the school promotes pupils' intellectual, physical and personal development well and is enriched by the use of visits and visitors who provide additional experiences in design and technology and art. There are good links between some elements of the curriculum, for example in design and technology and science where knowledge of forces is used in making 'buggies' and scissor toys. The curriculum for ICT is at present unsatisfactory because not enough teaching is done and, as a result, standards are below the national expectations. There is an appropriate allocation of time to all the subjects taught but the use of this time in the weekly timetables and in some lessons is unsatisfactory. The blocks of time, particularly in the afternoons, are too long for the amount of work planned resulting in long introductions when the pupils become restless. Numeracy sessions are longer than that recommended in the strategy for infant children. There are new medium-term plans for each subject which ensure satisfactory coverage but some give insufficient emphasis to the development of skills, for example, in science, design and technology and ICT. The provision of detailed plans and further improvement in assessment procedures should help to raise standards in all aspects of the school's provision. The curriculum committee of the Governing Body takes an active role in curricular issues in the school and makes regular visits to classrooms.
- 20 The school makes very good provision for pupils with special educational needs. Individual education plans, which are very detailed in relation to literacy and numeracy, are used effectively to inform teaching. All staff support these pupils well and the effective group work contributes to their progress. Provision for pupils for whom English is an additional language, who form virtually the whole school population, is very good. From entry into the Nursery there is a very successful focus on developing pupils' English skills.
- 21 The school makes very good provision for the development of literacy and numeracy using the National Strategies for Literacy and Numeracy to very good effect. The school's commitment to developing the pupils' language skills is apparent in all aspects of the curriculum and other activities. The programme for developing pupils' skills in number is particularly effective resulting in high levels of attainment by the end of Key Stage 1.
- 22 The school's provision for extra-curricular activity is limited to a Bengali class for pupils. The school could usefully consider the provision of activities beyond the curriculum, possibly within the normal day and by utilising other adults who currently work in the school.
- 23 The pupils in the school have full access to the curriculum and no exceptions are made on the basis of gender. All teaching effectively promotes the learning of English as an additional language and everyone involved in the work of the school is committed to ensuring that all pupils participate fully in lessons and in other activities.
- 24 The school does much for pupils' personal development within a framework which

reflects their culture and background. The provision for personal, social and health education is good and well supported by the school's religious education programme and science curriculum. Statutory requirements for sex education and drugs awareness are fully met.

- 25 The school has good links with the community and makes good use of visits and local experts, particularly in art and design and technology. The school makes good use of adults who help in school and act as translators. The police make regular visits to talk to the pupils about safety and the school makes very good use of the local 'scrap project' where paper and other materials are made available for the school to use. The school also makes good use of opportunities to visit places within the local environment, for example, museums, art galleries and a farm. The school's links with the junior school have improved considerably during the last year and are now good. The headteachers meet regularly to discuss issues of mutual interest, for example, premises. Co-ordinators meet to discuss curricular provision in order to ensure continuity between the two schools. The schools operate a 'buddy reading club' where pupils in Year 3 from the junior school share their reading with pupils in the infant school. Good arrangements exist for introducing the pupils into Year 3 and their parents to the new class in the junior school. Pupils from the two schools also meet for shared assemblies and celebrate the major festivals together. There is a feeling of co-operation between the two schools and the teachers meet both socially and professionally. All these arrangements are having a positive effect on relationships between the two schools and enable pupils to move easily from Year 2 to Year 3. The school caters for students in training and enjoys good relationships with local colleges.
- 26 The school's overall provision for spiritual, moral, social and cultural development is good. Provision for cultural development is very good, for moral development good, and for social and spiritual development it is satisfactory.
- 27 The school's provision for spiritual development has improved since the last inspection and is now satisfactory. Provision is evident mainly through the school's programme for religious education and the daily assemblies. The school provides an environment where the pupils are valued as individuals and success is celebrated, for example, the display of their work around the school. There are also opportunities to explore feelings, for example, pupils in Year 2 examining what makes them angry, cross or happy and those in Year 1 discussing being scared. Pupils are happy at finding friends, remembering favourite events and celebrating birthdays. Their sense of awe and wonder was evident when the headteacher brought in her new baby for them to see and there was a genuine sense of excitement in the school. The school's provision for collective worship now meets statutory requirements and assemblies are held daily for all pupils in the school. The quality of these occasions is satisfactory although there are insufficient opportunities for the pupils to become fully involved. The school should also clarify the differences between an assembly and an act of collective worship in order to improve the provision further.
- 28 Provision for the pupils' moral development is good. Pupils are encouraged to have a clear idea of what is right and wrong and of the need to help others. The school has a clear policy for behaviour management and each class has a set of rules for behaviour. The policy is new and emphasises sanctions for poor behaviour but the school is currently engaged in defining rewards for positive behaviour. Class rules are clearly displayed and currently contain a mixture of positive and negative statements. The new emphasis on rewarding positive behaviour is to be reflected in future class rules. Behaviour around the school and in the playground is generally

good and the standards identified in the last report have been maintained. Teachers trust and respect their pupils, this is evident in the use of money in mathematics and when they mark each other's work.

- 29 Provision for pupils' social development is satisfactory. Pupils are encouraged to be independent during lessons and to clear away after lessons, for example after art, but opportunities for independence and self sufficiency are not yet fully in place throughout the school. They do help around the school but there are insufficient opportunities for them to make decisions and show real initiative. Pupils are often encouraged to work collaboratively in pairs or small groups, which promotes social development.
- 30 The provision for cultural development is very good. It is promoted through a wide range of activities in the curriculum including religious education, history and art. Pupils learn about other cultures through a celebration of their religious festivals, special meals, customs and dress. Their work in art is considerably enhanced by visits to local art galleries, working with artists in school and studying the work of famous artists, such as Van Gogh and Boetti. Their work in history includes learning about famous people, for example Samuel Pepys and Queen Victoria, and making visits to museums to learn about what life was like for children in a Victorian school. The travels of Barnaby Bear to Australia and Egypt and staff family links in Morocco and South Africa all help to raise the pupils' awareness of the world in which they live.
- 31 All these experiences are having a positive effect on the development and the learning of the pupils in the school. Provision is evident in much of the school's work but is not yet explicit in the planning of the curriculum.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 32 The school provides a very caring and supportive environment. Provision for pupils' health, welfare and guidance makes a significant contribution to their personal and academic development. This area has been effectively maintained since the last inspection, and is a strength of the school. Teachers know their pupils well, and will act quickly when they see a need. The school seeks to ensure that pupils have equal opportunities. Effective systems support the academic and personal development needs of pupils with special educational needs, and those who speak English as an additional language. The entry process into the Nursery, and the later transition to the junior school, are well planned for and handled sensitively.
- 33 Procedures for monitoring and promoting discipline and good behaviour are effective and reflected in the orderly atmosphere in the school. The recently revised behaviour policy aims to develop personal responsibility by providing clear guidelines and procedures for promoting good behaviour, and dealing with any bullying. Having previously focused more on systems for sanctions, staff are currently looking at developing a consistent approach to their reward systems, promoting the positive aspects of behaviour management. Parents report that any incidents of bullying which do occur are handled sensitively and effectively.
- 34 Although teachers are developing sound systems for assessing pupils' progress, many of the procedures are new or are being refined in the light of curricular changes. Class profiles currently only track performance in English and mathematics. There are no procedures in place yet to monitor and assess the acquisition of skills and development in other areas. However plans to extend the effective systems to monitor progress in other areas are identified in the school development plan.

- 35 The school has developed good practice in English and mathematics and has used this information effectively to plan teaching, helping to raise standards in these areas since the last inspection. In English, teachers regularly monitor progress in speaking and listening, reading and letter identification. Analysis of National Curriculum test results allowed staff to identify writing as a weakness, which enabled them to introduce more extended writing to improve this area. Assessment in mathematics is well structured and contributes effectively to raising pupils' attainment. The school purchased a scheme that closely matches the National Numeracy Strategy. Teachers now assess pupils' progress every half term and effectively use this information to aid planning and organising of groups. In science, teachers' day-to-day assessments show some improvement on previous years. However, in ICT assessment is unsatisfactory with no clear procedures for assessing pupils' progress linked into the new scheme. In the Nursery and Reception classes, detailed assessments are made of achievement in each area of learning on a daily basis. This helps the teachers and other staff to set new targets for learning. The good quality individual education plans arise directly from the needs identified in the assessments and procedures are in place to make sure progress is regularly reviewed.
- 36 Procedures for monitoring and promoting prompt and regular attendance are good. However, despite the regular reminders and focus the school places on this issue, it has been ineffective in raising attendance levels. The school effectively monitors the registers and attendance figures, contacting parents promptly when pupils are away. Reward certificates are given for pupils who have over 95 per cent attendance levels, as an incentive for improvement. Appropriate links have been established with the education social worker, who gets involved in following up cases, where necessary.
- 37 The school has very good systems in place for child protection and ensuring pupils' health, safety and welfare. The school follows the local authority procedures and guidelines for child protection, and the headteacher and special educational needs co-ordinator are the designated staff. They have received appropriate training, and have experience of the procedures involved. Regular updating training for members of staff ensures that they are aware of changes to procedures. Appropriate links exist with the relevant outside agencies. Well-established systems are in place to take care of pupils who may fall ill during the day. Two members of staff have received first aid training, and there are effective procedures to meet the medical needs of pupils.
- 38 A comprehensive health and safety policy and appropriate procedures are in place to address the issues of safety and security of pupils in the school. Regular health and safety checks and risk assessments are undertaken. New security arrangements have recently been implemented. Governors take an active role in fulfilling their responsibilities for health and safety.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 39 The school has worked hard to foster strong links with parents, and establish effective liaison between home and school. Parents are very supportive of the school. They feel the school is very approachable; they are kept well informed and consider that their children are making good progress. Parents commented on the improvements since the last inspection, especially the raising of standards. A few parents expressed concerns regarding the amount of homework given, the lack of out of school activities offered to pupils and the frequent staff changes.

- 40 Detailed information about the school and its activities is provided in the school prospectus and the governors' annual report to parents. Regular contact is maintained through newsletters to parents. The effective use of translation and interpreters helps to ensure that all parents can be kept informed. The school operates an open door policy. With parents invited into the school at the start and finish of each day, much of the information about what is happening and how children are progressing is addressed on a personal basis. Curricular information regarding details of projects and topics to be covered is discussed at consultation evenings, alongside reviews of pupils' progress and achievements. Occasional workshops are held to keep parents updated and suitably informed about new initiatives such as the National Literacy and Numeracy Strategies. Parents of pupils with special educational needs are kept well informed and are involved in the review processes.
- 41 Parents have good opportunities to visit the school and meet with staff before their children join the school. The weekly toy library provides an excellent facility for parents and their pre-school children, enabling them to visit the school and take advantage of borrowing the toys for home play. Home visits are undertaken to meet new nursery children with special educational needs. There is a very sensitive settling in process for children joining the Nursery, actively involving parental support until the children are happy to be left on their own. Information regarding pupils' progress is explained to parents at the consultation evenings when the annual reports are discussed. However, the language of these reports is not always approachable or accessible for parents who have a limited understanding of English.
- 42 The school offers frequent opportunities for parents to become involved in their child's learning. Reading books go home daily and, where adults or elder children are able to spend time listening to pupils read, this is making a significant contribution to the standards of reading. A small number of committed adults volunteer to help in the classroom or get involved in other aspects of the curriculum and the day-to-day activities in the school. Some of these parents have attended school run courses and subsequently been employed as classroom support assistants. Parents have been effectively involved in consultations regarding issues such as the home/school agreement, uniform and behaviour. There is currently no parent/teacher association, however the governors reported that this is an area for consideration at forthcoming meetings.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 43 The leadership and management of the school are now good and having a positive impact on pupils' achievements. Although she has only been in post for a short time, the headteacher has rapidly and accurately identified the strengths of the school and the areas in which it needs to improve. The headteacher sets a very clear vision and direction for the school. This is shared with the staff, governors and local education authority. She is very well supported by the deputy headteacher, who was acting headteacher during the period of the inspection. The school has taken very positive steps to address the key issues raised in the previous report in relation to the role of the Governing Body, appointed permanent staff and now meets statutory requirements in collective worship and religious education. The quality of the planning has improved and is now good. Staff use National Literacy and Numeracy Strategies and Qualification and Curriculum Authority national guidance, to plan what to teach and when. Improvements have been made to improve both the provision and attainment in speaking and listening throughout the curriculum, although this continues to be a priority area in the school. Although various strategies have been implemented to improve attendance, this remains still poor.

- 44 The headteacher, since her appointment, and the Governing Body, many of whom are recent appointments, have taken effective steps to identify the significant strengths and weaknesses of the school. They are fully aware of the outstanding issues and are well placed to move forward further. The Governing Body is properly constituted and fulfils its statutory duties. There is useful expertise and experience amongst its members. They use this effectively to pursue 'Best Value' in all aspects of school life. The governors support the headteacher in her vision for the school, and carefully assess plans and decisions before they are put into practice. As a result of this close and open working relationship, governors are very well informed which has meant that improvement has been particularly rapid during the last year.
- 45 Financial management is good. The headteacher and governors, with the support and advice from the local education authority, have ensured that the budget is now used effectively. The large surplus has been allocated to additional staffing and improvements to the internal accommodation. Strategic financial planning is now good with everyone clear about future commitments. The school makes good use of its available funds. Specific funds for pupils with special educational needs and pupils for whom English is an additional language are allocated very well, which has an extremely positive impact upon pupils' progress and achievements. The day-to-day administration of the school finances is undertaken efficiently, with support and training from the local education authority. Administrative staff support the school well, working to ensure the smooth running of the school, for example, contacting parents on a regular basis to find out why children are absent from school, to try to help improve attendance.
- 46 Delegation to staff of management responsibilities is good, particularly co-ordinators for English, English as an additional language, mathematics, special educational needs and the Foundation Stage. Since the previous inspection, the co-ordinators' role has developed, they are all budget holders and are becoming increasingly effective in analysing the strengths and weaknesses of their areas. This has helped the school move forward in some of its recent developments, for example, the successful implementation of the National Literacy Strategy and the improvements in provision for oracy for children for whom English is an additional language.
- 47 The school has a good number of staff and it matches them well to the demands of the pupils and the curriculum. The support staff are very conscientious with a good number of very experienced bilingual staff; the teachers make good use of their skills in classes which help pupils to make progress. There is a strong team spirit amongst the staff, they know the children and members of the community well and have a genuine desire to improve standards. A suitable programme of in-service training helps the teachers to keep their skills and knowledge up-to-date. This has, for example, contributed to improving standards in teaching since the last inspection. In line with statutory requirements, the school has produced a policy for performance management, which is to be implemented this term.
- 48 Overall, resources for learning are satisfactory. However, resources are inadequate for implementing the curriculum for ICT. Particularly good resources have helped towards the successful implementation of the National Literacy Strategy. The school has a very good range of books, many more now suitable for boys, as it was identified that there was an issue regarding the quality of books, both fiction and non-fiction, for use in the classroom and to take home.
- 49 The accommodation is used well. It is well cared for by a conscientious school

keeper. Display is used well in classrooms and corridors to create a stimulating environment. Although some of the classrooms are open and lead off a central corridor, they are spacious and teachers use the areas effectively, particularly for group work in literacy and numeracy. The Nursery and Reception classes have good outside accommodation that is in full use every day and the rest of the school have suitable outside facilities. However, this is an area that is underdeveloped at present; the headteacher and governors are considering plans that would enhance the outdoor provision.

- 50 The recently appointed headteacher is making a very positive contribution. She has motivated the staff, governors and parents and enjoys their full support in driving the school forward. Taking into consideration the standards achieved, current income per pupil, very good use of specific funds, and the significant improvements made since the previous inspection, the school provides very good value for money.

### **WHAT COULD BE IMPROVED?**

- 51 Standards in ICT are not high enough and time is not always used effectively during the day or within lessons. Attendance and punctuality are poor. Assessment is particularly good in English and mathematics, but needs extending to other subjects. Written reports to parents are detailed but the language is not always easy to understand. There are not enough opportunities for pupils to develop responsibility and independence

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 52 In order to improve standards further, the headteacher, staff and governors should:
- (1) improve the attainment in information and communication technology (ICT) by :
    - implementing the co-ordinator's plans fully, including the development of assessment and improving resources;
    - providing in-service training to all staff;
    - planning to make greater use of ICT in other subjects;(Paragraphs 4, 15, 17,19, 35, 48, 108, 109, 110, 111)
  - (2) continue to work hard to improve pupils' attendance and punctuality by consistently implementing the school's procedures and emphasising to parents the importance of attendance and punctuality at every opportunity;  
(Paragraphs 11, 12, 18, 36, 79, 82)
  - (3) make greater use of time during the school day by :
    - reviewing the organisation of the weekly timetable to ensure all subjects are given sufficient time and in appropriate blocks;
    - ensuring that time within individual lessons is used effectively and that children are not sat on the carpet for too long and are fully involved in all activities.

(Paragraphs 6, 8, 15, 19, 86, 87, 88, 91, 95)

Minor issues for consideration include:

- (1) planning activities, both within lessons and at other times of the school day, to promote pupils' personal development, responsibility and independence.  
(Paragraphs 10, 27, 29, 61, 70, 73, 76, 90)
- (2) as schemes of work are reviewed, building on the good assessment procedures in English and mathematics to develop suitable systems for assessment of both skills and knowledge, and simplifying the language used in written reports to parents.  
(Paragraphs 19, 34, 35, 41, 102, 107, 111, 118)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12.8	61.5	25.6	0	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	48.5	133
Number of full-time pupils eligible for free school meals	12	81

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	197

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	14

### Attendance

Authorised absence	%
School data	9.3
National comparative data	5.4

Unauthorised absence	%
School data	2.5
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
	2000	30 (29)	24 (25)	54 (54)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23 (16)	25 (17)	29 (28)
	Girls	19 (17)	22 (15)	24 (24)
	Total	42 (33)	47 (32)	53 (52)
Percentage of pupils at NC level 2 or above	School	78 (61)	87 (59)	98 (96)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22 (16)	26 (26)	25 (18)
	Girls	19 (17)	22 (23)	20 (17)
	Total	41 (33)	48 (49)	45 (35)
Percentage of pupils at NC level 2 or above	School	76 (61)	89 (91)	83 (65)
	National	84 (82)	88 (86)	88 (87)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	105
Chinese	0
White	1
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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 – Y2**

Total number of qualified teachers (FTE)	7.4
Number of pupils per qualified teacher	18.0
Average class size	26.6

#### **Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	292

#### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	2.0
Number of pupils per qualified teacher	24.3

Total number of education support staff	6
Total aggregate hours worked per week	162

Number of pupils per FTE adult	6.9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	588695
Total expenditure	512555
Expenditure per pupil	2396
Balance brought forward from previous year	45411
Balance carried forward to next year	121551

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	198
Number of questionnaires returned	90

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	1	0	1
My child is making good progress in school.	56	31	7	4	2
Behaviour in the school is good.	60	29	2	1	8
My child gets the right amount of work to do at home.	31	38	20	7	4
The teaching is good.	59	30	8	2	1
I am kept well informed about how my child is getting on.	66	23	7	1	3
I would feel comfortable about approaching the school with questions or a problem.	72	22	3	0	2
The school expects my child to work hard and achieve his or her best.	64	24	7	0	4
The school works closely with parents.	48	39	10	1	2
The school is well led and managed.	47	34	8	2	9
The school is helping my child become mature and responsible.	56	32	6	2	4
The school provides an interesting range of activities outside lessons.	36	32	10	4	18

## **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**

- 61 The previous report indicated that insufficient emphasis was given to children's speaking and listening development, role-play and the status of activities for the children when they were not working directly with an adult. In response, the school has recently appointed an Early Years Co-ordinator to oversee the work of the Nursery and Reception classes and to implement the requirements of the new national guidance for the Foundation Stage. The school has worked well towards improvements in all areas, although the role play and drama in the Reception class still do not have sufficient status, nor are adults sufficiently engaged in extending activities in the area. There are 30 full-time children in the Nursery and a further 35 attending part-time. Most spend between three and five terms in the Nursery before they enter the Reception class. There is at present only one Reception class; a further class will be formed in January as the school presently admits children into the school twice a year.
- 62 When they enter the Nursery, children's attainment is well below that expected for other children of their age. A good curriculum is in place, which covers all the areas of learning for children under six. All children have very good access to the curriculum and benefit from a good range of experiences combining both indoor and outdoor activities. These factors help children make very good progress overall and, by the time they leave Reception, they are likely to achieve the Early Learning Goals in mathematics, creative, physical and personal, social and emotional development. In language and literacy and aspects of knowledge and understanding of the world, although very good progress is made, standards are below those of children of a similar age. Assessment arrangements are good. The whole team uses good observation and recording methods, which effectively builds up a profile of what the child can do and has achieved. This information is shared in the Nursery to assist planning to involve and support each child in their learning and to pass on to Reception.
- 63 The admission arrangements are good. Very positive links have been established with the parents through a sensitive settling in programme, where children are allocated a key worker who will be involved in working with the parent and child to ensure the child settles as quickly as possible. Relevant records are kept of the settling period so all adults in the Nursery are aware of any problems and concerns. They also ensure continuity if the key worker is absent. Children start part-time initially, then become full-time; this arrangement helps the children settle well when they start in the Reception class. The positive caring ethos, where all the children are valued and known well to all staff, and the very good relationships with parents ultimately help the children settle quickly when they transfer to Year 1.

### **Personal, social and emotional development**

- 64 Children's personal, social and emotional development in both the Nursery and Reception is given a high priority to good effect. As a result of very good teaching, most children make very good progress and achieve the Early Learning Goals by the time they leave Reception. When they enter the Nursery classes, most children have difficulty in following routines and rules for working, playing and sharing together. They have difficulty in expressing themselves in English as the majority are either at an early stage of English language acquisition or have no English at all. Adults encourage

the children to be independent and make choices about their activities after registration. Children are supported very well to make decisions, as staff will speak in both English and Bengali to ensure children understand. Encouragement to work with others and to form friendships is promoted well at this time as children are asked to choose a friend to share the activity with them. During direct teaching activities, for example when making instruments, staff are very good at inviting children's own ideas and involving them in decision making. There are very effective arrangements for socialisation and interacting with staff and children at lunch-time in the Nursery. This good progress is built on in the Reception class where children are helped to take more responsibility for their learning. They are encouraged to work independently while the teachers work with other children. During a literacy session, children helped each other when putting on aprons before they began to paint letters. Teachers continue to promote children's personal skills with timely reminders about washing their hands after they have been to the toilet. There are occasions, such as sitting on the carpet for too long, when children become restless and lose concentration. The teachers are already reviewing these sessions and improvements were noted towards the end of the inspection. All staff, in both Nursery and Reception, are very good role models for the children, a factor that helps them to form positive relationships with one another.

### **Communication, language and literacy**

- 65 On entry to the Nursery, children's language and literacy skills are well below those seen in children of a similar age. Following the last inspection, speaking and listening skills are now given very high priority by all staff across all areas of learning. Teaching is very good in this area and children are supported very well and encouraged to use English. Children make very good progress but, by the end of the Foundation Stage, their attainment is still below average, although there are some children with higher attainment. Teachers provide very good opportunities for children to increase their knowledge and use of a wider range of vocabulary. For example, when children mix dough they are encouraged to repeat the words for the ingredients in both languages. The teacher very skilfully talks about the process in English and then Bengali, this helps the children to acquire spoken English very quickly as well as understand what they are doing and why. When they enter the Nursery, children's knowledge and understanding of stories and their use of print are very low. Through the use of story time and individual sessions with books, children make good progress in handling books and understanding the difference between print and pictures. Adults offer good opportunities for children to listen to stories. Before lunch, children go into story groups. In one group children were encouraged to hear a new story and, with an appropriate balance of English and Bengali and very good use of questioning, they soon became very interested. A small group of older children, who are due to go into the Reception class next January, shared the book 'Not now Bernard'. With enthusiasm, they retold the story remembering all the main events and explained the story in English to the adult and discussed the pictures. The higher attaining children identify some letters correctly. Opportunities for mark making are given and children go to the writing table in free activity times. Children are encouraged to recognise and write their own name, which many older children can do.
- 66 Good records are kept about children's reading behaviour and knowledge of letters; this information is used to assist planning in the Nursery but also to pass to the Reception classes. From this information the Reception teachers organise groups. Inspection evidence suggests these groups are formed well. Children were working well in ability groups in the Reception class, and were also receiving very good support from the specialist language teacher. The arrangements for teaching literacy

are good. Aspects of the National Literacy Strategy are taught to small groups through the morning by the teachers, while other adults work with the children in other areas of the curriculum including outside activities. The teachers promote language effectively and a very good range of activities is offered which supports new language development. With very good support, children retold the story of 'Curly and the Cherries' acting it out with enthusiasm. Good use is made of books not only to encourage story telling but also as a basis for writing. More able children wrote a short sentence about the story of 'Josie' using a mixture of letters and symbols; they then read it back. They recognise a few familiar words and identify some letters in the text.

### **Mathematical development**

67 When children enter the Nursery classes their attainment in mathematics is well below that of children of a similar age. Provision for the development and awareness of mathematical language is very good, and the majority of children reach standards expected by the end of the Reception class. Through good teaching and practical activities, such as colour and shape games, making dough, using sand and counting during registration, children extend successfully their mathematical vocabulary and understanding of mathematics. Teachers use a suitable range of opportunities to promote awareness of numbers. The most able children can order to at least ten and recognise the numerals, sort and match objects and have a knowledge of shapes, such as square, rectangle and circle. This knowledge is successfully built on and extended in the Reception class where, in a class lesson, good learning took place. Teachers used mathematical language appropriately and accurately ensuring that, by the end of the lesson, children recognised rectangles in the brick wall in the playground, knew the door was rectangular, but only a few used the term rectangular. This is linked to language acquisition rather than mathematical ability. From last year's evidence, by the end of the Reception year, most children reach average standards in mathematics.

### **Knowledge and understanding of the world**

68 Provision and teaching for children to develop knowledge and understanding of the world around them are good. Children enter the Nursery with attainment well below that of other children of their age. They make very good progress although, by the time they reach the end of the Reception class, they still do not reach the standards expected. This is linked mainly to language acquisition, as in the session when children explored sounds, they mainly used single word responses to describe the sounds instruments made. Work on using senses is further developed in the Reception class. Children had opportunities to develop their sense of smell when they tried to identify different foods in pots. Language used by the teacher helps to promote scientific understanding. There are good opportunities for children to begin to develop their scientific knowledge in the Nursery, when they explore the use of batteries, wires and bulbs. With good questioning and encouragement by the teacher, two boys were delighted when they managed to light a bulb. Children use a cassette recorder to listen to story tapes and gain knowledge of the computer keyboard and learn how to control the computer by using the mouse. They write their name, when they are helped and, with help, use a 'drag and drop' program to put clothes and boots on the teddy. Skills are extended in the Reception class, where children use the mouse reasonably well to create a face, adding hair, eyes and mouth to the shape.

### **Physical development**

69 Good opportunities every day in the outdoor area for the Nursery and Reception

children help them to reach the standards expected by the end of the Reception class. No formal lessons were observed during the inspection, however, a good range of equipment is available outside for the children to develop their physical skills. Children run, jump and climb and ride the wheeled vehicles confidently, and have a good sense and awareness of others. Teachers also teach skills well, for example a group of children were involved in catching and throwing a ball and by the end of several throws, most children could catch the ball. Dexterity is developed through the handling of objects, such as jigsaws, working in sand and water and making and cutting dough. Staff plan good opportunities to use scissors, paint brushes, tools and felt pens for making marks on paper. Children are very careful when hammering nails into wood, which they do with amazing accuracy. They use tools safely to join pieces of wood. Good progress continues in the Reception class and pupils increase their confidence and skills. This very good start in the Foundation Stage contributes to the average standards of pupils when they leave the school at seven.

### **Creative development**

- 70 There was limited art work displayed as the inspection was quite early in the term. From evidence of past work, children are encouraged to use a wide variety of media, pencils, pastels, paints, clay and materials and most achieve the standards expected. They create good observational drawings and collage. There are regular opportunities for children to use paint, ink, pens and pencils, which they do independently. Children in the Nursery enjoy singing action songs, which they do well during registration. The nursery nurse effectively intervened while a group of children explored music with several instruments; this helped them to create music while they sang 'This old man'. Reception children sang with great enthusiasm during a lesson in the hall and began to identify different instruments from behind a screen. They were disappointed when the lesson came to an end, as it was a rather short session. Increased opportunities for role play have been established in the Nursery, for example a good range of artefacts helped to create a post office. However, role play and drama have yet to be given a higher status in the Reception class. Children did not always benefit from having an adult providing some direction to their play. This is an area that is to be addressed throughout the school.

### **ENGLISH**

- 71 The previous report indicated that standards in English were generally below average, there was a significant difference in the attainment of boys and girls and there was unsatisfactory progress in oracy, which adversely affected attainment in other areas of English. The school has made good progress and standards have improved. The improvement over the last four years, and particularly last year, was brought about by the school's determination to raise standards in literacy. These better results were associated with the successful implementation of the National Literacy Strategy, greater monitoring of planning and teaching, and tracking of children's fluency levels from their time in the Nursery. Many pupils with special educational needs, and for whom English is an additional language, that is virtually all pupils, also reached high standards in relation to their prior attainment. Children enter the Nursery with well below average attainment in English, they make very good progress and by the time they leave the school at seven, attainment is now around average.
- 72 In 1999, in the National Curriculum tests at the end of Key Stage 1, 61 per cent of pupils reached Level 2 in reading and 59 per cent in writing. These results were well below the national average. The number of children attaining the higher Level 3 was also well below average. Compared with similar schools, pupils' performance was

around the average. In the 2000 National Curriculum tests, the school was delighted that it surpassed its targets, 78 per cent of pupils reached the expected level in reading and 87 per cent in writing. In reading 22 per cent attained the higher Level 3, while six per cent achieved the level in writing. Overall results in reading and writing were about average, and well above the results of similar schools. The school is fully aware that the present Year 2 is less likely to achieve such high standards as there is a significant number of pupils with special educational needs. Inspection evidence shows that current pupils are working at just around average standards. There is now no significant difference between the attainment of boys and girls. This was linked to the school introducing a 'buddy system', where older boys from the junior school read with younger boys, acting as positive role models. More factual books were purchased in the hope that they would appeal to the boys. These strategies appear to have worked. In the present Year 1 class, however, pupils are already working at average levels and with various strategies in place there is every indication that the school will continue to improve. The school has just become part of a pilot scheme looking at early intervention to improve reading and writing skills. This programme is targeted at Key Stage 1 pupils and involves working with those children who are having difficulties within the class. A Reading Recovery teacher is also involved. Together with very good liaison between the co-ordinators for English, special educational needs and English as an additional language and the determination of the newly appointed headteacher and Governing Body, the school is in a very good position to continue to improve standards in English.

- 73 Throughout the school, overall standards of attainment in speaking and listening are broadly in line with the national average. The school has put into place a range of effective strategies to improve speaking and listening, which was an issue in the last inspection. All those that work with the children are very aware of the importance of the need to continue to improve standards in this area and for children to be confident to use English. A talking group has been set up for children lacking in confidence when speaking and a 'language fluency level' has been introduced to record pupils' skills in oracy. These are then passed on to the next teacher as well as helping present planning for the child. All staff offer pupils good opportunities to acquire and practise their skills, particularly in literacy lessons, but also across the curriculum. They use questioning skilfully to promote speaking and listening and to elicit responses from pupils. Teachers have a very good understanding of the National Literacy Strategy and encourage pupils to use the correct terminology, not only in literacy, but also in other subjects. Particularly good examples were seen in music, mathematics and science. The co-ordinator is aware that drama and role play need to be extended and is at present organising professional story tellers from theatre groups to work with the children in an attempt to extend and develop language and communication skills and develop self-confidence.
- 74 By the end of Key Stage 1, reading is in line with the national average, and a few pupils reach higher levels of attainment. Standards are rising and good progress is made through the key stage. Pupils are already benefiting from the introduction of the literacy hour and the increased focus on literacy throughout the school. Teachers organise the shared text sessions well and work effectively to maintain pupils' interest with a good range of texts, both fiction and non-fiction. The very good range of new books helps stimulate pupils' interest and enables teachers to offer a broad range of texts to encourage the pupils to read. Pupils enjoy the 'shared text' sessions and work hard. Most pupils have a good understanding about the role of the author and illustrator, and the difference between fiction and non-fiction, and know the purpose of

the contents, index and glossary. Dictionary skills are developing satisfactorily so that pupils have a sound understanding of where letters appear in the alphabet. Books are taken home on a regular basis and most pupils have someone at home who hears them read. Teachers include reading sessions both within the literacy hour and at other times to ensure pupils have sufficient practice. Most enjoy sharing books and are reading simple texts with increasing fluency and show, in discussion, that they understand them. Pupils use the library and have lessons to develop library skills, but during the inspection this did not take place.

- 75 By the end of Key Stage 1, attainment in writing is broadly in line with the national average for the number of pupils reaching Level 2. There are some pupils reaching the higher Level 3, therefore the overall attainment reaches the national average. Teachers now offer their pupils a good range of work within literacy and across the curriculum. They encourage their pupils to write in a variety of forms. For example pupils write instructions, labels, book reviews, historical accounts and stories using appropriate language and format. Teachers are beginning to promote successfully ICT skills into literacy. Several children used word processing on the computer to write about their visit to Bethnal Green Museum of Childhood. Attempts at redrafting took place, as children corrected words that were spelt incorrectly on a printout, and then completed another draft. Spelling is satisfactory. Pupils are prepared to 'have a go' and attempt to spell words phonetically. Teachers have been very effective in teaching the children a variety of techniques in order for them to learn to spell words. Teachers encourage children to write longer stories, with an emphasis on creating the scene, ensuring there is a beginning, middle and end and characters are well described. A good example was noted in Year 1, where pupils had written a good story during an extended writing lesson which was based on 'Preston Pig'. Although teachers remind their pupils about punctuation, these skills are not always transferred and many pupils do not always use capital letters and full stops consistently in their writing. Most still write in a print style, but do not always form their letter satisfactorily, nor is presentation always as good as it could be.
- 76 The quality of teaching English is good overall and never less than satisfactory. In Year 1 some of the teaching is particularly good. The acquisition of English has a very strong focus in the school. All teachers and support staff, including specialist language teachers and bilingual staff, work very effectively together which helps pupils to acquire English language well, particularly pupils with special educational needs and those for whom English is an additional language. Teachers have implemented the National Literacy Strategy very well. This is already helping to raise standards. Throughout the key stage teaching of basic skills is very good, as is the teachers' knowledge and understanding of English. A very good example in a Year 1 class was when the teacher effectively promoted phonic skills, where children enthusiastically joined in a dice game to learn common three letter words. A relative weakness, in otherwise satisfactory lessons, is that pupils' independent skills in Year 2 are not developed sufficiently well, which means children are too reliant on the teacher when they should be working on their own.
- 77 Pupils work hard in their literacy lessons. They are particularly keen to join in the shared text sessions, as in a Year 2 class. They could talk about the book in good detail, working out that it was told in the first person. Due to effective support in the classroom, pupils have confidence to 'have a go' and try to spell words and work out text when reading. Children are usually well behaved, but can become easily distracted when there are extended periods on the carpet.
- 78 The subject is led by a highly motivated and knowledgeable co-ordinator. She is committed to raising achievement of literacy in the school. The National Literacy

Strategy has been successfully implemented and has helped the school in its bid to raise standards. The co-ordinator has good opportunities to monitor the impact of the literacy hour and is very aware of the teaching and learning that is taking place in the school. Tests to monitor progress are in place and, with teachers' assessments, the school is now in a good position to set individual targets for every pupil in reading and writing.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

- 79 Virtually all pupils can be described as pupils for whom English as an additional language; therefore almost all pupils in the school are eligible for support in English. Around twenty-five to thirty percent of children are at an early stage of English acquisition; these are mainly in the Nursery and Reception classes. This is a considerably higher percentage than in most schools. At the time of the last inspection provision was considered to be good, having a significant impact upon standards of achievement and contributing to the partnership between home and school. Now provision is very good. This is due to very effective co-ordination, very well deployed staff who ensure support is well-targeted and very good monitoring procedures that have been established. Teaching of these pupils is good, and sometimes very good. Two issues raised in the last inspection have a direct link with English as an additional language provision, to raise attainment in speaking and listening and attendance. There has been considerable improvement in raising attainment but, although more effective procedures have been put into place to improve attendance, this is still not good enough.
- 80 The majority of pupils make very good progress in their English acquisition; hence opportunities to access the rest of the curriculum are good. This is due to very effective support and encouragement that helps them to work hard, persevere with activities and have confidence to discuss their work with their teachers and other adults. As a result, pupils generally work well within the whole class, in groups or individually. Adults place a very high priority on English and are particularly skilled in promoting literacy and oracy skills in all subjects, but particularly in the literacy lessons and in the Nursery. Standards of achievement have improved in the National Curriculum tests and are around the national average for English, this helps pupils achieve at least average results in most other subjects, although in mathematics standards are often higher.
- 81 Following the last inspection the co-ordinator has implemented a 'language fluency level' where pupils are assessed and the information passed onto the next teacher. She has identified those children in Key Stage 1 who are lacking in confidence in speaking and listening and has run a 'Talking Group' session once a week. To enable parents to support their children at home, this term a class for parents has been introduced focusing on children's speaking and listening skills and phonics. This arrangement will hopefully enable parents to participate in helping their children complete homework. All staff are involved in working and planning with the class teachers, assessing and monitoring children's progress and contributing towards the home school partnership by translating information if needed, and being involved in matters regarding health, absences and punctuality.
- 82 All staff are very supportive of pupils for whom English is an additional language and value and respect their culture and language. The school effectively promotes very good relationships with parents and has a very good knowledge of the pupils and their backgrounds, as many families have lived in the area for a considerable time. To support children when they are taken on extended holidays, a homework pack is given

to parents to work with their children when away. However, there are occasions when children's progress is particularly affected when they are taken on extended holidays. This is especially so for these children on extensive support programmes, such as 'Reading Recovery'. The very good liaison between the co-ordinators for English as an additional language, English and special educational needs helps everyone to be very aware of the needs of the pupils. This ensures that pupils are monitored very carefully to check that they continue to achieve good standards in their acquisition of English.

## **MATHEMATICS**

- 83 In 1999, at the end of Year 2, attainment recorded in National Curriculum tests was well above the national average. Over 95 per cent of pupils achieved the expected Level 2 or above and almost 40 per cent achieved Level 3; both figures were well above the national average. The results were very high compared with those of similar schools with over 50 per cent of pupils having free school meals. Results for 2000 are similar. Overall, in 2000, results were above the national average and well above the results of similar schools. Over the past five years, results have improved at a much greater rate than that nationally. The performance of boys and girls is similar.
- 84 The previous inspection found that attainment of most pupils was below expectations, although sound in number. The school has made very good progress in mathematics since then. Inspection evidence confirms that attainment has improved; although current Year 2 pupils are not achieving as highly as those of the two previous years. Number work is stronger than areas which demand a good understanding of mathematical language. Teaching is now mostly good and some is very good; this is an improvement over the previous inspection. The school has set targets for achievement in the National Curriculum tests at the end of Year 2; these are demanding but achieved well.
- 85 During Key Stage 1 pupils make very good progress, building on the progress in Nursery and Reception. The rate of progress was especially evident in the quality and amount of work in the books of pupils in Year 2 last year. The attainment of current Year 2 pupils is mostly average or above. By the end of Year 2, almost all pupils confidently double and halve numbers, understand simple fractions, such as half and quarter, and add and subtract numbers to 100 and, for above average pupils, beyond this. Pupils tell the time to the hour and half hour, and use non-standard measurements of length and mass correctly. In Year 1, pupils know odd and even numbers, and recognise simple patterns. They tell the time to the hour, and know a range of two-dimensional shapes. Achievement of most pupils is very good, and for special educational needs pupils this is illustrated by the fact that last year almost all achieved the expected Level 2. Virtually all pupils are very accurate when completing number problems but, because of their relatively limited language development, they sometimes experience difficulty in solving problems where information has to be extracted from written text.
- 86 Throughout the school, pupils enjoy their mathematics. They are very enthusiastic, although this enthusiasm can result in too much calling out. They are interested in numbers and complete large amounts of work. Their attitudes to mathematics are good; illustrated by the interest evident in all lessons and the speed at which pupils begin individual or group work. Behaviour is usually good in both whole class and group activities, but can deteriorate when the teacher keeps them sat for too long on the carpet during the initial mental session. The majority of pupils are keen to answer

questions, although they do not always wait their turn. Learning is promoted because of the good teaching which often involves careful explanations of mathematical language which children are meeting for the first time, such as 'total' or 'more expensive than'. Pupils are made aware of their own learning when being encouraged to mark their own and others' work.

- 87 The quality of teaching is good overall and never less than satisfactory. Some of the teaching in Year 1 is especially good. This very good teaching in Year 1 helps to promote effective learning by pupils and great interest in mathematics. The use of mini-white boards by each pupil helped to ensure all were involved in the initial session and aided the teacher's assessment of individual pupils' strengths and weaknesses. Teaching often reflects good subject knowledge, high expectations that are explained clearly to pupils and often the very good use of questions to aid understanding of mathematical language. Weaknesses that occur, in otherwise satisfactory or good lessons in Year 2, are that the mental mathematics session is not sharp enough, and as a result time is not used effectively, and not enough thought is given to explanations of new techniques or to the use of suitable resources to aid understanding. Pupils' progress is enhanced by the good relationships between staff and pupils, and good teamwork by all adults working within a class. Work is generally matched well to pupils' needs and, in the best examples, teachers ensure that less able pupils have opportunities to contribute to whole class sessions. Marking is much better than previously and includes helpful comments to encourage further improvement. Suitable homework helps to ensure pupils' basic number skills are consolidated.
- 88 The pupils follow a good, broad and balanced curriculum which is based on the National Numeracy Strategy, although many of the lessons are longer than the recommended 45 minutes and pupils become restless because they are not involved in the whole lesson sufficiently. A developing strength is the emphasis on mathematical language. Assessment is good. A wide range of information is collected and this is used well to identify pupils' individual targets, areas of the curriculum requiring improvement and to inform planning. The data collected is used in the production of individual education plans for numeracy for pupils with special educational needs. Mathematics makes a good contribution to pupils' personal development. In particular, pupils have opportunities to co-operate, work in pairs and mark each other's work. The co-ordinator leads the subject very well. She has helped improve standards by ensuring greater demands are now made of all pupils and by the introduction of comprehensive assessment systems. Observation of teaching and examination of pupils' work have given her a clear picture of the strengths and weaknesses in the subject.

## **SCIENCE**

- 89 In 2000, at the end of Year 2, attainment recorded in teacher assessments show that 83 per cent of pupils achieved the national expectation of Level 2. This represents a significant improvement on the results in 1999 when the percentage of pupils reaching Level 2 was well below the national average. The number of pupils attaining the higher Level 3 was broadly in line with the national average. Over the four years from 1997 to 2000, excluding 1999, the school's results have been broadly in line with those from schools in similar circumstances, that is those with similar levels of free school meals. The apparent drop in standards in 1999 was due to over zealous teacher assessments and a whole school emphasis on literacy and numeracy. The results in the four years excluding 1999 have been consistently above those for the rest of the local education authority.

- 90 The last inspection found that pupils' attainment was satisfactory and that they made sound progress. Opportunities to develop language skills were lost and some activities were over-prescriptive which resulted in a loss of opportunities to develop their own initiative and engage in investigations. All pupils are making good progress and those currently in Year 2 are achieving standards which are broadly in line with those expected nationally. They know how medicines can help to keep us healthy and know the principles of what constitutes a healthy diet. Pupils in Year 1 know that humans are animals and can describe some of the attributes common to animals, for example that they breathe, eat and reproduce. They name major external body parts and know that their nose is for breathing and for smelling. There is a strong emphasis on developing scientific language and using it effectively, this emphasis is having a positive effect on raising standards within the subject. Overall pupils' science knowledge is better than their scientific skills mainly because of the continuing lack of opportunities for investigations.
- 91 The standard of teaching in science is satisfactory. Only two lessons were observed during the inspection and these were both in Year 2. Additional evidence was obtained from scrutiny of pupils' work and teachers' planning. The pupils obviously enjoy their science and are always eager to contribute to lessons, although their eagerness is occasionally too enthusiastic and results in too much noise and disruption. The lessons are well planned and pupils are making good progress. Aspects of teaching which are most effective are when the lessons build on previous experiences and enable the pupils to develop their understanding of the topic. The accurate use of scientific language is stressed and pace is maintained through the effective use of praise and insistence on raising the hand instead of merely shouting out. Effective lessons have good pace and are well organised so that pupils know exactly what is expected of them and can settle quickly to their tasks. Teaching is less effective when too much time is spent in the introduction, the pace of the lesson is lost and pupils become restless and inattentive. The tasks set for the pupils are too easy and are completed very quickly. Classroom assistants are generally used well and support pupils very effectively, but they sometimes intervene too often when the teacher is speaking and also provide a poor model of writing for the pupils to copy. The additional help is used well but their actual role in the classroom needs to be more closely defined so that this help is more effective.
- 92 An experienced member of staff has recently taken responsibility for co-ordinating the subject throughout the school. There are plans to send her on local courses to support her work and there is a commitment to build on the excellent work done by her predecessor. A new scheme of work has been introduced this term. This will be modified to meet the needs of the school and to include more opportunities for science investigations. Helpfully, the subject will be monitored through the school and advice and help given to all staff to support the commitment to raise standards. The level of resourcing is appropriate. This includes 'Big Books', which support science and literacy, and a good range of books in the school library. Good use is made of visits, for example, to a local farm but insufficient use is made of the immediate environment in the school grounds. Through their work on the senses and a consideration of foods and diets, science makes a good contribution to pupils' spiritual and cultural development.

## **ART**

- 93 The standard of work in art and design has improved since the last inspection and is

now above the standard expected nationally. The subject remains one of the strengths of the school's provision. Pupils are making good progress in their art and, by the end of Key Stage 1, they use a variety of materials effectively, including paint, water colours and pastel. They are confident with a range of techniques including screen printing and collage. Pupils' work in clay and ceramics is of a good standard and there are ample opportunities to work in both two- and three-dimensions.

- 94 Pupils, including those with special educational needs, make good progress through the key stage and enjoy art. They are excited by the work and listen carefully as techniques of colour mixing are explained to them. Teachers work alongside the pupils and actively encourage them to evaluate their efforts, for example, when they are trying to get the correct skin tones in portraits. Pupils' work in art is valued and displayed well throughout the school and in portfolios. Good teaching and quality programme for art are making a positive contribution to the pupils' progress.
- 95 Although only two lessons were observed during the inspection, the standard of teaching overall is good. Further evidence was gained from the scrutiny of pupils' work and teachers' planning. One of the lessons was quite short with limited time for actual teaching, the other was a full lesson where teaching could be accurately assessed as good. Teaching is most effective, and pupils make the best progress, when lessons are well structured and the demands made on pupils are clear. The high level of expertise, displayed by the co-ordinator, enjoyment of the subject and a commitment to achieving high standards make significant contributions to pupils' progress. Where teaching was less effective and pupils did not learn as well as they could have, and the lesson was not well organised or time used effectively.
- 96 The attitudes and behaviour of the pupils are good overall. They look forward to their art and work with enthusiasm, maintaining interest even during a long introduction. They take pride in their work and enjoy seeing it displayed around the school. Pupils' enthusiasm and expertise in the subject are also evident in the way they managed their own work when the purpose of the lesson was not clear to them. Pupils use equipment sensibly and work well together.
- 97 The subject is well co-ordinated by an experienced and well-qualified teacher. She has a passion for the subject and a commitment to developing its contribution to the whole curriculum. The opportunities to develop speaking and listening through art are used well. The school makes very good use of visits to art galleries and exhibitions, for example, the Monet exhibition and studies of European artists, including Van Gogh. The opportunities to work alongside visiting artists and to work in ceramics all make a very good contribution to pupils' progress in art. There is a good programme for art which, at the moment, is under review to include clearer definition of skill development. An impressive range of resources supports the subject, including a wide range of books in the school's library. At the moment there are insufficient opportunities for monitoring and assessment of the subject throughout the school. The subject makes a good contribution to the pupils' cultural development through the consideration of the work of various artists from Europe and other parts of the world and to their spiritual development through their response to art.

## **DESIGN AND TECHNOLOGY**

- 98 The standard of work in relation to pupils' ages and abilities is broadly in line with national expectations. They make steady progress through the key stage and have maintained the levels of attainment identified in the last inspection.

- 99 Pupils at the end of Key Stage 1 use their design skills effectively to make a buggy with wheels and axles. All pupils, including those with special educational needs, make simple drawings and evaluate their work in order to identify possible improvements. Pupils in Year 1 make satisfactory progress using a range of materials including paper, card and paper fasteners to make scissor toys. They apply their knowledge of science and forces to use simple levers effectively in order to make the parts move. They make pop up cards and write simple instructions for others to follow. A scrutiny of work in the school shows that the skills of designing, making and evaluating are taught and are used effectively.
- 100 During the inspection no lessons were seen and no detailed comment can be made about the standard of teaching. On the basis of evidence taken from a scrutiny of work, an examination of the planning documentation and discussion with the teachers, it is evident that teaching is at least satisfactory. The school has introduced a new scheme of work for the subject but this contains too little identification of skill development.
- 101 Scrutiny of pupils' work in displays and in the school's portfolio shows that they apply considerable effort and work hard at their tasks. They use a variety of materials with confidence and enjoy the opportunity to work with other pupils and with visiting toy makers. The work in design and technology is clearly linked to work in science, for example through forces and motion and through storing energy in wind up toys.
- 102 The co-ordinator for the subject is new this term but will be supported by the previous post holder who is still in school. There is an adequate level of resources to support design and technology and sufficient time is devoted to the subject. The school makes good use of visitors who work with the pupils on making toys. The new scheme of work does not include a clear programme for skill development nor a system for tracking and recording pupils' progress. The subject makes a sound contribution to pupils' social development through opportunities to work collaboratively.

## **GEOGRAPHY AND HISTORY**

- 103 The previous inspection indicated that there was little evidence related to the teaching of geography or history. Teachers now follow the Qualification and Curriculum Authority's schemes of work. No geography lessons took place during the period of the inspection; there was one history lesson. In geography, by the time pupils leave the school at the end of Year 2, they understand that there are places beyond where they live. This is well illustrated by pupils' individual work about other countries, including Italy, Japan and India. They know some of the different buildings in these countries, for instance the 'Leaning Tower of Pisa'. They compare localities close to where they live, such as Whitechapel, with a more rural location, such as Gorsefield. Pupils make suitable records of the differences found in the types of buildings in each area. Year 1 pupils follow directions and record simple routes with reasonable accuracy and note changes in the weather.
- 104 In history, Year 2 pupils know that changes have occurred over the past 100 years, and list accurately some of the differences between their own classroom and a Victorian classroom. They know about some historical events, such as the Great Fire of London. They recall features of the life of Samuel Pepys, including that he buried some cheese during the great fire. Younger pupils are developing an understanding of the passing of time by recording changes to themselves since they were born. Overall, all pupils, including those with special educational needs, make adequate

progress because teachers follow a more precise framework than previously. Achievement is satisfactory because care is taken to develop pupils' awareness of geography and history, while extending their language development. Skills, such as detailed map work, following precise directions or the use of evidence, are less well developed than aspects of knowledge.

- 105 Pupils' attitudes, illustrated by their completed work, are satisfactory. They finish the tasks set, although the presentation, especially writing, is not always careful enough. When completing individual tasks, they present their work better and include material obtained using ICT.
- 106 On the basis of limited evidence, the teaching of geography and history is satisfactory. Suitable planning introduces pupils to features such as map work, weather, comparing localities, and famous people and events from British history. Teachers take good account of pupils' own backgrounds and use suitable geographical and historical terms carefully in order to promote wider language acquisition. The development of more advanced skills, which would not rely on language acquisition, is not always given sufficient emphasis. The travels of 'Barnaby Bear', who sends postcards to the pupils, help extend their knowledge of the world.
- 107 Geography and history make a good contribution to pupils' cultural development, especially in considering how life in different parts of England, as well as abroad, differs; and how it has changed over time. The headteacher, who is currently absent on maternity leave, is responsible for the subjects, but a review of responsibilities is planned for later this year. The school bases its work on the QCA schemes of work. It is intended to review these later this year to give greater emphasis to the development of skills and to ensure the content of the curriculum is more suitable for the pupils in the school. At the same time, it is intended to develop simple procedures to assess pupils' knowledge and skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 108 Standards in ICT have improved since the last inspection, but they are still below the national expectations at the end of Key Stage 1. The introduction of new computers is having a positive effect and there are now more opportunities for pupils to use them, but more needs to be done to bring standards in line with those expected of pupils at the end of the key stage. The school has made a commitment to raise standards through the appointment of a new co-ordinator, the introduction of a new scheme of work and the acceptance of an excellent development plan. All the issues raised in the last inspection have been fully addressed.
- 109 Pupils in Year 2 use equipment with confidence, listening to stories on CD-Rom disks and tapes, as well as using computers to support their word processing work. They use the mouse to click and make decisions in a program to develop awareness of rhyme and have some keyboard skills, but are confused by the positioning of the individual letters.
- 110 Direct teaching of ICT skills is insufficient. Only one lesson was observed during the inspection. There were also several occasions when pupils were observed using the computers in the classroom and supervised by classroom assistants. The sessions are well organised by teachers and support the development of language well and pupils have a positive attitude to their work. During these sessions the pupils work well and make good progress but there are too few opportunities for them to use the

computers independently. There are also too few occasions when lessons are specifically planned for teaching ICT skills. The new co-ordinator's development plan for the coming year aims to deal with and remedy these omissions. The full implementation of the plan and a commitment to training for all staff should do much to raise standards.

- 111 The co-ordinator is new to the post but has made an impressive start and has a full development plan for the current year. She has already implemented some of the ideas on the plan and standards are beginning to rise. The school has a good range of computers and programs to support other subjects, for example, mathematics, art and English. The new scheme of work should help to establish a clear programme throughout the school and help to raise standards. There is a commitment to monitor the subject through the school and to establish a clear system for assessing and recording the development of skills. The co-ordinator is enthusiastic and provides good leadership for the subject. The subject makes a sound contribution to pupils' social development through the opportunities to work together.

## MUSIC

- 112 Since the previous report, when music was considered underdeveloped, some steps have been taken to improve the provision within the school. Standards of achievement are now better; pupils throughout the school sing reasonably well in assembly and know a satisfactory range of songs. Younger children in the Reception and Nursery classes sing action songs with enthusiasm. The school has appointed a music specialist one morning a week to work with all the classes and introduced the QCA national guidance, as a scheme of work to supplement the work of the specialist. The use of ICT linked to music is still underdeveloped but it has been identified in the action plan that it needs to be incorporated into the music curriculum. The school is aware that music is an area that still needs to be developed but at the present time there is no co-ordinator for music. This is to be reviewed as permanent staff are appointed to the school. Some training in music has taken place, particularly to give the teachers confidence when singing with young children. The school is trying to give the pupils greater opportunities both within school and in the local area. Recently, Year 2 children were involved in the 'Spitalfields Music Project' and last term they participated in a percussion and performing group.
- 113 Four lessons were observed, with two being taken by the specialist teacher, including one with the Reception class. The overall quality of teaching is good, with a good emphasis on listening as well as performing and teaching of key skills. This helps children to focus their attention when they are clapping or singing, so that they maintain a steady beat and perform together. Most learning is at least satisfactory but could have been greater, particularly in one Year 2 lesson in the hall. If the specialist teacher had not had to spend so much time ensuring pupils were co-operating and not being disruptive, she would have been able to spend more of her time teaching music. The class teacher successfully built on work that was previously carried out by the specialist, consequently children in Year 1 remembered the work they had done on clapping rhythm and clapped the syllables in their name accurately. Year 2 pupils worked on combining sounds and actions and improved their performance by the end of the lesson. They were also able to clap the rhythm and sing, whilst between each section of the song, one pupil played the drum in time. There are satisfactory opportunities in assembly and class lessons for pupils to hear and sing a range of music from other cultures. Although there were few opportunities to play instruments during the lessons observed, there is an appropriate range available.

## **PHYSICAL EDUCATION**

- 114 The previous inspection indicated that pupils' attainment was generally average, and some was good. The school has maintained these standards despite the increased emphasis on literacy and numeracy. In the two lessons seen, standards of attainment were at least satisfactory. Pupils with special educational needs make similar progress to other pupils, virtually all of whom have English as an additional language.
- 115 Pupils in Year 1 produce a suitable range of movements to illustrate the seasons after listening to a poem read clearly by the teacher. Both boys and girls are beginning to move and dance in time with music satisfactorily. In a particularly good Year 2 lesson, clear teaching of catching and throwing skills resulted in all pupils making good progress. They threw underarm accurately to a partner, who caught the ball well. Clear teaching of the overarm throw resulted in good first attempts when throwing a bean bag at a target.
- 116 Learning by all pupils is promoted because attention is given to explaining how to improve performance. It could be enhanced further if more opportunities were taken to encourage pupils to comment on each other's work. Pupils enjoy physical education. They have very good attitudes and display good behaviour during lessons. Pupils are keen and attentive; they listen carefully to the teachers' instructions.
- 117 The quality of teaching is good and has improved since the last inspection, when it was sound. Teachers use resources, including time, effectively; as a result, pupils are kept active throughout their lessons. In the best lessons, where teachers have good subject expertise, they take time to teach particular skills. As a result, pupils' learning and performance are enhanced. Teachers and other adults work well together giving pupils effective support and emphasising aspects of language. Good assessment during lessons help teachers step in to suggest ways of improving throwing or catching. Time taken to ensure pupils are quiet and calm when they enter the hall also helps to ensure effective lessons. Teachers promote social development well by encouraging pupils to work in groups and to listen to each other's ideas.
- 118 The co-ordinator has led the subject well, although responsibility for the subject is to be reviewed following the headteacher's return. The school uses the QCA scheme of work, together with other material, such as 'top play' and 'top sport'. There is no consistent assessment of pupils' physical education skills, although there are plans to develop this alongside a review of the subject. Resources are satisfactory, although there were insufficient round balls available and some children had to use rugby balls for throwing and catching.

## **RELIGIOUS EDUCATION**

- 119 Pupils' attainment at the end of Key Stage 1 is satisfactory and broadly in line with the expectations of the locally agreed syllabus. Standards identified in the last inspection have been maintained but provision has been improved and now fully meets requirements. Pupils learn about other religions in addition to Islam and Christianity. They gain knowledge and understanding through celebrating festivals such as Christmas, Eid and Harvest and are given opportunities to explore similarities between them. A good example was when pupils in Year 2 discussed Christmas and Eid and compared the traditions of special meals, worship and wearing special clothes.

- 120 Teaching of religious education is good. Teaching is particularly effective when teachers have high expectations for behaviour and ensure that pupils know that they must be aware of others and to take turns at speaking. In these lessons positive praise is used effectively and pupils' comments are valued. Teaching is less effective when pupils are required to sit on the carpet too long and, as a result, become restless.
- 121 The pupils enjoy their work and become very excited when making contributions to discussions about festivals and traditions. They are making sound progress and learning about major world religions and customs. The emphasis this term is on festivals and celebrations. During assembly, they also learn about the stories in the Bible, for example the parable of the lost sheep.
- 122 The subject is co-ordinated by an experienced member of staff who has been in post for one year. A new scheme of work has been introduced and planning is monitored. There is a clear commitment to ensuring that religious education is included in the curriculum and is regularly taught. The resources to support the subject are limited to a few artefacts and posters and need to be substantially increased. The school makes very good use of the pupils' and staff's backgrounds and beliefs in its provision for exploring the different religious festivals.
- 123 Religious education clearly supports the provision for pupils' personal development through opportunities to identify how they are special. It makes a good contribution to the pupils' spiritual and moral development through the study of religious beliefs, values and festivals and the need to behave well.