

# INSPECTION REPORT

**WEST HAM CHURCH PRIMARY SCHOOL**

**Stratford**

LEA area: Newham

Unique reference number: 102765

Headteacher: Miss L Reynolds

Reporting inspector: Ms W Hola  
4359

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> June 2003

Inspection number: 246243

Full inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Portway  
Stratford

Postcode: London  
E15 3QG

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Appropriate authority: The governing body

Name of chair of governors: Mr W Daniel-Braham

Date of previous inspection: December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4359	Ms W Hola	Registered inspector	Education inclusion, including race equality Mathematics Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
12775	Ms J Goodchild	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23056	Ms T Manzi	Team inspector	Special educational needs Science Art and design Design and technology	How well is the school led and managed?
17208	Ms G Briggs	Team inspector	Foundation Stage Geography History Physical education Religious education	
15023	Mr A Haouas	Team inspector	English as an additional language English Information and communication technology	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

West Ham Church School is a Voluntary Controlled Church of England primary school for pupils aged four to eleven with a nursery class for 60 children aged three to four who attend part time. There are 299 pupils, 147 boys and 152 girls. There are 12 classes in all. Overall, the socio-economic indicators in the locality show that pupils' circumstances are less favourable than elsewhere in the nation. Pupils come from a very wide range of backgrounds. A little under a half of pupils are from black African or black Caribbean backgrounds, about one quarter has a white heritage and about a fifth is of Asian origin. There are 40 refugee pupils, mainly from various African states. Thirty-eight per cent of the pupils are known to be eligible for free school meals and this is above average. Forty-eight per cent have English as an additional language (EAL) which is very high. About a third of these pupils are at the earliest stages of speaking English. The percentage of pupils identified as having special educational needs (SEN) is 8.5; this is well below the national average. A smaller than average proportion of pupils has a statement of special educational needs. Pupils' attainment on entry into the school, based primarily on their attainment in communication, language and literacy, is below what could be expected for their ages. The school has an 'Investor in People' award.

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

This is a very good and improving school and it provides very good value for money. Provision for pupils' personal development is very good and this results in their outstanding attitudes to learning and to the school, and in excellent relationships. Standards are broadly in line with national averages and rising. Pupils currently achieve well. Teaching is good overall with just under a third being of very high quality. The leadership and management of the school are very good and have contributed greatly to very good improvement since the last inspection.

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

- Pupils are enthusiastic learners and achieve well in most subject areas because teaching is good overall and much care is taken to make sure that all pupils are included in a very good range of school activities.
- Very good leadership and management are characterised by an exceptionally clear vision, a drive and energy to pursue high standards and an outstanding capacity to succeed.
- Highly effective strategies and processes are employed to check and ensure that teaching and learning are constantly being monitored, evaluated, developed, supported and improved.
- The school's care for pupils' wellbeing is excellent and provision for personal development is very good. Most pupils' self-esteem is high. Pupils' interest and involvement in school activities are excellent overall and promoted successfully from an early age.
- The teamwork amongst staff is excellent. All members are committed to school improvement and mostly collaborate very well to ensure that pupils' learning is effective.
- The school is a culturally and racially harmonious community. Diversity is celebrated. The school makes very good use of the many cultures present amongst parents, pupils and staff to enrich the curriculum.

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

- The school should continue to spread its existing excellent and very good practice in teaching across all classes so as to eradicate further any remaining inconsistencies, particularly in relation to:
  - making effective use of information and communication technology (ICT) across the curriculum;
  - making sure that the more able pupils achieve as highly as possible;
  - employing a full range of strategies to develop further pupils' speaking skills.
- The school should continue to improve the overall quality of its accommodation.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in December 1997 has been very good. The key issues for improvement given then have been addressed very successfully: standards in design and technology, history and geography have improved across the school and standards in religious education have improved greatly for the older pupils; the roles and responsibilities of the governors, headteacher and curriculum co-ordinators have been clearly established; the school has very effective strategies for monitoring and evaluating its work; the quality of marking and assessment generally is very high; schemes of work are at least satisfactory; and provision for pupils' spiritual and cultural development is very good. The overall quality of teaching has improved from satisfactory to good. Most importantly, standards have been rising steadily. All these facts reflect the school's determined approach to continuous school improvement and demonstrate its success in this respect.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	E	C	D	B
Mathematics	E	D	D	B
Science	D	B	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

*The improvements in standards in recent years are the successful outcomes of the school's very determined efforts to improve the school and lift pupils' achievements. Moreover, standards in years below Year 6 indicate that, in the future, standards by the end of Year 6 will continue to rise.*

Pupils in the nursery and reception classes make sound progress and, by the time they leave the reception classes, they are achieving in line with expectations in each of the six areas of learning. Results in the national tests in 2002, for pupils at the end of Year 2, were the school's best in the last four years and showed clear improvements in reading (in line with the national average), writing (above the national average) and in mathematics (in line with the national average). The proportion of pupils reaching the higher level (Level 3) in these tests was roughly half that achieved nationally for reading but slightly higher than nationally for writing and mathematics. For science, based on teacher assessments, standards in 2002 were average. Currently, standards by the end of Year 2, seen during the inspection, are in line with national expectations overall. Standards in English are average and standards in science, mathematics and ICT are above average. In other subjects, standards are as expected for seven-year-old pupils nationally.

For pupils at the end of Year 6, in the 2002 national tests, results show a rising trend over the last few years although English results dipped slightly. Compared with all schools, results were below average in English and mathematics and above average in science. Pupils made good progress in English, average progress in mathematics and very good progress in science. The proportion of pupils achieving the higher level (Level 5) in the 2002 tests was below average in English, well below average in mathematics and average in science. Work seen during the inspection shows that standards are broadly in line with national expectations, based on the proportion of pupils reaching the expected Level 4. Because, however, a considerably smaller than average proportion of pupils reaches the higher level (Level 5) in English and mathematics, standards in these two subjects are below average overall. Standards in most other subjects are in line with national expectations and they are above in physical education and music and well above in religious education.

Pupils are now achieving well over their time in the school and, in some classes, achievement is very good. More able pupils make satisfactory progress. Pupils with SEN, those from minority ethnic groups and pupils with EAL, including refugees, generally achieve well in relation to their prior attainment. Pupils' achievements are good in literacy and satisfactory in numeracy. Writing skills are developed particularly well in Years 1 and 2. With some exceptions, speaking skills are not developed systematically across all years and in all classes. Reading and numeracy skills are developed steadily throughout the school. The school has set challenging, yet realistic targets for the pupils with a wide range of needs and is on course to meet them. The rate of pupils' progress is increasing and this is another indicator that standards are very likely to rise in future years.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes towards school are excellent and provide one of the clear indicators throughout the school that standards are very likely to continue rising. Pupils work hard.
Behaviour, in and out of classrooms	Very good. There is a calm and friendly atmosphere in the school. Pupils show great courtesy and respect for others. No pupils have been excluded from the school.
Personal development and relationships	Excellent. Most pupils are happy and confident. They work and play together very well. Pupils respect each other's feelings, values and beliefs extremely well. They show initiative and take responsibility. They are aware of their own achievements and targets for improvement. Relationships between pupils and with staff are excellent.
Attendance	Very good. Pupils attend regularly and their punctuality is very good.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	Good	Good

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

Teaching and learning comprise many strengths and are having a significant and positive impact on standards and pupils' achievements. Teachers in most lessons match work well to pupils' wide-ranging needs. Teaching is good overall because the high quality teaching (very good or excellent) in nearly a third of lessons is balanced by much good and satisfactory teaching and a small amount of unsatisfactory teaching. It is the high quality teaching, occurring most often towards the end of key stages, that best lifts standards so successfully in this school. Teaching in music is very good. It is good in English, physical education and religious education. Because of a relatively high staff turnover, this school frequently recruits newly qualified teachers and teachers from around the world. It inducts them very successfully into the school's high expectations of work and efficient routines so that they become effective very quickly. The greatest overall strength in teaching is that it develops so well pupils' desire to learn because most lessons and other activities are made to be so engaging and interesting.

The following list gives positive features in teaching and learning:

- Management of pupils is very good because relationships are so strong and supportive and because pupils' very good behaviour has been so successfully promoted.
- In the best teaching, tasks are exciting and relevant so that pupils tackle them with real enthusiasm.
- Most teaching is undertaken with a brisk, lively pace, with clear targets and timescales.
- Teachers create very bright, stimulating learning environments in classrooms and around the school. Pupils' work is valued and they enjoy learning.

- Pupils are personally very well organised and from an early age manage their books and resources very ably.
- Teaching of literacy skills is good in English lessons and satisfactory overall across the curriculum. Teaching of numeracy is generally satisfactory in mathematics lessons and elsewhere and best when presented through interesting challenges, problems and real-life contexts.
- Pupils with SEN and EAL are taught well. This is because the teachers know their pupils very well and plan work effectively to meet their needs. Teaching assistants contribute effectively.

The main areas for improvement in teaching and learning are:

- more systematic use of computers and other new technologies in subjects across the curriculum;
- greater challenge for those pupils who are capable of tackling harder work; and
- greater use and development of pupils' speaking skills through constant use in lessons across the curriculum and in all classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range and balance of the curriculum is good. It includes all pupils well. ICT could be used more in other subjects. Extra-curricular activities are very good. The Foundation Stage enables children to make a good start at school.
Provision for pupils with special educational needs (SEN)	Very good. Teachers are clear about what support is required for these pupils. Pupils with statements of special educational needs receive good levels of help. The school values the good support from a range of outside specialists.
Provision for pupils with English as an additional language (EAL)	Good. Teaching strategies for improving pupils' English language are successful. In most lessons, tasks are adapted so that pupils with EAL can access them. Teaching assistants are very effective in providing additional support and assessment is generally used well to plan the next steps in learning for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall provision enables pupils to have a very well-developed sense of responsibility for themselves and others. Spiritual and moral values are strongly reflected in the school's very positive ethos. The cultural diversity of pupils is used very positively to promote insights into other cultures. All staff offer pupils very positive role models, creating a truly harmonious community.
How well the school cares for its pupils	Extremely well. Procedures for ensuring pupils' welfare and care are excellent. Attainment and progress of all individuals and groups are tracked closely.

The school has very good links with most parents and provides them with good information. In a very few cases, relationships have been strained and the school is working appropriately with these parents and other agencies to overcome the problems presented. Most parents are very supportive.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher with her two senior colleagues provide an exceptionally clear direction and have the drive and determination to make sure that the staff and pupils all aim high. They are building a strong staff team who share their vision about how the school can be developed.
How well the governors fulfil their responsibilities	Very good. Governors have a very good understanding of the strengths and weaknesses of the school. They are very effective in fulfilling their responsibilities and work hard to support and challenge the school.

The school's evaluation of its performance	Excellent. Many very effective strategies are employed to keep the school under review so that strengths and weaknesses are identified very well. Areas chosen for improvement are totally appropriate and based on raising standards.
The strategic use of resources	Very good. Resources, including people, finances and time, are used most effectively. The school has made the best possible use of its limited accommodation. Most learning support assistants are very well deployed.

Staffing levels are currently very good in terms of both teaching and support staff. Levels of resources for learning are good. Accommodation has some shortcomings. The principles of best value are applied very well.

### 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>• Behaviour in the school is good</li> <li>• The school expects children to work hard and achieve their best</li> <li>• The school is helping children to become mature and responsible</li> <li>• The school is well led and managed</li> </ul>	<p>Just a few parents:</p> <ul style="list-style-type: none"> <li>• do not feel that their children are making good progress in school</li> <li>• feel that the school is not providing the right amount of homework</li> <li>• do not feel well informed about how their children are getting on</li> <li>• do not feel that the school works closely with parents</li> </ul>

*(The response rate of 14 per cent to the questionnaire was low and comments may not be entirely representative.)*

Parents at the meeting praised the very positive ethos in the school, pupils' care for one another and their understanding of other cultures and faiths. Inspectors agree entirely with all of the positive comments made by parents. Pupils are making good progress overall. Homework is provided but the frequency is variable and parents could be better informed about homework. The quality of reports to parents does indeed vary and not all comment sufficiently well on pupils' progress. The school makes many very good efforts to work closely with parents, although there is still room for further improvement. At the parents' meeting, inconsistencies in the quality of teaching were raised as a concern. Inspectors found a wide range of teaching quality, from several excellent lessons to just a few unsatisfactory ones, with good quality overall. Given the high rate of turnover in staffing it is to the school's credit that most teaching is at least satisfactory and the overall quality is good.

## **PART B: COMMENTARY**

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

1. Standards are in line with national averages overall. They are improving in the core subjects of English, mathematics and science in a similar way to the national rate of improvement. Pupils are now achieving well over time. More able pupils make satisfactory progress. Pupils with special educational needs (SEN), those from minority ethnic groups and the majority of pupils with English as an additional language (EAL), including refugees, generally achieve well in relation to their prior attainment. Those who are in the early stages of learning English are effectively targeted and receive intensive teaching in basic skills. Pupils achieve equally well whether they are withdrawn in small groups or taught through in-class support. The school's own analysis of pupils' performance shows that pupils eligible for free school meals do not, as a whole, perform as well as others.
2. The improvements in standards in recent years are the successful outcomes of the school's very determined efforts to improve the school and lift pupils' achievements. Moreover, standards in years below Year 6 indicate that, in the future, standards by the end of Year 6 will continue to rise.
3. Attainment on entry into the Foundation Stage (nursery and reception) is well below average in communication, language and literacy and broadly average in other areas. Pupils in the nursery and reception classes make sound progress in most areas of learning. By the time children leave the reception classes, they are achieving in line with expectations in each of the six areas of learning. This shows good progress in communication, language and literacy, particularly for those children with EAL, and satisfactory progress overall by all children in all other areas.
4. Results in the national tests in 2002, for pupils at the end of Year 2, were the school's best in the last four years and showed clear improvements in reading (in line with the national average), writing (above the national average) and in mathematics (in line with the national average). Standards for these pupils, compared with similar schools, based on the proportions of pupils eligible for free school meals, were well above average for reading and mathematics and very high for writing. The proportion of pupils reaching the higher level (Level 3) in the 2002 national tests was roughly half that achieved nationally for reading but slightly higher than national for writing and mathematics. For science, based on teacher assessments, standards in 2002 were average. In 2002, boys' overall attainment in mathematics was significantly better than girls' at the end of Year 2.
5. Standards by the end of Year 2 seen during the inspection are in line with national expectations overall. Standards in English are average and standards in science, mathematics and information and communication technology (ICT) are above average. In other subjects, standards are as to be expected for seven-year-old pupils. Most pupils are currently achieving well over this stage, that is, over Years 1 and 2.
6. For pupils at the end of Year 6, in the 2002 national tests, results showed a rising trend over the last few years, although English results dipped slightly. Compared with all schools, results were below average in English and mathematics and above average in science. Compared with similar schools, however, results were above average in English and mathematics and well above average in science. Based on the 2002 test results, pupils made good progress in English, average progress in mathematics and very good progress in science. The proportion of pupils achieving the higher level (Level

5) in 2002 tests was below average in English, well below average in mathematics and average in science. In 2002, boys' overall performance in the end of Year 6 tests was significantly below that of girls.

7. Work seen at the end of Year 6 during the inspection shows that standards are broadly in line with national expectations, based on the proportion of pupils reaching the expected Level 4. However, because a considerably smaller than average proportion of pupils reaches the higher level (Level 5) in English and mathematics, standards in these two subjects are below average overall. Standards in most other subjects are in line with national expectations and they are above in physical education and music and well above in religious education.
8. Taking account of pupils' work across the curriculum, most pupils are currently achieving well over Years 3 to 6. More able pupils generally make satisfactory progress although still too few attain the high levels in national tests. Achievement is satisfactory in mathematics, design and technology and art and design and it is good elsewhere, particularly in English.
9. Pupils' achievements are good in literacy and satisfactory in numeracy. Writing skills are developed particularly well in Years 1 and 2. With some exceptions, speaking skills are not developed systematically across all years and in all classes. Reading skills are developed steadily throughout the school. Numeracy skills are generally developed soundly in line with the recommendations of the National Numeracy Strategy; progress in developing these skills is best where teaching sets tasks within interesting and meaningful contexts.
10. The school has set challenging, yet realistic, targets for the pupils with a wide range of needs and is on course to meet them. The school uses very well data on pupils' academic performance in order to identify strengths and weaknesses in educational provision so that actions for improvement are accurately focused as part of the school's drive for high standards.

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

11. Pupils' attitudes towards school are excellent and provide one of the clear indicators throughout the school that standards are very likely to continue rising. This is a significant improvement since the previous inspection when attitudes were considered to be positive. The school is a vibrant place, it bubbles with life. The enthusiasm of both pupils and staff make this an exciting learning environment. The school aims to raise pupils' aspirations and encourages them to make choices about their standard of work and behaviour. Many pupils join the school with poor attitudes and the school has to work hard to reverse these. Children in the Foundation Stage are quickly and effectively inducted, with the help of older pupils as well as the staff, into the positive ethos of the school. A very positive feature of this school is the enthusiasm pupils demonstrate towards their studies. In nearly a fifth of lessons pupils' attitudes to learning were excellent. Pupils demonstrate a high work ethic and a determination to succeed. A high percentage of pupils take part in the wide range of out-of-school activities.
12. Relationships between pupils and with staff are excellent and this contributes significantly to pupils' excellent attitudes. Staff respect and value pupils as individuals and help them to achieve their potential. Pupils are happy to approach members of staff if experiencing difficulties with their work or when they have personal problems. In their dealings with pupils, staff are very good role models. Pupils develop during their time in school into confident and happy young people. They listen with sensitivity to the views

and opinions of their peers that may differ from their own and they willingly share and support each other in their learning. There are many opportunities for collaborative or group work in lessons that further develop pupils' social skills. Pupils happily play games together at lunchtimes sharing equipment and taking turns.

13. The school is a culturally and racially harmonious community. Pupils from minority ethnic groups, those with SEN and with EAL, mix well with their peers whatever their backgrounds. They are very keen to participate fully in activities and school events. They are highly motivated, and benefit greatly from a very supportive learning environment. This contributes significantly to the good progress they make.
14. The standard of behaviour is very good and standards have risen since the last inspection. It only slips slightly when, very occasionally, the lesson content ceases to hold pupils' interest. There is a calm, relaxed atmosphere in the school that promotes courtesy and respect for others. Pupils have a clear understanding of the standard of behaviour expected and the effect that poor behaviour has on others. They are clear about the rights of the individual to learn and enjoy their experience of school. In and outside of lessons there is a sense of purpose and order. Pupils organise themselves well with minimal adult supervision. Pupils are clear about the action to take if there are incidents of oppressive behaviour. The worry box helps them to raise anything they are concerned about. Boxes are emptied everyday and action taken to allay any concerns pupils may have. No pupils have been excluded from the school.
15. The development of pupils' initiative and personal responsibility is very good and represents another area of significant improvement since the previous inspection. The empowerment of pupils to take charge of their lives and become responsible citizens is a real strength of the school. A Year 6 pupil, for example, is the school's press officer responsible for liaising with the local newspaper. From an early age, pupils are encouraged to assess their own work and set themselves targets for improvement that are then monitored each term. At school council meetings, pupils from each year group are expected to find their own solutions to issues raised and to manage their own school council budget. They come to decisions well by listening to and accepting different opinions and negotiating an outcome they can all abide by. Pupils from Year 2 onwards can volunteer to be Buddies. They are interviewed by the school council before being appointed. Buddies take responsibility for looking after pupils during lunchtimes, staff the 'friendship stop' and deal effectively with a range of minor issues. They are encouraged to help pupils to settle any disagreements through negotiation. Funds provided by the Behaviour Improvement Project have been used to train all Year 5 pupils as peer mediators who will be active from September in Year 6.
16. The attendance of pupils is very good. Attendance levels this year have been well above the national average for 2001/2002 and have risen significantly since the previous inspection where they were satisfactory. Unauthorised absence in 2001/2002 was in line with national figures. The issue of lateness has been successfully addressed by the school.

## HOW WELL ARE PUPILS TAUGHT?

17. Teaching and learning are good overall, include many strengths and are having a significant and positive impact on standards and pupils' achievements. Teaching is good overall because the high quality teaching (very good or excellent) in nearly a third of lessons is balanced by much good and satisfactory teaching in nearly two-thirds of lessons and a small amount of unsatisfactory teaching. These figures show that there are some inconsistencies in the quality of teaching and learning. The school works with great speed and rigour to address any shortcomings. The high quality teaching, often occurring towards the end of key stages, is particularly successful at raising standards.
18. Teachers include all pupils well and in most cases show sensitivity to their wide ranging needs. Teaching of pupils with SEN and EAL is good. As a result, pupils learn well and make good progress overall. The greatest overall strength in teaching is that it develops so well pupils' desire to learn because most lessons and other activities are made to be so engaging and interesting.
19. Because of a relatively high staff turnover, this school recruits teachers from across the world and is very successful in inducting them into the English educational system so that they become effective very quickly.
20. In the Foundation Stage, teaching is satisfactory overall. It is satisfactory in the nursery. In the reception classes it ranges from good to unsatisfactory at times; this applies to all the areas of learning. Teaching is good where the teacher and teaching assistants keep a close watch on how and what pupils are learning, day by day, and make any necessary adjustments to lesson planning and the tasks set so that each child is entirely and appropriately provided for with clear, challenging and interesting activities. Where teaching is satisfactory or unsatisfactory, this is because support assistants are underused in imaginative role-play, for example, or because too few checks are made to ensure that all pupils are sufficiently well engaged in their tasks.
21. The outstanding teaching that occurs in both the infant (Key Stage 1) and junior (Key Stage 2) parts of the school results in pupils making very good progress and learning with great enthusiasm. Teaching in music is very good. It is good in English, physical education and religious education and satisfactory overall elsewhere but with instances of high quality. Shortcomings in teaching occur in all stages. The overall quality of teaching is slightly higher at Key Stage 1 than at Key Stage 2 because there is a higher proportion of excellent or very good teaching. Homework is provided and supports well learning from lessons but the frequency is variable.
22. The following is a list of positive features in teaching and learning at the school:
  - Management of pupils is very good because relationships are so strong and supportive and because pupils' very good behaviour has been so successfully promoted.
  - In the best teaching, tasks are exciting and inspire pupils to tackle them with enthusiasm. Such tasks are set in very meaningful contexts and are extremely relevant to the pupils' ages and interests.
  - Most teaching is undertaken with a brisk, lively pace with clear targets and timescales.
  - Teachers create very bright, stimulating learning environments in classrooms and around the school. This conveys important messages to pupils about how much their work is valued and how keen teachers are to provide inspirational

material for them. Pupils feel very well supported and encouraged as a result. They enjoy learning.

- Pupils are personally very well organised and from an early age set about managing their books and resources very ably.
- Teaching of literacy skills is good in English lessons and satisfactory overall across the curriculum with good examples in history, geography, religious education and science.
- Teaching of numeracy is generally satisfactory in mathematics lessons and elsewhere and best when presented through interesting challenges, problems and real-life contexts.
- Pupils with SEN and EAL are taught well. This is because the teachers know their pupils very well and plan work effectively to meet their needs. Teaching assistants contribute effectively.
- The school supports teachers well in working to ensure that all pupils are included in tasks that meet their particular needs and to overcome problems, academic or personal.

23. The main areas for improvement in teaching and learning are:

- More systematic use of computers and other new technologies in subjects across the curriculum so as to enrich learning.
- Greater challenge for those pupils who are capable of tackling harder work. Too few pupils reach the higher levels in tests because some teaching does not routinely provide sufficient challenge.
- Greater use and development of pupils speaking skills through constant use in lessons across the curriculum and in all classes.

24. The quality of teaching for pupils with SEN across the school is good. Pupils with SEN are included appropriately in all classroom activities. This is because the teachers know their pupils very well and plan work to match their needs. Most lessons are also planned to take account of pupils' individual educational plans (IEPs). This is a very good improvement since the last inspection. The teachers and their assistants track pupils' progress and set new targets appropriately. When pupils with SEN remain in class they are well supported, benefit from good teaching and progress well. Sometimes, pupils with SEN are withdrawn for specialist help and the teaching they receive relates very well to targets within their IEPs.

25. Some teachers plan very well to challenge the more able pupils. For example, a group of Year 6 pupils were challenged to read a message using mirrors. The whole class was studying light and reflection but this group, with the help of a student teacher, had to think particularly hard and manage tests well to reach their aim. They were very pleased when they solved the problem. The after-school clubs goes some way towards providing for more able pupils but, overall, these pupils are not challenged enough and routinely in their daily lessons and, as a result, their progress is satisfactory when it could be good or better.

26. The quality of support provided for pupils with EAL is good. In the best lessons, teaching is highly effective and provides pupils with maximum access to activities. This was amply demonstrated in a literacy lesson in Year 2, where the assistant was effectively deployed to focus on pupils with EAL during the whole-class introduction. The teacher's high level of expertise ensured that pupils were fully involved and had plenty of opportunities to participate. The teacher's creative methodology, consisting often of effective demonstrations and rehearsal of language skills as well as her sensitive interventions to support individuals, enabled the pupils to remain attentive and

to make concrete gains in their learning. Where pupils are withdrawn, emphasis is appropriately put on developing pupils' vocabulary in meaningful contexts, for instance, through reading well-chosen stories like 'Goldilocks' or playing games focused on learning key aspects of English grammar and sentence patterns. Good use is made of initial assessment to pitch the demands of the activities to individual needs. Care is taken to ensure that every pupil feels entirely confident when working within a small group and that pupils all get the chance to speak frequently. Although the assessment of pupils' needs is very competent and thorough at the outset of the withdrawal support, there is no short-term planning for these withdrawal sessions to allow for efficient evaluation of progress or for the use of subsequent assessments to inform the next steps in learning. Where assistants provide in-class support, this is always very effective because of their knowledge of good practice and the support they receive from the teacher leading on EAL provision.

27. Examples of excellent or very good teaching and learning were seen in:

- A very engaging Years 1 and 2 literacy lessons on dinosaurs in which pupils undertook research with enthusiasm and developed extremely well their vocabulary, for example fossils, volcanic lava.
- An extremely well-planned and fast moving Year 2 mathematics lesson where pupils first practised their tables and then learned about sorting information, tallying and drawing bar charts using 'Smarties' and where pupils could explain clearly the technicalities of their work.
- A Year 2 design and technology lesson in which pupils investigated ways of holding an axle in place and some also made winding mechanisms – pupils were challenged greatly by this task and rose to the teacher's wonderfully provocative questioning to solve design problems.
- A Year 5 physical education lesson on running in athletics where pupils made outstanding gains in how to start and finish in spring races because the teacher's subject knowledge was so very good.
- A Year 5 religious education lesson on places of worship in which pupils grew enormously in their understanding that beliefs can be expressed in a variety of ways because the teacher was able so effectively to encourage pupils to contribute to the discussion.
- A Year 6 music lesson where pupils used a poem to stimulate their composition and performed twice with clearly increasing depth of feeling and technical proficiency; the teacher was very skilled at providing inspirational teaching material and resources.
- A Years 3 and 4 science lesson on friction where skilful teaching dealt very effectively with pupils' misunderstandings and resulted in the class knowing that friction is 'like rubbing hands together – it makes them warm'.

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

28. The curriculum provided by the school is good. It is broad and balanced and meets the requirements of the National Curriculum in all subjects and the locally agreed syllabus for religious education. The use of ICT is planned across the curriculum although, in reality, it is not used extensively or equally effectively across classes and subjects.
29. The allocation of time to subjects is appropriate and all subjects are taught to a suitable depth. Care has been taken to ensure that, in the main, pupils' learning occurs through a steady progression from one year to another. Because this school has some mixed-age classes, planning must be, and is, undertaken with considerable care. The school

is aware that, just occasionally, in science, for example, learning does not build smoothly enough on the previous year's learning. Senior managers aim to make absolutely sure that curriculum plans do indeed keep a check on ensuring good progression in learning.

30. The curriculum in the Foundation Stage is satisfactory overall with some strengths, particularly in the planned use of indoor and outdoor play areas to support all areas of learning. The curriculum is presented in good contexts, such as 'the jungle', to meet children's interest. Children can thus explore language, creativity and so many other areas of learning. Whilst the structure of the curriculum is sound, the ways in which teaching interprets the learning programmes and brings them to life varies from class to class and it is teaching variability rather than curriculum variability that affects the provision children receive.
31. The school provides a very good range of enrichment activities beyond the timetabled school day. Typical of this constantly improving school is the search for enrichment so that pupils' learning can take place in a range of innovative and interesting ways. For example, the school has organised 'Treasure Time', a monthly parent and child sharing session in areas such as art, reading and writing. Music enriches school life in many ways through choirs and orchestras. There are lunchtime and before or after-school clubs that include chess, the Green Team, breakfast club, art, cheerleading, gifted and able, ICT, newspaper and many sports clubs such as football, rugby, netball and trampolining. Regular lessons are also supplemented with special events such as Black History week, Arts week and Science week. The curriculum is also enriched through regular visits to museums and galleries and by visitors invited into school to share their interests and expertise.
32. Pupils with SEN are given equal access to the curriculum. They generally stay in class where teachers plan for their needs well. Pupils have the correct amount of help as specified in their statements of special educational needs. When pupils are withdrawn from classes, for example for extra English and for sessions that help them to learn to behave well, they benefit and are enabled to then take a full part in whole-class lessons. The timetable is organised well when arranging to provide for pupils with SEN. This work is an important and effective aspect of the school's successful work on including all pupils in the educational experiences it provides.
33. The needs of pupils with EAL are clearly identified early in the Foundation Stage and used well to inform curriculum planning. In the main school, teachers' planning in English, mathematics and science identify where the activities might be adapted to provide access to the curriculum for pupils with EAL, but this practice is not consistent and not extended to other subjects. Effective strategies are used to celebrate and draw on pupils' and teachers' diverse cultural backgrounds to enrich the curriculum.
34. The school works very effectively to ensure that all pupils are able to make the most of the learning opportunities provided. Pupils are supported individually by teachers or learning assistants whenever a specific need is identified and care is taken to check that such needs are indeed spotted, be they language, attitudinal, behavioural, emotional or other. A 'nurture' room has been established and this is used in a good range of ways to provide a work or play space for those pupils who need time or support to work on specific areas of their academic or personal development. Able pupils and those with special talents are recognised. The school is seeking ways to meet their needs, for instance, through an after-school club. In making any such special provision, the school has a clear focus on the need to ensure that all pupils are

making at least satisfactory progress in their learning and reach the highest possible standards.

35. The school's strategies for teaching literacy are good. They are particularly good in English lessons and generally satisfactory across the curriculum. Reading and writing are generally promoted well through many subjects such as history, geography, religious education and science. Listening skills are developed very well because the school has placed great emphasis on courtesy, consideration, co-operation and good behaviour generally. Speaking skills are not so systematically developed other than through instances of high quality teaching that exist in the school that harnesses the power of talking for learning.
36. Strategies for developing pupils' numeracy skills are satisfactory. Numeracy is taught and learned mainly in mathematics lessons and sometimes elsewhere. Numeracy skills are reinforced in science for example, in the drawing of various types of graph and sometimes in geography. The lunchtime queue 'quiz' (a lovely and successful idea) includes some numerical puzzles and this engages pupils' interest. Overall, however, opportunities to practise and develop numerical skills outside of mathematics lessons are still relatively few.
37. The school's provision for spiritual development is good and has improved markedly since the last inspection when it was unsatisfactory. Spiritual values underpin the teaching in the school and are strongly reflected in its positive ethos and relationships. They are promoted effectively through its whole-school and class assemblies. They promote a strong sense of community and a special opportunity for reflecting and praying together. Themes are carefully selected and handled to make messages absolutely clear. Pupils are very attentive and take an active part in the act of worship, irrespective of their personal faith. During the week of inspection, the theme was on co-operation and in a number of classes this was handled effectively, for instance through role-play, discussion or stories drawn from the Bible. In one good example this was illustrated with two wilful animals tethered together and unable to reach their respective bowls to drink. Two pupils took the part of the animals and the rest had to suggest how the problem could be solved by being more co-operative. The theme was extended by getting pupils to give more examples from their own experience. What distinguishes these assemblies is the thoughtful response of pupils and their respect for others. Pupils' spiritual development is fostered equally well in religious education lessons and the school uses its cultural and linguistic diversity to heighten pupils' sense of self and others. Although these occasions provide a strong spiritual dimension, opportunities for spiritual development are not planned systematically and overtly across the curriculum.
38. From being satisfactory at the last inspection, provision for the moral development of pupils is now very good. Pupils are encouraged to value and respect all others in the school. They have a very good understanding of what is right and what is wrong and this is strongly reflected in their spontaneity, openness and self-discipline. Pupils respond well to teachers' expectations as a matter of routine because all staff offer pupils very positive role models, creating a truly harmonious community. Personal, social and health education topics are effectively used to enable pupils to reflect on and discuss different expectations and norms in cultures other their own as well as providing opportunities to consider issues like racism. Talks in assemblies help pupils to understand the need for being responsible for, and to, others.
39. The school's provision for social development of the pupils is very good and has also improved since the last inspection when it was good. Social development is promoted through the curriculum in subjects such as history, religious education, science and

through English literature. Many opportunities for pupils to work, play and pursue social activities are actively provided by the school. Older pupils take care of younger ones, for example. Training is provided for Year 5 pupils to act as peer mediators when they start in Year 6. Pupils are given responsibilities in a wide range of contexts from serving on the school's council, consulting their peers and taking decisions, to sharing equipment at playtime. Pupils respond readily and enthusiastically when given these responsibilities and appreciate the awards they receive for their contributions. Opportunities are provided in and out of lessons to develop pupils' initiative and independent learning, for example pupils are asked to pose their own questions in lessons and they work effectively on their own or in pairs in the ICT suite. A range of visits and visitors, together with sporting events and after-school clubs enable pupils to interact with each other, enhance their skills of co-operation and expose them to valuable social experiences beyond the confines of the school.

40. Provision for cultural development, which was deemed unsatisfactory at the last inspection, has substantially improved and is now very good. Pupils are exposed effectively to Britain's indigenous heritage through topics in history, art and design, music and literature. The cultural diversity of pupils is used very positively to promote insights into other cultures with pupils showing pride in who they are with many openly sharing or talking in their first languages with teachers and inspectors. This is enhanced by the staff 's own diverse backgrounds with many teachers using this to instil in pupils a sense of pride in their identities and offer them positive role models. Cultural development is an unmistakable strength of the school. It is part of the fabric of the school, through the curriculum and an everyday experience as pupils cross cultures and languages. Displays and resources are carefully selected and convey the values of multiculturalism the school wants to promote. The exemplary attitudes of pupils are a testimony of the school's success in promoting these values.
41. Provision for pupils' personal, social and health education is very good. Through a well-planned programme, pupils cover topics such as personal health and safety (for example, 'Stranger Danger') and puberty. They have opportunities to consider and reflect on the care and death of animals. The content of the course deals appropriately with sex and drugs education.
42. Many elements of the school's provision for pupils' academic and personal development contribute also to developing well pupils' understanding of citizenship. They learn about democracy rights, responsibility and how to care for one another and the community in many effective ways.
43. Links with the local community are very good and with partner institutions they are good. The school has strong links with the local church; the minister is a frequent visitor to the school and pupils go to the church for special events and festivals. Many community members support the school as helpers and visiting specialists. The school values very highly its relationship with Newham Local Education Authority. Senior managers speak very positively about the support the school receives from the local education authority in order to provide well for specific groups of pupils, for example, through the work of Learning Mentors, members of the advisory service who help to develop the curriculum and the local education authority music service. With the support of a local organisation, the school also arranges for a small group of pupils to have some time out of school in Year 6 so that they gain confidence in making the transition to secondary school. Many of these links contribute very well to providing for the needs of individual pupils, as part of the school's successful work on inclusion, so that they can learn with confidence and enjoyment.

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

44. This is an inclusive school that clearly sets out to ensure that all pupils are valued for who they are and not just for what they achieve. What permeates the life of the school is the determination of staff to improve further. They have high expectations for the pupils' capacity to succeed in life. They know what needs to be done to bring about improvement and have the capacity to do so. There is an abiding concern for raising standards of attainment and for equipping the pupils well for their future lives. This concern is woven seamlessly into the pastoral work of the school and its overall concern for the wellbeing of the pupils. Standards in this aspect of the school's work are now excellent and have improved significantly since the previous inspection.
45. The educational and personal support and guidance pupils receive is very good. Emphasis is placed on raising pupils' self-esteem and helping them to value themselves. Care is given to the introduction of pupils into the school. Both teachers and teaching assistants establish excellent relationships with their class and this contributes to their ability to monitor the personal development of pupils. Pupils are well known by staff and both personal and social problems are quickly identified. Pupils who enter the school mid-phase are effectively supported by the learning mentor until they are successfully integrated.
46. Excellent use has been made of additional funding to support pupils. Both the learning mentor and additional language support co-ordinator work effectively with both individuals and groups offering them personal support to help them access the curriculum. The behaviour improvement project has provided funds for the provision of a nurture room for vulnerable pupils at lunchtimes and has also provided funding for the popular range of outdoor games. Pupils in Year 6, who need more support to prepare them for the move into secondary school, take part in a community links programme that aims to build their self-esteem and confidence.
47. The very good personal, social and health education programme prepares pupils for the challenges of growing up and the world beyond school. Good use is made of external specialists such as the school nurse, to support this aspect of pupil's education. Pupils are well prepared for the move up into secondary education.
48. Procedures for monitoring and improving attendance are excellent and have improved significantly since the previous inspection. The school meets the requirements for the registration of pupils. Procedural documentation is now in place and all staff are clear about monitoring and recording attendance. Registers are checked on a daily basis for absentees and telephone calls made to those homes that have not notified the school of absence. There is rigorous monitoring of pupils' attendance by the school's attendance officer and the headteacher. Good and improving attendance is rewarded. Lateness is monitored carefully and has improved because of the school's attention to it. Parents have to bring their child to the main entrance if they arrive after registration has commenced which gives the headteacher an opportunity to talk to them and stress the importance of punctuality.
49. The school's procedures for monitoring and promoting good behaviour are excellent. The approach to behaviour management is consistent, clear, positive and efficient and is linked to the school's Code of Conduct agreed with pupils. This aspect has improved since the previous inspection. Pupils clearly understand what constitutes an acceptable standard of behaviour and the effect their actions have on others. For example, they are encouraged not to say anything to others if the words are not kind and to respect their

peers and adults. The example provided by all adults within the school promotes this aspect of pupils' development.

50. Policies and procedures for monitoring and eliminating oppressive behaviour are excellent. The school keeps a record of any incidents of bullying or racism and action taken. Pupils are encouraged to negotiate between themselves a satisfactory resolution to the conflict which is part of the school's commitment to preparing them for life outside of school. The few incidents that are recorded are analysed for ethnicity and gender. Whole school and class assemblies are used to encourage pupils to consider the effect unkind actions have on others and the need to work co-operatively.
51. Child protection procedures and those for ensuring pupils' welfare are excellent. A comprehensive child protection policy has been put in place since the last inspection. The school clearly demonstrates a high degree of awareness of the importance of this aspect of its role. Staff are aware of the procedures to follow if concerns arise through regular training carried out by the child protection officer. Appropriate arrangements are in place to meet the requirements for looked after children and close links with the relevant agencies have been established. First-aid procedures are well established and a sufficient number of staff have completed training. Health and safety procedures are excellent and the governing body is involved in monitoring standards on a regular basis. Issues raised at the last inspection have been successfully dealt with. Local education authority's health and safety audits have found no issues for the school to address.
52. Procedures for assessing pupils' attainment and progress in English, mathematics and science, and for guiding future curricular planning, are now very good. There has been significant improvement in the school's assessment procedures since the last inspection, when assessment was identified as a key issue requiring improvement. Assessments of pupils' performance take place from children's entry into school through to their final tests in Year 6. The senior managers have compiled a comprehensive set of test results and monitor assiduously the attainment and progress for every child. Detailed analysis has been undertaken and targets for improvement have been drawn up relating to individual pupils, to groups of pupils and to subject areas. These are challenging, yet realistic.
53. Pupils are involved in their own target setting and are developing a good awareness of what they have achieved and what they need to do to improve. The system of pupils' self-assessment at the end of each unit of work in all the foundation subjects, apart from music and physical education, is very effective in supplying information for teachers to level work and plan for future coverage. This is a newly developed system, which needs refining in some subjects, particularly design and technology and art and design, and the impact has yet to be fully monitored.
54. Assessment information guides day-to-day planning in most lessons. Work is clearly adjusted and matched in most lessons to meet the needs of all pupils, and work is rigorously marked and assessed to support all pupils in their learning. There are some occasions, however, when assessment information is not sufficiently used to plan for the extension and challenge of more able pupils.
55. Pupils with SEN are cared for as well as other pupils and that is very well. They are valued and expected to reach their full potential. The teachers, their assistants and the learning mentor have excellent relationships with these pupils, listen to them and help them develop very well. Their strengths are recognised, for instance, when pupils with SEN are noted as having talents in art and design and physical education. Other pupils help them well.

56. Initial assessment of pupils with EAL is carried out effectively by the EAL co-ordinator in conjunction with the specialist EAL assistants and class teachers. Teachers have a good knowledge of pupils' cultural and linguistic backgrounds and are provided with helpful information on pupils' stages of English language development. Pupils' needs are carefully diagnosed and decisions are taken about whether pupils might benefit from intensive support in withdrawal groups or within the classroom. Good use is made of the English language stage descriptions to determine individual targets and to identify specific skills to be focused on. The school has very effective induction procedures for EAL pupils, including late arrivals and refugees so that pupils are settled quickly and are fully integrated. These procedures clearly contribute well to the progress pupils make.

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

57. Links with most parents are very good and, in the main, the school works in very effective partnership with them. The school also works hard to involve its parents in the education of their children. Most parents are very supportive. If concerns arise parents are encouraged to work in partnership with the school to resolve them. In a very small number of instances relationships have been strained and the school is working appropriately with these parents and other agencies to overcome the problems presented. There are after-school sessions for parents and pupils to learn to use computers. The very successful art and writing days were oversubscribed with parents. One father wrote a children's story in Punjabi which was shared with pupils. More creative workshops for parents and pupils are planned by the school. Parents of pupils with SEN are invited to attend annual reviews of their children's progress. Most parents are very happy with the provision given.
58. The contribution of parents to their children's learning is very good and this was confirmed in a recent school survey on parents' views about and contributions to their children's learning. Many parents volunteer to help in school and on school trips. A coffee morning for parents to encourage them to become more involved with school has recently started and it is planned to introduce speakers in the future. The school states that most parents listen to their children read and ensure that homework is completed on time. Virtually all parents support the school's request of parents to buy their children one named book per term so that the whole class can study it together in depth and have their own copy to add to a growing personal library.
59. The few parents who responded to the questionnaire and attended the meeting prior to the inspection felt that, in general, the quality and effectiveness of what the school provides and achieves are very good. Parents at the meeting also praised the very positive ethos in the school, pupils' care for one another and their understanding of other cultures and faiths. About 30 parents attended the meeting prior to the inspection. Only 14 per cent of parents completed the questionnaire on parent's views of the school; this is a very small sample and not necessarily truly representative of the parent body. Parents feel their children like coming to school and are expected to work hard and achieve their best. They feel that behaviour is good and the school is helping their children to become mature and responsible. Inspectors agree with parents' positive comments. Just a few parents, based on the questionnaire, feel that their children are not making good progress in school, that the school is not providing the right amount of homework, do not feel well informed about how their children are getting on and do not feel that the school works closely with parents.
60. The quality of information provided for parents is good overall. The school provides some very good, informative booklets about the school's educational provision. At the

beginning of each academic year, parents are invited to a presentation evening on the curriculum their children will be following and homework requirements. They are given information on how to support their children's learning. A regular newsletter keeps parents informed about the activities of the school although some parents are not clear about when newsletters are produced. Homework is provided, but the frequency is variable; inspectors feel that parents could be better informed about homework. The quality of reports to parents varies between teachers. Some are of a high standard informing parents clearly about what their children have studied, what they have learned and how they can improve their work. The comments on other reports comment mainly on pupils' attitudes to learning and give parents insufficient information about the progress their children have made or how they can improve their work. Reports do not generally give information about how pupils are achieving in relation to national standards. Consultation meetings for parents are held in the autumn and spring terms and an open evening is held in the summer term and these provide opportunities to discuss progress with teachers and senior staff. The school works hard to offer a variety of arrangements to encourage parents to attend these meetings.

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

61. The leadership and management provided by the headteacher and key staff are very good and have contributed greatly to the overall very good improvements in the school since the last inspection.
62. The headteacher and her senior colleagues provide an exceptionally clear educational direction. Together they have the drive and determination to make sure that staff and pupils aim high and have the confidence to know that they can do very well. Ways to meet the needs of the pupils are the most important focus of the school. In order to achieve high standards, the headteacher is reflective, seeks ways to meet this aim, communicates very well with all staff and is building a very good team of teachers and support staff who share her aspirations. The three members of the senior management team have strong and complimentary skills that are used to best effect. These skills are recognised by other staff. The staff team as a whole works very well together and shares the same vision of excellence. Staff are valued and developed so that they give pupils a sense of the possible. The quality of teaching has improved because of the excellent monitoring and evaluation systems in place. The best teaching is located strategically at the ends of key stages to maximise pupils' achievements. Key positions, such as the special educational needs co-ordinator and phase leaders, have been very carefully filled and the post-holders very well supported. They are given sufficient time to fulfil their well-defined roles and thus have a good influence upon standards. Subject co-ordinators are very effective overall and have clear views about what and how to improve the school. Several are new and therefore have had, as yet, little time to impact upon standards at the end of Year 6 but there are clear signs of rising standards throughout the school. The school makes learning stimulating and fun and provides an exceptionally good learning environment. Therefore, attendance is very good and pupils benefit from all that the school has to offer. As one pupil stated, 'That was the best year of my life'.
63. Governors are regular visitors to school and have a very good understanding of the strengths and weaknesses of the school. They are very effective in fulfilling their responsibilities and work hard to support the school. Individual governors have responsibilities for various aspects of the school's work and make written reports on their visits. The governors appraise the work of the headteacher and set targets for improvement. They fulfil very effectively their role in holding the school to account for the quality of education it provides.

64. Management of provision for pupils with SEN is undertaken by the deputy headteacher and he leads and monitors this area of work very well. Consequently, pupils' individual educational plans are specific and helpful to teachers. The school's list of SEN pupils is up to date and is well kept. Help is increased and withdrawn appropriately. Outside, specialist agencies, such as the education psychologist, give good support to the school. Pupils with statements of special educational needs receive the correct amount of help and overall the school supplements funds given to help these pupils.
65. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for specialist staffing. The co-ordinator of provision for pupils with EAL is highly skilled, very effective and has a clear vision of how to develop and enhance provision. She provides excellent mentoring and support for the EAL assistants. This is a distinctive strength of the school which is enhanced by the high number of staff from different cultural and linguistic backgrounds. The school action plan in relation to EAL is detailed and has focused on strengthening partnership between the EAL teacher and her classroom colleagues, which is already a strength of the school. Resources are clearly targeted on pupils' specific needs and are being constantly updated. Senior managers are fully committed to improving EAL pupils' achievement and this is having a positive impact on the quality of provision.
66. The school improvement plan is a very good document that takes into account the previous report and demonstrates a clear vision for improving standards. Priorities for development are clear and appropriate. They are based upon a very thorough analysis of standards on the need to nurture pupils' self-esteem and confidence so that they are keen and willing to do their best. As all staff and governors are involved in creating this plan and are aware of what needs to be done, they are all committed towards improvement. The school is aware of the need to make more use of ICT in subjects and of the need to provide greater challenge to the more able pupils.
67. The school's priorities identified in the school improvement plan are supported by clear financial planning. Care is taken to ensure that the budget is directed on the raising of standards of attainment and in establishing a positive learning culture within the school. Specific grants awarded to the school are used appropriately. Subject co-ordinators have a budget allocation which enables them to be aware of the cost implications of their own development plans and monitor their success against investment. In major items of expenditure, considerations of cost and value are paramount. Planning for and financing improvement is an excellent area of the school's work.
68. The day-to-day management of finances is excellent. The school has fully complied with the recommendations of the local education authority's financial audit. The financial reports to governors are clear and enable them to effectively monitor the budget. The amount of funding the school receives is in the lower quartile compared with schools in similar circumstances. Governors work with the school to ensure that funds are effectively deployed to maximum effect. The principles of best value are applied very well in the school's use of resources. Excellent use is made of additional specific funds to provide the additional support that pupils need to raise their standard of achievement and promote their personal development.
69. The match of teachers and support staff to the demands of the curriculum is very good. Securing high quality teaching is a constant task for the school as there is a high turnover of teaching staff, mainly because housing the area is so expensive. The headteacher works with tireless determination to recruit and retain staff. Each year, new teachers, often newly qualified or recruited from abroad, are very effectively

inducted into the school's high expectations and efficient routines. Senior staff employ the excellent monitoring strategies to keep a close check on teaching quality; they recognise strengths and are very swift to address shortcomings that occur, in the main, where teachers lack experience. There is a strong emphasis on teamwork that both supports and allows innovation in teaching styles. Teaching assistants make a significant contribution to the educational experience of pupils. They are fully briefed, involved in lesson planning and effectively deployed. The deployment of teaching assistants has significantly improved since the previous inspection. Performance management and appraisal procedures are very good and clearly linked to the professional development of staff. Teachers, teaching assistants and clerical staff are all included in the process. Staff share their knowledge after attending courses, which is an efficient use of resources. Effective induction programmes are in place to support newly qualified teachers and those new to the school. The students currently on placements in the school feel well supported.

70. The daily life of the school is sustained by a very effective school office. Standard routines are clearly established and maintained. First contact with the school communicates a sense of order and purpose. Lunchtime staff work hard to ensure the safety and welfare of pupils. Staff responsible for the maintenance and cleaning of the school make a significant contribution to the overall secure and pleasant environment created for the pupils.
71. The adequacy of accommodation is unsatisfactory. The school makes very good use of what it has, maximising every corner. Cloakrooms, for example, have been converted into activity areas and a library. Shelving on every available wall allows storage of equipment and materials safely. However, the lack of a home technology area restricts pupils' learning opportunities. It is very difficult to carry out investigative work in science in the mobile classrooms. The area between the mobiles and the main school is open to the elements. The only toilets are in the main school. Though the school has covered an area outside the nursery for outdoor play it is not large enough to cope with all the children if the weather is wet. This reduces the range of learning opportunities for these young children.
72. The quality and range of resources have markedly improved since the last inspection when they were judged to be unsatisfactory. Resources are good in English and mathematics, science, geography, history and religious education. Resources are accessible and well used. Resources for ICT are good but could still be further improved with more subject specific software and interactive whiteboards, for example. Library facilities are very good as a result of the school changing the location of the library and the increase in stock. Resources are attractively displayed and provide a stimulating environment for learning. A good number of dual language text books are available with many reflecting positive images of people from minority ethnic groups and other cultures.
73. The capacity for the school to improve further with its present leadership team is excellent. High standards of work are set for all staff and pupils and much emphasis is placed on the value, worth and development of every individual. All are included fully into every area of school life. Staff seek to ensure that all pupils are thoroughly integrated and the school is socially, culturally and racially harmonious. There are many signs that the school will continue to improve. It provides very good value for money.

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

74. In order to raise standards further the headteacher and governors should:

- (1) Ensure that the existing best practice in teaching is shared across all classes so as to eradicate any inconsistencies, particularly in relation to:
  - i) making effective use of ICT across the curriculum;  
*(paragraphs 23, 28, 72, 101, 107, 119, 124, 129, 134, 140, 141, 148 and 160)*
  - ii) making sure that the more able pupils achieve as highly as possible;  
*(paragraphs 1, 4, 6, 8, 23, 25, 34, 54, 88, 103, 111 and 156)*
  - iii) employing a full range of strategies to develop further pupils' speaking skills.  
*(paragraphs 9, 23, 35, 79, 81, 90 and 159)*

This should be accomplished by:

- a) ensuring that all subject schemes of work have clear references on how ICT is to be used to support learning in each subject;
  - b) continuing to develop resources for ICT (such as interactive whiteboards) and training staff in their use;
  - c) developing further the school's subject specific learning materials (for example computer software) for use with ICT and ensuring that staff are confident in their use;
  - d) ensuring that all teachers are fully aware of the potential levels of attainment of all pupils, particularly the more able, and that suitably challenging tasks are provided regularly for these pupils so that more of them attain highly;
  - e) ensuring that all teachers employ good questioning skills, to challenge all pupils at their own level and particularly the more able pupils;
  - f) developing a programme of work through which pupils' speaking skills can be developed in a systematic way; this could include many existing practices, such as speaking in assemblies, announcing music, discussions in pairs, presenting ideas to the whole class etc.; ensure that the programme gives pupils opportunities for speaking in different registers and to different audiences;
  - g) sharing the best practice that already exists in the school on how to use speaking for learning routinely in lessons.
- (2) The school should continue to improve the overall quality of its accommodation by working with the local education authority to address the shortcomings given in paragraph 71 of this report, particularly in relation to the temporary buildings that house older pupils. Other shortcomings given, those relating to the nursery, science and technology, should be addressed as funds allow, as part of the school's already well-planned programme of improvements to the fabric of the school and the facilities it offers.

75. In addition to the two main key issues above, the following minor issues are included for consideration by the headteacher and governing body:

- improve the quality of some reports on pupils' attainment and progress and work to ensure that parents are clear about when homework and information, such as newsletters, are issued.  
*(paragraphs 21, 59 and 60)*
- review and improve the collaboration between the teacher and supporting adults in some classes in the Foundation Stage so that all members of staff are very clear about their contributions to children's learning, particularly in relation to developing children's skills in communication, language and literacy through role-play and other activities; check that teaching assistants are effectively deployed and their skills well utilised in this work.  
*(paragraphs 20, 79 and 81)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	13	18	24	3	0	0
Percentage	11	20	28	37	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	299
Number of full-time pupils known to be eligible for free school meals	0	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	158

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	3.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	24	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	23
	Girls	20	20	20
	Total	42	42	43
Percentage of pupils at NC level 2 or above	School	93 (74)	93 (90)	96 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	22
	Girls	20	20	20
	Total	42	43	42
Percentage of pupils at NC level 2 or above	School	93 (79)	96 (77)	93 (72)
	National	85 (85)	89 (89)	89 (89)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	21	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	20
	Girls	15	15	19
	Total	28	30	39
Percentage of pupils at NC level 4 or above	School	70 (79)	75 (68)	98 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	11
	Girls	17	15	17
	Total	30	30	28
Percentage of pupils at NC level 4 or above	School	75 (82)	75 (71)	70 (89)
	National	73 (72)	74 (74)	82 (82)

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

### **Ethnic background of pupils**

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

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
57	0	0
0	0	0
13	0	0
5	0	0
16	0	0
11	0	0
0	0	0
25	0	0
8	0	0
21	0	0
0	0	0
37	0	0
9	0	0
85	0	0
2	0	0
8	0	0
2	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21.28
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	15
Total aggregate hours worked per week	390

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002/2003
	£
Total income	801,555
Total expenditure	836,952
Expenditure per pupil	2,364
Balance brought forward from previous year	80,085
Balance carried forward to next year	44,688

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

14%

Number of questionnaires sent out	359
Number of questionnaires returned	51

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	22	6	10	2
My child is making good progress in school.	51	27	4	16	2
Behaviour in the school is good.	51	33	4	8	4
My child gets the right amount of work to do at home.	41	33	12	12	2
The teaching is good.	61	18	10	6	6
I am kept well informed about how my child is getting on.	49	18	10	16	8
I would feel comfortable about approaching the school with questions or a problem.	53	25	4	16	2
The school expects my child to work hard and achieve his or her best.	65	18	2	14	2
The school works closely with parents.	47	27	4	20	2
The school is well led and managed.	51	29	2	16	2
The school is helping my child become mature and responsible.	47	35	2	12	4
The school provides an interesting range of activities outside lessons.	43	35	12	6	4

### Other issues raised by parents

*(The response rate of 14% to the inspection questionnaire is relatively low and may not be entirely representative.)*

Parents at the meeting praised the very positive ethos in the school, pupils' care for one another and their understanding of other cultures and faiths. Inspectors agree entirely with all of the positive comments made by parents. Inspectors' judged pupils to be making good progress overall. Homework is provided but the frequency is variable – inspectors feel that parents could be better informed about homework. The quality of reports to parents does indeed vary from class to class; the school should ensure that all reports are as informative as the existing very good ones. Inspectors feel that many good efforts are being made by the school to work closely with parents; many initiatives are successful although there is still room for further improvement. At the parents' meeting, inconsistencies in the quality of teaching were raised as a concern. Inspectors found a wide range of teaching quality from several excellent lessons to just a few unsatisfactory ones, with good quality overall. Given the high rate of turnover in staffing it is to the school's credit that most teaching is at least satisfactory and the overall quality good.

## **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**

76. The Foundation Stage, comprising the nursery and reception classes ensures that children have a positive start to school life. School routines are quickly established, by staff and with the benefit of very strong and supportive role models in older pupils, so that children at this stage develop very good attitudes to learning and enjoy being at school. By the time children leave the reception class, most children, including those with SEN, from minority ethnic groups or with EAL, have reached the goals expected for their age in the of six areas of learning and their achievements are satisfactory overall and good in communication, language and literacy.
77. When children start their education in the nursery, their attainment is below average overall. Compared with children of the same age, their attainment in their skills of communication, language and literacy are well below average and attainment in other areas is generally average. This is largely due to the fact that many children whose home language is not English have either not yet started learning English or they are at an early stage of learning it. By the time they start in the reception class, their language development has improved to being below average, showing reasonable progress over the nursery year. Children's personal, social and emotional development, together with their mathematical, creative and physical development and their knowledge and understanding of the world, is of the standard expected by the time they start in the reception class.
78. By the time children leave the reception classes, they are achieving in line with expectations in each of the six areas of learning. This shows good progress in communication, language and literacy, particularly for those children with EAL, and satisfactory progress overall by all children in all other areas. The sound provision and steady progress of children over this stage of their education, which was noted at the last inspection, has been maintained. At the time of the last inspection, children's progress in developing their knowledge and understanding of the world was unsatisfactory, but this has improved and is now satisfactory.
79. The quality of teaching overall, throughout the Foundation Stage, is satisfactory. It is satisfactory in the nursery. However, in the reception classes it ranges from good to unsatisfactory at times; this applies to all the areas of learning. Overall, support staff make a sound contribution to children's learning, both for children with SEN and those with EAL. However, their potential in contributing to developing children's English language, through imaginative role-play, is often underutilised, and good opportunities are missed. The curriculum offers children a wide range of indoor and outdoor experiences in all areas of learning. During the summer week of the inspection, the outside area was particularly well used; such use will be less possible in cold, wet months of the year with limited shelter and protection. Teacher assessment of children's achievements throughout the Foundation Stage is sound overall and improved since the last inspection. In the best lessons, teachers monitor children's progress well, and have a very clear understanding of individual children's abilities and needs. In one of the reception classes, where teaching is good, there is well-planned progression in children's learning because of the good challenges and clear explanations. Teaching is unsatisfactory when the teacher does not monitor all children's learning rigorously, or when some children are not sufficiently integrated into the work of the class. In such lessons, the work of the other adults present is not

always well focused because, unusually in this school, their specific contributions to children's learning have not been clearly agreed and expressed.

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

80. The development of children's personal, social and emotional skills is good and this contributes greatly to the fact that children go on to make such a good start in Year 1. All adults support children well in the development of these skills throughout the nursery and reception. Children develop interest and enthusiasm for their learning. They learn to listen and co-operate. They are eager to participate in whole-class and group activities. They share each other's successes and often clap spontaneously to other children's achievements. In reception, children are listening for longer periods than in nursery, putting up their hands when they want to speak and developing polite and caring attitudes to others, because good foundations for such behaviour were laid in the nursery. All adults are good role models throughout the Foundation Stage, and children respond well under their direction. All children are well behaved and are developing a clear understanding of right and wrong.

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

81. Children of all abilities make good progress in the development of their language and literacy skills. In the nursery, a great deal of time and effort is given to talking with the children. Children's speaking and listening skills are well below average when they enter the nursery, and a significant number of them speak little, if any, English. Teachers and support staff use both planned and spontaneous opportunities to talk to children. There has been an emphasis on developing role-play areas to encourage imaginative play, as this was a weakness at the last inspection. However, the English language to be used at these times is insufficiently modelled by adults in the nursery, and opportunities are missed, leaving children unsupported and the areas poorly utilised. Provision is better in the reception, but sometimes adults are not clearly focused in their work in these important role-play areas. In the nursery, children select books and demonstrate an understanding of their purpose. Children in reception understand initial sounds and are able to write many letters of the alphabet. Some children are able to write simple sentences correctly using capital letters and full stops. Children make good progress in their reading and writing skills as they move through the Foundation Stage so that standards are generally in line with expectations by the end of the reception class although standards in speaking English are still below average overall.

### **Mathematical development**

82. Children of all abilities make satisfactory progress in their mathematical progress. Lessons are well planned to build on children's knowledge and understanding. In the nursery, children recognise numbers to five and can name some simple two-dimensional shapes, such as circle and square. In reception, the children continue to make sound progress and know numbers up to ten. More able children can count in tens up to 100. Children know the names of some three-dimensional shapes, such as cone and cube. They are able to interpret simple graphs using pictures when looking at hair colour in the class. By the end of their reception year, the majority of children reach the early learning goal in mathematics and are ready to begin work on the National Curriculum in Year 1.

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

83. Children make sound progress in their knowledge and understanding of the world and reach expected levels by the end of the reception year. Resources are used effectively to extend their learning. In nursery, children learn about the world in which they live. They particularly enjoy using the programmable toys, and can use simple computer programs to support language and mathematical developments. They learn how to make a tape of themselves singing and do this with real enjoyment. They know their prime colours and understand about the life cycle of a butterfly. They enjoy their work on jungle animals. In reception, children understand about other people's beliefs and cultures, as well as more about themselves. They can draw a time line showing their developments from birth and can select healthy foods. Some use imaginative play well to extend their understanding of a train journey and visits to the seaside but for other children such imaginative role-play is under used.

## **Physical development**

84. Children make sound progress in their physical development. In nursery and reception, the outside area is used well for children to develop competence in using a range of small and large equipment. They use the climbing frame competently and enjoy using bicycles and scooters to travel around. They move with control and co-ordination. They can balance along the balancing frame. When children have to work inside the nursery its size inhibits movement and good use of space and, because of this, results are less good. However, reception children do not have this constriction as they are able to use the good-sized school hall. Their skills are in line with expectations by the end of the reception year.

## **Creative development**

85. Children make sound progress in their creative development. In nursery they learn to mix powder paint and use a paintbrush confidently. They use the computer program 'Dazzle' to make patterns and to make string and paint prints and symmetrical designs with paint. They enjoy using percussion instruments when singing. In reception, children learn how to make sand-dough to use in the formation of animals. They move competently as different animals to music in the school hall. They are competent when cutting along a drawn line. They understand how to use a range of equipment when making their lion model, such as a hole-punch, glue stick, sellotape and other joining materials. All of these and many other experiences enable children to attain skills as expected for the end of the Foundation Stage.
86. The Foundation Stage is led and managed satisfactorily. There are good induction procedures, which involve home visits prior to children joining the nursery. The co-ordinator is developing even more ways of informing parents about their children's work, particularly those parents who are less confident in speaking English. Resources to support learning are good in both range and quality.

## **ENGLISH**

87. Standards in English are average by the end of Year 2 and a little below average overall by the end of Year 6. Throughout the school, pupils are achieving well from their overall low starting point in English language on entry to school.
88. Standards are rising steadily, although the 2002 test results for eleven-year-old pupils were lower than those in 2001, mainly due to the difference in the nature of the cohorts

and to the low number of pupils achieving at the higher levels. Most pupils, including those with SEN, those from minority ethnic groups and those with EAL, achieve well in relation to their prior attainment and this is mainly a reflection of the good quality of teaching, particularly in Years 1 and 2, the effectiveness of monitoring pupils' achievement and the high quality of support provided for most pupils who are at risk of underachieving. Achievement for more able pupils, however, is satisfactory.

89. By the end of Year 2, pupils' attainment in speaking and listening is average and it is below average in Year 6. In Year 2, most pupils listen and speak confidently in a wide range of contexts and take an active part in discussions, for example when they share ideas in pairs and are encouraged to collaborate on independent tasks. This was well exemplified in a literacy lesson on understanding and writing riddles. In this instance, pupils responded well to the teacher's questioning because of the well-established routines of conferring with a partner as pupils discuss which words in the text give clues to the riddle. Pupils with EAL participated fully in the lesson because they were effectively supported by the teaching assistant. Discussion was supported by the teacher's scribing of pupils' suggestions and this helped everyone to be involved.
90. By the end of Year 6, most pupils listen well and show understanding of key points when sharing texts. When pupils are encouraged to collaborate in tasks, they develop their ideas thoughtfully, for instance when comparing the effectiveness of an opening in the work of a single writer. However, although pupils listen well, their verbal responses are sometimes brief and tentative. This is because opportunities for speaking at length and developing pupils' discussion skills are not sufficiently and frequently rehearsed to enable pupils to practise these skills across the curriculum. Although there are some good examples in science, design and technology and occasionally in mathematics, opportunities for speaking are not systematically identified, both within literacy and other subjects, nor is there a scheme of work for speaking and listening to ensure continuity and more importantly to assess pupils' progress in this vital skill.
91. Attainment in reading is average by the end of Year 2 and below average overall in Year 6. Most pupils in Year 2 read a range of texts with a fair degree of fluency and accuracy with higher attaining pupils showing good expression. They tackle words using phonics and read for meaning on the basis of contextual clues. Higher attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. Most pupils are familiar with the organisation of non-fiction books and use the content and index pages to find information.
92. By the end of Year 6, higher and average attaining pupils use a range of strategies to help them in their reading and they can discuss a variety of texts; they predict what might happen using their knowledge of the plot and characters and justify their predictions. Less able pupils read with hesitancy and do not speak confidently about the content of what they read; few have developed sufficient skills to infer and deduct beyond the literal meaning or refer to texts to support their views.
93. Overall, however, despite a low starting point, pupils make good progress in reading. This is mainly linked to the effective management of reading with increasingly improving provision for guided and shared reading. Teachers' records are well organised and include diagnostic information, although objectives are not always identified. Library facilities are effectively organised and all pupils are encouraged to buy a book each term. This is having a positive impact on pupils' attitudes and enthusiasm for reading. The subject leader has been very instrumental in raising the profile of reading across the school with a particular emphasis on raising boys' achievement.

94. Attainment in writing by the end of Year 2 is average. It is below average overall by the end of Year 6 because, although many pupils reach expected levels for this age, fewer than average reach the higher levels.
95. In Year 2, higher attaining pupils develop their ideas in sequence and use capital letters with most words correctly spelt. They write extensively and choose vocabulary imaginatively with some good examples of instructional writing, biographies, character profiles and poetry. However, whilst many pupils manage to communicate meaning, many do not write in sentences, sustain ideas nor develop them sufficiently and spelling is often inaccurate. The majority of pupils achieve satisfactory standards of handwriting although some do not use joined writing.
96. In Year 6, higher attainers write extensively and produce a range of writing in different genres, including, for instance, newspaper articles, interviews, letters and biographies. However, many among the lower attainers lack confidence and understanding to produce work using interesting vocabulary or arranged in a way that captures and holds the reader's attention.
97. Pupils of all abilities achieve well in writing. As they grow older, their spelling improves well as does the overall quality of the content, purpose and organisation of their writing. This is as a result of the increasing attention being given to writing, especially teachers' personal demonstrations of effective writing.
98. Pupils' attitudes to learning are very positive and often exemplary. They listen attentively, are actively involved and behave very well. They show good working habits and high levels of motivation. This contributes substantially to the progress they make.
99. The overall quality of teaching is good and occasionally excellent. Only one unsatisfactory lesson was seen. Teachers have a secure knowledge and understanding of English. Lessons are clearly focused on specific strands and give pupils ample time for discussion of shared texts. In lessons where teaching is good or excellent, questioning is effectively used to establish understanding and consolidate skills, for instance when words with similar sounds and different meaning were discussed in a Year 2 lesson. The teaching of sound and letter patterns for younger pupils is effective and enables pupils to practise spellings using white mini-boards, for example. In a number of lessons, effective methodologies such as role-play and demonstrations of specific skills are used and rehearsed thoroughly so that pupils can apply them when working independently. In the best teaching, expectations in terms of what pupils should be able to achieve are made clear and this leads to concrete gains. Learning is reinforced well at the end of lessons when pupils are helped to evaluate what they have learnt, sometimes by presenting their work, opinions or justifications to others in the class. Where teaching is less effective, this is mainly due to teachers not explaining the learning objective sufficiently clearly or to activities which have not been carefully thought through, leading to waste of time by groups of pupils and few gains in learning. The marking of pupils' work is consistently of high quality, providing good feedback on what pupils are achieving and where they need to improve.
100. Provision for teaching literacy skills across the curriculum, beyond English lessons, is satisfactory overall with good examples in history, geography, religious education and science. Good use is made of discussions, for example, in geography about transport in Stratford. Research skills are promoted well in history and religious education, for example to find out information about the Tudors and Islam. In science, skills of recording and note making are developed as an integral part of the investigative process. However, there is scope for extending such good practice more

systematically to other subjects especially in promoting pupils' speaking skills, given their low starting points.

101. The subject is well led, and there is a very good commitment from staff to working together to further raise standards. Although the subject leader was on maternity leave at the time of inspection, discussions with staff and documentation clearly indicates that she has a very good overview of the development of the subject. Assessment arrangements are very thorough and detailed with an effective system to collect and analyse data. This is used very effectively to identify pupils who fall short of expectations and the support they need. The rigour in analysis has led to a great deal of work focused on raising boys' achievement and this work is having a positive impact. The English curriculum is enhanced through a good range of extra-curricular activities including book fairs and visiting authors and poets. Resources for learning are good but ICT is not used sufficiently for drafting and redrafting written work.

## **MATHEMATICS**

102. Standards in mathematics are improving. For the younger pupils in Years 1 and 2, standards have improved very rapidly over the last four years. Standards by the end of Year 2 are currently above average, based on work seen during the inspection, whereas standards in the 2002 tests for Year 2 pupils were average overall. Boys' attainment is higher than girls' at the end of Year 2. Improvements in standards for older pupils have also occurred at a similar rate to that nationally, but not as fast as for the younger pupils. Overall standards by the end of Year 6 are still below average, as they were in the 2002 national tests, but there are signs of improvement in specific areas such as problem solving. At the end of Year 6, girls' attainment is higher than boys'. The school is working on understanding the reasons for discrepancies in performance between girls and boys with a view to taking action as necessary.
103. The quality of teaching and learning in mathematics has strengths but is still too variable and includes occasional shortcomings at both key stages; teaching and learning are satisfactory overall and slightly better for younger pupils in Years 1 and 2. This means that pupils' progress as they move through the school is uneven. Progress is good overall for pupils in Years 1 and 2 and satisfactory for pupils in Years 3 to 6. Pupils with SEN and those with EAL achieve as well as other pupils because, in the main, tasks set are matched well to their needs. More able pupils, however, are not always provided with sufficiently challenging material and this is reflected in test results where the proportion of pupils attaining higher than expected levels by the end of Year 6 is well below the national average. This is not the case for pupils at the end of Year 2 where a higher than average percentage of pupils attains Level 3 (above expectations for this age).
104. By the end of Year 2, pupils' number skills are good. They have secure knowledge of number facts expected at this age and apply this knowledge to solve problems in familiar contexts. They are able to tally data and draw simple bar charts. More able pupils confidently devise problems of their own to solve or to pose to others and demonstrate through this activity how well they have grasped the underlying concepts in number, data handling or shape and space. The more able pupils also explain clearly how they are thinking mathematically, giving reasons for their answers and why their methods are suitable. They do this because the best teaching demands such verbal explanations and this promotes high quality learning.
105. Pupils in Years 5 and 6 have a sound grasp of number; most use decimals, fractions and percentages inter-changeably and to solve problems such as finding the best value

holiday when various discounts are offered. Investigative skills at this stage have improved since the last inspection when there were some weaknesses. These skills are now sound but there is still scope for further development by encouraging pupils to see the 'big picture' of the problems they are investigating, in employing 'trial and error' methods, in reducing a difficult problem to a similar more approachable one and in being systematic about working through identified options.

106. The best teaching was seen in Years 1 and 2 and just occasionally in other years. Teaching is of high quality because learning is made to be so enjoyable and successful. For example, learning about bar charts in Year 2 or percentages in Year 5 was made so interesting because 'Smarties' and holidays were involved. Teachers constantly challenge pupils by posing 'tricky' questions, really pushing pupils to think hard, which they do with satisfaction. Teachers' questioning is very carefully directed so that each pupil is challenged at an appropriate level for their ability. The pace of these lessons is fast but also leaves good time for pupils to reflect at certain moments and to keep looking back at what they are achieving. In most lessons across the school, the teachers' bright, cordial, firm manner has led to very strong relationships with pupils. In the relatively weaker lessons, teaching is satisfactory but sometimes constrained by a lack of confidence which shows in an over-reliance on the commercially published scheme used for lesson planning. Teaching here holds too rigidly to the printed plan and does not respond enough to the specific needs of the pupils in the class by making necessary adjustments to the depth of explanation or to the pace of learning. Occasionally, teaching is unsatisfactory because objectives are muddled or explanations are too long or not clear and this results in too little progress for pupils in that lesson. Some teachers appear to understand how speaking skills can be used to develop understanding in mathematics: mathematical vocabulary is constantly reinforced and pupils are required to justify their methods and thinking. Such activity not only aids progress in mathematics but also supports literacy development. Other teachers lack understanding or expertise about how to use and develop speaking skills in and for mathematics. Some teaching makes effective use of assessment information to plan for and promote pupils' progress but this is not uniformly the case. The very good compilation of performance data available in the school is not yet being fully exploited.
107. Leadership and management are now very good. There is real clarity about what needs to be improved and processes are in place to effect improvements although their impact has yet to be felt across the school. The greatest need is to secure consistently high quality teaching in mathematics. Resources for learning are generally good although ICT is used only to a limited extent in mathematics. Overall improvement since the last inspection has been good, primarily because standards have risen.

## **SCIENCE**

108. Standards in science at the end of Year 2 are above the national average. By the end of Year 6, standards are currently average overall. Test results in 2002 showed very good progress for Year 6 pupils whose test results four years ago, at the end of Year 2, were below average. Standards in 2002 science tests were above the national average and were very high when compared with similar schools. Pupils' skills, knowledge and standards vary from year to year, depending on the nature of a given cohort of pupils, but progress for all pupils is good because good teaching enables pupils to achieve well.
109. Strengths are in pupils' excellent behaviour and very good attitudes to learning. Pupils enjoy the challenges set for them and they work hard. The school has very

successfully inspired pupils in the love of scientific enquiry and this contributes very well to their overall personal development.

110. By the end of Year 2, pupils are beginning to predict the results of their experiments sensibly. They label and identify different parts of the body and know that plants need light and water in order to grow. Most pupils know the basic requirements needed to produce an electrical circuit and they have a good understanding of the dangers of electricity around the home. They draw clear plans of an electrical circuit. Pupils discover and describe the different qualities of materials and test the ways that they can be changed by rolling, twisting and stretching. Pupils use their writing skills well to describe their experiments. Work is well presented and most pupils complete tasks. During discussions, pupils show that they are beginning to be aware of the need for a fair test when conducting experiments.
111. As pupils move through the school they develop secure investigative and experimentation skills. By Year 6 most pupils have a good understanding of a 'fair test'. For example, pupils know that when they are testing the effect of friction they need to keep certain elements, such as the angle of the slope, the same; they change only one thing, the surface. Thus they are beginning to understand the need to concentrate upon one variable although some opportunities are missed to develop this skill. More able pupils are given good scope to plan their experiments; a Year 4 pupil chose to repeat his group's experiment several times for 'accuracy'. Pupils have a good understanding of the way to separate mixtures or solutions as they know the different qualities of materials. For instance, they know that a magnet will attract metals and that evaporation can be used to separate salt from water.
112. Teaching and learning in science are good overall throughout the school. No unsatisfactory lessons were observed. Teachers are supported by a reasonably good scheme of work which supports them well in planning their lessons. Each half-term plan builds carefully upon skills and knowledge learned before. Where teaching is very good, teachers work from detailed lesson plans which have been adapted to meet the needs of the class; lesson objectives are very precise and clear and the needs of the more able are catered for well. For example, when studying light and reflection, the more able pupils investigated a mobile periscope with a trainee teacher. They tested and discussed ways to read successfully a message from a distance. In a few lessons, plans are not clear enough to help teachers focus upon a specific learning aim but, nevertheless, learning is still satisfactory.
113. The curriculum is good with very good cross-curricular links to other subjects. For instance, pupils' literacy skills are used very well. Pupils' English and scientific language is improved when they use correctly terms, such as 'mass' and 'voltage'. When investigating, mathematical skills are used well when, for example, bar charts are drawn to record results. Good historical links are made when pupils learn about famous scientists such as Edward Jenner. Work links effectively with geography when pupils draw a plan of the classroom to show hot and cold areas in it.
114. The subject is led well with great clarity about how further to improve. The deputy headteacher is temporarily in charge of science to cover an absent colleague. Time is properly allocated to monitor the quality of teaching and learning and pupils' attainment and progress is very well assessed. A good scheme of work has been developed but the school is aware that some improvements need to be made to it. In mixed-age classes especially, lesson plans need to be more specific and the curriculum programme needs to be adapted to ensure that the younger pupils have sufficient skills in order to attempt the work set for them. For instance, some of the younger pupils

have difficulty with the concept that although light travels in straight lines it may be bent by the use of mirrors.

115. Improvement since the last inspection, when standards were average across the school, has been good.

## **ART AND DESIGN**

116. Two lessons of art and design were seen during the inspection. Judgements about art and design are made based on these two lessons but also on scrutiny of pupils' work and on discussions with pupils and the subject co-ordinator. Standards at the end of Years 2 and 6 are in line with national expectations and pupils' achievement is satisfactory. Standards have been maintained since the last inspection.
117. Throughout the school, the learning experiences provided, as shown in the scheme of work and in pupils' sketchbooks, enable pupils to make reasonable overall progress in art and design. Year 2 pupils look through 'viewfinders' to concentrate upon a small part of a picture. They work on their shading skills using different types of pencils. They plan work on the computer to decide if they need 'thick black lines' to draw their picture of a tiger. In Year 6, pupils make drawings to show movement. As a result of a visit to the National Gallery, Years 5 and 6 pupils discussed the work of famous artists and improved their skills in drawing human forms in the correct proportion. On this occasion pupils demonstrated standards of work in art and design that are above expectations. Above average standards are also seen in the work produced during 'Art Week' when art experts take a lead in teaching and some very striking pieces of art are produced and displayed very well around the school. This week is expensive but worthwhile. The work seen during the inspection shows a steady progression in pupils' skills in drawing and painting and in the effective use of a range of art media.
118. The quality of teaching is satisfactory overall, based on the quality and nature of pupils' work seen. Teaching is enriched by visiting artists and experts. Teaching and learning in the two lessons seen were good. One lesson built upon the visit to a gallery. The teacher had researched well and used very good subject knowledge to promote good learning in this lesson. In the other lesson, pupils produced inventive and unusual designs to show movement, such as running and diving and for stages of a journey. Teachers have very good relationships with pupils and they give pupils the confidence to try to do their best.
119. The curriculum is satisfactory overall and is enhanced by visits to art galleries. Pupils' work is displayed very well around the school and also in local exhibitions and this honours pupils' achievements. Good and efficient assessment procedures have been developed through which pupils comment appropriately on their work. Teachers add to this by marking pupils' work at the end of a unit of study and thus pupils are well aware of how well they are doing. Some good examples of the use of computers were seen during the inspection, making use of 'Clipart', for example.
120. Leadership of this subject is very good, even though standards are still only average, because the teacher has a very clear understanding of how to improve the subject and the capacity to achieve these improvements. She sets very high expectations and has been given sufficient time to monitor standards and take action for improvement. Resources are generally satisfactory but a limited budget means that it takes a long time to build up special equipment to enhance the curriculum.

## **DESIGN AND TECHNOLOGY**

121. Standards at the end of Years 2 and 6 are in line with national expectations. This is a good improvement since the last inspection when standards were below expectations. A scheme of work is now in place and an efficient and effective system is used to assess pupils' knowledge, skills and understanding in design and technology at the end of each unit of work. Overall, pupils make satisfactory progress.
122. In the one Year 2 lesson seen, pupils were challenged to think for themselves and find solutions to problems such as how to make a well. In solving this problem, most pupils made good models using different ways to secure the winding mechanism. Pupils are inventive and thoughtful. They work very well in groups, sharing ideas and learning from each other. As one pupil stated when another had to wait for a long time for an adult to supervise the drilling of holes, 'She could try a different way to support her axle'.
123. Overall, the teaching of this subject across the school is satisfactory. This judgement has been made as a result of looking at pupils' work. One lesson for the younger pupils was observed and this was excellent. In this lesson, the teacher had prepared a demonstration model of a well to help get water to a friend in the desert. She questioned pupils very effectively and used every opportunity to extend their vocabulary, using terms such as 'crank handle'. All pupils were included and challenged to solve the problem. Encouraged by the teacher's question 'What next?' every pupil tried harder and harder to give better answers.
124. Leadership of this subject is very good. The co-ordinator sets very high standards, is very keen to improve work throughout the school and has great clarity about what can be improved further. A very good collection of teaching packs to guide teachers and pupils has been devised. These are used very well as, for example, in the Year 2 lesson on making a well. Good cross-curricular links have been highlighted so that pupils' language is broadened, their understanding of other cultures is improved and their mathematical skills are put to good use, for example when making slippers which fit. New forms of assessment have been set up which involve pupils in evaluating their own work and progress; this is extremely good. Examples of pupils' work have been collected in a portfolio to provide teachers with guidance; this portfolio, however, is not marked to show the level or standard of work attained. Resources are generally satisfactory but where single items exist, such as only one drill, pupils have to wait some time to use them. Use of computers for design and technology is limited.

## **GEOGRAPHY**

125. The standards of pupils' work in geography is as expected nationally in Years 2 and 6, which is a good improvement from the last inspection when standards were judged to be below national expectations throughout the school. Pupils, including those with SEN or EAL, make satisfactory progress as they move up from Year 1 to Year 6.
126. Year 2 pupils have a satisfactory knowledge of local places. Their field work skills are developed reasonably well during an investigation of their town. Pupils undertake surveys using mathematical skills well to collate a tally of traffic in the area. Pupils interview each other and conduct a survey on places visited. They find out which are the most, and which are the least, popular. Pupils use symbols in map work well, and can identify successfully road signs and what they mean. They can identify the key elements which make a road quiet or busy, and are beginning to understand the role of human influences on the world around them. Pupils can compare their own town with a location abroad – Tucuaro, a Mexican village. They develop their enquiry skills and their knowledge and understanding of places as they look at weather conditions,

temperature, buildings and food. This type of study was not being undertaken at the time of the last inspection and was a weakness in provision. The depth and levels to which the above work is undertaken all indicate that standards are in line with expectations.

127. In Years 3 to 6, pupils study the different landscapes around the world. They look at rivers in Africa and the Nile in Egypt. They study different terrain, investigating hilly localities and grasslands. They are aware of physical features and human influences on landscape. Through such activity, older pupils develop a level of understanding expected at this age. Pupils develop and use correctly geographical vocabulary, such as 'glacier', 'gorge' and 'valley', as well as developing the geographical skills. In Year 3, pupils can use pictures and a range of primary and secondary source material competently to find out about life in Chembakoli. They develop the understanding of rural and urban when comparing their own environment with that of Chembakoli. In each of Years 3 to 6, standards of work in the above areas are in line with expectations of pupils at this stage.
128. The overall quality of teaching and learning is satisfactory in Years 1 to 6. There was no judgement made on this at the last inspection as only one lesson was observed. Teachers provide pupils with a suitable range of experiences to develop adequately their geographical knowledge, understanding and skills as they move through the school. Teaching recognises the way places fit into a wider geographical context and promotes the use of mathematical skills. Good use is made of visits in the locality to enhance learning. Years 1 and 2 visit the seaside to learn about its features, whilst older pupils visit a local residential centre and undertake activities, such as orienteering, reading maps and understanding symbols. The resources used by teachers in lessons are of a good range and quality and help to make pupils' learning more real and relevant. Good use is made by teachers of pupils' own assessment of what they have learnt at the end of each unit of work. This provides valuable information for future planning. Marking of pupils' work is clear and helpful and provides pupils with a clear understanding of their success as well as how they can improve. Pupils enjoy the subject and are enthusiastic about learning. Older pupils discuss clearly and are confident to make suggestions about what they are learning. Pupil attitudes are good.
129. The leadership and management of the subject are good. This has led to good improvement since the last inspection. The policy and scheme of work is now in place. Younger pupils now have an understanding of the wider world. There is now an emphasis on the development of the geographical language to be used. Monitoring and evaluation takes place effectively by the co-ordinator, and assessment procedures and resources are good rather than, as previously, unsatisfactory. The use of ICT is not sufficiently used in this subject. The scheme of work includes effective use of the school's locality, which was a weakness at the time of the last inspection.

## **HISTORY**

130. The standard of pupils' work in history is as expected nationally in Years 2 and 6. This is an improvement since the last inspection when standards were below national expectations throughout the school. Pupils, including those with SEN or EAL, make satisfactory progress as they move from Year 1 to Year 6.
131. Pupils in Year 2 have developed a sound knowledge and understanding of their own place in history, as well as that of famous people in the past. Pupils use correct vocabulary, such as 'oldest' and 'youngest', 'then' and 'now', 'new' and 'old', to give a context of change. Their understanding of chronology has improved since the last

inspection, although pupils still have difficulty using exact dates, even of when they were born. Pupils have a reasonable understanding of some important events in the past and explain clearly the significance of these, for example when studying 'Remembrance Day'. They are also able to recount well important aspects in famous peoples' lives, such as Gandhi and Martin Luther King.

132. The focus of work in Years 5 and 6 places greater emphasis on opportunities for pupils to develop their skills as young researchers. They use a satisfactory range of resource material to find out about the Ancient Egyptians. They look at artefacts from this time and draw out competently important facts about daily life. Pupils are developing a sound understanding of chronology and are able to explain clearly the meaning of AD and BC. They draw a timeline accurately from 3000 BC to 650 AD, marking events along it. When questioned, Year 6 pupils could remember facts about the Tudors and the Victorians. The pupils are developing their enquiry skills well and are also building a secure body of knowledge of life in different periods of British history, as well as world history.
133. History was not being taught during the week of inspection. However, by looking at pupils' work and talking with them, it is clear that teaching and learning are satisfactory throughout the school. Standards of written work have improved from the last inspection when it was unsatisfactory. Good use is made of pupils' own self-assessment, and pupils are encouraged to find out answers to questions they pose for themselves. For example, one pupil, when studying Ancient Egypt, wrote 'I want to know what they did with poor peoples' bodies'. Homework is used well to enhance learning, for example, when pupils had to find out about the river Nile. Pupils' learning is made more meaningful through cross-curricular links, particularly with geography and art and design. Visits to places of historical interest, such as the Florence Nightingale museum, the Cenotaph and the National Gallery all enhance learning. Pupils take a pride in their work and are enthusiastic to talk about what they have learnt. Attitudes are good.
134. There is good leadership and management of the subject. Good progress has been made since the last inspection in raising standards for all pupils, especially those with SEN. The range of resources has improved. The co-ordinator now monitors and evaluates teaching and learning and has ensured that there are no longer any gaps in provision. There is now an up-to-date scheme of work and historical skills' development is now identified within the content to be covered. Good cross-curricular links are made with art, and literacy skills are used well in pupils' written work. ICT is underused in this subject, although some research work is carried out well using computers. The two-year rolling programmes for Years 3 and 4, and Years 5 and 6, have effectively overcome the weakness, noted at the last inspection, of some pupils repeating work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

135. By the end of Years 2 and 6, pupils' attainment in ICT is broadly in line with national expectations. Standards have been maintained since the last inspection. Pupils, including those with SEN and EAL achieve well in relation to their prior attainment. Since the last inspection, a great deal of planning has taken place and a detailed scheme of work is now in place; staff development has been carried out, resulting in teachers' increasing confidence and better progress for pupils. Overall, progress since the last inspection has been good.
136. By the end of Year 2, pupils have good levels of confidence and a good knowledge of basic operations when using a computer. Pupils in Year 1 know that computers can be

used to create pictures. Most apply this knowledge well when they create their own, using the appropriate tools to create shapes and to apply different shades of one colour and then two. In Year 2, using a logo program, pupils enter instructions to move a 'turtle' on the screen: they demonstrate good skills in using directions and draw on their learning in mathematics when, for example, writing the commands for a quarter turn. Pupils experiment confidently with instructions and learn how to move the 'turtle' from a starting point and predict where it will end up.

137. By the end of Year 6, pupils attain satisfactory standards when using computers for wordprocessing. They confidently open and close applications, save and print their work, and draft and edit pieces of writing 'on screen'. Most pupils change the size, style and colour of text and have a clear understanding of the importance of layout, the size of letters and overall impact of the first page of a newspaper. The majority of pupils from Years 3 to 6 achieve well in learning how to combine text and graphics and in 'cutting and pasting' work from one program to another. By the end of Year 6, pupils have a good understanding of how information can be gathered from a variety of sources including the use of the Internet, for example, when gathering information on different faiths. In Year 6, pupils use data recorded previously to analyse events and interpret information, plotted on a line graph, about changes in light and temperatures captured with a sensor. They do this confidently and successfully.
138. Pupils, including those with SEN and EAL, achieve well against their prior attainment. This is mainly reflected in the confidence pupils have in learning new skills and in the increasing sophistication of software used. Pupils make learning gains as they are exposed to a range of skills and programs which are demonstrated in the ICT suite with opportunities for pupils to practise and experiment in pairs. Pupils' exemplary attitudes and interest in ICT contributes to the progress they make. They listen attentively during presentations, collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests of help from their peers.
139. The quality of teaching and learning is good in Years 1 to 2 and satisfactory in Years 3 to 6. This represents good improvement since the last inspection. Most ICT lessons seen during the week of inspection were taught in the ICT suite. They are well structured and have clear learning objectives. Demonstrations of new skills are generally conveyed effectively although sometime the absence of a data projector that can be used to model skills and the consequent reliance on verbal instructions, sometimes limit their impact. Skilful questioning is used to focus pupils on the key learning points and effective interventions and support for individuals enable all pupils to have equal access to the activities and make good gains. EAL pupils are particularly well catered for with most teachers pairing these pupils with sympathetic peers, referred to in one class as mini teachers. End of lesson summaries are effective and enable pupils to gain heightened awareness of what they are achieving and where they need to improve. Where teaching is less effective, this is due to the occasional lack of match in the demands made on pupils of different abilities or the slowing of pace in some lessons while the teacher waits for everyone to be on the same screen.
140. The use of ICT across the curriculum is satisfactory but there is scope for making it more consistent by identifying opportunities more systematically in schemes of work and in short-term planning. Some good examples were seen during the week of inspection of ICT in use in art and design, science, geography, history and religious education. In art and design, for instance, pupils used 'clipart' to import pictures on line and to resize shapes; in religious education, it is used to produce captioned pictures on Islam, and in history and geography to research information.

141. The subject is well led by a keen and very competent co-ordinator, whose enthusiasm and expertise have had a positive impact on raising staff confidence. Since the last inspection, the school has substantially increased its resources for ICT; they are good but there is still room for further improvements, as new technologies are developed, such as interactive whiteboards. Assessment arrangements have improved with the introduction of a new form of recording across all ICT strands and for each individual pupil. Monitoring by the subject leader has been intermittent and in an informal way, through saved work and displays. He has a good overview of the development of the subject with appropriate targets being identified and clearly linked to their impact on their potential to raise pupils' achievement in the subject. Pupils' learning is enhanced through an ICT club which is well attended.

## **MUSIC**

142. Standards in music are above average overall. There is a strong commitment to music and many opportunities are taken, in music lessons and beyond, to develop pupils' knowledge, skills and understanding. Music education at this school makes an excellent contribution to pupils' spiritual, moral, social and cultural development because the music curriculum is so rich in its diversity and very high in its overall quality. Pupils make good progress in music as they move through the school. All pupils achieve well because they are so effectively included in music-making activities in class lessons and in whole-school musical events.
143. Only a few lessons were observed in music. In Year 6, standards are above average, particularly in composing and performing where pupils show a depth of feeling, for example when they use the words of a poem as a stimulus to their composing work in groups using a range of instruments to depict the poem's changing moods. They listen well to each other as they discuss and perform and make astute comments about their own and other's performances. Pupils take account of the comments of their peers and use these to make improvements, in timing and dynamic contrast, for example. Pupils in Year 3 also demonstrated above average standards in their work based around the song 'Lil' Liza Jane' in which they sang in parts and built up a performance in four parts using voice, maracas, tambourines and xylophones. They maintained rhythm well and varied the texture of the piece from verse to verse and to chorus.
144. Standards in singing are above average. Singing in assemblies is tuneful and undertaken with pleasure, creating and reinforcing a real spirit of community and co-operation. In a Years 1 and 2 choir practice, pupils enjoyed greatly the song 'You've gotta move when the spirit says move' and their animated faces and gently rocking and very rhythmical movements added hugely to the overall high quality of their performance. Singing is a feature of most music lessons and pupils enjoy this mainly because the choice of songs is so appealing. Singing makes a very valuable contribution to pupils' development in literacy, throughout the school, and particularly in the Foundation Stage. Children in the nursery sing with great pleasure and make choices of songs to sing from the well-prepared 'repertoire' display board of song symbols. The specialist teacher is a very skilled choirmaster and inspires pupils to use a wide range of registers and perform well. Pupils can hear their own success and are aware of their own progress and they take pleasure and pride in this.
145. Music is used routinely and very well in assemblies and this contributes very effectively to pupils' overall music education. Music from a very eclectic range is played as pupils enter and leave; a pupil announces the title on each occasion, although sometimes these announcements are too quiet or timid. Pupil performers are given a platform regularly; they sing and play, as soloists or as a band or orchestra, in whole-school

assemblies with confidence and are listened to and applauded warmly, respectfully and with appreciation for their skills and efforts. The headteacher, herself a musician, plays the piano in assemblies and leads singing with panache.

146. Teaching and learning are very good. A specialist music teacher is employed for one day a week to teach all classes over a fortnightly timetable and lead a good range of music groups, choirs and ensembles. These lessons with the specialist teacher are often followed up by teachers in class music lessons. Pupils take part in music lessons with confidence, knowing that they will be helped to succeed. They show a real sense of pride and pleasure when by the end of a lesson that has moved at a cracking pace, they display their work through a performance showing clear signs of development over a short period of time. They learn how to 'polish' work through thoughtful evaluation and the testing of ideas because the teacher encourages this.
147. Leadership and management are very good as a whole; the part-time music teacher takes on the main co-ordinating role supported by the headteacher who until last year was the music co-ordinator. Some teachers lack confidence and expertise in the teaching of music and the collaborative arrangements in place are very effective in both ensuring that pupils receive high quality teaching and also in providing an opportunity for staff to develop their own skills in teaching music. Improvements in music provision and outcome since the last inspection have been reasonable.
148. Resources to support the subject are good, stored well, cared for and in good condition. They include a good range of percussion and pitched instruments. There is limited evidence of the use of ICT in music. The school benefits greatly from a dedicated music room, albeit in temporary accommodation. Music tuition is provided: pupils have the opportunity to learn violin, guitar, tenor horn, saxophone, piano and keyboard in school. Formal assessment has not yet been developed for music; the music co-ordinator has rightly identified assessment as an area for development.

## **PHYSICAL EDUCATION**

149. The standard of pupils' work in physical education is above national expectations in Year 2 and Year 6 in games. No dance, gymnastics or swimming lessons were being taught during the inspection, however, based on discussions with pupils and teachers and on looking through portfolios of photographs, standards in these areas are at least in line with national expectations. The good range of dance opportunities and the way pupils were seen in photographs to be participating confidently and with involvement, suggest that standards in dance are also above national expectations. At the time of the last inspection, standards were in line with national expectations in all areas of the subject.
150. Pupils throughout the school, including those with SEN or EAL, now make good progress in the development of game skills leading to the participation in competitive games and simple sports. The development of skills in athletics is also good. Pupils achieve well in games as they are taught skills and techniques systematically. Physical education at this school makes a very good contribution to pupils' personal development.
151. Pupils in Year 2 are able to throw, catch and hit a ball with a bat with a good degree of accuracy. They are developing well the skill of focusing on the ball and are able to review what they have done and then refine their own practice. They are developing strength and aim in throwing the ball. They move around with skill and a developed awareness of space and others. One pupil could explain clearly why he was

successful, 'I need to focus on my bat when I throw the ball up and on to it'. In Year 3, pupils are successfully developing these skills and are able to throw and catch a ball with a partner whilst running gently along.

152. In Years 5 and 6, pupils are becoming very agile when undertaking and developing skills for participating in sprint races. They run quickly along the running ladder and accurately move from one space to another as they run from the start to the finish of the ladder. They use their arms effectively to create more speed and are aware of the explosive start, essential to the start of the race. They begin to move quickly into the upright position and improve their speed. Pupils are very aware of their own progress and are able to modify what they are doing in order to improve performance.
153. The quality of teaching and learning throughout the school are good. This has improved since the last inspection when some unsatisfactory teaching was seen. Teachers have clear aims for the lesson and know how to encourage pupils to improve. Activities motivate the pupils and appropriate challenges ensure good progress is made. The most effective lessons incorporate clear explanations, good demonstrations and appropriate pace, so that pupils remain focused and on task, achieving well. Teachers are also aware of the correct vocabulary to use to ensure pupils work well. In Year 4, for example, the teacher kept reinforcing co-operation, control and communication, which the pupils kept referring to throughout the lesson. Pupils are encouraged to assess their performance by being asked 'What did that task teach you?' and 'How could it be made more difficult?' This challenges more able pupils in particular, and raises further expectations. Adults working with particular pupils or groups of pupils are effective in supporting them. All pupils are co-operative, enthusiastic and supportive of each other. They work well independently, with a partner and as part of a group. They understand the need to warm up and warm down at the beginning and end of lessons.
154. Pupils from Years 3 to 6 are encouraged to join a range of sport clubs. These extra-curricular activities significantly enhance the provision for games. There are netball, rugby and football clubs and many inter-school matches are undertaken with success. Pupils join trampolining and cheerleading sessions and take part in Newham swimming gala and the seven-a-side football tournament. Year 6 pupils undertake outdoor activities involving orienteering, night walks and group initiative problem-solving tasks as part of their residential visit to Fair-Play House.
155. The subject is led very effectively by a very talented and enthusiastic co-ordinator. A good range of well-stored apparatus has been purchased to enhance provision. The profile of physical education has been raised through the increased provision of after-school clubs with increased numbers of pupils participating. There are still no formal assessment strategies for recording pupils' achievement, as was found at the time of the last inspection; this is an area for improvement. Nevertheless, progress since the last inspection, in standards, teaching and resources, has been good.

## **RELIGIOUS EDUCATION**

156. Standards in religious education are above the expectations of the locally agreed syllabus at the end of Year 2 and well above at the end of Year 6. Most pupils, including those with SEN or EAL, make good progress from Year 1 to Year 6. The progress of more able pupils is sound. Standards have improved significantly since the last inspection when they were satisfactory at the end of Year 2 and unsatisfactory at the end of Year 6. A new scheme of work provides the school with very good support and guidance in the development of pupil's knowledge, understanding and skills in this subject.

157. Pupils of all ages are given good opportunities to learn about the practices and beliefs of major world religions. The strength of provision is the cross-faith approach incorporated into the topics being studied. For example, when studying buildings, pupils develop a very good understanding of the differences and similarities between special places of worship from different faiths. Well-selected resources develop effectively pupils' understanding and lead to good discussion.
158. Pupils in Year 2, when learning about the Christian belief in Creation, are very confident in talking about their own understandings, and can give simple reasoned arguments why they might or might not agree with the description as it is presented. One pupil commented 'I believe that God created the world, but I do not believe it happened so quickly'. Pupils have the expected knowledge and understanding for their age of many of the stories told by Jesus. They also know that the Torah contains many of the Old Testament stories and that it is a book special to the Jews. They are developing a good understanding of other faiths. Pupils in Year 2 are able to use well their independent learning and research skills; for example, they use retrieval skills to find out about Gurdwara, a Sikh temple. The strength of the learning is in the way the pupils are encouraged to use their own ideas and reflect on what is being learnt. Year 2 pupils sensitively reflect on why we have rules, and then link these to the Ten Commandments, which are interpreted by them in a very simple yet effective way.
159. Year 6 pupils have very good knowledge and understanding of the key ideas of different faiths. They are able to write at length, in their own words, about the influence of Mohammed on the Muslim faith. They know an extensive range of facts about each religion being studied, and their use of language specific to that religion is very impressive. Once again, every opportunity is being taken for pupils to reflect on what they are learning. In a Year 5 lesson, pupils begin to understand that 'value' is not just monetary. They come to realise that simple places of worship hold as much value to those worshipping there as do very ornate places of worship. They continue to develop a very good respect for other religions and cultures and can write first-hand accounts well from other people's perspective, for example, when they are looking at prayer in different faiths. Sensitive and difficult subjects are handled well, the work on 'death' by the older pupils being a good example.
160. Teaching and learning throughout the school are good overall. They are enhanced by the fact that the school not only has pupils from different cultural backgrounds, but also staff, and both groups are keen to talk about what they believe in, and do this carefully and sensitively. In lessons, where teaching assistants give support, pupils of lower ability and those with EAL are helped to learn effectively. The quality of teaching has improved significantly since the last inspection when it was judged to be unsatisfactory for older pupils. Now teachers have good subject knowledge, expectations are high and good use is made of visits and visitors to enhance learning. Teachers encourage pupils to reflect on what they have learnt and to assess their own gains in knowledge. They use this information well to record success and inform future planning. Now teachers have access to very good resources and artefacts, which were underdeveloped at the time of the last inspection. ICT is used but, as yet, to a modest extent. Pupils show respect, understanding and great enthusiasm for the subject. They are able to interpret facts well and verbalise their own beliefs and understanding clearly.
161. The overall leadership and management of the subject are very good. The co-ordinator has a very good understanding of how the subject is to be taught. Training has been provided for staff and lessons have been monitored. A good and comprehensive plan of

work is now in place, supported by a good range of appropriate resource material. Improvement since the last inspection has been excellent.