

INSPECTION REPORT

ST JOHN AND ST JAMES CE PRIMARY SCHOOL

Hackney

LEA area: Hackney

Unique reference number: 132137

Headteacher: Ms Sian Davies

Reporting inspector: Mrs Jayne Clemence
22629

Dates of inspection: 4 – 7 November 2002

Inspection number: 248906

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Isabella Road Hackney London
Postcode:	E9 6DX
Telephone number:	0208 985 2045
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Hase
Date of previous inspection:	Not applicable- School subject to 'Fresh Start' initiative September 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject Responsibilities	Aspect responsibilities
22629	Jayne Clemence	Registered inspector	Science Geography History Foundation Stage curriculum	How high are standards? How well are pupils taught? How well is the school led and managed?
9883	Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with the parents?
12367	Anthony Green	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs	How well does the school care for its pupils?
20678	Maureen Lee	Team inspector	English Art and design Music Educational inclusion English as an additional language	How good are the curricular and other opportunities

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John and St James Church of England Primary School opened as a 'Fresh Start' school in September 2000. Before then, the school was judged to be failing for many years. The school is situated in Hackney, in an area that is seriously disadvantaged, both socially and economically. The locality is well known to be a troubled and fragile community. There are currently 215 pupils on roll between the ages of three and eleven. Twenty-one children attend the nursery part-time. Two thirds of the pupils are from a Black Caribbean or Black African background, and one quarter of the pupils has a White heritage. A small number of pupils are from Indian, Pakistani and Bangladeshi origin. Forty-three per cent of the pupils are known to be eligible for free school meals, and thirty-nine per cent have English as an additional language, though only a few are at the earliest stages of speaking English. These figures are much higher than those found nationally. Twenty-two per cent of the pupils are identified as having special educational needs, and most are at the early stage of support. A very small proportion of pupils have a Statement of Special Educational Needs. These figures are close to those found nationally. Many children start school with skills well below those expected for their age, and in speaking, listening, language and communication, attainment is very low. The school is part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

St John and St James is a thriving and extremely successful school, achieving excellence in many areas of its work. The leadership and management of the school are excellent, and the headteacher's leadership, in particular, is outstanding. The high quality of teaching is having a direct and positive impact on the pupils' learning and their achievements over time, and standards have risen sharply and swiftly. The school has been totally transformed from its former state and provides very good value for money.

What the school does well

- Highly effective strategies for raising standards and pupils' achievements mean that pupils achieve very well, for example, in developing basic skills in literacy and numeracy
- The outstanding leadership provided by the headteacher, supported by an excellent senior management team, ensures clear and strategic priorities for further improvements
- The very good quality of teaching is raising standards rapidly; learning support assistants make an excellent contribution to the pupils' learning
- Excellent opportunities for the pupils' personal development, and excellent relationships between pupils and with adults, result in them acquiring a strong sense of pride and responsibility for their school
- Excellent provision for the pupils' spiritual, moral, social and cultural development, means they develop a very good understanding about life, and learn strong principles of citizenship
- The excellent teamwork amongst all staff means there is much additional effort contributed to the school in order to improve further; adults have high expectations of the pupils, and strive for excellence in their work
- The curriculum is very relevant to pupils' wide-ranging needs, and assessment strategies are highly effective, ensuring pupils' achievements are tracked rigorously

What could be improved

- Standards in information and communication technology (ICT), though satisfactory and improving, could realistically be higher, with more systematic use of ICT across the curriculum
- Standards in the nursery could be higher, with improved curriculum planning and organization of activities, including outdoor facilities, and more emphasis on developing the children's literacy skills

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Although no direct comparison can be made as there is no previous inspection for the school, the contrast between current provision and the previous school's standards and overall reputation is dramatic. Staff, pupils and parents confirm the vast difference since the school started afresh. Overall improvements since the school opened are excellent.

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
		2001	2002	2002
English		E	C	A
mathematics		E	B	A*
science		C	C	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are improving significantly, and pupils achieve very well over time. Children in reception are on course to meet the early learning goals, and this represents very good achievement compared to their low standards on entry. In the most recent national test results in 2002, by the end of Year 2, standards rose from the previous year in reading, writing, mathematics and science. Many more pupils reached the higher level (Level 3). Improvements in writing were more modest, though there was a still an upward trend. By national comparison, pupils' results were below average in reading, writing and mathematics, and well above in science. By comparison with similar schools, standards were above average in reading, writing and mathematics, and well above average in science. Standards seen during the inspection confirm that pupils are reaching standards that are in line with the national average in many areas, including reading, speaking and listening and mathematics. Standards in writing remain slower to improve than other areas. This represents very good achievement for pupils by the end of Year 2, from their low starting point.

By Year 6, in the 2002 national test results, in English, almost one third more pupils reached the average standard than in 2001, and more than one third of the pupils reached the higher level in reading (Level 5). In mathematics, there was a similar improvement in the number of pupils reaching the average standard and the higher level. In mathematics, pupils were in the top five per cent nationally compared to similar schools. Although improvements in science were less marked, there remains an upward trend. Standards seen during the inspection confirmed that many pupils are reaching levels that are at least in line with the national average in English, mathematics and science, and average in other subjects. In speaking and listening, many pupils reach standards above what is usually seen for their age, due to the strong focus on developing these skills across all subjects. This represents very good achievement by pupils by the end of Year 6, as many had very significant gaps in their knowledge, and have made up considerably for their lost learning.

Pupils achieve very well in literacy due to the very effective strategies to develop their speaking, listening, reading and writing skills; these skills are used widely in other subjects across the curriculum, thus reinforcing their learning. Pupils achieve very well in mathematics due to the very effective implementation of the National Numeracy Strategy. Pupils with special educational needs achieve very well, as the work is appropriately modified, and well matched to their wide-ranging needs. Pupils for whom English is an additional language achieve very well due to the very effective support, and the systematic strategies for developing their language and communication across the curriculum. The school has challenging, yet realistic targets for the pupils' wide ranging needs, and is on course to meet those targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; the pupils are ready and eager to learn.
Behaviour, in and out of classrooms	Very good; pupils are very well behaved in class and around the school, contributing to a calm and well-ordered community.
Personal development and relationships	Excellent; the wide-ranging opportunities for personal development mean that pupils acquire a strong sense of responsibility for themselves and others; the excellent relationships between pupils and with adults are based on consideration and respect for one another.
Attendance	Attendance is very good; pupils attend regularly, and most arrive on time.

Pupils have learned to develop a very positive outlook, and realise the importance of effort and hard work in order to improve. Many are ambitious to succeed, and have high hopes for their future.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very 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 has many strengths and is having a significant impact on standards and pupils' achievements. In over one third of lessons, teaching was good, and in almost one third of lessons, teaching was very good. In one quarter of lessons, teaching was satisfactory, and a small amount of teaching was excellent. Teachers include all pupils fully, and show sensitivity to their wide-ranging needs.

Strengths in teaching and learning include:

- Highly effective teaching in literacy, leading to excellent development of the pupils' speaking and listening skills
- Highly effective teaching in numeracy, enabling pupils to use their skills practically
- Very effective planning for the pupils' wide ranging needs; ensuring that work is challenging for higher attainers, and modified for pupils with special educational needs and English as an additional language
- Excellent use of learning support assistants to promote the pupils' learning further
- Teaching in English and mathematics is very good overall, and enables pupils to learn more readily in other areas of the curriculum
- Lively and dynamic delivery of lessons, and rigorous use of questions to challenge their thinking further
- High expectations for the pupils to accept nothing less than the best from themselves

Areas for improvement in teaching and learning:

- More systematic use of computers in subjects across the curriculum, in order for pupils' technology skills to be challenged further
- Satisfactory teaching in the nursery has scope for improvement with better planning, organization and delivery of the curriculum
- Inconsistent use of the behaviour management strategies in part of Years 3-6, leads to some lost time for learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good; the curriculum is relevant and includes all pupils fully; there is a very wide range of additional activities. The curriculum for ICT could be developed further with more systematic use across other subjects
Provision for pupils with special educational needs	Very good; pupils are identified swiftly and supported very effectively
Provision for pupils with English as an additional language	Very good; strategies for improving the pupils' language are highly effective and pupils achieve very well as a result
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent; pupils are thoroughly well prepared for life, and have a well-developed sense of responsibility for themselves and others
How well the school cares for its pupils	Very good; pupils' welfare and care are underpinned by rigorous assessment, ensuring achievements are tracked closely

The school has a highly effective partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent; the headteacher's leadership is outstanding; the senior management team have strong and complementary skills, and a clear focus on raising standards
How well the governors fulfil their responsibilities	Very effective; the governing body is very ably led, and governors are both supportive and challenging, holding the school rigorously to account
The school's evaluation of its performance	Excellent; there are systematic strategies for evaluating the impact of the school's actions on standards, teaching and learning
The strategic use of resources	Excellent; resources, including people, finances and time, are used most effectively in helping pupils achieve their best

Staffing levels are currently excellent for the needs of the school, and accommodation and learning resources are good. The school applies the principles of best value for money very well, and as a result operates at a high level of efficiency and effectiveness in its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their child likes school• The teaching is good• Children are expected to do their best• The school is well led and managed	<ul style="list-style-type: none">• A few would like more homework set• A few would like more activities outside lessons

Inspectors agreed with all the positive comments. They did not agree that more homework should be set, and found a very wide range of activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have risen rapidly since the school opened, and pupils achieve very well over time. The improvements in standards since September 2000 have been excellent. This is set against a backdrop of many pupils with a turbulent educational background, serious gaps in their learning, and many different teachers, only staying for a short time at the school, prior to the school starting afresh.
2. The school sets realistic and challenging targets, and there is a strong emphasis on raising standards further. Staff are ambitious for pupils to strive towards excellence, and to surpass their personal best. Pupils in turn have increasingly positive aspirations to achieve excellence. The school's policies and procedures have a clear emphasis upon including all pupils, regardless of their individual differences or backgrounds, and this is a strong feature in all classes. All pupils are included fully, and their individual needs considered carefully. This results in pupils from different backgrounds achieving very well due to highly-effective support and carefully-matched work.
3. The pupils' achievements are tracked systematically over time, and trends in standards are analysed rigorously. This means that the achievements of specific groups or individuals are noted, and any variations identified. If there are any concerns, where pupils appear to be underachieving, teachers take swift and effective action to make up for any lost learning. This was particularly noted by the school recently when Turkish boys and Caribbean girls were underachieving. Strategies to combat this underachievement are having a very positive impact on their attainment, confidence and sense of pride in their work.
4. Many children start school in the Foundation Stage (nursery and reception) with a very limited range of skills. Their speaking, listening, and language and communication skills are particularly poor. Children in the nursery make satisfactory progress, and when they move to reception, they make rapid gains in their learning. As a result of the highly effective teaching in reception, the children are on course to meet the early learning goals by the time they move on to Year 1. The children's very good achievements over time are due to the wide range of appropriate activities that develop their skills systematically. At the same time, they develop very positive attitudes to school life, and learn quickly the importance of doing their best, and aspiring towards excellence.
5. By Year 2, in the most recent national test results in 2002, standards compared with all schools were below average in reading, writing and mathematics. In science, teachers' assessments were well above those reached nationally. By comparison with similar schools, standards were above average in reading, writing and mathematics, and well above average in science. There was a significant increase from the previous year in the number of pupils reaching the higher level (Level 3) in reading and mathematics. In reading, ten per cent more pupils reached the higher level, and in mathematics, eighteen per cent more reached the higher level. The improvements in writing were more modest, though there was still an upward trend from the previous year. Standards seen during the inspection confirm that pupils are reaching standards expected for their age in many areas, including reading, speaking, listening, mathematics and science. Standards in writing are rising more slowly than in other areas, though there remains an upward trend. This reflects very good achievement over time from a low starting point.
6. By Year 6, in the most recent national test results in 2002, there was a vast improvement from the previous year. Standards compared with all schools were average in English and science, and above average in mathematics. By comparison with similar schools, standards were well above in English and science, and in the top five per cent in mathematics. In English, there was a 29 per cent increase in pupils reaching the average standard compared to the previous year. In addition, more than one third of the pupils reached the higher level (Level 5) in reading. In mathematics, there was a similar increase in the percentage of pupils reaching average standards, and more than one third reaching the higher level. Although the improvements in science were more modest,

there were clear upward trends from the previous year. The relative differences in standards in science are due to a less prominent focus on the subject than in English and mathematics. This has been entirely appropriate considering the pupils' specific needs in acquiring the basic skills of literacy and numeracy before moving on to the secondary school. Inspection evidence confirms that pupils are reaching standards expected for their age in all areas of the curriculum, including English, mathematics and science, and in speaking and listening, many pupils are above average, due to the systematic focus on developing these skills across all subjects of the curriculum. A significant minority of pupils are reaching standards that are above average in reading by the time they leave school because of the highly effective strategies for developing their literacy skills. These standards demonstrate that pupils are achieving very well. Standards in ICT could be improved further with more systematic use of ICT in subjects across the curriculum. Many pupils had huge gaps in their knowledge in all subjects, and have made up the lost ground in a short space of time.

7. Inspectors found the pupils achieving very well over time in many areas in relation to their very low starting points. In the Foundation Stage, children achieve very well in order to meet the early learning goals. In Years 1 and 2, pupils achieve very well, and in Years 3 to 6, pupils achieve very well. Any current variations in pupils' achievements are due to the quality of teaching.
8. Overall, higher-attaining pupils are achieving very well, as they are challenged with work of a higher order to extend their thinking. Pupils with special educational needs achieve very well, as work is modified appropriately for their specific needs, and their individual targets are reflected systematically in lessons. Pupils with English as an additional language achieve very well, due to the focused support and strong emphasis upon developing their speaking, language and communication skills in the 'Success For All' literacy programme.
9. By the end of Years 2 and 6, standards in all other subjects, where inspection evidence was available, are average except in singing, where they are above average. Pupils sing enthusiastically and with sensitivity, interpreting songs and music with feeling and emotion at times. There is considerable emphasis on raising standards further, and no time is wasted during the school day. When waiting for their lunch, for example, pupils spend time practising handwriting skills and simple spellings, and as a result, their handwriting improves. The pupils' handwriting could improve even more with better modelling of good handwriting by adults. The very effective strategies for managing the pupils' behaviour are also having a clear impact upon standards, as time is used very efficiently for learning. The 'Success For All' literacy programme is having a significant impact on the standards reached by pupils in other subjects, as they are able to read more fluently, write more readily and speak and listen more confidently. These are just a few of the school's many strategies for ensuring pupils achieve as highly as possible.

Pupils' attitudes, values and personal development

10. Pupils are very keen to attend the school and play a full part in its life, including the very good range of extra-curricular activities. They have a very good attitude to their work and this is a strength of the school. Pupils have learned to develop very positive attitudes about learning, and the importance of doing one's best. They take a pride in their work, some of which is well displayed around the school. Pupils listen avidly to their teachers, concentrate and get on well with the task given. They display a high level of interest, commitment and perseverance. Pupils are taught not to accept second best and to aspire to excellence. Their desire to succeed is very noticeable and uplifting.
11. The behaviour of the pupils, in class and around the school, is very good. Parents are very pleased with the high standard of behaviour achieved. Much emphasis is placed on how pupils treat one another, and the fundamental skills that make up a harmonious community. These skills are taught very specifically and deliberately and no assumptions are made. There is a very calm working atmosphere and this assists the pupils' learning. Pupils are polite and thoughtful and caring towards others. There are a few pupils whose social and emotional development is a cause for concern. The school has successfully introduced a range of strategies to assist these pupils. In the year prior to the inspection, there were seven fixed-term exclusions, six boys and one girl,

which is low. In the year 2000/01 there were five fixed-term exclusions. This number has declined significantly more recently.

12. Relationships, between pupils and between pupils and adults, are excellent. Pupils are very keen to help each other, share and wait their turn. Pupils are tolerant of each other regardless of their individual differences, cultures and backgrounds. They are encouraged to work in pairs and share their views and experiences. Pupils show a high degree of respect for adults and understand the reasons why certain things are expected of them. In return, adults are excellent role models to the pupils. The high quality of relationships underpins the whole ethos in the school. This is a major factor in the quality of learning taking place. The excellent relationships are another strength of the school.
13. The personal development of the pupils is excellent. They respond very well to the opportunities given to take responsibility. Pupils act as monitors in their class and some pupils have wider roles, helping in assemblies and acting as library or fruit monitors, for example. The 'buddy' system is very prominent and successful. Trained pupils take it in turns to wear the 'buddy' baseball cap during playtime. They look out for, and care about, others who may not have friends to play with and are feeling lonely. The school council is a further example where pupils have opportunities to express their ideas, offer opinions and help to shape decisions. Pupils on the school council represent the views of their peers and this is their first contact with democracy in action. Pupils show initiative by suggesting ideas like a non-uniform day for Children in Need.
14. Attendance in 2001/02 was 94.9%, which is above the national average and very good. There were no unauthorised absences. The level of attendance has improved substantially over the previous year. The reasons for non-attendance, other than illness, are that some parents condone absences and holidays are taken in term time. There is no evidence of truancy. The school's emphasis on healthy eating reduces illness and boosts attendance. Most pupils are punctual but around 12 pupils a day arrive a few minutes late. The very good level of attendance and punctuality has a very positive impact on the attainment and learning of the pupils.
15. Before the school became a 'Fresh Start' school, it went through a long period of difficulty. This reflected negatively on the pupils' attainment, learning, attitudes, behaviour, relationships and personal development. Under 'Fresh Start' there has been a remarkable turnaround for the better, which has resulted in these aspects now being strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is very good overall. In well over one third of lessons, teaching was good, and in almost one third of lessons, teaching was very good. In approximately one quarter of lessons, teaching was satisfactory, and a small amount of teaching, about one in every twenty lessons, was excellent. Teaching in the nursery was satisfactory overall, with some good features, and in reception, teaching was very good, with excellent features. Overall, teaching in the Foundation Stage was good. In Years 1 and 2, teaching was good overall, with some very good teaching observed. In Years 3 to 6, teaching was very good overall, with excellent features in parts. A small minority of teaching in Years 3 to 6, whilst satisfactory, has scope for further improvement, in order to match the high quality teaching elsewhere.
17. Areas of teaching and learning where the school is particularly effective include:
 - Highly effective teaching and adaptation of the National Literacy Strategy, through 'Success for All' enabling pupils to make very good gains in their literacy skills; this in turn is having a direct impact on their learning and progress in other subjects, as they are able to read, write and communicate their ideas more readily
 - Excellent use of the learning support assistants; for example, in 'Success for All', whereby they have their own literacy groups, pupils have focused and strategic support and make rapid progress as a result. All learning support assistants know what their contribution is, and as a result, they make a strong impact on the pupils' learning in lessons

- Excellent teaching strategies for developing the pupils' speaking and listening skills, as they have regular opportunities throughout the day to listen, think, pair up with others, and share their ideas and learning
 - Highly effective teaching of the National Numeracy Strategy is having a very positive impact on the pupils' mathematical knowledge and skills.
18. Areas of teaching and learning where the school could improve include the following:
- Teachers are not always making effective or systematic use of computers in lessons to assist the pupils in their learning
 - Teaching in the nursery, whilst satisfactory, could improve with more rigorous planning of the curriculum, better organization of activities and the learning environment, and more attention to developing the children's literacy skills, to match the strengths seen elsewhere in the school
 - The quality of teachers' handwriting, whilst satisfactory overall, is occasionally untidy, and not always a sufficiently robust example for pupils to copy.
 - Inconsistent use of the school's behaviour management strategies in the lower part of Years 3-6, results in pupils forgetting the importance of listening and following instructions; consequently, learning time is lost
19. Teaching and learning in Years 1-6 are very good in English and mathematics, and good in science, ICT, and art and design. Teaching is satisfactory in design and technology and physical education. There was insufficient evidence to judge the quality of teaching in humanities and music.
20. The quality of teaching and learning for pupils with special educational needs is very good and contributes very well to their very good achievement over time. Pupils have precise and specific targets that are well reflected in lessons, and work is carefully matched to their individual needs. Targets are reviewed and revised regularly to ensure they remain relevant and up to date for the pupils' current needs.
21. The quality of teaching and learning for pupils with English as additional language is very good. Pupils are very well supported, and the strategies for developing speaking, listening, language and communication skills across the school make a significant contribution to the rate of their learning English.
22. The very good and excellent teaching and learning included the following features:
- Lively and dynamic pace to the lessons, ensuring that all pupils are involved fully in their learning
 - Challenging and rigorous questioning by teachers, helping to develop the pupils' thinking further
 - Very effective match of work to the pupils' wide-ranging needs, enabling pupils to work with a sense of pride and achievement, whatever their level; higher-attaining pupils are set work of a higher order, and pupils with special needs have work suitably modified
 - High expectations of the pupils socially, and very effective strategies for managing the pupils' behaviour, whereby teachers indicate 1, to be ready, 2 to stand, and 3, to move, ensure a calm and orderly transition between class and group activities
 - High expectations and a strong emphasis upon settling only for the very best; pupils are reminded regularly to strive for excellence, most understand the importance of effort and desire to surpass their own personal best as a result
23. Teaching in reception, Years 1 and 2, 4, 5 and 6 is consistently good, and often very good. There are examples of excellence in reception, Year 4 and Year 6, where teaching and learning are particularly dynamic and are having a high impact on the pupils' learning. Teaching has improved dramatically since the school opened: where previously staff stayed for only a short time, and pupils had a constant stream of supply teachers, there is now a strong core of teachers who know the pupils thoroughly, and have mutual respect for one another. Teachers and learning support assistants ensure consistent messages to the pupils, encouraging them continually to strive for excellence in all their efforts.

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

24. The planning and content of the curriculum provided by the school are very good. The curriculum is broad and balanced and meets the statutory requirements of the National Curriculum in all subjects. The allocation of time to each subject is appropriate and all subjects are taught to the appropriate depth, often through special events or curriculum weeks, for example design and technology week or the current whole-school study of the Tudor period in history. A distinctive strength is the way that the curriculum is planned so that it is highly relevant to the pupils' lives. Teachers work hard to find ways of using stimulating resources. They also enrich the curriculum through organising visits to a wide range of places of interest and invite visitors into school to share their skills with the pupils. The school is constantly looking for new and better ways to ensure that the curriculum is meaningful, helping to bring it to life.
25. The nursery curriculum is satisfactory overall, though currently, the long, medium and short-term planning is too vague and lacks sufficient focus on developing the children's skills in order to meet the early learning goals. The organization of activities in the nursery could be improved further, for example, in areas such as outdoor provision, the literacy corner and water activities.
26. The school's strategies for teaching literacy and numeracy skills are highly effective and enable all children full access the curriculum. Literacy and numeracy are taught very systematically and thoroughly. In addition, creative links are made between the development of the pupils' skills and their knowledge and understanding of other subjects, for example through the strong focus on improving the pupils' speaking and listening skills across the curriculum.
27. The provision the school makes for activities outside lessons is very good and significantly enriches the curriculum. Activities include football, dance, musical clubs and workshops, sewing, gardening, writers' workshops and ICT. There are very good opportunities for pupils to study French, and learn the basic vocabulary and language to make conversation. They thoroughly enjoy these opportunities and many are becoming increasingly confident initiating simple conversations. The school also provides opportunities for holiday and weekend activities, for example the three-day science celebration during the Easter holiday. All of the activities are open to all pupils regardless of gender, ethnic or social background, and are well attended and enjoyed. The curriculum is designed to include all pupils fully, regardless of their individual differences or backgrounds.
28. All pupils have full access to the curriculum, including activities organised outside the school day. The staff are highly committed to ensuring that all pupils participate in and take the most from the curriculum. Boys and girls from all backgrounds participate equally and with enjoyment in the additional activities on offer.
29. Provision for personal, social, and health education, including sex education and drugs education, is excellent. It is firmly established in the day-to-day teaching and life of the school, and is also effectively planned for within a range of topics, such as healthy living. These themes are excellent, and are used most effectively to promote the pupils' sense of responsibility, to develop their self-confidence and sense of self worth, and enable them to form excellent relationships with each other.
30. The school establishes and maintains strong and very effective links with the local community and this enriches the curriculum very well. Local historical resources such as Sutton House are used regularly and imaginatively to bring the curriculum to life for the pupils through study visits and loaned resources, such as clothes and everyday objects that were in use in Tudor times. Visits to a range of art galleries and museums are a strong feature of the curriculum. Members of the local community are 'reading buddies' and learning mentors for individual pupils. Partnerships with other primary schools are strong and very effective, and staff contribute to and learn from others as there are observations and discussions on effective teaching and learning.

31. The school maintains very constructive relationships with the secondary schools to which pupils transfer. There are regular opportunities for pupils to attend workshops, clubs and classes at local secondary schools. For example, during the week of the inspection, pupils attended an African dance club and trainee teachers from a secondary school worked alongside class teachers in Years 5 and 6. There is an effective system for exchanging information about pupils with secondary schools and teachers visit each other's classes. The school also has strong and very effective relationships with the local church and with colleges and businesses, and there are also strong partnerships with higher education institutions for the initial training of teachers.
32. Provision for spiritual, moral, social and cultural development is excellent. Since the opening of the new school, the headteacher and all the staff have worked extremely hard to improve the school's ethos and have achieved excellent results. They have very effectively created conditions where teaching, learning and attainment can improve and where pupils develop a genuine love of learning and sense of personal pride in themselves and their school.
33. Assemblies, personal, social and health education and the daily life of the school make an excellent contribution to pupils' spiritual development. Assemblies are well planned to heighten pupils' awareness of the spiritual dimension, through well-chosen themes, music, praying and singing. Music plays a very significant role in the school in the way that it binds the school community together. Singing during assemblies is extremely uplifting and makes a very positive contribution to pupils' spiritual development. The school's Christian ethos makes a very significant contribution to spiritual development during assemblies and in wider school life. This was well illustrated in an assembly on memories linked to Remembrance Sunday, which finished with the teacher lighting a candle as a signal for the pupils to reflect quietly on their own special memories.
34. Spiritual development is promoted extremely well in the way the teachers provide space for reflection across the whole curriculum, through building in frequent discussion and reflection time. Throughout the school day pupils have excellent opportunities for reflection through discussions with each other and their teachers, for example during "circle time" sessions, and in paired discussions when they reflect on their own and others' feelings and emotions. For example, in a Year 2 'circle time' session pupils thought about the school's golden rules, why they might be difficult for some people and how they can help and support each other to follow them. Art, music, history, science, ICT and religious education are used extremely well to deepen pupils' spiritual reflection on the natural world and on human achievements. For example, they have opportunities to think and talk about the talent of artists, as they did in the Year 4 lesson which focused on the work of Picasso. In another art lesson on pattern, shape and texture, pupils reflected on the beauty of the intricate Mehendi hand patterns which the teacher introduced to them. Pupils' own achievements are constantly celebrated through praise from all staff and in displays around the school which promote reflection. The large banners around the school which highlight the United Nations Convention 'Rights of the Child' are a very good example of the way spiritual reflection is built into school life.
35. Provision for the pupils' moral development is excellent. Pupils have a well-developed sense of right and wrong because the school's ethos and expectations create such a strong framework of moral values. The school makes pupils aware of these values as soon as they start school and this is reflected in the highly positive way that pupils respond and care about each other. Throughout the school pupils are reminded at every turn to "Expect the best of ourselves and from each other" and staff give frequent praise and encouragement to all pupils to follow that code. Pupils are taught to take responsibility for their own actions and that this responsibility extends to resolving any conflicts and difficulties they may have with other pupils. All staff act as excellent role models. They show respect for each other and for all the pupils. The quality of relationships within the school contributes very effectively to the high level of the pupils' moral development.
36. Provision for the pupils' social development is excellent. There are excellent opportunities for pupils to work and play harmoniously together, and pursue a wide range of social activities. The school's strong emphasis on co-operative learning across the curriculum is achieving excellence in promoting pupils' social development. Staff strongly encourage pupils to take initiative and responsibility throughout the day as well as, for example, through the school council, when they

put forward their ideas on how the school could be improved. One example of the school council's work is the introduction of a break-time fruit shop, which pupils organise efficiently. Pupils throughout the school take on responsibility willingly for a range of important tasks, and all pupils see it as their responsibility to make their school a happy and co-operative place. There are frequent opportunities for older pupils to work with younger pupils, for example through the reading buddy system. Pupils greet visitors politely and with interest, they hold doors open for each other and they take pride in making sure their classrooms are tidy and organised. The playground buddy system is working extremely well. Buddies take their responsibilities very seriously and know how to help other children resolve their own difficulties. Older pupils take on the role of librarians in the learning resource centre. They applied for the posts, setting out why they felt they would be good librarians, and have been well trained to undertake their tasks by the teacher who co-ordinates the library. The school is a very well-ordered and happy social community.

37. The school provides pupils with an excellent variety of well-planned opportunities to extend their cultural development. Visits are planned to art galleries and museums, for example the National Portrait Gallery and Sutton House. There are well-chosen displays across the school demonstrating that value is placed on all cultures and pupils are enabled to appreciate and celebrate the achievements of people from a wide range of cultures and societies. At the time of the inspection these displays included the work of French 19th century impressionist artists, African geometric designs and fabrics, Asian Mehendi hand patterns and objects and costumes from the Tudor period of English history. There are whole-school focuses, often used to develop pupils' cultural understanding; for example, the recent successful Black History month introduced pupils to African drumming, mask making and important characters in history such as Nelson Mandela, Martin Luther King and Bessie Coleman, the first woman pilot. The school's excellent provision for cultural development effectively teaches pupils to be open to new ideas and to value and celebrate diversity in their own school and in society more widely. Pupils are thoroughly well prepared for life in a multicultural society.
38. The strength of the school's provision for spiritual, moral, social and cultural development is the well-planned way in which it is developed as an integral part of pupils' personal development, so that all pupils are fully included and valued within the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The steps taken to ensure the pupils' welfare, health and safety are very good. The teachers know the pupils well, recognise their needs and give them very good support and guidance. The care given to pupils is another strength of the school. The school has a health and safety policy and termly inspections of the buildings and grounds are carried out by the health and safety representative on the staff. A written report is made to the governing body following these inspections. No health and safety concerns were observed during the inspection week. A full range of risk assessments has been carried out and acted upon. Fire drills are held termly and the school has two fully qualified first-aiders. There is a popular breakfast club (which assists attendance) and healthy eating is encouraged, with fruit being provided for the pupils at break time. The school nurse comes into school to carry out health checks for the new intake and talks to pupils on subjects like hygiene. Other specialists, like the doctor and dentist, also visit the school.
40. The school has an appropriate child protection policy. There are two designated persons with responsibility for its implementation and both have received the appropriate training. Proper records are kept of any concerns and there is good liaison with the local social services department. The whole school had training on child protection issues in the summer.
41. The school's procedures for monitoring and supporting the pupils' personal development are very good. The personal development of the pupils is monitored by their class teachers and other adults in the school. Great emphasis is placed on the pupil as an individual as well as stressing the importance of being part of a caring community. Pupils understand the reasons why certain things are expected of them. This is because the rationale for expectations is set out so clearly, implemented consistently and emphasised daily. Personal, social and health education is taught

as part of the overall curriculum and reference is made to the pupils' personal development in their annual reports.

42. The school's procedures for monitoring and improving attendance are good. Attendance is monitored by class teachers, the school administrative officer, the headteacher, the educational welfare officer (EWO) and the school/home support worker. If a pupil is absent without any known reason, the school arranges for a call centre to phone the parents, on the first day of absence. The call centre records the parental responses and passes them back to the school. If there are any concerns about non-attendance or punctuality, the school/home support worker will contact the parents. The EWO visits half-termly and investigates the reasons for non-attendance of pupils with less than an 85% record. Home visits take place. Latecomers are not allowed into assemblies and are recorded in the late book. A punctuality/attendance club, for pupils who are causing concern, meets weekly and sets targets for improvement. The school registers are marked regularly but, in a few cases, greater care is required to ensure that every pupil is marked present or absent for every morning or afternoon session. Success in attendance and punctuality is celebrated with pupils and parents. Certificates are awarded for full and improved attendance/punctuality.
43. The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are excellent and a strength of the school. There is a behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. There is a behaviour development plan (2002/3) and this is being successfully implemented. The school has a strong focus on what is right and what is wrong and why. Pupils are made aware that they have a choice and that they must display self-discipline, and by their own actions they can make things better or make them worse. There are excellent relationships in the school and effective behaviour management strategies are employed. This results in a hush at the start of the day, which continues until school finishes, and this enhances the learning opportunities for the pupils. Incidents of bullying or racist incidents are infrequent. When they do occur, swift action is taken, in line with the school policies. Parents are involved and records are kept.
44. Since the school reopened as a 'Fresh Start' school two years ago, there has been a remarkable improvement in the pupils' care, behaviour, personal development and attendance.
45. The school has a policy for Internet use by pupils and staff. Parents, or a responsible adult, are required to sign a permission form, outlining the school's policy, before pupils can access the Internet. Pupils are also required to sign the permission form. The Internet service provider used by the school is screened and filtered by the local education authority and the company that provides the computers for the school. This ensures that pupils and adults access only appropriate Internet sites.
46. The procedures for assessing pupils' attainment and progress are very good overall and have been implemented very well in the short time since the school has reopened, when there were few systems in place. The procedures for assessing pupils' attainment and progress in English and mathematics are very good. In English, pupils are assessed regularly against the learning intentions of a lesson or series of lessons. Pupils are also assessed every eight weeks to monitor their progress in the 'Success for All' groups. This informs which group they will be in for the next eight weeks and ensures that pupils are set work that is well matched to their needs, which results in very good achievement. In mathematics, pupils are assessed regularly during a series of lessons or at the end of a topic or theme, which informs groupings within a class and, as in English, ensures that work is well matched to the individual needs of the pupils and results in very good achievement.
47. Standardised tests are also used on a regular basis to assess pupils' progress in English and mathematics. The assessment co-ordinator and senior management team regularly analyse results to help inform curriculum planning. They also track pupils by gender and ethnicity to ensure that all pupils are making equal progress. In other subjects, the procedures are generally good. Pupils' understanding at the end of a topic or theme is assessed well in science, geography, history, art and religious education. However, assessment procedures for information and communication technology (ICT) have only recently been introduced and have yet to make an

impact on pupils' progress, and those for design and technology, music and physical education have yet to be developed.

48. Daily assessments, against the learning objectives of a lesson, are used very well by teachers to inform planning and to match work to the different ability groups within a class or a 'Success for All' group. Learning support assistants regularly feed back to teachers. The marking policy is implemented well but comments made in pupils' books by teachers and learning support staff are often difficult to read because of a lack of a coherent style of handwriting throughout the school by adults. The handwritten records kept by teachers and learning support assistants are also often difficult to read. In Years 1 and 2 pupils have a good understanding of the learning intentions they are being assessed against in a lesson. In Years 3 to 6, they have a very good understanding of the marking criteria for a piece of work, especially in English. For example, Year 5 pupils were observed negotiating with the class teacher the criteria for marking, which included a percentage of marks for the structure of a play script, for writing stage directions and for editing work with a partner, and a percentage of marks for a personal target such as improvement in handwriting or spelling.
49. The use of assessment information to guide curriculum planning is very good. Assessment is used very well to set individual and group targets, mainly in literacy and numeracy. The targets are also shared with parents at the parent-teacher meetings and in the pupils' annual report to parents. Very good use is made of data to analyse national and school results in English and mathematics and to identify any individual or groups of pupils who are not making the expected progress. From the analysis of data, appropriate support is provided through, for example, additional support in class or setting by prior attainment for 'Success for All' groups. Good use is also made of the information to identify areas of strengths and relative weaknesses in subjects. This leads to an effective adjustment to the curriculum in order to support the raising of standards. The very good use of assessment has resulted in the very good rise in the end of Year 2 and Year 6 national test results in the two years since the school reopened.
50. The arrangements for the assessment and identification of pupils with special educational needs are very good and are being implemented in accordance with the 2002 Code of Practice. Teachers and learning support assistants know their pupils very well. Assessment tests for children on entry to the school, national test results and other assessments are used well to target their needs. Pupils' gains in knowledge, skills and understanding are very good. Records are up to date and examples of pupils' work are kept, which helps to monitor progress. Individual educational plans (IEPs) contain specific and measurable targets, which are regularly reviewed and shared with the pupils. Pupils are encouraged to sign their IEPs to show that they understand their targets. The monitoring and support for pupils with a Statement of Special Educational Needs is very good. Their annual reviews show generally good progress and outline future targets. The support given by the learning support assistants for the pupils with IEPs and statements is very good overall, and leads to very good progress by the pupils. Liaison with outside agencies and external support staff is good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are very supportive of the school and the links between the school and parents have a positive impact on the pupils' learning.
52. The quality of information provided is very good. Very regular, easily-readable newsletters are provided. Some parents have English as an additional language (EAL) and the school makes great efforts to ensure that these parents are kept fully informed. Translations are available for standard letters and at parents' evenings and consultations for pupils with special educational needs. Also, classes for parents with EAL are held at the school. There are two opportunities a year for parents to come into school and discuss their child's progress with the class teacher, in the autumn and spring terms. These are well attended. There is also an open day in the summer term after the pupils' annual reports have been sent out. These reports are very good. They tell parents what their child knows, understands and can do in each subject, set targets for improvement and tell parents how they can help their child's progress at home. The 'Forward Together' programme involves a

small number of parents coming into school weekly to learn how to better help their child at home. There is also a family learning day where parents come into school, and small class-based meetings where information is shared with parents. The school has held several meetings for parents on curriculum issues, like behaviour, standards, 'Success For All' and numeracy.

53. Parents and children are very keen to borrow the 'nursery story sacks' (including books, puppets and objects relating to the story). In the reception class, there is a home/school book with weekly activities in it that parents can complete with their child. The provision of homework is good. The home/school diaries act as a line of communication between school and home. Parental help for their child's work at home is variable.
54. Parents are very supportive of social events held, like a multicultural evening. These and other social events are helping to build a greater sense of community in the school and the wider local area, as groups of parents from diverse backgrounds mix in the school, where otherwise there would be no links. Parents are invited to assemblies when their child's class is presenting them. A small number of parents help in the school but more help on trips. The school is trying to develop a Parents' Teachers' Association (PTA).
55. The school surveys the views of parents by sending out questionnaires on subjects like behaviour. From these surveys, and the OFSTED parental questionnaire, it is clear that parental views of the school have improved tremendously since the school was reopened as a 'Fresh Start' school. It has turned around from being a failing school to a school which is oversubscribed and popular; a school which is seen as an oasis of calm in a turbulent community. A school that parents now recommend to others because it has been so successful for their child.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school are excellent, and the headteacher's leadership skills are outstanding. The vision, dynamism and energy of the headteacher and senior management team have built the foundations for a school working successfully to achieve excellence, and establishing an excellent atmosphere for learning, where expectations are high and pupils achieve very well over time, showing a genuine love of learning. The school is buzzing with life and activity throughout the day, and staff and pupils have infectious enthusiasm for their work. The headteacher provides clear educational direction to the school, and is highly ambitious for the pupils to achieve. Staff, pupils and parents alike have developed strong hopes for the school and its pupils since starting afresh, and the story of its rise from failure to success is both remarkable and impressive.
57. The senior managers, including the senior lead teacher, have strong and complementary skills, and together make an excellent team. Leaders of Years 1 and 2, and Years 3 to 6, maintain close links, and communication between different phases of the school is strong. This means that information flows freely between staff about the pupils, their needs and achievements, and ensures a high level of consistency when implementing policies. Staff with responsibility for special educational needs are very effective in their work, as are those with responsibility for English as an additional language. This means that the pupils' wide-ranging needs are supported very effectively, and they are provided for systematically, thus enabling them to achieve very well over time.
58. The headteacher has built an excellent team at all levels. As a result, there is a high level of ownership and commitment to the school's success. Staff such as the premises officer, midday meals supervisors, administration staff and learning support assistants show initiative and take responsibility, often beyond what is expected or required of them in their roles. Many staff choose to contribute considerable effort, over and above their responsibilities, to the overall benefit of the pupils, the school and the wider community. The school has clear aims and everyone knows and understands what is expected of them. School policies and systems are straightforward to understand and follow, and as a result, there is great consistency in their use. There are efficient strategies for minimizing unnecessary administration and bureaucracy, and the school uses information technology effectively for such a purpose.

59. There is an excellent match of teachers and support staff to meet the demands of the National Curriculum. The accommodation is good overall, and best use is made of most of the space. The outdoor accommodation in the nursery has scope for further improvement in its use, in the way that resources are organized and laid out for the children. The quality of learning resources is good. Resources are looked after carefully and stored efficiently for access to staff and pupils alike. The teachers' resource room is just one example where staff may work in a separate area, surrounded by well-organized resources and materials for the curriculum.
60. The priorities and direction of the school are set out clearly in the school's development plan, and staff and governors make a useful contribution to its contents. This inclusive approach to planning for the school's future has brought about a high level of ownership, sense of responsibility and accountability for what happens throughout the school. The school's priorities are budgeted for carefully and rigorously. The systems for monitoring and evaluation are exemplary and rigorous in their approach. All staff have a full explanation of the school's monitoring when they start, and understand that being observed formally and informally is a regular feature of school life. The headteacher is clear and to the point with staff about judgements on the quality of their teaching. This means that teachers understand their strengths, and also know what aspects of their teaching require further improvement. There is a very positive atmosphere where teachers observe one another teaching, share ideas, and discuss continually how they might improve. There is no complacency, as teachers strive to achieve excellence in their work, in order to have the greatest impact on the pupils' learning and achievements.
61. There are excellent strategies for appraising staff, and managing their performance, and the high quality tracking of the pupils' achievements adds important evidence to this process. Teachers are very well supported within this framework of monitoring. The school has an excellent environment for training new teachers. Many of the monitoring strategies for staff are used for new teachers, coupled within a professionally supportive atmosphere for developing further their teaching skills. There are regular meetings to evaluate and reflect upon what is working well, and where changes are required. Staff and governors report how effective this approach is, as there are high expectations of them to give an account of their work, to explain why, if necessary, actions have not happened, and above all, to explain what impact the actions have had on the pupils' learning and achievements.
62. The governing body is very ably led by a Chair of Governors who has significant experience in education at a senior level, and therefore brings much useful expertise to the role. The governing body is organized to maximize the contributions of individual governors, and committees are managed very efficiently, to ensure effective decision-making. There are very close working links between governors and the school, and all governors are assigned to a specific aspect of the school's life. There are systematic opportunities where governors visit the school, monitor aspects of its work, and find supporting evidence as they report on their findings. Governors follow the principles of ensuring best value very well in their decisions and use of resources and as a result, pupils are helped to achieve their best.
63. The school inherited limited information about its budget. The bursar has ensured accurate information, supported by efficient and effective systems to track the flow of finances. The bursar has a sharp and rigorous oversight of the finances, enabling the senior staff and governors to make well-informed decisions about future spending. There are also informed discussions about the use of specific grants. The strategic use of resources, including time, people, finances and materials, is excellent. School administration is excellent, and there is a calm, warm welcome created by the administration staff, who help set the atmosphere of the school on arrival. Their efforts over and above their job responsibilities are outstanding, and there is an overwhelming commitment from them to see the school and pupils thrive and succeed.
64. There is excellent capacity to improve further with the present leadership and composition of the team. The headteacher sets high standards, and has developed a highly ambitious team. There is much emphasis upon the value and worth of every individual pupil, and all are included fully into every area of school life. The management of the school seeks to ensure all pupils are thoroughly integrated, and there is a high level of racial and social harmony. The school enjoys the full

confidence of all communities represented, and there is an effective policy in place designed to promote racial equality. The school is currently moving from strength to strength, and provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- * (1) Raise standards further in information and communication technology by:
 - ensuring ICT is used systematically as part of other subjects across the curriculumAs referred to in paragraphs 6,101,108,114,119,124,130,136,145

- * (2) Improve provision and teaching for children in the nursery by:
 - ensuring the curriculum is planned more coherently in terms of the Foundation Stage early learning goals
 - organizing activities to focus more strategically on the children's speaking, listening, language and literacy skills
 - developing the outside area to maximize the children's learning and physical developmentAs referred to in paragraphs 7,18,25,59,65,71,73,75

The school may also wish to consider the following less important weaknesses:

- Ensure the quality of adults' handwriting is consistently clear and legible, providing pupils with good models of presentation in books, on the whiteboard, and in labelling work.
- As referred to in paragraphs 9,18,48

***Indicates this is already identified as part of the school's improvement plan and priorities**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	17	12	0	0	0
Percentage	7	29	38	26	0	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 two percentage points.

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)	21	194
Number of full-time pupils known to be eligible for free school meals	Na	93

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	47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	84

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	14
	Girls	18	18	19
	Total	29	29	33
Percentage of pupils at NC level 2 or above	School	88 (78)	88 (84)	100 (84)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	18	18	19
	Total	29	31	33
Percentage of pupils at NC level 2 or above	School	88 (78)	94 (78)	100 (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	14	12	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	13
	Girls	12	11	12
	Total	20	21	25
Percentage of pupils at NC level 4 or above	School	77 (48)	81 (52)	96 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	10	11	10
	Total	17	21	20
Percentage of pupils at NC level 4 or above	School	65 (42)	81 (42)	77 (65)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	43	1	1
White – Irish	0	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	66	3	3
Black or Black British – African	48	3	2
Black or Black British – any other Black background	6	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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.

***Please note expenditure per pupil includes additional funding for “ Fresh Start” initiative**

Teachers and classes

Financial information

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21
Average class size	30

Financial year	2001/2002
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Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	273

	£
Total income	910,221
Total expenditure	916,755
Expenditure per pupil	3.900*
Balance brought forward from previous year	35,272
Balance carried forward to next year	28,738

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	48.5

Number of pupils per FTE adult	7
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	13

Please note most staff new when school became subject to "Fresh Start"

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

Number of questionnaires sent out	215
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	91	9	0	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	64	33	0	0	0
My child gets the right amount of work to do at home.	58	35	7	0	0
The teaching is good.	89	11	0	0	0
I am kept well informed about how my child is getting on.	66	34	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	86	11	2	0	0
The school works closely with parents.	68	32	0	0	0
The school is well led and managed.	86	14	0	0	0
The school is helping my child become mature and responsible.	73	31	8	0	0
The school provides an interesting range of activities outside lessons.	56	31	8	0	0

Please find additional comments under the section of Parents' and carers' views of the school

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

65. The Foundation Stage, comprising the nursery and reception classes, ensures that children have a positive start to school life. The vast majority of children are on course to reach the goals expected for their age in all areas of learning. They achieve very well over time in relation to their starting points, particularly in reception, because of the very good teaching. On entry to the nursery, the development of many children is well below that expected for their age. Many children have very limited skills in speaking, listening, language, and communication skills, and their personal and social skills are underdeveloped. The quality of teaching is satisfactory in the nursery in all areas of the Foundation Stage curriculum, and achievement is satisfactory as a result. Teaching in the reception is consistently very good, with some excellent features, in all areas of the Foundation Stage curriculum, and as a result, the children make rapid gains in their learning in a short time. In all areas of learning, there is a difference in the quality of provision between the nursery and reception. In the nursery, provision is satisfactory overall. It is only satisfactory because there is considerable scope to improve the following areas:
- curriculum planning in the long, medium and short term; currently it is too vague and lacks sufficient focus on developing the children's skills systematically
 - organization of activities in the nursery, whilst satisfactory, could be improved; for example the outdoor area, literacy corner and water activities
 - there are missed opportunities to develop the children's literacy skills systematically, and this limits their learning
 - adults could work more efficiently to maximize the children's learning;
 - there is further scope for developing the children's language.
66. Teaching in reception ensures that children with different needs are provided for effectively, for example those with more limited language skills. In the nursery, staff are sensitive to the children's social needs and provide care and attention.

Personal, social and emotional development

67. Teachers, nursery nurses and other supporting adults are caring and sensitive to the children's needs. There are very good relationships between children and adults, and as a result, children arrive happily at school, settle quickly and move with confidence between activities. All adults are very sensitive to the children's needs, and manage to gain an effective balance between support for them and encouraging them to be as independent as possible. All parents have the opportunity to stay with their children should they wish, for example in the nursery; and adults ensure that parents are welcomed and confident to leave when appropriate. Children in the nursery work satisfactorily together, and realise from an early age that they are part of a group.
68. In reception, children develop a strong sense of independence and initiative, as the teaching challenges them to think for themselves. They work easily in groups, and talk confidently about what they have learned and achieved. They understand the importance of effort and respond readily to the teacher's expectations that they will achieve excellence. Their self-esteem grows visibly as they show pride in their work, with a growing sense of responsibility for their surroundings. Most children dress and undress independently, and take responsibility for their belongings. They work very well together, and listen eagerly to their teacher. Children offer their ideas willingly and discuss their learning with one another in a relaxed, yet purposeful manner. This is because of the excellent relationships between children and with adults.

Communication, language and literacy

69. The satisfactory teaching in the nursery ensures that children are willing to communicate, share the limited language they have, and express their needs, albeit at a relatively low level at times. There is scope to develop the children's skills further by a more systematic approach to developing the activities. Although children express their thoughts with growing confidence, there could be a

more strategic approach to developing their speaking and listening skills, using ideas that work very successfully elsewhere in the school. The literacy area is very basic, and could be more interesting and inviting with greater care and attention to the resources and layout of the books. The book bags are a strength in the nursery, whereby children and their parents borrow book bags with puppets, tapes and stories to read and enjoy together at home.

70. In reception, children develop a genuine love of books and anticipate how stories might end. There is a strong focus on developing the children's literacy skills, for example basic phonics and letter sounds. They listen to stories and identify simple rhymes. Children listen willingly to one another, and make conversation as they work and play together. There is an excellent writing area, where children learn to use a range of materials in their efforts to put pencil to paper. Children read with increasing confidence, though not all are able to retell the story yet. Some find difficulty sequencing activities and instructions, though they persevere willingly. Most children by the end of the reception year can read a string of words about stories they have read, with recognizable letters and words. They think about the teacher's questions and respond freely with their ideas and thoughts.

Mathematical development

71. In the nursery, children learn to count in practical contexts, find and match shapes and learn to count the correct number of cups and saucers, for example in the home corner when making cups of tea. In the water tray, children have the opportunity to fill and empty a variety of containers and watch liquid change shape. In practice, few children choose this activity as the containers are dull and worn, and the activity itself is little more than a shallow tray of water.
72. In reception, children use their mathematical skills in a wide variety of ways. They identify patterns, use their knowledge to count on and backwards more confidently, and realise the importance of money when shopping. Some children can count beyond ten, and many recognize most numbers from one to ten. There are many opportunities where the children have to count in practical situations, for example identifying how many children are away, counting simple combinations of money, and checking there are the right number of children working in a given area, for example in the tent outside.

Knowledge and understanding of the world

73. In the nursery, there are the beginnings of good ideas, for example in the outdoor area, where there is a role play area for a garden centre. In practice, the resources are limited and there are few tools for the children to develop further skills or knowledge. Children in the nursery use a wide variety of resources to build and construct, using their imagination along the way.
74. In reception, children record their findings simply using pencil and paper. They use equipment carefully and learn to cut, stick and tear with greater accuracy. Most children choose for themselves what materials they might need, for example when making pictures depicting fireworks in the dark. Children learn about important objects that are special to people from different religions, and treat them with great respect and care. They are beginning to understand about their own culture and the beliefs of others, and describe important events, including memories of when they were younger. Children learn about the art from other cultures, including Africa, and produce their own ideas in a similar style.

Physical development

75. Whilst children benefit from the outdoor play area in the nursery, its current layout is overwhelmed by large apparatus, and the equipment is not strategically organized. Children use cycles and other wheeled equipment with limited focus or guidance, for example by following lines or traffic systems to develop their physical skills further. The activities are balanced towards minimal structure or intervention by adults, and therefore there are missed opportunities to develop the children's learning further.

76. In reception, children use their bodies to move quickly and slowly, noticing what happens to their bodies in the process. They respond sensitively to music and follow the teacher's movements accurately. The outdoor play area, shortly to be reconstructed, has a wide variety of interesting and colourful activities that encourage and engage the children's physical skills. Children understand that their hearts beat faster when they exercise and realize the importance of cooling down after exercise. They move around larger spaces in the hall, and change direction effectively when directed. They understand the importance of keeping a space between themselves and others in order to move safely. Most children are able to fasten buttons, and use scissors with increasing accuracy. They cut squares, and strips of coloured paper with great care, and write using pencils with growing control. They control the 'mouse' when using the computer and follow the cursor carefully.

Creative development

77. Children learn to use paper, scissors and glue, making, for example, paper mache dinosaur bones. They make dinosaur biscuits and imagine what other food the dinosaurs like to eat. Children explore a range of materials, such as dough, rice and paper, and gain much pleasure in the process. There are good opportunities in the nursery where children learn in the role play area, developing social skills and acting in different characters. There are well-chosen resources to help the children's imagination further.
78. In reception, children make African prints, and fireworks pictures using a range of coloured papers. They make patterns based in Indian prints and large models using a variety of objects. Children express themselves readily and offer their own ideas. They use their imagination and become different characters and sing songs from memory, following simple tune and rhythm with a little help. There are numerous activities whereby children develop their skills in making observations, drawing, modelling and collage. The children work very hard to achieve work that is of a high standard, and all children are justifiably proud of the results. Teachers take great care to celebrate the children's work carefully, and the learning environment is colourful, creative and interesting for the children to investigate and discover new knowledge for themselves.

ENGLISH

79. Standards in English are average overall by Years 2 and 6, but they are improving rapidly and pupils achieve very well over time throughout the school, from a very low starting point. Before the school was reopened as a 'Fresh Start' school in September 2000, pupils had experienced much disturbance in their education, resulting in significant gaps in their learning. Since the new school was opened, attainment in English throughout the school has risen dramatically and evidence from this inspection also reflects these outcomes.

Speaking and listening

80. Pupils' attainment in speaking and listening is average by the end of Year 2 and above average by the end of Year 6. Pupils respond to opportunities to speak with lively interest and they engage very well in whole-class discussions. They listen intently to each other when working in pairs and small groups, discussing their tasks and comparing ideas in an independent, thoughtful way. They answer questions in full, using complete and increasingly complex sentences. This was shown in Year 1 when pupils discussed the story 'Let's go fishing' and expressed their thoughts about it in full sentences, often beginning with "My partner thinks" or "My partner and I think". In Year 6, pupils talked animatedly in pairs about the plight of Tom, a boy in Tudor times who had been captured and taken away from home on a ship. They could offer many suggestions about what Tom would want to write to his mother, expressing themselves persuasively and clearly. In an assembly based on Tudor history, Year 6 pupils worked very well together to present the story of Queen Elizabeth I. Everyone in the class was involved and they delivered their parts very confidently and expressively to the audience of pupils, staff and parents.
81. Speaking and listening skills are consistently and regularly planned into work in other subjects. This makes an excellent contribution to pupils' personal and social education as they learn that

working with others provides them with invaluable support, encouragement and confidence. The school has developed a very good structure for developing pupils' speaking and listening skills in the form of the 'think/pair/share' approach. The imaginative and consistent use of this approach across the school is enabling all pupils to make very good progress.

Reading

82. Attainment in reading is average at the end of Year 2. The consistent focus in teaching on letter and sound patterns and on awareness of phonics, together with the teaching of prediction skills and book conventions, is making a positive and direct impact on reading standards. By Year 2, most pupils can read passages of writing independently and show that they are thinking about what might happen next in a text. They know how books are organised and can talk about titles, authors, chapters, contents pages and indexes. They use appropriate strategies to read unfamiliar words and their phonic knowledge is developing very well.
83. By Year 6, attainment in reading is at least average, and a significant minority of pupils are reaching above average standards. During the inspection, pupils showed that they are highly-motivated, confident and avid readers. They can read fluently and accurately and use an appropriate range of strategies to help them in their independent and paired reading. Higher-attaining pupils thoughtfully predict what might happen next in a text using their knowledge of the plot and characters and can justify their predictions. They recall with some detail a range of books and authors they have read. They can give opinions on the way books are organised and can suggest the improvements they would make. They know how sub-titles, bullet points, graphics and paragraphs are used to organise text and to maintain the reader's interest. The majority of pupils have developed effective skills in using texts to retrieve information. For example, pupils in Year 5 could identify the purpose, orientation questions and main ideas within a piece of non-fiction writing produced by a former pupil. Opportunities for pupils to read independently and in pairs are very well managed. All pupils keep a record of the books they have read in their homework diary.

Writing

84. Attainment in writing is in below average by the end of Year 2 and average by the end of Year 6. In Years 1 and 2 pupils are writing with increasing confidence to express their ideas. Their handwriting is increasingly accurate and fluent. For example, pupils in Year 1 could quickly and accurately write the date and title at the beginning of their work. There are very good links made between speaking and listening, reading and writing. Pupils are making very good use of their knowledge of sounds and how to blend phonemes using 'Alfie' talk to improve their writing. Higher-attaining pupils in Year 2 write with correct sentence structure and accurate spelling and produce a variety of writing, including information texts, poems, and stories. By Year 6, pupils' writing is well organised with appropriate use of paragraphs and complex sentences. The evidence from the analysis of pupils' work shows that pupils achieve very well over time with very good gains in their use of punctuation and the length of written work. For most pupils, handwriting is legible, fluent and mostly joined. Spelling is mostly accurate and is taught and tested regularly. Pupils continue to find difficulty in structuring their ideas when writing independently and require considerable support to develop their thoughts coherently.
85. The quality of teaching is very good overall with features of excellence in several lessons. Teachers have very good knowledge and understanding of how to teach English. They have high expectations and their planning for lessons is very good. Teaching methods are very good, with a well-planned mix of independent, paired, small group and whole-class activities. In 2001 the school made a strategic decision to adopt the 'Success for All' programme. This is an adaptation of the National Literacy Strategy which develops pupils' reading ability, including their phonic knowledge together with their understanding of the writing process. Whole-school management and organisation of the teaching of English is very good. Pupils are organised into teaching groups according to their current level of attainment, so that pupils of different ages are grouped together and work on tasks which are carefully matched to their learning needs. This system works very well as all pupils are working at the appropriate level and are fully included in lessons. Pupils are assessed every eight weeks and groupings are adjusted to take account of the progress individual

pupils have made. The work of the learning support assistants makes a very effective contribution to the teaching team. They are very effective, both when timetabled to take responsibility themselves for teaching groups of pupils, and also when they give sensitive encouragement and support to individual pupils, including those for whom English is an additional language.

86. A clear focus is given to the discussion of shared texts. The teachers' effective use of questions enables the pupils to think carefully, consolidate knowledge and respond critically. This was shown in a lesson where the story of 'Burglar Bill' was discussed by pupils in Year 2, 3, 4 and 5. The teacher expertly modelled to the pupils how to think aloud to identify the words the author uses to show that time is passing. As a result of good teaching, the pupils then knew how to work in pairs to ask each other questions about the text. Teachers give very constructive feedback to individual pupils to praise their efforts and support their learning. For example, in a lesson for pupils in Years 4,5 and 6 the teacher helped a girl who was using a voice that was too quiet to be heard by the rest of the class by modelling how to speak so that everyone can hear. The pupil was then able to give her response more assertively and confidently.
87. The consistent focus on working together to co-operate in learning is a very strong feature of teaching across the school, and makes a very positive contribution to pupils' social development. In all lessons pupils are regularly asked to 'think/pair/share' and teachers place great value on the contributions that pupils make. They teach pupils how to listen and co-operate with each other and to value their partner's thoughts and ideas. Positive messages about the benefits of working with others are prominently displayed in classrooms and around the school and team points are awarded for helping and encouraging others, explaining ideas, practising active listening, participating and completing tasks.
88. Across the school, time is used very well so that pupils spend the maximum time possible on learning. Lesson planning is very good and identifies how much time will be spent on each activity. Pace during lessons is very brisk and pupils are expected to move from one activity to another on the count of 1,2,3 without wasting any time at all. Time between lessons is also used to promote learning. For example, a programme of additional handwriting practice takes place in the hall at the beginning and end of the lunchtime period.
89. Resources are used imaginatively to interest pupils in their tasks. The books used are in good condition and attractive. Small white boards are used effectively for pairs to record their thoughts during discussions. ICT is used well through the use of word processing and publishing programs in writing lessons. The Internet is used to research information. Teachers also make very good use of purpose-built resources to motivate the pupils. For example, in Year 4 the teacher had prepared a set of symbols to represent her own hobbies which were then categorised by the class into different leisure groups. Pupils were then able to quickly compile a list of hobbies from each category suitable for an eight-year-old who needed more to do after school. The school library has been re-organised since the new school was open and it is now a bright, welcoming environment with a good stock of books which are clearly labelled so that children can access them. However, younger pupils or pupils who are lower attainers in reading are not always able to locate books within the current system of numerical labelling for information books. The school is aware that it now needs to provide more pictorial and simplified support systems in the library to help all children find texts more easily.
90. Assessment is used very well to promote learning and to enable pupils to reflect on their own learning. Teachers identify the learning intentions for each lesson and share these with the pupils. For example, pupils are provided with pointers for their writing, which identify the main learning points for the lesson. In a Year 6 letter-writing lesson, these criteria were to write in the first person, to describe small details vividly, to use tenses correctly and to use paragraphs to organise ideas. There are also opportunities for pupils to identify their own personal learning intention, based on the teacher's previous assessment of their writing. Pupils respond very well to this system. The writing pointers are used as score sheets for pupils to grade their own learning. Teachers comment on the pupils' self-assessments and give their own assessments of how much learning has taken place. This process means that pupils are fully involved in reflecting on their learning and are taught to make well-considered judgements about their progress.

91. Across the school, pupils' attitudes towards the subject are very good. They behave very well and show great interest and motivation towards their learning. Pupils are extremely proud of their efforts and want to continue to do better and better in their reading and writing. A particular strength is the way they listen to and read other pupils' writing with enjoyment and appreciation and give each other genuine praise, constructive criticism and encouragement.
92. Teaching in other subjects is planned very well to promote language skills across the curriculum. For example, lessons are creatively planned with a historical content, enabling pupils to draw on their knowledge in one subject and use it to practise reading and writing in a range of different contexts. The curriculum is kept under constant review and this process has led to a more concerted focus on writing.
93. The subject leader is very effective and has an extremely clear overview of the subject's development. Her leadership of the improvements has made a very strong contribution to success in the subject. The school's decision to adopt the 'Success for All' programme has had an excellent impact on standards in English, as well as on pupils' personal and social development, and the development of knowledge and understanding in other subjects. Priorities identified for development are carefully based on tracking pupils' progress and the analysis of assessment information. The headteacher and subject leader effectively monitor teachers' planning, observe teaching and scrutinise pupils' work. The strong leadership of the subject ensures that all staff are extremely committed to raising achievement and work very effectively together as a strong team.

MATHEMATICS

94. Standards by Year 2 and Year 6 are average and pupils' achievement is very good. Year 6 pupils have achieved this standard despite a period of considerable disruption in the time before the reopening of the school, when there were weaknesses in the curriculum being delivered. As a 'Fresh Start' school, it is not possible to make comparisons with a previous inspection, but these standards also represent a very rapid rise compared to the 2001 national test results, which were well below average. Pupils with special educational needs achieve very well and make very good progress in relation to their starting point on entry to the school. No evidence was observed of any differences between the achievement of boys and girls or different ethnic groups.
95. The quality of teaching is very good and results in very good learning, and is the reason for pupils' very good achievement. No lessons observed were less than satisfactory. Teachers' subject knowledge is very good and there is an excellent commitment by all staff to raising standards. Lessons are generally taught at a very good pace and with a very good level of challenge. Teachers use activities that motivate and interest pupils, which results in them enjoying mathematics lessons and feeling challenged. For example, in a very good Year 4 lesson, the teacher's lively and enthusiastic manner and her very good use of questions and use of mathematical vocabulary resulted in the pupils quickly understanding how to multiply numbers together by breaking them down into smaller parts. Pupils were also encouraged to look for any patterns in the numbers. The class teacher and two learning support assistants gave very good support to the pupils, which ensured very good learning by all, including those with special educational needs and English as an additional language. In a very good Year 6 lesson about strategies for adding money, the teacher used questions very well to assess understanding and to move the pupils on to their next stage of learning. Her very confident approach, enthusiasm and clear exposition ensured that pupils were totally engaged and interested. Very good use was made of pupils' personal strategies for adding money and the different worksheets pupils worked from in the main part of the lesson were well matched to each group of pupils.
96. Throughout the school, very good use is made of question and answer strategies and management techniques from the 'Success for All' scheme. Pupils are often asked to discuss and articulate answers with their neighbour, but not all teachers use pupils' errors and misconceptions and their explanations as further teaching points or ask pupils to explain and share their personal strategies with the whole class. The pace of lessons is generally very good and ensures pupils are very motivated. All teachers display and discuss with the class the learning intention of the lesson, so

that pupils know what it is that they will be learning. Lessons are very well planned, which ensures that work is very well matched to the different ability groups within a class. Very good use is made of assessment of pupils, against the lesson objectives, which then informs future planning. Work is regularly marked but the majority of teachers' personal handwriting is not clear enough for pupils to read the comments. Presentation on the whiteboards is also not always clear for pupils to read. For example, in a Year 5 lesson about vertical, horizontal and parallel lines, the teacher did not use a ruler and so lines were badly drawn freehand and did not support the objective of the lesson. There is scope to develop the pupils' problem-solving skills more consistently. Teachers maintain very good class management and create a very good atmosphere for learning. Learning support assistants are well briefed and provide very good support for pupils.

97. Lessons are very well organised and teachers apply the components of the National Numeracy Strategy very effectively. Lessons start with a whole class, mental warm-up session, in which teachers involve everyone. In all lessons, after the warm-up activities, pupils work in groups, often organised by ability. Pupils with special educational needs and English as an additional language are given very good support by teaching assistants.
98. Inspection evidence indicates that the standards between the different strands of the mathematics curriculum are generally similar, except for problem-solving and the use of personal strategies by pupils, which are below expectations. This has been recognised by the school as an area for development. By the end of Year 2 standards in numeracy are in line with expectations. The majority can confidently add and subtract two and three-digit numbers, see patterns in number and continue a sequence to 100 and identify halves and quarters. By the end of Year 6 pupils have a sound recall of number bonds and the strategies for addition, subtraction, multiplication and division of number. They can describe their mental strategies for recalling number facts. The majority can multiply and divide by 10 and 100 whole numbers and the higher attainers can multiply numbers with two places of decimals. The average and higher attainers can use negative numbers and know the relationship between percentages and fractions. For example, in a Year 5 English lesson, the teacher informed pupils of four areas she would be looking at when marking their work. She gave each area a percentage of the total marks. This encouraged the pupils to use percentages in a relevant way. The pupils discussed the percentages confidently and negotiated with the teacher a percentage mark for their personal targets.
99. In their work on shape, space and measurement, Year 2 pupils can describe the properties of simple two-dimensional shapes and simple three-dimensional shapes using the appropriate vocabulary. By Year 6, pupils can calculate the area and perimeter of irregular shapes and the average and higher-attaining pupils can describe the properties of a variety of quadrilaterals.
100. At the time of the inspection, there was little evidence of Year 2 work on data-handling as it was not the time of year for it to be introduced in the numeracy strategy. However, pupils spoken to were able to describe how to construct and use a simple bar graph. By Year 6, pupils can construct bar and line graphs of their results and can interrogate the graphs for information. Average and higher attainers can interpret simple pie charts accurately.
101. The management of the subject by the co-ordinator is very good. He has a clear understanding of the strengths of the subject and areas for development. He has the opportunity to regularly monitor teaching and learning. He has analysed national and optional test results well to monitor trends and areas of strengths and weakness in the subject. The analysis has been used very well and has resulted in the very good achievement by pupils in the two years since the school has reopened. Four higher-attaining pupils in Year 6 have been identified as being particularly able in mathematics and, through the very good links with the local secondary school, are given extra tuition after school each week, by a teacher from the secondary school. Resources are good but not all classes clearly display number lines and number squares for pupils to refer to. Good use is made of grants to provide 'booster classes' for pupils prior to national tests in order to ensure they achieve to their maximum. The subject makes a very good contribution to the spiritual, moral and social development of the pupils. The use of ICT to support the subject is underdeveloped, though a package of mathematics programs is currently being used on a trial basis. Homework is used well to support the subject.

SCIENCE

102. Standards in science have improved over time. In the 2002 teacher assessment, standards were well above average by the end of Year 2. By the end of Year 6, they were in line with the national average, and well above average when compared with similar schools. Throughout the school, this represents a clear and sustained upward trend in science.
103. Inspection findings showed pupils attaining average standards in science, though teachers are working hard to ensure that pupils match the previous year's well above average standards by the end of Year 2. Pupils are achieving well over time and they have a growing understanding of science and how scientific principles affect their everyday life. By Year 2, most pupils make accurate observations about plants and animals, identifying similarities and differences correctly. They understand the importance of healthy eating, and that foods have different purposes for maintaining a healthy body. Pupils have a growing understanding of forces, and show increasing confidence in recording their work. Pupils are gaining new scientific knowledge, and use simple scientific vocabulary accurately. Many are able to express their ideas and findings with increasing fluency. This is due to the highly-effective strategies for developing the pupils' speaking and listening skills, as they discuss their learning with a partner, share with a larger group and listen to others in the process. This is a dynamic approach, and ensures all pupils are fully involved and engaged in the scientific thinking.
104. By Year 6, pupils have a well-developed understanding of the principles of a fair test. Higher-attaining pupils use their scientific knowledge to plan an investigation without support, using key questions, and are beginning to design tables and charts to record their findings. Lower attainers are assisted effectively, as they have a framework for planning and recording their ideas. All pupils show a level of understanding about the principles of photosynthesis, and the importance of air, sunlight and water for growth. They use scientific vocabulary such as oxygen and carbon dioxide with increasing understanding, and consider a range of variables that might alter the outcome of their investigations.
105. Teaching and learning are good throughout the school. There are examples of very good and excellent teaching in Years 3-6.
106. The most effective teaching and learning included the following characteristics:
 - Lively and dynamic delivery of the lesson, ensuring all pupils were fully absorbed in their learning
 - Very secure subject knowledge, with accurate and thorough explanations of scientific principles, such as photosynthesis.
 - Excellent use of resources to help the pupils' understanding further
 - Highly effective and systematic opportunities for the pupils to develop their speaking and listening skills further when thinking, pairing and sharing their ideas; this approach assists pupils with English as an additional language even further in their comprehension
 - Very effective use of the pupils' numeracy skills to design and develop charts and graphs to present their findings
107. Where teaching and learning were satisfactory, areas for improvement included:
 - More consistent use of the school's behaviour management strategies, to ensure pupils focused on their learning
 - Better use of resources to explain, for example, the principles of magnetic forces
108. Although ICT is used for scientific enquiry, there is scope for it to be a more regular feature in science lessons. The subject leadership is satisfactory, and the co-ordinator has a clear idea of what improvements are necessary, even though the post has not been held for very long. Teachers are effective in their use of assessment, particularly during lessons, through use of questions, to ensure pupils understand the scientific principles being taught. Science has not had the same prominence as English and mathematics as the pupils' needs for literacy and numeracy skills have rightly been more pressing. Nevertheless, pupils have moved forward in all aspects of their

scientific knowledge. Resources are good, and well organized for easy and efficient access. There are appropriate priorities for developing the subject further, including continued emphasis upon investigative work, and in ensuring more pupils reach the higher levels over time.

ART AND DESIGN

109. Judgements are based on lesson observations, examination of the pupils' work on display, pupils' sketchbooks and an examination of planning documents. These show that the majority of pupils reach satisfactory standards by Year 2. They are achieving appropriately. By Year 6, pupils achieve standards which are at least satisfactory and often good, and their achievement is good overall.
110. Displays throughout the school show that teachers make good use of interesting contexts to extend pupils' experience of using a wide range of art materials. There is evidence of good teaching in careful experimentation with materials and how to create visual effects. In Years 1 and 2, pupils have observed facial features and made careful sketches of eyes, mouths and whole faces. They mix paints effectively to produce pictures with shades of different colours, and make eye-catching prints with a range of materials, including their hands and polystyrene print boards. Displays in Years 3, 4, 5 and 6 also provide evidence of good teaching. Pupils can use pencils to shade in different ways, for example using complex cross-hatching designs. They show bold, creative and controlled use of a wide range of techniques and materials, for example when they designed the striking Adinkra symbols which were produced using paste resist methods. A wide range of images and objects from different cultures is used to extend the pupils' thinking about art and design. For example, at the time of the inspection there were displays of pieces of Kenti cloth, Indian textiles and the Tudor style fabrics which are used in the costumes and furnishings in Sutton House. Artists' work is used to inspire pupils and teach them how to create different effects through using different techniques. For example, pupils in Year 4 produced very effective watercolour paintings, using a stippling technique they had seen in the work of the French painters, Claude Monet and Henri Cross.
111. Visits to places of interest and art galleries such as the National Portrait Gallery are used effectively to develop pupils' knowledge and understanding of art and design. Art is also used well to help pupils develop their understanding of history, geography and religious education, for example through portraits of Tudors in Year 5 and African collage masks in Year 1. ICT and art and design are taught effectively together. For example, pupils in Year 4 worked in pairs in the 'Launch Pad' with a graphics program to produce imaginative abstract designs based on a Picasso collage and drawing of a guitar. Pupils in Year 1 worked in pairs to produce computer-generated pictures of the New Testament story, the feeding of the 5,000, from which pupils in Year 6 then produced posters of the younger children's work. Both of these examples show the strong focus on co-operative learning in which the school excels. All pupils are fully included in art and design lessons, regardless of gender, ethnic or social background.
112. Based on the two lessons observed during the inspection and the quality of art work on display and in books, the quality of teaching is good overall. Teachers use ideas which greatly interest pupils and as a result, pupils feel confident about their learning and are well motivated. For example, in a Year 5 lesson the classroom was well organised, with resources to hand and a very good learning atmosphere created. The teacher's own knowledge of the subject was good. She used resources very well, for example showing photographs of Mehendi hand designs on the interactive whiteboard and inviting pupils to outline the patterns and shapes on the board using marker pens. They then created their own individual designs on paper while the teacher and learning support assistant provided very good support and encouragement to less confident pupils. Teachers' marking in sketchbooks shows good use of technical language to provide feedback to pupils on their work. Speaking and listening skills are developed very well in art lessons through well-focused discussions on work in progress and when teachers and pupils evaluate finished products.
113. Pupils' attitudes are very good. They concentrate very well on their tasks and show high levels of interest in their own and others' work. They are very proud of their work in art and design. They enjoy

seeing their work displayed and enthusiastically talk about this with visitors. They are particularly proud of their large, extremely well-constructed banners based on the UN Convention of the 'Rights of the Child' which are displayed in the hall and around the school. Displays are used very effectively and consistently across the school to celebrate pupils' achievements and to capture the interest of other pupils in the techniques used and results achieved.

114. The subject leader is very enthusiastic, effective and thorough in her leadership of the subject. She has a good overview of resources available in the school for teaching art and design and has compiled a very helpful scheme of work that is now guiding the development of the subject through the school. Sketchbooks have recently been introduced to ensure that pupils develop their art and design skills at the beginning of each unit of work. There is scope for using ICT more systematically in the subject. The subject leader has begun to introduce an assessment system so that teachers can identify gaps in pupils' knowledge and skill development and plan 'catch up' programmes based on the information gained. Resources for art and design are good and the school makes good use of external sources of support, for example Sutton House, the art department of a local secondary school and artist in residence schemes.

DESIGN AND TECHNOLOGY

115. During the inspection week, it was not possible to observe any lessons as design and technology only takes place during design and technology weeks in the school year. Therefore, judgements are based on the limited evidence of pupils' previous work available, teachers' planning, the comprehensive scheme of work and discussions with staff, pupils and the subject leader.
116. By Year 2, standards are at least satisfactory and pupils are achieving well. They design and make models from recyclable and commercial materials and identify appropriate materials that should be used. Their skills of cutting, sticking and joining are sound. For example, Year 2 pupils make stick puppets using a variety of materials and Year 1 pupils combine computer skills with their design and making skills to produce calendars.
117. Displays around the school indicate that by the end of Year 6, standards are at least satisfactory and pupils achieve well. A Year 4 topic, on making life-size chairs and benches to fit a purpose, showed standards for the work in that theme to be above average. Pupils worked in groups to produce a well-finished chair using wood, materials and paint. Pupils spoken to about their chairs had a clear sense of pride about their achievement. Visits to the neighbouring Sutton House also result in well-produced models of Tudor homes. Large banners around the school, based on the 'Rights of the Child', show that pupils use a variety of materials and finishes. For example, wood, felt, cloth, paint and batik are used in creative ways and are joined together using glue, staples, needle and thread and tape. During a residential visit to Ketch Hill Study Centre, Year 6 pupils used a variety of natural materials to make shelters. There is no food technology area in the school but Years 3 and 4 pupils use the home economics room of the local secondary school for cookery.
118. From the evidence of pupils' work and the planning, the quality of teaching is at least satisfactory in Years 1 and 2 and Years 3 - 6. The well-planned scheme of work ensures that the themed weeks cover all aspects of the design and technology curriculum well. The attitudes of the pupils are good and they show pleasure and pride when talking about their work.
119. The management of the subject is very good. Although the subject has not been a high priority since the school reopened, the co-ordinator has ensured that the subject has been given a high profile through the themed weeks. She has ensured that the themes and topics are relevant to the pupils. She has identified well the strengths of the subject and areas for development and has plans to increase the number of themed weeks put aside to the subject. The comprehensive scheme of work ensures that there is progression and continuity within the subject. Resources are adequate but are supplemented by resources from a local initiative known as the 'Scrap project'. The subject contributes very well to the spiritual, moral, social and cultural development of pupils. Well-finished and presented displays of pupils' work reflect a celebration of the cultures in the

community and a pride in the finished articles. Although ICT is planned for, its use is underdeveloped. A lunch-time sewing club is well attended by pupils, who take great pride in their work and are eager to show it to visitors.

HUMANITIES

120. Pupils reach broadly average standards in both history and geography by Years 2 and 6, and achieve well over time. The school organizes special weeks when, for example, there is an in-depth opportunity to focus on historical enquiry, and other times when geography is emphasized.
121. There was limited opportunity to observe any teaching in humanities due to the timetable, however, scrutiny of work and discussions with pupils showed they were interested and informed about history and geography. The Black History month recently celebrated has had a high profile across the school, enabling pupils to understand more about key figures in history. The school makes excellent use of a nearby museum, Sutton House, and there is creative use of artefacts to help pupils understand more about the past. Pupils are taught how to sieve evidence, and to distinguish what constitutes secure and valid evidence as distinct from opinion and prejudice.
122. Pupils study older and more recent maps of the world, and learn about countries discovered in Tudor times. They make useful inferences from portraits and discuss what is fact, fiction and opinion. There are creative links across the curriculum, for example linking history with art. Pupils have considered Tudor textiles, and looked at brocade fabric as a base for sketching. There are also rich links with art, history and culture as pupils consider the history of other cultures than their own, and appreciate that there is diverse opinion about events that have happened in history, for example the reason for war.
123. In geography, older pupils contrast overseas localities with their own familiar locality. They use a key accurately when drawing maps, and collect evidence from photographs to analyse evidence and draw conclusions. Pupils have accurately sequenced the journey of a banana to its destination when sold in the shops. Pupils have discussed the relative merits of building a hotel complex, and the relevant environmental issues. Teachers make good use of the local environment, for example by visiting the River Lea as part of fieldwork, in order to investigate levels of pollution, at the same time as completing a survey in the river for signs of life. Pupils' geographical skills are developed systematically, as they learn the importance of clean water and its effect on people, and how rivers and oceans are linked. There are sensible discussions about water usage and sources of water, leading to further learning about the water cycle. Pupils show considerable insight as they write about water in developing countries, for example by researching a village in India, and some pupils extract information using the diary of a village child, making inferences from basic information. Pupils make their own observations about the local area, including their likes and dislikes. Some pupils have made well-reasoned recommendations for playground improvements.
124. No overall judgement can be made about the teaching of geography and history, due to limited first-hand evidence, although scrutiny of the pupils' work shows that both subjects are taught systematically, and skills are developed to ensure that pupils achieve well over time. There is scope for making better use of ICT for both subjects. The subjects are led effectively, and there are good resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. By the end of Years 2 and 6, standards are average and pupils' achievement is good. Initiatives implemented since the school's 'Fresh Start', including staff training, upgrading of hardware and software in classrooms and the new computer suite, have resulted in standards rising quickly from a low base.
126. By Year 2, pupils use the mouse well to log on, select from an on-screen menu, drag and drop screen icons and print their work. They are able to find letters and numbers on the QWERTY

keyboard. Pupils can confidently select from an on-screen menu. They know that information can be obtained from television, radio, video, audio tape, the Internet and interactive whiteboards, an electronic board connected to a computer which projects an image for all to see.

127. By Year 6, pupils confidently log on and close down the computer, manipulate screen icons using the mouse, select files, folders and items from an on-screen menu, use the 'drag and drop' features of a program and print their work. They are prepared to experiment should anything go wrong. They write stories and poems and change the size, style and colour of fonts. Pupils combine clip art pictures and text to write stories and accounts. For example, as part of their 'Success for All' work on 'The Highwayman' they word-process a letter of farewell as one of the characters. Year 6 pupils also produce a slide and text presentation for younger pupils about farm animals. They can access the Internet for information. For example, Year 6 pupils search for pictures and information about Tudor ships, which are then combined with text. Pupils save their work on to the hard drive for later use.
128. The quality of teaching is good. In the computer suite, teachers use the interactive whiteboard well to present their lessons, and in Year 5, good use is made of it by the teacher in lessons. Pupils are also encouraged to use it, and do so with confidence. In many lessons insufficient use is made of assessment to inform planning for individuals or groups of pupils. Higher-attaining and lower-attaining pupils are often set the same task, which does not consider the needs of different ability groups. Assessment to inform planning has been identified as an area for development within the subject. Although there is a lack of confidence amongst some teachers and learning support staff, this is improving as a result of staff training, the support given by the subject leader, improved planning of lessons and the upgrading of resources, including the computer suite. Lessons are well managed and generally organized efficiently. However, because of the layout of the computer suite, in whole-class lessons pupils often have to work very close to each other and so have little room to move. This was addressed well in a Year 6 lesson where the learning support teacher worked with six pupils in the classroom on the class computers whilst the rest of the class worked in the suite. Overall, however, the use of classroom computers is underdeveloped. In a majority of classes during the inspection week, the class computers were not used to support the curriculum. In many lessons in the suite, good use is made of the 'Success for All' strategy of pupils being given a few moments to discuss how a program works or what they think will happen next. This helps pupils to consolidate their knowledge and supports their development of language well. A computer program to support mathematics is beginning to be used but is not yet firmly embedded in the curriculum.
129. Boys and girls have the same good attitudes towards the subject and the same growing confidence and interest. They are eager to learn new skills and happy to experiment and learn from their mistakes. In many lessons, pupils work in pairs and support each other. They share the equipment well. Teachers ensure that pupils take turns to use the mouse and keyboard. Year 6 librarians are especially proud of the way they look after the library and ensure that the computerised system for accessing and returning books is used effectively by all pupils. Year 6 pupils also control the overhead projector and music player in assemblies.
130. Increasingly, the suite is providing opportunities for pupils to develop their skills by using information technology linked to other areas of the curriculum. For example, Year 4 were observed using their Internet skills to research information about the Christmas Story. In a good Year 5 lesson, pupils were observed using the interactive whiteboard to draw designs for hand decorations. However, links are underdeveloped in a number of subjects and in the classrooms. For example, in a good Year 5 'Success for All' lesson about planning, drafting and editing a play script, the opportunity for pupils to use a word-processing program to draft their work was missed.
131. The new computer suite is having a positive impact on the raising of standards, as whole-class lessons can now be taught using a projected image for all to see. This ensures that pupils have the skills and knowledge to use computers and the programs. However, the screen is too low for a minority of pupils who sit in one corner of the computer suite to see it fully. The quality and quantity of computers has improved considerably since the school reopened under 'Fresh Start.' The ratio of computers to pupils is above the national average.

132. The management of the subject is very good. The subject leader is knowledgeable and enthusiastic and has identified the strengths of the subject and the areas for development. She has ensured that since the school has reopened the pace of development has not been overwhelming for teachers but has still been of a very high quality in order to raise standards. She has regular opportunities to monitor teaching and learning, to work alongside colleagues and to teach classes throughout the school. A national training initiative has resulted in improved teacher knowledge. Grants have been used well to finance the purchase of computers and the two interactive whiteboards. Learning support assistants have also been given some training and support pupils well. The use of assessment to inform teaching and planning is in its infancy but the school is now beginning to trial a system of assessment produced by the local education authority which will support a more accurate match of work to pupils' knowledge and skills. It will also identify those pupils who bring skills from home. Pupils in Years 3 to 6 have the opportunity to attend an after-school computer club run by the subject leader. Pupils who attend the club are very enthusiastic about it. The subject makes a very good contribution to the spiritual, moral, social and cultural development of pupils, particularly as they share resources, explain to one another their new knowledge and take responsibility for looking after the equipment and resources carefully.

MUSIC

133. By the end of Year 2 and Year 6 pupils attain average standards overall, with good standards in singing, and achieve well throughout the school. Pupils with special educational needs and those for whom English is an additional language achieve well, and similarly to other pupils in their groups.

134. Evidence is based on the observation of two lessons observed during the inspection and on singing during assemblies. Evidence was also gained from scrutiny of teachers' planning and discussions with the specialist music teacher and the headteacher.

135. By Year 2, pupils can perform their own rhythmic patterns using a range of percussion instruments and can create different moods by altering the speed and volume of their playing. This was shown in the lesson in Year 2 when children held musical conversations with the teacher using drums, cow bells and other instruments. They sing tunefully and with enthusiasm and can invent and perform different endings to the songs they sing. By Year 6, pupils demonstrate understanding of specific musical vocabulary such as pitch, dynamics and tempo. They learn how to take the role of conductor during class singing and compose and perform their own pieces of music, developing skills in appraising the compositions of their peers. They learn about music from a range of cultures and periods of history. During the lessons observed both boys and girls joined in enthusiastically and volunteered to sing solos, which they did with enjoyment and pride.

136. There is a strong commitment in the school to the importance of music and opportunities designed to extend the pupils' musical experiences are regularly included in the curriculum. For example, a successful African drumming workshop was organised as part of Black History month and extra-curricular clubs are available for pupils who would like to develop their skills in percussion, dancing and singing. There is limited evidence of the use of ICT in music.

137. Pupils regularly sing in assemblies and to celebrate festivals. They also take part in performances with other schools, for example the Hackney Music Festival and Church Schools Millennium Festival. Singing in assemblies is very tuneful, extremely enthusiastic and overwhelmingly joyful. An impressive sense of community and pride in the school fills the hall when everyone in the school joins together to sing.

138. As only two music lessons were observed during the inspection, it is not possible to come to a firm judgement on teaching quality. From scrutiny of documents, there is evidence that curricular planning is detailed and builds well on previous lessons. Pupils are taught to follow symbols on a chart and to play repeated sequences with percussion instruments. They also experience music from other parts of the world. Pupils are taught to play percussion instruments used in a range of

cultures and to listen to and sing songs of significance in world religions, for example Judaism's 'Shalom'. This contributes well to their cultural development.

139. A specialist teacher teaches music throughout the school. She has drawn up a curriculum structure for each year group, which shows how ongoing skills will be taught alongside units of work on composing, listening and performing. Resources to support the subject are good. They are in good condition and include a good range of percussion and pitched instruments. The headteacher maintains a very good overview of the subject and has well-founded and clear understanding of what needs to be developed next. For example, plans have been made to increase the number of pupils who learn to play the recorder and violin. The school also plans to take part in a Hackney Music Service initiative to extend the use of ICT in the teaching of music.
140. This subject has a valued place in the school's curriculum and makes an excellent contribution to the pupils' wider learning experiences.

PHYSICAL EDUCATION

141. During the inspection week, it was only possible to observe a gymnastic, a dance and a swimming lesson in Years 3 to 6. No lessons were observed in Years 1 and 2 and no athletics lessons were observed. Therefore, judgements are based on a narrow observation of the range of the physical education curriculum, teachers' planning and discussion with teachers and the subject leader.
142. By Year 2 and Year 6, standards are average and pupils, including those with special educational needs, achieve well. By Year 6, pupils can perform with suppleness, control, accuracy and safety. For example, Year 3 pupils were observed sequencing movements satisfactorily to explore balance and movement as an introduction to a series of dance lessons, Year 4 pupils were observed sequencing movements to show balance and fluidity of movement in gymnastics. Pupils in Years 3 to 6 are taught swimming at the nearby public swimming pool at Kings Hall Leisure Centre. By the end of Year 6, the majority of pupils are able to swim the minimum national requirement of 25 metres.
143. Teachers' planning indicates that the quality of teaching in Years 1 and 2 is at least satisfactory, and satisfactory in Years 3 to 6. Teachers, learning support assistants and trainee teachers dress appropriately, which ensures that pupils also dress correctly for vigorous exercise. Lessons begin with an appropriate warm-up activity but do not always end with a cooling down exercise. Pupils are not always made aware of the effect of exercise on the body and are not always given the opportunity to watch each other and constructively evaluate and suggest areas for improvement in each other's performance. In a satisfactory Year 3 lesson, the teacher demonstrated the tasks and monitored groups and individuals well to support their learning. Although the teacher demonstrated ways to balance and move on various body parts, opportunities were missed for pupils to observe and constructively evaluate each other. This also restricted the opportunity for pupils to be creative and to progress at a faster pace. Swimming lessons are taught well by two qualified instructors. They are supported well by the subject leader. In the lesson observed, good support was also given to a small group of pupils by a trainee teacher. Swimming lessons are well paced and due attention is given to health and safety issues. Pupils' progress is monitored weekly by the instructors, who feedback to the subject leader at the end of each term. The pool is close to the school but the short walk involves crossing a very busy main road. Pupils are managed very well to and from the pool and teachers insist that they walk in a safe and responsible manner. An additional adult from the school walks to the pool with the pupils and meets them again for the walk back.
144. Pupils' attitudes and behaviour are satisfactory overall. Their attitudes and behaviour at swimming are good. In the gymnastics lesson observed unsatisfactory behaviour by a minority of pupils resulted in too much noise, which impacted on the pace of teaching and learning.
145. A policy and scheme of work, based on a published scheme and nationally-produced guidance, are in place and ensure appropriate coverage of the National Curriculum requirements. The Year 6 residential visit to Kench Hill Activity Centre contributes very well to a number of physical

education activities and supplements the range of curriculum opportunities well. For example, pupils have the opportunities to take part in orienteering, canoeing and rope work. The use of numeracy and ICT to support the subject is underdeveloped. For example, pupils do not watch themselves on video in order to refine and improve their performance or use data handling programs to assess their performance in field or track events. Resources are good overall. The subject contributes well to the spiritual, moral, social and cultural development of pupils; for example, through team games, extra-curricular activities such as football, African Dance workshops, salsa dance, juggling and the residential visit. The annual sports day, at Finsbury Park athletics track, also combines sports with a parents' and pupils' picnic.

146. The subject leader is well qualified for the post and manages the subject well. She supports teachers throughout the school by monitoring planning, demonstrating lessons and helping teachers plan a sequence of lessons. Good links have been established with the Hackney Free and Parochial secondary school, which is also a centre of sporting excellence. Trainee physical education teachers from the school support pupils in lessons and at swimming. The use of assessment to inform planning, especially for higher-attaining pupils, is underdeveloped. The use of assessment and the teaching of dance have been identified by the subject leader as areas for future development.