

INSPECTION REPORT

CUBITT TOWN INFANT SCHOOL

Isle of Dogs

LEA area: Tower Hamlets

Unique reference number: 100932

Headteacher: Ms N Daly

Lead inspector: Mrs J Catlin

Dates of inspection: 1 – 4 December 2003

Inspection number: 263377

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant
School category: Community
Age range of pupils: 3 – 7 years
Gender of pupils: Mixed
Number on roll: 311

School address: Glengall Grove
Manchester Road
Isle of Dogs
London

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Telephone number: 020 7987 3373

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Appropriate authority: Governing body

Name of chair of governors: Mr C Garrard

Date of previous inspection: 9 November 1998

CHARACTERISTICS OF THE SCHOOL

Cubitt Town Infant School has 311 pupils on roll aged from three to seven. It is bigger than other infant schools. Although the school admits some pupils from out of its catchment area, it mainly serves the local area of Millwall, Isle of Dogs, which is predominantly one of local-authority housing. Half the pupils are from ethnic minority backgrounds, which is a much larger proportion than that found nationally. Many enter the nursery class in the September before their fourth birthday. Attainment on entry is well below that expected for children of this age. The percentage of children who claim free school meals is well above the national average. There are 58 per cent of pupils who speak English as an additional language, which is very high. The proportion of pupils identified as having special educational needs, over 18 per cent, is about average. The majority of pupils with special educational needs have speech or communication difficulties. Over one per cent of pupils have a Statement of Special Educational Need; this figure is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21685	Jenny Catlin	Lead inspector	Mathematics Foundation stage
9614	Carolyn Webb	Lay inspector	
27698	Gordon Phillips	Team inspector	English Religious education Special educational needs English as an additional language
26820	Carolyn Maddox	Team inspector	Science Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that provides very good value for money. Pupils enjoy learning and taking part in the exciting and interesting activities. They achieve well and make good progress because teaching is generally good and sometimes very good. Current standards in literacy are above average. In numeracy and science they are average. There are no significant differences between the achievements of any groups of pupils.

The school's main strengths and weaknesses are:

- Standards in reading and science for the 2003 group of Year 2 pupils were well above those found in similar schools; in writing standards were in the top five per cent for these schools and in mathematics they were above average.
- Current standards in art are above expectations. Standards in information and communication technology (ICT) are above those usually found in many schools because of the very good provision, which effectively supports many areas of the curriculum.
- Teaching is good overall and it is very good in reading and writing. This enables pupils to achieve very well.
- The curriculum is good because there is a rich and varied range of learning activities. As a result pupils have very positive attitudes to learning and look forward to their lessons.
- The leadership of the headteacher is very good and governors have a firm grasp of the school's strengths and weaknesses.
- There are good links with the community and support from parents is very good.
- The very good induction of the youngest children ensures that they settle quickly and happily.
- The provision for pupils with special educational needs and those who speak English as an additional language ensures that they achieve well and make good progress.
- There is insufficient challenge in some lessons for more-able pupils in mathematics and science.
- Standards in religious education are below average.

The improvement since the last inspection is good. The school has maintained good teaching despite many changes in staff. Year groups meet regularly to review their lessons and use their assessments to plan for the following day. The school has good procedures for monitoring all aspects of its work. The governing body play an effective part in school development and leadership. The provision for ICT is very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			Similar schools
	2001	2002	2003	2003
reading	E	E	D	A
writing	E	E	B	A*
mathematics	E	E	E	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Pupils' achievement across the school is good. Children enter the nursery with attainment well below that expected for their age. The above chart shows that standards for the **2003 group of Year 2 pupils were below the national average in reading and above average in writing. In mathematics they were well below average.** However, when these test results are compared with those of similar schools, standards were well above average in reading and in the top five per cent in writing. In mathematics, standards were above the average for similar schools.

At the time of the inspection, standards attained by the current Year 2 pupils are above average in writing, ICT and art. They are average in reading, mathematics and science. The majority of pupils achieve well and make good progress from when they enter the nursery class because of the good, and often very good, teaching they receive. The achievement of children in the nursery and reception classes is good. Standards in religious education are below average. Not enough lessons were seen in design and technology, geography, history and music to make secure judgements on standards. In physical education, standards are good in the aspects of the subject observed. The most significant aid to raising achievement has been the school's focus on improving the literacy skills of all pupils. This has resulted in examples of outstanding creative writing from some pupils. There are no particular barriers to learning, although the well-below-average standards of children's language and communication skills when they enter the nursery present the school with a considerable challenge.

The development of pupils' personal qualities is very good. Provision for their spiritual, moral, social and cultural development is good overall. Consequently they have very good attitudes to school, their behaviour is good and they are willing and responsible. Attendance is good and most pupils arrive at school on time.

QUALITY OF EDUCATION

The quality of education is good due to the good teaching throughout the school. This, coupled with **the broad and relevant curriculum**, ensures that pupils benefit from a wide range of activities that contribute positively to their achievement. Pupils concentrate hard and work well, which has a positive effect on their learning. In some mathematics and science lessons the needs of more-able pupils are not always met effectively because the work they are asked to complete is not sufficiently challenging and this results in them not achieving as well as they could. Links with other schools, the community and parents are good.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and the school is well managed. The governance of the school is also good. These factors make an effective contribution to the good education offered to pupils and ensure that the majority make good, and often very good, progress and achieve well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Children receive a very good introduction to school. Parents are very appreciative of the school's work to ensure that their children receive the best education possible and achieve well. Pupils enjoy being in school, are very fond of their teachers and like the interesting things they are given to do.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Ensure that there is sufficient and consistent challenge for more-able pupils in mathematics and science.
- Raise standards in religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good and standards in writing, ICT and art are above average throughout the school. Standards in reading, mathematics and science match those found in most schools.

Main strengths and weaknesses

- Standards in writing, ICT and art are above average across the school.
- Although pupils' achievement in Years 1 and 2 is good and test results have improved significantly, more-able pupils are occasionally not challenged sufficiently in mathematics and science.
- Standards in religious education are below average.

Commentary

1. At the time of the last inspection, standards in reading were described as being 'the weakest aspect' of pupils' attainment in English. In 2003 the school's Year 2 test results were above the national average in writing, below average in reading and well below average in mathematics. Results were well above those of similar schools in reading, in the highest five per cent in writing and above average in mathematics. Results in teacher assessments in science showed standards to be average for the proportion of pupils reaching Level 2 but below average at Level 3, which is the expected result for more-able pupils.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	15.5 (14.6)	15.7 (15.8)
Writing	15.4 (12.7)	14.6 (14.4)
Mathematics	15.4 (15.4)	16.3 (16.5)

There were 80 pupils in the year group. Figures in brackets are for the previous year

2. Children in the Foundation Stage are likely to reach the Early Learning Goals in personal, social and emotional development, physical development and creative development by the end of the reception year. They are unlikely to reach these goals in their communication, language and literacy development or their knowledge and understanding of the world. While attainment in mathematical development is better it is unlikely that the majority will reach expected standards in this area. Evidence from the work of children in Year 1 shows that most did not reach expected standards in communication, language and literacy, mathematical development or knowledge and understanding of the world. Standards for children who entered the reception class in September were below average.
3. Lessons and pupils' work in Years 1 to 2 shows that standards have improved since the last inspection. At this point in the academic year standards are average in Years 1 and 2, except in writing and ICT where pupils are reaching standards that are above those expected nationally.
4. Children in the Foundation Stage are achieving well. Most pupils in Years 1 and 2 also achieve well, and at times; for instance, in literacy and ICT lessons seen, they achieve very well. Lower and average-attaining pupils achieve better in Years 1 and 2 than more-able pupils, who are not always challenged sufficiently in mathematics and science. More-able pupils tend to do better in writing than in mathematics and science partly because they benefit from opportunities to work independently and the work planned by teachers offers greater challenge. Also assessment information is used thoroughly to identify and remedy gaps in

learning. Pupils achieve well in all other subjects except religious education, where their achievement is unsatisfactory overall. Opportunities to extend and consolidate their learning through the use of ICT in a range of subjects support their achievement and further extend their ICT skills.

5. Pupils with special educational needs and those who speak English as an additional language make **good progress** overall. The **good teaching** they receive is effective in raising their attainment. The additional support in the classroom means that these pupils **achieve well**. They have the confidence to take part in all classroom activities and work in small groups. This is particularly the case in English, where achievement is good. Thus, good reading and language development help them to complete tasks in other subjects.
6. Parents are very happy with the progress that their children are making. They have been aware of a distinct rise in standards since the current headteacher was appointed.

Pupils' attitudes, values and other personal qualities

Pupils' **attitudes** to their lessons and **relationships** with their teachers are **very good**. Behaviour is **good**. Personal development and spiritual, moral, social and cultural development are also **good**.

Main strengths and weaknesses

- Very good procedures to promote and monitor attendance and behaviour.
- Very good moral and social development.
- The warm, caring ethos is reflected in pupils' eagerness to come to school.

Commentary

7. As a result of the school's appointment of the home/school liaison officer, rigorous monitoring, individual certificates and the class teddy award attendance is now satisfactory. The five per cent increase in the attendance rate to 94.3 per cent is a major improvement since the last inspection. The school has already identified that its next priority is to improve the punctuality of the few who persistently arrive five or ten minutes late.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.6
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8. Warmly welcomed into the attractive nursery, children happily bid their parents goodbye and quickly settle to painting, pushing cars round the carpet road or overloading 'Thomas the Tank Engine's trucks' to the extent that he stops running round the track! They quickly learn what is expected of them and negotiate sharing the equipment very well.
9. The school is an inclusive, well-disciplined society where all are valued. 'Our code of behaviour' posters are prominently displayed around the school, and pupils quickly develop very good moral values and a natural sense of justice. They enjoy working and playing with each other and their social development is very good. Circle Times are used well to resolve particular problems and to highlight where pupils can help. They relish responsibility, even the youngest proudly taking charge of the registers. Volunteers stack the benches and chairs after assembly, and many are eager to help the office staff and the headteacher when messages need to be delivered. Year 2 pupils sit with reception-age children so that they will not be left on their own if they take a long time eating their dinner. Outside in the playground exuberant games are enjoyed and the adventure equipment is very popular with all ages.

10. Although the school has a rich cultural community the diversity of pupils' traditions and cultures is not always highlighted to enhance knowledge and understanding of others' lives. Opportunities are sometimes missed within the curriculum to celebrate the differences. Both spiritual and cultural development are satisfactory.

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	50	0	0
White – Irish	1	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Bangladeshi	74	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	5	0	0
Chinese	5	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education in the school is very good because all adults have a high commitment to ensuring that they offer the best education to the children in their care. Therefore pupils make good progress during their time in the school. The very good care and concern shown to pupils, the good quality teaching and the good provision for pupils with special educational needs are the major contributory factors.

Teaching and learning

Teaching and learning are good overall, although some very good lessons were seen in both the Foundation Stage and in Years 1 and 2. In one mathematics lesson teaching was excellent, and in reading and writing teaching is very good. Because teaching is consistently good, and often very good, this has a positive effect on pupils' learning, helps to raise standards, particularly in reading and writing, and ensures that pupils achieve well.

Main strengths and weaknesses

- Teaching has improved since the last inspection, particularly in reading and writing, and this is having a good effect on standards.
- All teachers display good basic teaching skills and manage pupils' behaviour well.
- A great deal of attention has been given to improving teachers' planning - which is generally good - but work set does not always meet the needs of more-able pupils.
- Throughout the school, pupils apply themselves well to the tasks that are set for them and try especially hard when they are given the opportunity to work independently.
- Assessment is good in English and satisfactory in mathematics and science; the school has not yet developed systems for recording how well pupils are doing in the foundation subjects.
- On occasions, the challenge for more-able pupils is not always effective in ensuring they make as much progress as possible.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	7 (19%)	13 (35%)	16 (43%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Both the 2003 National Curriculum test results and inspection findings show that good and very good teaching, especially in reading and writing, is having a positive effect on pupils' achievement and on standards in the school.
12. All teachers display a range of good basic skills on which they can easily build and have very good relationships with pupils. Pupils say that their teachers are kind and helpful, and enable them to understand their work. Teachers prepare their lessons thoroughly and manage pupils' behaviour well. They have very good questioning skills and explain learning objectives to pupils. They are consistent in their management of behaviour, which ensures that pupils in all classes have the opportunity to learn in an orderly and harmonious environment. This supports pupils' achievement and the school's efforts to raise standards. Teaching assistants and, in the nursery, nursery nurses, are well informed about their role and make an effective contribution in all lessons. Homework is meaningful, interesting and varied, and effective in moving pupils on in their learning.
13. Lesson planning is detailed and shows considerable dedication on the part of the teachers. As a result, it is clear what activities are to be covered in each lesson and what the overarching learning objectives are. However, in some instances; for example, in mathematics and science, the lesson planning does not always ensure that more-able pupils are challenged. In some numeracy lessons seen this led to far too much time being spent on the introduction – which lasted for half an hour in some lessons – instead of dividing up the time in a way that was best suited to the wide range of prior attainment in the class. These lessons contained strengths in the way the teachers related to the pupils, in the use of the teaching assistants and in good management of the class, but methods and the timing of activities did not serve the full range of pupils' needs. Although they were set tasks that were appropriately matched to their prior attainment when they moved off to work individually, the introduction in each lesson was pitched more to the needs of the lower and average-attaining pupils and did not extend the more-able pupils sufficiently.
14. Throughout the school, pupils concentrate well, are keen to contribute their ideas and answer questions. They are interested in learning and readily become involved in the tasks that are set for them. Pupils organise their written work well in response to well-established school routines. Boys and girls work with equal diligence. Pupils are keen to do well and work effectively together.
15. Assessment in reading and writing is good and this is contributing directly to the improvement in standards and to the good teaching in Years 1 to 2. Assessment information is used to identify any underachievement, to pinpoint gaps in pupils' knowledge and to set individual targets that are communicated with pupils so that they know how to improve their work, as well as with parents so that they know how to help their children. The careful analysis of test results ensures that pupils with special educational needs are easily identified and that their progress, alongside that of all pupils, is carefully tracked. Systems for recording how well pupils are doing in mathematics and science are not as successful in ensuring that more-able pupils are always challenged appropriately. Assessment procedures in the foundation subjects have not yet been developed, because the school has concentrated on raising standards in the core subjects of English, mathematics and science. Introducing a system of assessment for the foundation subjects has been identified as priority by the subject co-ordinators.

16. Teachers are particularly aware of the needs of pupils with special educational needs and, as a result, they make good progress and achieve well. Pupils' individual education plans match the work effectively to their needs and teachers make helpful notes on their progress. Teachers are experienced at adapting approaches to help develop language acquisition and this is particularly beneficial for those who speak English as an additional language and enables them to achieve well.

The curriculum

The school provides a **good** curriculum which enables the pupils to **achieve well**.

Main strengths and weaknesses

- The school provides a rich and varied range of learning activities.
- Provision for ICT is very good.
- Provision for English, particularly writing, is good.
- Provision for pupils with special educational needs and those who are at early stage of speaking English are good.
- Links between subjects are well promoted.
- Good use is made of local attractions, sport coaching and business links to enrich the curriculum.
- Clubs are offered in gymnastics and computers.
- Accommodation and resources contribute well to learning.
- There are missed opportunities in religious education lessons to enhance pupils' cultural and spiritual development.

Commentary

17. The curriculum is good due to a broad and relevant range of activities and experiences which are planned to help the pupils learn successfully. A major strength of the curriculum which benefits pupils with special educational needs and those who speak English as an additional language is the quality of provision for English. There are some good opportunities for enriching the curriculum. For example, pupils take part in an inter-schools gym display and there are very good links with Mudchute City Farm. Pupils have also benefited from visits to the theatre and museums as well as workshops in science and mathematics.
18. Pupils benefit from the expertise of sports coaches from Tower Hamlets who come into school each week to teach pupils gymnastics and dance. An improvement since the previous inspection is that Year 2 pupils can now attend gym club after school led by one of the coaches. The school also benefits from good business links which have provided much welcomed money to purchase extra resources and volunteer staff who come to hear pupils read in class.
19. There is good provision for literacy skills with many opportunities to practise writing in all subjects. Very good emphasis is placed on presenting relevant and very well structured opportunities for writing. For example in Year 2, pupils were asked to write the instructions to make a bulb light up in a circuit. Pupils succeed because they know the key vocabulary and clearly understand the format of instructional writing.
20. The provision for ICT has improved a great deal since the previous inspection when resources for this subject were identified as a key issue. A further improvement is that Year 2 pupils now have the opportunity to attend computer club after school. There are very good links to other areas of the curriculum particularly art and English. Word processing is used effectively as a tool in other subjects.
21. Accommodation and resources are good, except for religious education where resources are unsatisfactory. Resources are easily accessible and many child friendly displays, plants and

books enhance the learning environment. The school is secure, well cared for and tastefully decorated creating a calm and welcoming atmosphere. Staff make very effective use of all the classrooms and teaching areas. A good improvement from the previous inspection is the development of an ICT suite and additional ICT equipment in classrooms.

22. Although pupils have the opportunity to learn about different faiths and celebrations during lessons in religious education, limited use is made of pupils' own experiences or local resources to enrich the RE curriculum.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. The school follows **very good** child-protection guidelines.

Main strengths and weaknesses

- There are very good relationships.
- Induction procedures for nursery children are very good.
- First-aid practice is good.

Commentary

23. Pastoral care is very good. Health and safety are high priorities for the school and regular risk assessments are carried out. Security review is on-going. Personnel trained in first aid are always on site and practice is good. Two members of staff have received child protection training and all adults are aware what to do if they have any concerns. The school works very well with local agencies when the need arises.
24. Because of the very good liaison and links with the nursery on site all children enjoy a very easy transition into the reception classes. Those arriving at school mid-year are welcomed and procedures for them are good. Very good relationships ensure that all have an adult to turn to if they are worried or have a problem. Mutual trust underpins pupils' confidence that problems will be resolved, and they are not disappointed; neither are they afraid to ask for help. On-going dialogue, in addition to recording and tracking pupils' progress, ensures that staff know where pupils need assistance and what they feel about their school. Pupils with special educational needs are identified at an early stage and supported so that they are helped to make good progress in relation to their prior attainment. The co-ordinator for special educational needs uses a range of assessments to do this. Targets are drawn up and individual and group education plans are compiled by teachers in close collaboration with the co-ordinator. These are subject to frequent reviews to ensure that they remain appropriate.
25. Pupils are consulted about school affairs and feel that adults listen to their views. A local fire-fighter has talked to them about safety. Pupils' confidence and self-esteem grow as they go up the school.

Partnership with parents, other schools and the community

The school has a **very good** working partnership with parents. They **strongly support** the school's ambitions for their children. **Good** and productive links have been forged with other schools through the education business partnership and within the island.

Main strengths and weaknesses

- Very strong support from parents.
- Very good links with parents.
- Good links with other schools and the community.

Commentary

26. Parents enjoy a very good relationship with the school, and are very appreciative of all it does to educate their children. Pleased they attend this popular infant school, parents are very ambitious for their children and confident that the school listens to any concern or suggestion they make. A very impressive 90 per cent of parents returned the Ofsted questionnaires, expressing overwhelmingly positive views. Attendance at the annual consultation meeting and that held for 'guided reading' is very good. Although the school has tried other workshops for parents, such as 'aerobics', attendance at these is very disappointing. However when productions take place, all are there to celebrate what their child can do. There is no parent teacher association but parents support fund-raising events, the most popular and successful being the Christmas bazaar. There are very good links with parents of pupils with special educational needs. They are kept fully informed of the progress of their children and invited to frequent reviews of targets set. The local education authority provides the school with exemplary analysis of the achievement of all groups of pupils, including those with special educational needs and from all ethnic groups.
27. Homework begins in the reception classes when 20 first words are given to be learnt, and the vast majority of parents are keen to help their children with work at home. Parents are well informed. The prospectus and governors' annual report contain useful and interesting data, and letters are sent home regularly so that parents know about future events. Children's annual reports are clearly written and contain useful comments to assist parents to help their children. Friendly office staff are ready to help with explanations or form-filling and the school will find translators if they are needed.
28. The good liaison and links established with other local schools on the island are still improving. Many benefits emanate from the new education business partnership including practical help in the form of new books. The children enjoy an arts week and sharing events with the junior school including the popular theatre group and puppet workshop. Through the Education Action Zone, pupils in Year 2 benefit from the transition programme, and the school's links with the junior school upstairs are now good. Links with the local community are also good: for example, a local building company gave money towards playground equipment.

LEADERSHIP AND MANAGEMENT

The school is **led and managed well**. The headteacher and other staff with key co-ordination roles provide **good leadership**. The school is well managed and runs efficiently. The governing body provides good support for the school.

Main strengths and weaknesses

- The headteacher is a strong and purposeful leader who has successfully established a cohesive team of staff who are all committed to school improvement.
- A great deal of information, gathered through monitoring and the analysis of performance data, has been used to improve the quality of teaching and raise standards.
- The provision for pupils with special educational needs and those who speak English as an additional language ensures that they achieve well and make good progress.
- Governors have a clear view of their role in the long-term development of the school.

Commentary

29. The headteacher is a strong and purposeful leader who has successfully inspired the staff to work with her to improve the school. She has shown resilience in her efforts to develop the school through a period when it experienced staffing difficulties. There is now an effective group of teachers which the headteacher has been able to form into a cohesive team of individuals, all committed to school improvement and self-critical in their attempts to improve the quality of education further. Effective leadership and good subject co-ordination –

especially in English and ICT - have been key factors in the improvement in standards revealed by the 2003 tests, and the school is well placed to improve further.

30. Alongside the strong leadership, good management has been equally important in raising standards, since it has led to a detailed understanding of the school's work. As a result of thorough monitoring, the headteacher has an in-depth knowledge of the school's strengths and weaknesses, and uses this to identify what action needs to be taken in any given area. She regularly monitors lessons, teachers' planning and pupils' work. The headteacher's analysis of assessment data is particularly thorough, and subject co-ordinators are becoming increasingly involved in this valuable exercise. This is giving teachers precise knowledge that they can use in their lesson planning to make a real difference to pupils' learning.
31. The special educational needs co-ordinator is strongly committed to ensuring that all children should have access to a high quality education where individual differences are accepted. This has resulted in these pupils making good progress and achieving well. The management of special educational needs is good and receives effective support from the special educational needs governor, who is well informed and committed to the role. The headteacher takes the leading role in the management of provision for pupils with English as an additional language. Her expertise in language development is invaluable in ensuring the good progress and achievement of all pupils.
32. The governors are effective in carrying out their statutory duties. They have a good working relationship with the headteacher and they receive detailed information on the work of the school. They are clear about their role to ensure that the pupils receive the best education they can offer and that all decisions must be judged according to the impact they have on pupils' achievement. In this aspect of their work they have been successful. They are involved effectively in shaping the direction of the school's work and they monitor finances closely.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	921,161
Total expenditure	900,752
Expenditure per pupil	3,053

Balances (£)	
Balance from previous year	8,348
Balance carried forward to the next	28,757

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. The quality of teaching and learning is good and children achieve well and make good progress in all areas of learning. The nursery nurses and teaching assistants make a significant contribution to the quality of teaching in both the nursery and reception classes. The curriculum is broad, imaginative and stimulating. This is an improvement since the last inspection, with all children now offered a good range of learning experiences throughout the six areas of learning recommended for this age group. They are given a free choice throughout their time in both the nursery and reception classes to choose their own activities. However, on occasions children in the reception classes do not always choose a balance of activities. Consequently there is the possibility that without active teacher intervention and guidance some children may not experience all the activities on offer. There is no system of recording which activities children choose to ensure that this potential imbalance of learning experiences is identified. Teachers and teaching assistants make observations on a regular basis and record aspects of children's work and their responses. Children's photographs and samples of work provide good evidence of how well they are progressing in relation to the Early Learning Goals. Resources are of good quality, well organised and easily accessed by the children. The leadership and management of this area of the school's work are both good and ensure that these children have a very good start to their education.
34. Most children start in the nursery with very low standards of attainment than those expected for children of this age, particularly in language acquisition and personal and social skills. From this starting point, they make good progress both in the nursery and reception classes; although by the time they enter Year 1 most have not reached the expected levels for their age in communication, language and literacy and knowledge and understanding of the world. While attainment in mathematical development is better it is unlikely that the majority will reach expected standards in this area. A higher proportion of children do meet the required standards in their personal, social and emotional development, physical development and creative development. However, compared with their attainment on entry this reflects good achievement. Children with special educational needs achieve well and make good progress. A particular strength of children's learning is the development of their personal, social and emotional development.
35. The majority of children who speak English as an additional language are at the initial stages of learning English and are making good progress and achieving well, having the same access to the curriculum as their peers. They are gaining steadily in confidence as they try to put together sentences in English, often repeating small sentences modelled by the teacher. They make good efforts at retelling a story with repetitive language that has been read with the teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Teaching is good and children achieve very well.
- There are very positive relationships between adults and children.

Commentary

36. Teaching is good in this area and, as a result, children learn effectively. The caring way staff respond to them is a strength and positive relationships have developed between children and adults that effectively promote a happy and secure environment and enable children to

achieve well. Many children in the nursery do not reach the expected levels for their age in relation to the stepping-stones and, although they make good progress, few are likely to achieve the Early Learning Goal in this aspect of their development by the time they enter Year 1. Some children make very good progress. Personal development is good, with most children able to work independently and to take some initiative in their learning. This is assisted by the wide variety of equipment and material available in the classrooms and the independence with which children are allowed to select and use it. Adults have high expectations of what children can do unaided and children respond to these expectations; for example, most help tidy up at the end of a session.

37. In the reception classes children extend their skills in sharing with others and take turns well. The routines of the school, such as taking turns or playing group games, provide good models, and adults are effective in reminding children of their responsibilities to others. Children use these routines and strategies well in their interactions with each other. For example, when using the computer most children will wait patiently for someone to finish. Most are likely to achieve expected standards by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Children achieve well because of consistent good teaching.
- Good techniques support children's early language development.

Commentary

38. The quality of teaching in this area is good. Activities are well planned to foster enjoyment and to encourage speaking and listening skills. This contributes to improving children's attention to tasks. Teachers are good at encouraging pupils to listen when whole-group activities are taking place and when new skills are being taught. For example, in group activities children are particularly encouraged to listen carefully to the teacher when following instructions. This successfully increases their levels of concentration and listening skills. By the end of their time in the nursery a few children reach the expected levels for their age in relation to the stepping-stones and make good progress towards the Early Learning Goals in reading, speaking, listening and writing.
39. All children in the reception classes choose books which they enjoy looking at and which support their learning, but few are able to read them, although they are all willing to talk about what they can see. They particularly enjoy listening to stories, such as 'Goldilocks and the Three Bears'. They respond with excitement and obvious enjoyment in these situations. The classes are well set out, with paper and pens readily available so that children can engage in free writing. Some children regularly do this and have the opportunity to practise writing letters, lists and their names. The majority can write their name independently, but many are still working on correct letter formation. All children are encouraged to re-tell in their own words stories they have heard. This is a good technique which supports their early language development. Older children are beginning to successfully use their knowledge of letter sounds when they try to write unaided. Few are likely to achieve expected standards by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is good use of incidental opportunities to reinforce learning in mathematics.
- Teaching is good and enables the children to achieve well.

Commentary

40. The quality of teaching and learning is good and children achieve well. Expectations are appropriate for the most part, although a few of the more-able children are not sufficiently challenged. Adults make good use of incidental opportunities to reinforce learning in mathematics, such as when counting the objects collected from the sand to put back on the trolley. However, there is not always sufficient targeted questioning by adults when children are using sand and water. Children make at least satisfactory, and often good, progress and many, by the time they leave the nursery, are on course to reach the expected levels for their age in relation to the stepping-stones and make good progress towards the Early Learning Goals. This is supported by the very good assessment procedures recently established that are completed regularly by all adults. These ensure that children's attainment and progress are recorded in their individual profiles. These build up into a comprehensive record of their achievements during their time in the school.
41. In the nursery children use mathematical terms such as 'more than' and 'bigger/smaller' in context; for example, when counting the number of animals in Noah's ark. In reception classes children sort equipment according to criteria such as colour, shape and size, and begin to explore concepts of capacity and measures when they use sand and water to fill containers of various sizes. Some know the names of simple two-dimensional shapes such as circles, square and triangles. Work shows that most children, by the time they leave the reception classes, successfully recognise, count and use numbers up to, and sometimes beyond, ten. They are familiar with number rhymes which reinforce their knowledge and understanding of number. Some are likely to achieve expected standards by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- The good curriculum offers a wide range of experiences to extend their knowledge of the world around them.
- Teaching is good and enables the children to achieve well.

Commentary

42. The quality of teaching is good and all adults use suitable questioning skills to develop children's knowledge and understanding. Although most children in the nursery show curiosity about their surroundings, many need encouragement to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to expand their knowledge of the world around them. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. The quality of teaching is good and all adults use suitable questioning skills to develop children's knowledge and understanding. They also have the opportunity to gain knowledge of the world around them by playing with the sand and water.
43. Children in the reception classes show good 'making' skills, develop a good sense of how things join together and make imaginative models. Children learn to operate the computer, confidently using the mouse to select items they want. Most of the programs available give

children good opportunities to develop and reinforce their skills in a variety of areas. Few are likely to achieve expected standards by the time they enter Year 1.

PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are good and enable the children to achieve well.
- There is good development of children's physical skills, such as body control and co-ordination.

Commentary

44. Teaching and learning are good and lead to expected standards in children's physical activities by the time they leave the reception classes. Children are encouraged to feel the positive benefits of being healthy and active. They enjoy being energetic in their activities and take good advantage of the variety of experiences on offer. They are well involved and take initiative in organising their own learning. Children with special educational needs are very well supported and their needs are fully met through a good range of activities provided. They make good progress, in line with their targets.
45. Children's physical skills for larger movements are well developed. They move with confidence, imagination and control, making good use of the available space. They explore different climbing frames; they climb up and down and try to balance on the apparatus unaided. There is a growing awareness of the positional language through using the equipment which makes a good contribution to their mathematical development.
46. They develop their fine motor skills well by using tools and equipment with increasing control, such as scissors, which they use for cutting paper and materials. They use their paintbrush skilfully during their painting sessions. They use play dough frequently and other malleable materials to cut, mould and make different shapes and models. Children explore the computer well to draw and colour pictures, which is developing their skills in manipulating the mouse. Most are likely to achieve expected standards by the time they enter Year 1.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Activities are well organised and resources are used effectively.
- Teaching is very good.
- Role-play areas are well organised and provide good opportunities for children's language development and for supporting their personal and social skills.

Commentary

47. The quality of teaching is very good, activities are well organised and resources are used effectively. The majority of children are likely to meet expected standards by the time they enter Year 1. Children are well involved and the teachers know how to stimulate their growing interests. A wide range of activities is provided so that children can respond in different ways by using different senses. There is good emphasis on encouraging children to explore their own ideas and feelings through giving sufficient time to develop them. Children are able to select activities independently and use a wide range of materials to represent their experiences. Most children in the nursery reach the expected levels for their age in relation to

the stepping-stones and make good progress towards the Early Learning Goals. Children experience a wide range of creative activities, which includes singing, music, art and imaginative play.

48. In the nursery there is singing at the end of the morning and afternoon sessions, which provides good opportunities for singing children's favourite songs in larger groups, often linking songs with actions. There are good opportunities in both the nursery and reception classes to explore children's ideas and feelings through imaginative play. Role-play areas are well organised and provide good opportunities for children's language development and for supporting their personal and social skills.
49. In the reception classes, children draw, colour and paint pictures, which are well displayed around the classrooms, making the learning environment more interesting. They have an early understanding of how to mix paints to change colour for their pictures. They use a wide range of materials to explore colour, shape and texture. They also use the computer to explore colour, shape and pattern.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good** with some **excellent features**.

Main strengths and weaknesses

- Achievement is excellent in writing and very good overall.
- Standards are close to the national average in reading and above in writing.
- Standards are above those achieved in similar schools in reading and in the top five per cent in writing.
- Teaching is very good.
- Leadership and management are very good with excellent features.

Commentary

50. The achievement of pupils is very good in all aspects of English and excellent in writing. Over half of all pupils have English as an additional language, with many entering school at an early stage of language acquisition. Other pupils also have well-below-average language skills on entry and progress is very impressive for all. This ensures that by the time they leave the school their ability is at average levels in speaking, listening and reading, and above average in writing. When comparisons are made with those in similar schools levels of achievement can be more accurately gauged. Pupils' reading skills are above those for similar schools, and writing skills are amongst the best five per cent in the country.
51. Speaking and listening skills are developed in all lessons. Teachers model language well and pupils are frequently encouraged to discuss what they are learning with partners and in different groupings. The groups are carefully selected so those pupils with lower levels of language can learn from the more able. This structure has a beneficial effect on the language development of all. Reading skills are systematically taught and all teachers and teacher assistants have a consistent approach to the development of phonic and other reading strategies.
52. Writing standards are excellent, given the starting points of pupils. They are consistently and methodically taught grammar and sentence construction skills, but it is the work to develop their expressive and imaginative skills that is most impressive. Pupils write with confidence and flair and the following descriptions are outstanding for pupils of their age:

53. "The fairy godmother turned the pumpkin into a shimmering gold and silver dress and the lizard into golden coachmen"...
And this from a poem about the seaside:

**"I LOVE THE SEASIDE
with the very bright golden sun
the sand is golden like the desert
the sea is beautiful like a duckling
ice cream melts like rain."**

54. Pupils with special educational needs and those with English as an additional language are particularly well supported in English lessons. The tasks offered to them are appropriate and they make good progress.
55. Teaching in English is very good. Teachers have a secure knowledge of how to teach reading and writing and develop speaking and listening. The consistency of approach is a testament to the ability of the subject managers to create a shared vision for the subject.
56. The leadership of the subject is very good. The subject leader is extremely knowledgeable, her skills inspire others and she has the added benefit of the support of a headteacher who is an expert in the subject. As a result of the very good teaching, leadership and management of the subject and the raising of standards there has been very good improvement of provision since the last inspection.

Language and literacy across the curriculum

57. All staff have worked hard to make sure that pupils use their language skills in others subjects; for example, texts are used in English to support science, history, geography and mathematical work. Because of this pupils achieve well in reading, writing, speaking and listening.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- Standards are beginning to rise and are now broadly average.
- On occasions there are insufficient opportunities for more-able pupils to fulfil their potential.

Commentary

58. In 2003, test results at the end of Year 2 continued to improve and were above the average for similar schools. However, the proportion of pupils reaching Level 3 was well below average.
59. The work seen in Years 1 and 2 shows satisfactory achievement for average and lower attaining pupils but more able pupils do not always have sufficient opportunities to fulfil their potential. Throughout the school, pupils with special educational needs and those who speak English as an additional language are given good support and achieve well. There are no significant differences in the achievement of boys and girls or of pupils of ethnic minority heritage.
60. Teaching is satisfactory overall although during inspection it was good in Year 1 with one excellent lesson. In this lesson, the introductory session was very brisk and pupils were managed very well. This ensured that no time was wasted and pupils concentrated and were enthusiastic. Their achievement was very good and they showed considerable enthusiasm as

a result of their very good relationships with the teacher and were eager to answer questions. In a few lessons, the introduction - which focused on mental mathematics - was much too long and lacked pace. Emphasis was given to asking questions that could be understood by all the pupils and insufficient attention was given to providing challenge for more able pupils. Also, although these pupils did have work matched to their prior attainment, they were expected to start work on the same worksheet as the rest of the class. Their learning was only moved on once this initial sheet had been completed. Additionally, spending half an hour on the whole-class introduction meant that they had limited time to work at the correct level. Scrutiny of pupils' work in Years 1 and 2 also shows that more able pupils are not being set work that is sufficiently challenging, and so they are not doing as well as they could.

61. Leadership and management of the subject are satisfactory. The co-ordinator has held responsibility for this subject for a year and prior to this there had been no co-ordinator for 18 months. She, with the support of the deputy headteacher, has worked hard to ensure that all aspects of the curriculum are covered and that all staff have a shared approach. Results of a range of tests are analysed thoroughly and focus groups have been introduced recently to provide extra support to targeted groups and individuals. There is no effective tracking of pupils' progress through the school and there are limitations in the current system of checking what they already know. This has resulted in teachers not being clear about what pupils need to learn next. Development of this area of pupils' learning has been identified as a priority in the school's development plan for the current academic year.

Mathematics across the curriculum

62. The National Numeracy Strategy has been implemented well and adapted appropriately to support effective learning. There is good use of numeracy and other aspects of mathematics in a range of curriculum areas. Data collection in science includes mathematical calculations and a variety of graphs, although generally the use of ICT is limited.

SCIENCE

Provision in science is **good** and **pupils achieve well**.

Main strengths and weaknesses

- Standards are broadly in line with national averages and compare very favourably with those in similar schools.
- Teaching is good overall and many pupils achieve well.
- Science has good links with key literacy skills.
- There are many opportunities for practical lessons.
- Some activities provide insufficient challenge for more-able pupils.

Commentary

63. Standards have improved this year. The proportion of pupils reaching average levels of attainment are broadly in line with that in all other schools nationally. When compared to the situation in schools in similar circumstances, the proportion of pupils reaching the average level of attainment in science is well above average. The proportion of pupils attaining the higher Level 3 has also risen. However, it is still below the national average. The proportion of pupils reaching Level 3 is above the average for similar schools.
64. Teaching is good overall and pupils respond well to this and many achieve well. Teachers' strengths are demonstrated by secure subject knowledge and the use of scientific language which encourages pupils to use terms such as 'transparent' and 'crocodile clips' during their practical sessions. Scientific skills are built upon systematically. For example, during a Year 2 lesson about electricity, pupils who had already had the opportunity to make circuits, went on to investigate which materials were conductors. They were able to record their predictions

and findings appropriately. Many could draw conclusions from their investigations and explain their ideas.

65. Teachers link science work very well to English, particularly writing skills. For instance, questions about electricity posed by pupils are written on hanging light bulbs and another display lists the dangers of electricity identified by pupils. During a Year 2 literacy lesson, pupils write instructions for making a bulb work. Pupils are familiar with a standard format for writing their investigations. They use the sheet frequently to record their ideas and findings. For example when describing what happens to them after exercising, pupils wrote, "I'm thirsty" and "I ran out of energy." This consistency of approach has a positive impact on both literacy and scientific skills.
66. A feature throughout the school is the emphasis placed on making learning interesting. Pupils experience a good range of practical activities. Pupils have the opportunity to take part in enrichment activities such as visits to the Thames Barrier and science workshops. There are ample and very good resources which allow pupils to have hands on experiences in small groups. These contribute well to their personal development.
67. Satisfactory assessments take place, but the information is not always used to plan for the learning needs of some of the more able pupils. Some of these pupils underachieve because the activities planned do not challenge them enough. The school has not yet fully established sufficient clear guidance for teachers to identify and set appropriate targets to help these pupils achieve their best. In the previous inspection report it was noted that there was "a reluctance to award the higher Level 3 and this may be depressing these assessments". The co-ordinator acknowledges that teachers continue to award level 3 to pupils only when they are secure in their judgement. The co-ordinator is beginning to develop a portfolio of work to assist teachers in their planning and checking of pupils' learning at all levels.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards are good overall with some very good features.
- ICT skills are taught progressively throughout the school.
- Teaching is good, with pupils achieving well over time.
- Pupils respond very well in ICT lessons.
- ICT is used well to support other subjects in the curriculum.
- The leadership and management of the subject are very good.
- There has been very good improvement in resources and training since the previous inspection.
- Only limited use is made of ICT in mathematics and some aspects of science.

Commentary

68. Standards by the end of Year 2 are good overall and some pupils in both Year 1 and Year 2 achieve levels of attainment well above those found nationally. There are no differences in attainment between boys and girls or between ethnic minority pupils and others. ICT skills are taught progressively throughout the school and good ongoing assessments and record keeping ensure pupils achieve as well as possible.
69. Teaching is good overall. Teachers have a secure grasp of essential ICT skills and use the interactive white boards very well to demonstrate key skills to pupils. For example, in a Year 1 class, after following the teacher's clear demonstration of how to use the toolbar and mouse to draw houses, all pupils were able to create their own picture and select different paints to colour their work. Good teaching of ICT skills starts in the Foundation Stage, and by Year 1

the majority of pupils are confident to access programs, using the mouse well and saving their work.

70. Pupils show very good attitudes in ICT lessons. They listen carefully, follow instructions and concentrate hard on the tasks they are doing. They work well with other pupils, taking turns and helping each other. They clearly enjoy these lessons and are proud of their efforts.
71. ICT is evident in many other areas of the curriculum. For example, word-processing skills are used regularly in English and science for descriptive writing and labelling, and the design program "colour magic" is used well to draw pictures of Poppy Day. In a Year 2 art lesson the teacher inspired the class by introducing the subject matter on the class white board. The pupils were excited to learn that the picture had been taken in the school grounds on a digital camera and then printed off for them to paint in the style of Georges Seurat.
72. The ICT co-ordinator has a very good overview of the subject and is highly effective. Since the previous inspection she has been involved in the development of many major improvements such as setting up the ICT suite, networking the classrooms, staff training, acquiring many new resources and developing appropriate planning and assessment. Displays in the ICT suite clearly demonstrate good examples of work pupils can achieve in all of areas of ICT including control, graphics and word processing. The co-ordinator also runs the Year 2 computer clubs which are very popular and has developed very effective links with the school's ICT governor. The school has used additional grants and funds well to significantly enhance ICT provision and have a very clear vision for future developments. These include finalising the web-site as well as acquiring and upgrading equipment.

Information and communication technology across the curriculum

73. Although some evidence of the use ICT was seen in mathematics and science, it was mainly word processing and labelling. There are only limited opportunities, for example, for pupils to use ICT for handling data.

HUMANITIES

74. In humanities, work was sampled in **history** and **geography**, with only one lesson seen. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are broadly average in both subjects and it is clear that a range of visits play an important part in making the work interesting and relevant. The curriculum follows a national scheme of work, but staff are adapting it to make the local community and environment a major focus. Good use is made of artefacts that bring studies to life. For example, in a history lesson seen in Year 2, pupils showed fascination when studying Victorian swimsuits as part of their work on the seaside in the past.

Religious education

Provision in the subject is **unsatisfactory**.

Main strengths and weaknesses

- Pupils do not meet the standards expected in the locally agreed syllabus.
- Resources available to the subject are very limited.
- Leadership and management are unsatisfactory.

Commentary

75. Standards of attainment seen during the inspection are not in line with the expectations of the locally agreed syllabus for the subject. A large proportion of the more able pupils in Year 2 were interviewed and few had a secure knowledge of the main features of the religions

studied. They showed some understanding of what happens at Eid and Christmas and that religions have times of celebration. None of the pupils could demonstrate any knowledge of Judaism, which they are meant to have studied in Year 1.

76. In the lessons seen teaching was satisfactory, but the experience of pupils who celebrated Eid recently was not used sufficiently to enrich the understanding of their peers. The resources available to the subject are not stimulating enough to develop understanding and promote discussion. The school has very few artefacts, especially when one considers that such items are much more available locally than in most areas of the country.
77. The curriculum is based upon a nationally devised scheme but is not studied in sufficient depth. Consequently, pupils do not reach the required levels. Evidence from the inspection is that areas of study are covered insufficiently for pupils to make links between religions and aspects of their own lives. The subject leader only works three days a week but has the important role of co-ordinator for special educational needs, as well as being responsible for humanities generally. She has, therefore, had insufficient time to monitor religious education to ensure that pupils' achievement is raised.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision for both art and design and physical education are **good**. There was insufficient evidence to make a secure judgement of provision in design and technology and music.

Main strengths and weaknesses

- Pupils achieve a good standard of work in art.
- There is a good range of two-dimensional work which is attractively displayed.
- ICT is used effectively as a medium and tool in art.
- Art has good links with some other subjects.
- Teaching in art is good.
- Good use is made of external coaching to enrich the physical education curriculum.
- There is little evidence of three-dimensional work in art.

Commentary

Art and design

78. Standards of work in art are good. Throughout the school the good work which pupils produce is celebrated in interesting lively displays. Pupils have the opportunity to work in a wide range of media such as printing leaves and fruit, creating paper collages in autumn colours and using oil pastels to draw self-portraits. There are many good examples of art work completed on the computer and cross-curricular links; for example, monster and pig pictures to illustrate writing, teddy bears and Remembrance Day pictures.
79. The quality of teaching in art is good. Teachers have a clear understanding of the key skills and plan activities which ensure that pupils are well motivated and achieve well. In a Year 2 lesson, pupils show good attitudes towards their work and carefully create pictures inspired by the artist Georges Seurat. They use the paint and brushes well to represent trees in the pointillist style and are able to compare this technique with the methods of other artists such as Van Gogh. A great deal of two-dimensional work was seen in classes at the time of inspection, but very little three-dimensional work was evident.

Physical education

80. Although two lessons of physical education were observed, it was not possible to judge the quality of teaching by class teachers since these lessons were led by external coaches sponsored by Tower Hamlets. Pupils achieve good standards in physical education. In Year

1 pupils respond enthusiastically to the warm up and are able to follow quite complex instructions as they piece together a dance to 'Bob the Builder'. Year 2 pupils use space well and demonstrate suitable balances using different parts of their body.

81. The curriculum for physical education is enriched by the provision of an after-school gymnastics club. Again this is provided by an external coach. The club is well attended by Year 2 pupils who are working towards achieving their gymnastic certificates. Pupils attending the club are given the opportunity to take part in inter-school displays and competitions.

Design and technology and music

82. There was insufficient evidence to make a secure judgement of the provision for design and technology and music in all classes across the school. In addition, because it was only possible to observe one lesson in each subject it was not possible to make judgements about teaching, learning and standards in these subjects. However, based on curriculum planning, the limited amount of work seen and pupils observed, the indication is that the school is providing an interesting and relevant curriculum in these subjects.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education is **very good**.

Main strengths and weaknesses

- This is taught well across the school and is reflected in pupils' attitudes to one another and their very good relationship with the teachers and other adults.

Commentary

83. In the sessions observed, teachers ensured that all pupils took part. The teaching of personal, social and health education is an integral part of the life of the school. Consequently, pupils are confident to express their feelings in a trusting and secure environment. Teachers are confident in their teaching of this sensitive area with timetabled sessions and its inclusion within subjects; for example, in science, the importance of a healthy diet and in physical education lessons the effect of exercise on their bodies. The school has a sex education policy, and relationships are taught effectively as part of the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).