

INSPECTION REPORT

ST FRANCIS' RC PRIMARY SCHOOL

Stratford, London

LEA area: Newham

Unique reference number: 102770

Headteacher: Mr P Coleman

Reporting inspector: Mr T M Feast
3650

Dates of inspection: 21 - 24 May 2001

Inspection number: 193892

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Foundation

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Maryland Park
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Appropriate authority: Governing Body

Name of chair of governors: Mrs E Clough

Date of previous inspection: 20 January 1997

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9588	Anthony West	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
22180	Shree Lekha Mistry	Team inspector	English Art	How well are pupils taught?
20846	Alan Wilson	Team inspector	Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
25787	Edmund Morris	Team inspector	Mathematics Physical education	Pupils' attitudes, values and personal development
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Francis RC Primary School is situated in Stratford in the London Borough of Newham. It is a large mixed foundation primary school for pupils aged between 3 and 11 years. There are 454 pupils on the school roll, 45 of them part-timers in the nursery class. The number of boys and girls is balanced. Most of the pupils come from families served by the parish of St Francis. The school serves a very diverse, racially-mixed community and the proportion of pupils from ethnic minority backgrounds, particularly the African sub-continent, is very high. Nearly half the pupils have English as an additional language, a figure that is very high, but very few of these pupils are at an early stage of English language acquisition. A quarter of the pupils are eligible for free school meals, a figure above the national average. The school serves an area of high social and economic need. The percentage of pupils (18 per cent) identified by the school as having special educational needs is broadly in line with the national average, as is the percentage of pupils (1.7 per cent) with a statement of special educational need provided by the local education authority (LEA). Overall the attainment on entry to the nursery is well below average. For much of the time since the last inspection the school has been led and managed by a number of senior managers appointed on a temporary basis. This situation has been rectified relatively recently. While the recruitment of class teachers has improved, at the time of the inspection some classes were being taken by long-term supply teachers.

HOW GOOD THE SCHOOL IS

The school has developed considerably over the last year and is now a very different place to that at the start of the academic year. This is mainly due to the quality of leadership and management, since the appointment of the new headteacher. Whilst standards are still below average overall, they are improving and some pupils make good progress, for example, in the Nursery towards the early learning goals. The quality of teaching is good. The school's effectiveness is now good and it gives satisfactory value for money.

What the school does well

- The children's achievement in the Nursery.
- The quality of teaching is good.
- Pupils develop positive attitudes and have good relationships with each other and with adults.
- Pupils' behaviour is good.
- The leadership and management of the headteacher and the governing body is good.
- The provision for the moral development of the pupils is very good.
- The school achieves high standards in competitive sport.
- Attendance is above average.
- The provision for pupils with special educational needs is good.

What could be improved

- Standards in core subjects at the end of both key stages.
- The balance of the curriculum followed by the pupils throughout the school.
- The assessment of all pupils' attainment and achievement in lessons and the use of this information in the planning of lessons.
- The planned use of support staff consistently across all classrooms.
- The monitoring of teaching and learning in classrooms.
- A greater recognition of pupils' cultural backgrounds in the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then there has been a good improvement in the quality of teaching. There has been a satisfactory improvement in the planning to meet the differing needs of pupils in classes and the subject knowledge of teachers has improved. There has been a satisfactory improvement in the use of assessment in English and mathematics and its use to improve teaching and the curriculum but this is not consistent across all subjects and classes. There is a long-term curriculum framework to guide teacher's planning overall although the staffing difficulties have resulted in a lack of consistency of planning across the school to ensure that all pupils in the same year group receive a comparable curriculum. There has been an improvement in recording unauthorised absence. Progress has been unsatisfactory in relation to the acquisition of resources which reflect the cultural backgrounds of the pupils. The school's improvement since the last inspection has been satisfactory overall, but the pace has improved in recent terms. The school's capacity to improve further is good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	E	D
Mathematics	C	A	D	C
Science	B	B	E	E

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

Standards in the national tests for eleven year olds in 2000 were below average in mathematics and well below in English and science. Standards in the national tests for seven year olds in 2000 were well below average in reading, writing and mathematics and very low in the teacher assessments for science. Girls generally reach higher standards than the boys in the national tests at both seven and eleven. Overall the results show a significant decline in standards compared to the previous two years for eleven year olds although the trend in the increase in the average points scores of pupils is still broadly in line with the national trend and the standards reported at the last inspection. Standards of the seven year olds have also fallen since the last inspection. In 2000 the standards of the eleven year olds were below the targets set by the school in English and above those set in mathematics. Targets for 2001 are similar to the previous years in English but they have been raised for mathematics and appropriate challenges have been set. The main reason for the decline in performance is linked to the high level of staff turnover and the difficulty in recruiting permanent class teachers. Current standards attained in the core subjects of English, maths and science are below average overall, although the emphasis on reading has had a positive effect and standards in reading are in line with the national expectations. Standards attained in ICT at the end of both key stages are below average. They are in line with national expectations in art and design, design and technology, music and physical education at the ages of seven and eleven but are below national expectations in geography and history. The achievement of the pupils in the Foundation Stage is good in relation to their attainment on entry to the Nursery class, although the attainment of many is still below that expected for pupils when they reach the end of the Reception Year. The achievement of the pupils in both key stages overall is satisfactory and there are signs that in the core subjects the rate of progress has improved recently. Pupils with special educational needs achieve well in relation to meeting targets identified in their Individual Education Plans (IEPs). Pupils with English as an additional language achieve well in acquiring language competence in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic and their attitude to their work is good.
Behaviour, in and out of classrooms	Pupils are polite and helpful and their behaviour is good. The number of exclusions rose sharply at the beginning of the year as a strategy to improve behaviour. This strategy has worked well.
Personal development and relationships	They build good relationships with each other and with adults and their personal development is good.
Attendance	Attendance is above the national average.

There is a strong community ethos which is reflected well in pupils' attitudes and values. Behaviour now is good overall in and out of lessons and the quality of relationships is good.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. It was satisfactory or better in 97 per cent of the lessons observed. It was good or better in 52 per cent of the lessons and unsatisfactory in just three per cent. This is a considerable improvement on that reported at the last inspection. Teaching in the Nursery and music in Key Stage 2 is consistently good. In nearly two thirds of the lessons in Years 3 to 6 teaching was good or better and this is reflected in the achievement of pupils in lessons which may not be reflected in results in national tests at eleven this year because of historic staffing difficulties. Literacy and numeracy skills are well taught in designated lessons but they are not always planned for in other lessons across the curriculum. There has been an improvement since the last inspection in the planning of tasks and resources for pupils with differing abilities in classes. In some lessons there were good examples of challenging work but this is not yet consistent in all lessons. Teachers manage challenging behaviour well. The quality of pupils' learning in lessons is good. Pupils work hard and generally enthusiastically. They are not yet given sufficient opportunities to work independently, nor to reflect on their own learning and to suggest ways in which they might improve. There is not yet consistent assessment of pupils' attainment and progress in lessons and the use of that information to guide teachers' daily planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad and relevant curriculum to all pupils. The balance has been affected by the emphasis on the core subjects recently and is unsatisfactory.
Provision for pupils with special educational needs	The provision is good and the pupils with special educational needs make good progress in relation to the targets set for them.
Provision for pupils with English as an additional language	Good progress is made by these pupils in acquiring appropriate literary skills in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall; opportunities are very good for moral development, good for social and spiritual development and satisfactory for cultural development.
How well the school cares for its pupils	It is satisfactory overall. While there are many positive features, the monitoring and use of information about pupils' academic performance and the formal monitoring of risks linked to the site are unsatisfactory.
The school's partnership with parents	Satisfactory although there is insufficient support overall from parents for their child's learning at home.

There are good procedures to monitor and improve attendance and behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher. Most of the other post-holders have been appointed relatively recently to their posts.
How well the governors fulfil their responsibilities	The governing body is well informed and plays a good supportive role. Most statutory requirements are met but they are not in relation to aspects of reporting to parents and in their assessments of risks associated with the site. Governors play a very good role in the strategic development of the school.
The school's evaluation of its performance	The school has satisfactory knowledge of its strengths and weaknesses and is beginning to formalise this through the systematic observation of teaching and learning.
The strategic use of resources	The school uses resources well overall. The consistent use of support staff in classrooms could be targeted more effectively.

The school takes good steps to make sure funds are spent effectively but there is not yet sufficient consultation with parents in arriving at some of the decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Good progress is made at school.• Behaviour is good.• Teaching is good.• The school has high expectations.	<ul style="list-style-type: none">• The range of activities outside lessons.• Better information about their child's progress.• More homework.

At the parents' meeting concern was expressed by some parents about the level of supply teaching that some classes had had this year but overall the parents' views of the school are very positive.

The inspection team supports many of the positive views of the parents although it believes that expectations are not yet consistently high. There is a satisfactory range of extra-curricular activities. Homework is not consistently set and marked in all classes. The reports could be improved and provide parents with greater guidance on ways in which they can support their children in reaching the targets set for them. Some classes have had a great deal of supply teaching and in some but not all classes this has had an adverse impact on pupils' achievement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the lessons observed and in the scrutiny of pupils' work during the inspection standards attained by pupils at the age of eleven were below those expected nationally in English and science and were in line with those expected nationally in mathematics. It is clear that there has been a considerable focus on these subjects recently and this helps to explain attainment higher than that reported in the results of the national tests in 2000.
2. In the national tests for eleven year olds in 2000, the standards were well below average in English and science and below average in mathematics. These results were well below the results achieved nationally in similar schools, i.e. where pupils had attained similar results to those of St Francis in the national tests when they were seven. The results in science and mathematics were considerably worse than the results in these subjects in the previous two years. Previously they had always been at least in line with the national average and often much better. The main reason for these results is the considerable turnover of staff during the period. In English in 2000 they were worse, but in the previous two years the results had also been below the national average. Including the results for 2000 the trend in the school's average points for all core subjects for all pupils is still broadly in line with the national trend. The percentage of pupils attaining above the national expectation in 2000 (i.e. Level 5s in the national tests) was well below the national average in English and science and below in mathematics. The boys' performance was below that of the girls in all three subjects and well below the performance of boys nationally. The girls' performance was broadly in line with that nationally in mathematics and was close to that nationally in English and science.
3. In the national tests for seven year olds in 2000, the standards of the pupils were well below average in reading, writing and mathematics. Teacher assessments in science indicated that standards were very low in comparison to those found nationally. Performances in reading, writing and mathematics in the tests in 1999 were similar to those attained in 2000. The percentage of pupils attaining standards above the national expectation in 2000 (Level 3s) in the English tests and the teacher assessments in science were well below the national average, and in mathematics they were below. The girls' performance in 2000 was better than the boys in reading and writing but below that of the boys in mathematics. Results have not always been as low, for in 1998 they were considerably better. The main reason for the fall in standards reported has been the considerable turnover of staff in the period.
4. Standards attained in lessons and seen in the scrutiny of work for seven year olds were below the national expectation in English, mathematics and science although in reading they were in line with national expectations. It is clear that there has been a considerable focus on these subjects and this helps to explain attainment higher than the results of the national tests reported in 2000. This is borne out by the provisional results of the pupils in the national tests for 2001.

5. In 2000 the governing body set targets in relation to standards achieved by eleven year olds in the national tests. The standards reached were below the targets set in English and above those set in mathematics. The same percentage target has been set for English in 2001 and the target has been raised for mathematics. These targets are appropriate for 2001.
6. These results compare unfavourably with those reported at the last inspection where the standards at seven and eleven years of age were in line with the national averages in all three core subjects and the number of higher attaining eleven year olds was above the national average in English and science. At the time of that inspection there were significantly less pupils on the register for special educational needs, although there was a slightly higher number of pupils with statements. The main reason for the decline in performance is linked to the high level of staff turnover and the difficulty in recruiting permanent class teachers.
7. When children start in the Nursery class, the assessments show that their attainment in a range of skills is well below that expected of pupils when they start school and that a lower percentage is ready to start the National Curriculum by the end of the Reception class than is the case nationally. This pattern is discernible in the results of the LEA assessments for the last two years. The achievement of the children in the Foundation Stage is good, especially in the nursery class although the number of children who are ready to start the National Curriculum by the end of the reception class is below that expected nationally. Pupils make good progress due to effective teaching, primarily in the Nursery Class, and hence achievement is good. The pupils' achievement in Years 1 and 2 is satisfactory. Progress is satisfactory in Years 3 to 6 although there are signs in the core subjects particularly, that the rate of progress has quickened recently, especially in mathematics. This recent progress is the result of a more stable staffing situation.
8. In English, pupils' attainment in reading has improved and standards attained are in line with national expectations at both key stages. Standards in speaking and listening are below expectation at both key stages and reflect some lack of planned opportunities for pupils to develop these skills. Standards attained in writing are below average and this has an impact on other subjects such as history and geography. Standards in mathematics have improved as a result of the use of the National Numeracy Strategy and attainment in Years 1 and 2 is now much closer to the national expectation, while in Years 3 to 6 it is in line with expectations. Standards attained in science are below expectations. The progress in many lessons is good, especially in Years 2 to 6, but the time allocated to the subject hinders the pupils' overall achievement which is only satisfactory overall.
9. Pupils' attainment in the other subjects is more variable and their achievement is uneven. There are no national standards for foundation subjects but what pupils are expected to attain is indicated in guidance from the QCA. In ICT the standards attained are below those expected at both seven and eleven and their achievement overall is unsatisfactory. This has been linked to a lack of resources and staffing difficulties. These are in the process of being overcome and pupils' recent progress has been much better. In art and design, design and technology, music and physical education, pupils' attainment and achievement is in line with expectations. In geography and history standards attained at both seven and eleven are below those expected nationally. This is partly due to pupils' standards of literacy and partly due to the emphasis on the core subjects. Pupils' achievement in geography and history in

Years 1 and 2 is unsatisfactory but overall in Years 3 to 6 it is satisfactory, given the increased focus there has been recently and raised expectations.

10. Pupils' skills in literacy do not support sufficiently their learning in the other areas of the curriculum. There is insufficient emphasis on key words and pupils' use of technical vocabulary is unsatisfactory. Pupils' skills in numeracy are not developed sufficiently in other subjects as there is no school programme for planning the use of numeracy across the other subjects of the curriculum. The situation in ICT is improving but at the time of the inspection the use of ICT in other subjects was still unsatisfactory.
11. Pupils with special educational needs achieve well in meeting the targets identified in their individual education plans. This is because of the effective support they receive from both class teachers and support staff.
12. Pupils with English as an additional language achieve well in acquiring competence in skills in English language. The main focus of the additional teaching support has been put in during the spring term and it was evident from the pupils' work that they had made good progress and are able to follow lessons in class well. Although few of the pupils who have English as an additional language are at the early stages of the acquisition of English language skills, their knowledge and understanding of aspects of English culture is more limited and the nature of the school's curriculum does not reflect the full range of the cultural background of the pupils.

Pupils' attitudes, values and personal development

13. The previous inspection report observed that attitudes to learning and overall behaviour were good in both key stages; this still holds true. Pupils show good, positive attitudes to their learning and enjoy coming to school. They are friendly and co-operate well together in class lessons, sharing equipment sensibly and fairly. They willingly collaborate in class, as was seen in a Year 6 numeracy lesson where the pupils worked very well together in small groups to solve quite complex problems from the data provided. The pupils pooled their ideas and carefully considered the views of all the members of their group before reaching an agreement on the answer. Pupils are welcoming in their manner and greet visitors to the school with politeness and interest.
14. Behaviour is good in class and around the school. The behaviour of the pupils was identified as an area requiring improvement by the new management team as they considered that it had deteriorated over the previous few years. Their efforts have been most successful and they have created a calm and orderly learning environment in which pupils can make good progress. Behaviour at lunchtimes is particularly good and is a direct result of the introduction of a good range of equipment for pupils to play with. The rate of exclusions prior to this year is unclear, as accurate records were not kept. Nine pupils have been excluded on a temporary basis this year as part of the drive to improve behaviour. These exclusions have sent out the clear message that the school will not tolerate inappropriate behaviour that affects the learning of its pupils and in this it has been successful.

15. Relationships are good. Pupils show respect for each other and for adults. There is a notable absence of bullying or racism and pupils respect the values, beliefs and feelings of others. At lunchtime they queue quietly and sensibly for their meal, talk politely to those nearest them and clear away properly, making the midday meal a pleasant social occasion. Pupils willingly undertake personal responsibilities and take on tasks such as watering the plants and setting up the hall for assembly with diligence and pride. Pupils are active in supporting various causes and during Lent each class decided how best to raise money for a Catholic charity.
16. Pupils' attendance at school is good, for the year 1999 to 2000, it was higher than the national average for primary schools, however unauthorised absence was above the national average. For the year 2000 to 2001, the attendance reported for pupils in Years 1 and 3 fell below 95 percent. For both these groups of pupils, over sixty percent of the absences recorded were for sickness and medical reasons. For pupils in Year 1, twenty percent of absences were due to agreed additional family holidays. Few pupils are late for school, registrations at the start of sessions are efficient and calm and as a result, pupils settle down to work promptly and with little fuss.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good. It was good or better in over half the lessons, resulting in good learning for most pupils. Teaching was satisfactory or better in 97 per cent of the lessons seen. It was good in 48 per cent of lessons and very good in eight per cent. Teaching is consistently good in the Nursery class and in music lessons in Years 3 to 6. The quality of teaching is better overall in Years 3 to 6 than in Years 1 and 2 and this is reflected in pupils' achievements. The school was last inspected in January 1997. There has been a good improvement in the quality of teaching; there is increased planning to meet the differing needs of pupils, although not yet enough, and the subject knowledge of teachers has improved.
18. Teachers have a secure knowledge and understanding of the subjects they teach. Teachers have successfully implemented the National Literacy and Numeracy Strategies. In the most effective lessons, teachers' planning is carefully related to QCA learning objectives and resources are well prepared. Teachers start lessons with clear explanations, share the learning objectives and ensure that pupils understand them as in a Year 6 lesson where pupils were carrying out mathematical investigations linked to a treasure hunt. In these good lessons clear explanations and focused discussion with classes or groups, promote pupils' interest and concentration as in a Year 5 lesson where pupils were studying the impact of the earth's movements on seasonal changes. There is a well-planned balance in these lessons of teacher input, teacher-directed activities and a class review of progress in the plenary. Teachers' expectations of pupils' work and behaviour is good, and pupils respond very well. The best lessons are characterised by good teaching of basic skills, effective planning and good management of pupils. The activities provided by teachers build on pupils' previous learning although opportunities for using ICT are not clearly identified. In the few lessons seen where teachers' classroom management skills were less well developed, and work was not demanding, pupils lost interest and sometimes behaved inappropriately, for example in a Reception class studying garden birds. However relationships between staff and pupils are generally good. Most staff relate sensitively to pupils, enabling them to feel that they are successful learners. Teachers consistently use good verbal feedback, praise and encouragement. Teachers' use of assessment to record attainment and track progress is unsatisfactory overall and there is little evidence of it supporting teachers'

planning of challenging activities for all pupils. Music is taught by specialists at both key stages and this has a positive impact.

19. Some teachers provide pupils with homework, some of it of a good quality, especially in Years 3 to 6 but overall there is a lack of consistency in teachers' setting and marking of homework and the use of homework to support the raising of standards is unsatisfactory.
20. The teaching of pupils with special educational needs is good. There is close and effective co-operation between the special educational needs co-ordinator and class teachers to draw up good individual education plans for pupils. Teachers work hard with support staff to ensure that pupils are fully included and achieve well in all lessons. Pupils' progress is consistently good when they are provided with support in small groups or through one-to-one teaching. Classroom assistants contribute well in some lessons to pupils' learning and the progress they make, for example in the Nursery class. However, the use teachers make of these assistants is not consistently effective and overall is unsatisfactory.
21. The quality of pupils' learning is good overall and reflects the quality of teaching generally. When challenged with interesting activities, pupils respond with great interest and concentration and are prepared to work very hard, for example in a Year 4 geography lesson where they were discussing "What is in the news today?". In many lessons pupils' progress in acquiring new skills or knowledge was good, for example in a Year 4 literacy lesson where they were reading "Mufaro's Story". Pupils with special educational needs learn well, as do the pupils who are acquiring English language skills. The pupils have too few opportunities to evaluate their own learning but when they do, as for example in physical education, they do it well.

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

22. Throughout the school there is a satisfactory range of interesting subjects and activities to support academic and personal development which meet statutory requirements. Since the last inspection, the school has ensured that there are schemes of work for all subjects on the curriculum. There has been good improvement in the curriculum for ICT, although its use in other subjects is not yet satisfactory. Governors have used specific grants, supported generously from the school budget, to provide a technology suite. As a result, all pupils have regular access to computers, although some hardware in classrooms is now out of date and in need of replacement. Literacy and numeracy are effectively promoted throughout the school following the implementation of the national strategies. The quality of planning has improved since the last inspection and suitable work is planned for the full range of subjects using the schemes of work available. However, the balance of activities provided on the timetable across the school, is unsatisfactory. The activities do not accurately reflect what has been planned for in the schemes of work. For example, too little time overall is devoted to teaching history, geography and, design and technology. There is too little emphasis in teachers' planning on the development of independent research skills and this restricts achievement, particularly for higher attaining pupils. There are good arrangements for the assessment and teaching of pupils with special educational needs, which comply fully with the requirements of the Code of Practice. All pupils have equal access to the curriculum, although teaching in most subjects does not reflect the cultural diversity of the modern world, nor does it

celebrate adequately the rich variation of ethnic origin within the school and local community.

23. There is a good scheme for personal, social, and health education, which is in the early stages of development. Issues such as healthy eating are explored thoroughly through the scheme and there is gradual and sensitive promotion of drug awareness from an early age. Teachers enable pupils to explore other moral and social issues such as family responsibilities, improving the environment and citizenship, as well as the human life cycle and sexual development. All Year 6 pupils are offered a residential outdoor pursuits trip and this plays an important part in developing social skills and independence.
24. The school provides a satisfactory range of extra-curricular activities. All pupils have opportunities to take part in competitive sports such as football, basketball, cricket and hockey and they achieve notable success both locally and nationally. Teachers and other staff give their time generously to organise these and other clubs such as for ICT and the choir.
25. The community makes a good contribution to pupils' learning and there are strong links with the local parish church. Visitors to the school make positive contributions to pupils' learning and self-esteem. For instance, members of the Newham Business Partnership come in to school to hear pupils read and the organisation supports some of the extra-curricular activities provided. There are also very beneficial links with Saint Angela's, a "beacon" secondary school which also provides extra-curricular activities, including a well-attended Saturday club. The school invites representatives from organisations such as the Fire Brigade to talk to pupils in assemblies and teachers make good use of local facilities such as the Science Museum to provide interesting experiences for their classes. The school is also an effective provider of training opportunities for students on work experience or initial teacher training.
26. Provision for the spiritual, moral, social and cultural development of pupils is good overall. This broadly matches the findings of the last inspection.
27. Provision for pupils' spiritual development is good. The school's assemblies have a strong religious ethos and make a good contribution to pupils' spiritual development. Teachers use assemblies to offer pupils insight into values and beliefs and provide periods of reflection as when thinking of children less fortunate than themselves. There is a strong feeling of community in the coming together of the whole school. In a service held at the local church during the inspection, for example, there was a tangible air of reverence among the pupils and a clear sense of respect for the occasion. Lessons provide pupils with opportunities for spontaneous expressions of delight, such as in Year 2 when creating their own melodic phrase on a computer for the first time.
28. Provision for pupils' moral development is very good. The school has developed rules to guide behaviour in class and around the school, which pupils understand well. All pupils have a clear understanding of the difference between right and wrong, as when they share well the equipment provided for them in the playground at lunchtime. The school encourages good behaviour and achievement, with certificates and other commendations. Members of staff provide very positive role models, which give pupils an effective example of good behaviour and insight into what is acceptable and what is not. The school does not tolerate aggressive behaviour and deals immediately with any problems of this nature. Assembly themes often contain guidance on behaviour and the importance of rules for the common

good, for example, when they review the gift of peace. The school has a strong caring ethos which teachers emphasise regularly, particularly through the "Here I am" religious education scheme.

29. The provision for the pupils' social development is good. During some lessons, pupils have the opportunity to work together, sometimes in groups and sometimes in pairs. In music and in lessons in the computer suite, for instance, they display good levels of co-operation, sharing ideas and equipment. They willingly take responsibility, when asked, for carrying out duties such as operating the overhead projector during assemblies. The school has recently introduced a school council, which provides opportunities for pupils to think for themselves. However, there is insufficient emphasis on challenging them to take initiative and to act and learn independently. The vast majority of pupils are caring and supportive of each other. Those with special educational needs have full involvement in the life of the school. The teachers and support staff value them and their work and this has a beneficial effect on their self-esteem. Pupils take part in fund-raising events for local and world charities and their participation in team games helps to generate a sense of pride and common purpose. They develop an awareness of their local community through a range of events, such as activities at the local church, as well as through visits to places of interest. The residential visit available to all pupils when they are in Year 6 also makes a good contribution to their social development.
30. The provision for pupils' cultural development is unsatisfactory overall. Opportunities for pupils to develop an understanding of western culture via artists such as Picasso, composers such as Mozart and authors such as Shakespeare, are satisfactory. However they do not gain sufficient insight into the works of composers, authors and artists from around the world. Pupils study a variety of literature during lessons and learn much about their own cultural heritage through lessons in history about Romans, Greeks, and the Victorians and on visits to museums and art galleries and other places of interest. The school also offers its pupils some opportunities to appreciate the richness and diversity of other cultures through lessons in history on the Aztecs and through religious education. There is also an annual "International Day", through which pupils are encouraged to celebrate the similarities and differences between their various cultural, ethnic and family backgrounds. However, the richness and diversity of the school and local community is not reflected as strongly as it might be in displays around the school or through pupils' work in their books. Similarly, the contributions of worldwide cultures to modern civilisation are not emphasised sufficiently across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school continues to provide satisfactory care for its pupils. The environment is safe and members of staff care for pupils well. However there are some administrative weaknesses in the provision. The quality of information kept on each pupil is detailed and comprehensive, members of staff know pupils and their medical and personal needs very well. External agencies including the educational welfare service, health professionals and social services support this aspect of the school well.
32. The school identifies and deals as effectively as it can, with hazards found on site. There are issues that school is attempting to address that have financial implications beyond the remit of the governing body. Health and safety inspections are undertaken, however recently obtained risk assessments by the LEA have not yet

been made available to the school. The governing body have not yet approved a health and safety policy for the school.

33. Members of staff care very well for any pupils who are not well. There are members of staff trained to administer first aid and first aid kits are distributed throughout the school. There is a designated room in the school for pupil treatment and care.
34. The school follows the policy and guidelines of the local committee for the protection of children. The headteacher and the special needs co-ordinator are the designated persons responsible for child protection and other members of staff understand well the school's arrangements and procedures.
35. The school is good at monitoring and eliminating oppressive behaviour and the school is fully aware of any groups of children that might be at risk. Parents and children confirm that the children feel safe in the school. Parents also confirm that there are few incidents of bullying or racism and members of the school staff deal with them speedily and sensitively.
36. The school has been successful in maintaining pupils' punctuality and attendance and has reduced the number of unauthorised absences through emphasising school routines. It complies with statutory requirements for registration, coding and recording attendance. Procedures for analysing, monitoring and following up absences are good and the educational welfare service supports the school in this. Attendance records are regularly examined to identify patterns of absence although there was no evidence that the school specifically identifies any particular groups of pupils that may be over represented.
37. Children in the Foundation Stage are cared for well and there is good planning of routines in the Nursery class for the well-being of children who are away from the main school buildings, for example, in their use of the outdoor play areas.
38. Pupils with special educational needs are identified at an early stage and they are provided with individual education plans. These are reviewed regularly and the progress of individual pupils is accurately assessed. Targets for improvement are regularly set, although in many cases these could be more clearly focused, achievable and specific. The support for these pupils is good.
39. Arrangements for monitoring and promoting good behaviour have been improved since the last inspection and are now good, with consistent application of rewards and sanctions by all staff. Rewards for good behaviour and kindness to others may be presented as certificates at the "certificate assemblies". Although the school's behaviour policy is in a draft form, it is detailed and appropriate for its purpose. Pupils devise their own class rules and are well aware of school rules, this is also confirmed by parents. At lunch and break times any instances of poor behaviour are recorded and staff apply imaginative and consistent strategies to diffuse any disagreements between pupils. The school has good strategies in place to monitor and eliminate oppressive behaviour although there is no policy for the restraint of pupils.
40. The provision for pupils' personal development is satisfactory, it is supported by the teachers' detailed knowledge of pupils' needs and the school's personal, social and health education programme. Through the use of circle time pupils are encouraged to think of others and act responsibly. As part of the school's Christian ethos pupils are encouraged to care for others, they are able to nominate class charities and

contribute willingly to school charities such as CAFOD. Pupils are given responsibilities but these are often as a result of directions by members of staff and there are too few opportunities for pupils to use their initiative or to take responsibility for their own learning.

41. Pupils are encouraged to influence school affairs through the school council, when they are elected to participate by their fellow classmates. Pupils from Year 6 are given the opportunity to join a residential trip for one week as part of their personal development when they go to Fair Play House in Malden, Essex.
42. In the last inspection, the inspectors found that while the procedures for assessment were satisfactory the day to day use of assessment was not always effective. In this inspection a similar position was found and the use of assessment in the school is unsatisfactory. Assessment procedures are not consistently applied throughout the school. At present there is no co-ordinator for assessment although an appointment has been made for the Autumn Term. In the Foundation Stage assessment is good and does support pupils' academic progress. Curriculum planning is not informed through the use of assessment and this aspect is unsatisfactory. Procedures for monitoring and supporting pupils' personal development is satisfactory, pupils are well known by members of staff and this is evident from teachers' records and their detailed annual reports. This is a particular strength for children in the Foundation Stage and for those with special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The partnership with parents is satisfactory. At the last inspection it was reported to be good. Parents are very pleased with the school and the education it provides for their children and expressed this satisfaction at both the meeting with inspectors and in their overall response in the questionnaires. The inspection team supports their view that the school is well led, that behaviour is good, teaching is good, children like school and the school's provision for the personal development of children is good. Some concern was expressed at the level of supply teaching that some classes had had in recent terms. The other concerns a few expressed were in relation to the amount and quality of homework, the amount of information they receive in respect of their child's progress and the range of extra-curricular activities. It is evident that the amount of teaching by temporary staff has had an adverse effect on attainment in some classes and with the consistency of what children in the same year have had to study. The setting and marking of homework across all classes has not been consistent. There is a satisfactory range of extra-curricular activities and reporting of children's progress is satisfactory.
44. The school's written and verbal communications with parents are satisfactory. The annual report contains most of the information that is required. Annual reports are satisfactory and contain information about achievements. Further information is available to parents through the consultation evenings but not all parents come to these. Newsletters are sent out regularly and the information provided on the curriculum is satisfactory.
45. Parents of children with special educational needs are properly involved in their children's education plans, and the school provides them with the opportunity to participate in an annual review.
46. Parents do help with some of the visits and sports events and there is sound support for social functions such as the school's annual fair. Whilst some parents help their

children with reading at home the reading records showed that this was a minority. In many instances where homework is set it is not completed. Overall the parents' contribution to their children's learning is unsatisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are good overall. A similar position was reported at the last inspection but since then there have been considerable changes. For a period the school was led and managed by a number of temporary appointments. A new headteacher was appointed in September 2000 and the new deputy headteacher at the start of the summer term 2001. The school's improvement since the last inspection is satisfactory overall, but the pace has improved in recent terms.
48. The headteacher and governing body have had to work very hard to ensure that classes have had teachers to teach them. They have been increasingly successful in appointing permanent staff to take up teaching appointments, although at the time of the inspection some classes were still being taken by long-term supply teachers. In the light of this the school's success in reducing the level of unsatisfactory teaching is good. The headteacher has worked with the teaching staff to put in place long term curriculum plans based on the guidelines of the QCA schemes of work. The procedures for monitoring absence have been improved. Other key issues raised at the last inspection have not been implemented consistently across all the classes but it is only recently that many of the co-ordinators have been appointed. The headteacher has begun the process of monitoring and evaluating teaching and learning and is fully committed to the drive for consistently good practice across all classes. Almost all parents who responded to the inspection questionnaire think that the school is well led and managed.
49. There is clear educational direction provided by the headteacher and the governing body and the school's aims and values are now again being reflected in its work. The Outline School Development Plan sets out the priorities for this first year of the headteacher's tenure. There are in place appropriate schemes to underpin the development planning by school self-review and the involvement of governors and staff, as well as the headteacher.
50. Results from national tests and the LEA's monitoring are analysed to provide guidance on areas and strategies for improvement. The school has recognised in its development plan that there is insufficient use of assessment of pupils' attainment and achievements to inform planning. The school has started implementing its strategy for performance management. Whilst the school is well aware of strengths and weaknesses in teaching and learning there is insufficient identification of good practice and the sharing of this with colleagues to help raise standards.
51. Most of the curriculum co-ordinators, including the deputy headteacher, have recently been appointed to their posts. Some co-ordinating posts have still not been filled, for example, the design and technology co-ordinator. Some co-ordinators do have a clear view of the work in their subjects throughout the school. This is particularly true in mathematics where the implementation of the National Numeracy Strategy has helped co-ordinators identify standards pupils are attaining and to use this information to aid planning. Most co-ordinators are not yet in that position and the school has not yet developed a structured programme for looking at the work achieved across the

school. Consequently, they are not well placed to improve standards in their subjects and plan their progress against identified targets and this is unsatisfactory.

52. The provision for the children in the Foundation Stage is well managed and this contributes to the good progress the children make, particularly in the Nursery class. Here planning is good and there are systems in place for assessing children's learning and they do contribute effectively to planning for progression.
53. The co-ordinator for special educational needs works closely with colleagues to ensure that the pupils on the register for special educational need are fully included in all aspects of school life. To facilitate this, she has produced a detailed action plan which clearly identifies the resources required for each curriculum area. The action plan also identifies the need to provide clear, short-term achievable goals for pupils, who should be fully involved in the process where possible.
54. The governing body fulfils most of its statutory responsibilities, other than in relation to health and safety risk assessments and in publishing some of the statutory information in relation to special educational needs required in their annual report to parents. It has a very good involvement in the strategic planning for improvement. The chair of governors and other governors are well informed and actively involved in the life of the school. They take a full part in making long term decisions and in making sure that the finances are effectively deployed. The school's development plan is linked to budgetary considerations and the governors do all that they can to make sure that they get value for money when spending decisions are made. The committee system helps to keep the governors informed about the life of the school.
55. The school is now adequately staffed to teach the full curriculum for children in the foundation stages and primary pupils. There has been a considerable staff turnover in recent years and staff recruitment and retention has been a key school priority. Teaching is supported satisfactorily by an adequate number of education support staff and where their use is well planned, they have a positive effect on classroom management and the quality of learning, as was reported in the last inspection.
56. There is an appropriate match of staff to their responsibilities and the majority have job descriptions. All staff have been assessed for performance management. Procedures for inducting new staff work well and newly qualified teachers are mentored. The school has found that professional development has been difficult during the period of high staff turnover, but it is now a priority given the relative stability.
57. Accommodation in the school is satisfactory. Originally designed as two separate schools, as a combined site it poses administrative and control difficulties that the school is attempting to resolve. The school has a two-storey block for some classes in Key Stage 2. Because of the second floor the school does not provide full access for all disabled pupils, although disabled pupils do attend. Although the school is for the most part airy and light there are areas in the school where the artificial lighting is poor. The school is a clean and pleasant place to work. The Foundation Stage classrooms are spacious, however they do not all have access to an enclosed play area. There is also a lack of outdoor storage for resources used by the younger pupils and a lack of large scale outdoor play equipment. Some classrooms are cramped for the numbers of children being taught and the layout of these classrooms does not allow for efficient use of the space available. As in the previous inspection, the

surfaces of the hard playground areas are in need of repair and constitute a hazard. Apart from some large trees there is little shade in the play areas.

58. The school makes good use of outside facilities for sport and other enrichment including the local church, swimming pool, local museums, and conservation areas.
59. Overall, the provision of learning resources in the school is satisfactory. In physical education provision is good and in English it is very good. The school's provision for ICT varies. The new computer suite and network is very good, however the provision in classrooms and the lack of control equipment and sensors is unsatisfactory.
60. Long term strategic financial planning is good. The headteacher and governors have a clear view of the financial priorities facing them and use the school budget wisely and efficiently to maintain and improve the school. They make informed use of specific grants and sponsorship donations to provide after school clubs and in-service training for staff. For example, all staff are about to embark on training in the use of computers through New Opportunities Funding. The management of day-to-day financial administration is efficient. The school enlists the help of a bursar to ensure that the budget is carefully balanced and that the headteacher and governors are kept up to date about the current financial situation. The school clerical staff are welcoming, they deal sensitively and efficiently with all visitors to the office and their contribution ensures minimum disruption to teaching and learning. They organise the collection of money and ordering and distribution of equipment and keep careful records of day-to-day income and spending. Recommendations in the latest auditor's report have not yet been implemented, however, and this requires attention. Good use is made of computer technology to support school administration and teaching.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The governors should include in their post-inspection action plan the way in which they are going to respond to the following issues in order to raise standards in the school. The governors, headteacher and staff should:

(1) improve the standards in English, mathematics and science in the national tests when the pupils are seven and eleven by:

- consistently following the planned schemes of work in both classes in the year groups;
- using the results of assessments more consistently to target areas for improvement and to make these areas clear to pupils and their parents;
- adopting whole school strategies to raise standards of literacy and numeracy across all the subjects;
- increasing the opportunities for pupils to complete extended writing tasks.

Paragraphs 1, 2, 3, 4, 8, 10, 75, 76, 78, 83, 88, 89, 92

(2) improve the balance of the curriculum by:

- monitoring and evaluating that the planned schemes of work are delivered
- consistently in all classes;
- ensuring that the schemes of work reflect the differing subject requirements fully;
- reviewing the amount of time given to silent reading and story time.

Paragraphs 22, 51, 88, 92, 111, 113, 114, 117, 118, 123

(3) improve the assessment of all pupils' attainment and achievement in lessons and use this improved information to support the planning of challenging activities for all by:

- agreeing and implementing an assessment, recording and reporting policy throughout the school;
- monitoring and evaluating the implementation of the agreed policy in and out of lessons;
- publishing assessment information for all the staff to see and determine trends;
- using the assessment information to set individual, class and year targets for improvement.

Paragraphs 18, 29, 42,50, 80, 97, 98, 103, 111, 115, 117,121, 143

(4) improve the effective use of support staff in lessons by:

- agreeing a whole school policy on what constitutes effective support;
- training and supporting staff so that all are in a position to work effectively;
- monitoring and evaluating the effective use of support staff in classes;
- sharing examples of good working practices.

Paragraphs 20, 51, 55, 80, 86, 97, 129

(5) improve the monitoring and evaluation of teaching and learning in classes by:

- ensuring that all with a co-ordinating role have the appropriate expertise and confidence to carry out this role;
- ensuring that all with a co-ordinating role have appropriate time to carry out classroom observations on a systematic and planned basis;
- providing all co-ordinators with opportunities to share information on teaching and learning in their subjects and using this information to support strategic planning

Paragraphs 48, 51, 82, 87, 105, 11, 117, 123, 139, 143

(6) improving the curriculum by giving a greater recognition to the cultural backgrounds of the pupils in the school and their families by;

- reviewing all the curriculum planning to evaluate opportunities provided to
- support pupils' cultural development in this way;
- identifying as a feature in all subject development plans ways in which the cultural heritage of the pupils could be better reflected in the curriculum;
- providing financial support to plans identified in the different subjects;
- monitoring and evaluating that these plans are being implemented and having a positive impact on pupils' learning.

Paragraphs 22, 30, 99, 106, 117, 123, 134, 139

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	48	41	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	409
Number of full-time pupils known to be eligible for free school meals	N/a	111

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	1	100

English as an additional language	No of pupils
Number of pupils with English as an additional language	191

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	27	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	19	27
	Girls	21	21	23
	Total	43	40	50
Percentage of pupils at NC level 2 or above	School	72 (68)	67 (64)	83 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	18
	Girls	22	22	14
	Total	43	44	32
Percentage of pupils at NC level 2 or above	School	72 (66)	73 (85)	53 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	36	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	29	28	29
	Total	42	42	44
Percentage of pupils at NC level 4 or above	School	71 (68)	71 (89)	75 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	14
	Girls	26	27	29
	Total	37	39	43
Percentage of pupils at NC level 4 or above	School	63 (70)	66 (88)	73 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	32
Black – African heritage	105
Black – other	94
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	66
Any other minority ethnic group	49

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	Not available	Not available
Black – African heritage	Not available	Not available
Black – other	Not available	Not available
Indian	Not available	Not available
Pakistani	0	0
Bangladeshi	0	0
Chinese	Not available	Not available
White	Not available	Not available
Other minority ethnic groups	Not available	Not available

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.1
Number of pupils per qualified teacher	22.6 : 1
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	328

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24 : 1

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	2000–2001
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	£
Total income	919637
Total expenditure	932297
Expenditure per pupil	1916
Balance brought forward from previous year	-4102
Balance carried forward to next year	-16762

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	454
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	0	0
My child is making good progress in school.	51	43	3	1	1
Behaviour in the school is good.	47	48	2	1	1
My child gets the right amount of work to do at home.	39	47	9	2	2
The teaching is good.	55	39	3	2	0
I am kept well informed about how my child is getting on.	51	37	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	3	1	0
The school expects my child to work hard and achieve his or her best.	63	32	2	2	0
The school works closely with parents.	51	37	4	7	1
The school is well led and managed.	46	44	4	5	0
The school is helping my child become mature and responsible.	48	47	4	0	1
The school provides an interesting range of activities outside lessons.	30	34	11	3	21

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

Personal, social and emotional development

62. The school's planning for the Foundation Stage puts considerable emphasis on the children's personal, social and emotional development. Particularly in the Nursery class the teacher's planning shows opportunities for children to experiment and express themselves in a happy and secure environment. Activities are provided which enable children to gain confidence and to have a great deal of enjoyment, especially in mixing with other children and different adults. The children make good progress in the Nursery class in respect of this but their progress slows in Reception, where the intended outcomes of the early learning goals are not always planned for.
63. Some children have challenging behaviour. Most staff consistently and calmly reinforce the agreed approach and particularly in the Nursery class children make good progress in this area of development. Many children settle quickly and happily into classroom routines. They play well collaboratively in games such as "Can't catch me". They respond well to staff highlighting the importance of "please" and "thank you" and good social skills were shown in sharing equipment and playing together in role play areas.
64. Many children meet and a few exceed the anticipated outcomes for their personal, social and emotional development but a higher proportion than would be expected nationally do not have the social skills particularly, which would enable them to start lessons across the range of National Curriculum subjects confidently.

Communication, language and literacy

65. On entry to the Nursery the children have a wide range of language skills and the tests administered on entry show that overall the level of attainment is well below that expected nationally at this age. By the end of the Reception Year about half the pupils have reached the intended outcomes in this area of learning and are ready to start confidently with the National Literacy Strategy but a greater number than would be expected nationally are not ready to embark on this strategy. At the last inspection attainment was reported as being in line with that of children of a similar age so this represents a fall in standards since the last inspection.
66. Children make good progress during the Foundation Stage, coming in as they do with standards well below those expected. They listen carefully in the Nursery to stories being read and although some children are keen to ask and answer questions their skills of speaking and listening are below the level expected. In Reception some children find it difficult to listen to the teacher's input and do not listen carefully to the comments of other children. Others however, can listen carefully and clap when a correct answer has been given. In the Nursery children make good progress in acquiring a confident knowledge of letters, sounds and words but this rate of progress is not maintained by some children in Reception who are still limited in their recognition of initial sounds to words. Some children make good progress in their writing skills as they move towards writing simple sentences but some in the Reception Year are still limited in their use of letters and words.

Mathematical development

67. On entry to the nursery children have a wide range of mathematical skills and the tests administered on entry show that overall the level of attainment is well below that expected nationally at this age.
68. Children make good progress during the Foundation Stage, especially in the Nursery class. Here they are provided with a rich and regular diet of experiences to enable them to learn through both play and discussion, in groups and on occasions individually. There is a good emphasis on mental mathematics and pupils enjoy the games they play to build up both their knowledge and their confidence, for example identifying how many monkeys have been eaten by the crocodile and how many remain uneaten. In reception classes the children's use of mathematical language and their ability to identify and order numbers to twenty is satisfactory.
69. The use of strategies from the National Numeracy Strategy has supported children's achievement in this area well and by the time they reach the end of the Reception Year nearly all children are meeting the intended outcomes for mathematical development.

Knowledge and understanding of the world

70. On entry to the Nursery children's knowledge and understanding of the world is well below that expected nationally for their age. By the time they are at the end of their reception year their knowledge and understanding is still below that expected.
71. Children's achievement is good in the Nursery and they have developed appropriate knowledge of living things such as butterflies, caterpillars and plants. Some children in Reception classes have less than appropriate knowledge and understanding. For example when studying about garden birds, they were unable to demonstrate that their vocabulary had been enriched by their study of the topic, nor had their speaking and listening skills been enhanced.

Physical development

72. Pupils' abilities in this area are closer to those expected nationally than are to be found in the other curriculum areas of the Foundation Stage. In the Nursery they show appropriate body control on outdoor apparatus and reasonable understanding of space and directions when using a variety of vehicles. They show appropriate skills in handling paintbrushes and in their handling of tools when making models of bees and these skills are shown by many in Reception classes. Children make good progress and by the time they reach the end of the Reception Year most meet the early learning goals for physical development.

Creative development

73. Pupils' abilities in this area overall are well below the standards expected nationally when they enter the Nursery. The children's achievement is good. They are provided with opportunities to paint and make models. When painting many are confident in their use of colour and enjoy making bold shapes and patterns. They do explore a range of textures, for example in using dry and wet sand and they are imaginative in the production of a range of shapes. They play with construction kits and create models. Although the children make good progress in the Foundation Stage, many

children at the end of the Reception Year are still attaining below the level anticipated in the early learning outcomes.

74. Overall the quality of teaching in the different areas of the Foundation Stage is good. This is mainly due to the consistently good teaching in the Nursery class. Here, using assessment information well, activities are well planned to meet the needs of the full range of ability in the different groups. The children respond well, showing great enthusiasm and collaborating well with both the other children in the groups and with all the adults. The teaching staff in the Nursery class show a good knowledge and understanding of the varying requirements of the Foundation Stage. This is less apparent in one of the Reception classes especially where there is little planning along these lines and a greater emphasis on pupils taking elements of the National Curriculum. Because the children have not acquired the appropriate social and learning skills their progress in the different areas slows and the teacher's assessments are insufficiently used to prepare challenging activities relevant to the Foundation Stage.

ENGLISH

75. The pupils' results in the 2000 national tests for seven and eleven year olds were well below the national averages, and well below for seven year olds. They were well below average for eleven year olds when compared with similar schools. Inspection findings show that the standards of work attained by pupils aged seven and eleven are below national expectations. Pupils with special educational needs are well supported throughout the school and make good progress in relation to targets in their IEPs, as do pupils with English as an additional language in their acquisition of competence in English language skills. Pupils' attainment in speaking and listening and writing has fallen compared with that reported in the last inspection and has remained similar in reading.
76. Standards in speaking and listening are below national expectations throughout the whole school. All pupils have opportunities to listen to good fiction and poetry read to them by class teachers. They develop appropriate listening skills and are able to sit and listen to adults and other pupils with varying degrees of success. When pupils are given the opportunity to speak during lessons, the majority of pupils often remain silent and are reluctant to speak in reference to the subject. A minority of pupils do participate including higher attaining pupils but they demonstrate a limited vocabulary. When Year 6 pupils were given the opportunity to discuss their favourite book and reading habits, pupils at all levels were not sufficiently articulate to talk in depth or express their opinions clearly about the books they have read and enjoyed.
77. The standard of reading throughout the school is satisfactory. The school places very high importance on reading and this emphasis has had a positive impact on raising standards. Pupils in Year 1 have an interest in books and reading. The majority of pupils can read at an appropriate level. Young pupils recognise letters and attempt early reading books with great enthusiasm whereas higher attaining pupils read fluently with good expression. Older pupils in Year 2 use phonics and picture clues to good effect and are developing a range of reading strategies. Pupils are encouraged to read fiction and non-fiction books from the beginning. In Years 3 to 6 pupils make appropriate choices for their own reading and read with varying degrees of fluency and accuracy. They occasionally refer to the text when talking about what they have read and have sound understanding of the main points of the story and the possible motives of the characters. Pupils across the school are developing reference skills,

such as using index and contents pages in non-fiction books. Pupils enjoy books by new writers as J.K. Rowling, as well as longer-established authors such as Roald Dahl. They know the difference between a novel and a play. They have heard of Shakespeare and can name two of his best-known plays, Macbeth and Romeo and Juliet. Many pupils use the school and public libraries. The progress that pupils make in reading is satisfactory at both key stages.

78. The standard in writing across the school is below that expected nationally. The school has identified the need to improve the quality and quantity of pupils' writing, following the earlier focus on raising reading standards. Younger pupils are able to spell many common words and are beginning to compose simple sentences using capital letters and full stops. They begin to use question marks, exclamation marks, and speech marks in their writing with some success. Some higher attaining pupils are able to spell words like 'generous' and 'shiny scales' independently. Older pupils write for a variety of purposes and audiences for example poetry, letters, stories, reviews and instructions. Pupils are able to recognise examples of similes, metaphors, and personification, which they use, in writing poems on "An Icy Morning". In Year 6, some good examples of poetry were seen and some pupils showed good imagination in their writing. Appropriate emphasis is given to the systematic and progressive teaching of spelling, punctuation, handwriting and presentation. The adoption of the National Literacy Strategy has supported pupils' achievement in writing and in lessons observed it was satisfactory.
79. The quality of pupils' response to work in English is satisfactory. Pupils enjoy the activities and are able to work co-operatively, sharing ideas sensibly. Younger pupils listen attentively to stories but are less ready to join in discussion about the plot and characters. The levels of concentration and perseverance shown by pupils of all ages is good. Pupils enjoy good relationship with adults who teach them. They are clear about what is required and many can explain what they are doing. Their behaviour in classes is good.
80. Overall the quality of teaching and learning is satisfactory. Teachers have sound subject knowledge and the National Literacy Strategy is now well established. Teacher's daily lessons are planned well with clear objectives and appropriate activities in most classes. The management of pupils is consistently good. Teachers use a mixture of approaches, including whole class exposition and teaching to groups. They frequently refer to previous lessons to reinforce and consolidate pupils' learning. Teachers use questioning effectively to check how much the pupils know, and to reinforce earlier learning, for example, in Year 1 when responding to questions on the big book they were reading together as a class. The brisk pace of teaching allows a suitable but challenging amount of time for each element in the lesson and helps maintain pupils' attention and interest, for example, in a Year 4 lesson when reading "Mufaro's Story". Teachers' encouraging responses and praise for pupils' efforts helps them to gain confidence and encourages pupils to try harder but overall the procedures for monitoring pupils' attainment and progress and the use of this to inform planning of lessons is unsatisfactory. The learning support assistants provide support to small groups of pupils, both in and out of classroom, but the planning of this support and its effectiveness is not yet consistent across all classes.

81. The English curriculum is broad and provides a range of experiences, which fully meets statutory requirements. Good use is made of adequate classroom resources with each classroom having a wide range of books in their reading corners. Book displays in the classroom are orderly and attractive. Pupils' use of their library and their development of research skills are unsatisfactory.
82. The subject co-ordinator is keen to raise the standards in the subject and is trying hard to do this. All staff are fully involved in the development of the subject. There is no system in place for the co-ordinator to assess and monitor pupils' work. There is a lack of monitoring and evaluating of the quality of teaching and this lack is unsatisfactory. The co-ordinator has recently bought new resources including the Oxford Reading Tree to supplement previous schemes. Good provision is made for the professional development of all teachers. They have all attended courses prior to implementing the National Literacy Strategy.

MATHEMATICS

83. The standards the pupils reached in the national tests for pupils aged eleven in 2000 were below the national average. This was mainly due to a smaller number than usual of pupils reaching the higher than expected level. The results were similar to those attained by pupils in schools in similar contexts. The standards the pupils attained in the national tests for pupils aged seven in 2000 were well below the national average and well below those achieved by pupils in schools in similar contexts. Pupils in Year 2 attain standards slightly below those expected for their age in numeracy and other areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 classes. These results represent a fall in standards since the last inspection when the standards were in line with national expectations. However, the successful introduction of the National Numeracy Strategy, the good teaching and the setting of Year 2 pupils into ability groups are having a positive impact on the standards pupils are now reaching. Current Year 6 pupils attain standards in line with those found nationally, with particular strengths in investigational and mental work. Again, the good teaching seen throughout Years 3 to 6 is helping pupils learn effectively. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates. There are no significant differences in the performance of boys and girls over the past three years.
84. At the end of Year 2 pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty. They mentally double numbers to twenty successfully with higher achieving pupils able to double and halve numbers to a hundred confidently. Pupils know the names, and some of the properties, such as the number of sides, corners and faces, of two and three-dimensional shapes. They solve shopping problems to at least one pound and can tell the time in hours and half hours. The standards they attain are just below those expected nationally and their progress is good.
85. By Year 6 pupils have progressed well, now having a secure knowledge of place value to a thousand, with higher attaining pupils confidently handling numbers to a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers, with the majority able to work to two decimal places. Their mental mathematics skills are particularly well developed with pupils able to reach zero from a given number by using three different operations. When offered challenging

activities the pupils worked with great enthusiasm and interest showing a good understanding of the various options available to them. Pupils calculate the perimeter of composite shapes consisting of two or three different rectangles. They can also calculate the area of these shapes using the correct formula. Higher achieving pupils can also calculate the area of composite shapes that include triangles. Pupils use ICT to help them in their work. They use a floor turtle to learn about angles of turn and data handling programs to construct graphs. The current standards pupils in Year 6 attain are in line with those expected nationally.

86. The quality of teaching is good overall and never less than satisfactory. Teachers have good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is good with pupils eager to learn and enthusiastic about the work provided for them. All teachers follow the National Numeracy Strategy in their planning and this has a positive impact on progress, particularly in the development of mental and oral numeracy skills. Individual whiteboards and number cards are used most effectively by teachers at the start of lessons to assess pupils' understanding and thereby to set work at the correct level, for example, in a good Year 2 lesson the pupils added mentally three numbers and then showed the teacher their answers simultaneously at a given signal. The teacher knew exactly which pupils were succeeding and which needed more practice. This enabled her to pitch the next question at a level designed to move pupils on to the next stage in their learning. These oral sessions are brisk and well focused with all pupils being fully involved and motivated to do their best. Work for pupils is matched to their prior attainment. This was clearly seen in a Year 6 lesson in which the pupils were given problems to solve. The problems were carefully graded to fully stretch pupils of all abilities and there was an obvious buzz of excitement as they set about finding the answers. The pupils were very proud of their achievements and willingly shared their findings with others. Teachers explain work clearly and share the lesson objectives with pupils to help them focus on the learning intentions and know when they have been successful in meeting them, for example, in a Year 3 lesson where a "roamer" was used to plan a route using right angles turns. Pupils with special educational needs are often well supported by teaching assistants and learning support assistants. This is particularly true during the part of the lesson in which the pupils are working independently or in pairs or small groups, for example in a Year 1 lesson focusing on addition doubles. The support role is often less effective when the teacher is addressing the whole class and they have not been given any specific direction, such as monitoring the responses of identified groups of pupils. Good relationships are a strong feature with pupils being attentive to their teachers and able to work well together. In a few lessons, time was not used effectively as the teachers spent too long introducing the work. In these lessons learning was limited as pupils had only a few minutes to try out for themselves what they had been taught.
87. Assessment procedures are good and pupils are regularly assessed at the end of each term as well as more formal end of year assessments. The use of these assessments to help plan future work is satisfactory but is recognised by the school as an area for development to push standards higher. Samples of pupils' work are kept and pupils are set individual targets for them to focus on during each term. These targets are negotiated with pupils and displayed in their books and, in the best lessons, teachers remind pupils about them as they start work. Teachers' planning and work in pupils' books are monitored at present but the monitoring of the quality of teaching is unsatisfactory, and identified by the school as an area for development.

SCIENCE

88. The results in national tests for pupils aged eleven in 2000 showed standards well below those achieved nationally and below those achieved in comparison with schools in similar contexts. Teacher assessments of pupils aged seven in 2000 indicated that standards attained were well below those for pupils of a similar age nationally, as well as for pupils from similar social backgrounds. Both results compare unfavourably with the results of the findings in the last inspection report when pupils were assessed as attaining standards at or above the national average. The drop in standards can be explained partly in terms of severe staffing difficulties, inappropriate expectations from teachers, insufficient time devoted to the teaching of the subject and the low achievement base at which the children begin the National Curriculum.
89. Standards in the current Years 1 and 2 are below the national expectation and pupils at age seven are attaining standards below those which are expected of pupils of a similar age. The inspection evidence is that the pupils are attaining standards above those achieved in last year's national tests.
90. Pupils make slow progress at the early stages of Years 1 and 2. This begins to accelerate as they progress through Year 2 and are aided by positive, well-planned teaching, a curriculum appropriately matched to pupils' needs and high expectations and by the end of Key Stage 1 pupils' achievement is satisfactory. The progress of pupils with special educational needs and with English as an additional language is good in relation to targets set for them or in their acquisition of literacy related to science.
91. Pupils in Years 1 and 2 are developing a growing awareness and understanding of the many aspects of the National Curriculum science programmes of study. Lesson observations, discussions with pupils and examination of the pupils' work indicate that pupils know what is needed to make a bulb light using an electric circuit, they can identify the main parts of a flower and are able to explain what types of food they need to eat for a balanced diet. Pupils have a good understanding of road safety and the impact of forces in accidents. They have an appropriate understanding of different types of animals including birds.
92. Whilst a number of pupils in the present cohort of Year 6 pupils are achieving standards expected of pupils of similar age, most are attaining standards just below national expectations. All Year 6 pupils experience a broad science curriculum in which all areas of the National Curriculum are covered. The level of their knowledge and understanding of the many aspects of the subject is below that expected for children of a similar age. This is because the amount of time allocated to the subject is insufficient to enable most of them to deepen their knowledge and understanding to the appropriate level. Staffing difficulties, the absence of a co-ordinator to lead on the subject at a crucial stage of their education are further contributory factors. However their progress has improved recently.
93. Evidence from lesson observations and discussions with pupils in Years 3 to 5 show that most pupils are making good progress and achieving at national standards. This is a credit to the effort and commitment of both staff and pupils to the learning process. Pupils in Year 3, from their study of light and shadows know that shadows are formed when objects block light; they are able competently to hypothesise, test and explain the shape, length and position of a shadow when an opaque object blocks light from the sun. Many Year 4 pupils have a good understanding of the human skeleton, know the names of some of their bones and have a sound

knowledge of their teeth and their use. In Year 5 pupils study the earth, sun and moon and are able to explain why some places have four seasons and when these occur. They know the earth spins on its axis every 24 hours and the amount of time it takes to make a complete orbit of the sun, spinning as it goes along. Year 6 pupils write about and competently explain the role played by micro-organisms in food decay. They test out their hypothesis exposing bread to three different conditions and measuring the effects. As a result, they improve their understanding of the role the fridge plays in food safety. The progress of pupils with special educational needs and English as an additional language is in line with the progress made by the other pupils in the classes. In many classes the progress of the higher attaining and lower attaining pupils is good. Overall pupils' progress in Years 3 to 6 has improved and is good.

94. The quality of teaching and learning is good overall. There were more good lessons observed in Years 3 to 6 than in Years 1 and 2. In those lessons that were good, teachers plan well for the delivery of the subject; they take account of the range of ability of the pupils in the class and prepare work that adequately challenges higher attaining pupils, the average and those who are identified as having special educational needs. For instance, in a well-taught lesson on earth and space, the needs of all pupils were properly considered within the structure of the lesson plans and tasks set for them. These pupils made good progress in the lesson and displayed high levels of concentration and perseverance.
95. Good lessons also show that good account is taken of the role of the classroom assistants and they are positively involved in the planning of learning support for the pupils. A very strong and important feature in all these lessons too is the management and control of the pupils and the good rapport that exists between the teacher and the pupils.
96. The behaviour of the pupils throughout most lessons is good. Most pupils are well motivated and remain focused on the activity for considerable lengths of time. The result is that they learn well and produce work of which they are very proud.
97. Less effective lessons lack pace, are inadequately planned to cater for the range of mixed ability groups and do not fully utilise the support available from the classroom assistants. In these lessons, pupils spend much time waiting for support with their hands up, and are sometimes noisy and unsettled. Limited learning takes place in these lessons. Assessment of pupils' attainment and the progress they make in lessons is not consistent across all classes and insufficient use is made of this information to help to plan challenging lessons.
98. The co-ordinator for the subject has only been in the post for a short period. She has already produced a curriculum policy and has set herself an action plan for the implementation of her strategies. There is appropriate monitoring and evaluation of teaching. There is satisfactory monitoring and assessment of the pupils' performance but this is not yet consistent throughout the school and it does not include gender and ethnic considerations. The school is aware of this and have begun to plan improvements in this area.

99. The quality of resources both in terms of books and materials is just adequate. There are some displays of pupils' work as well as of commercially produced posters. These however, do not sufficiently address the requirements of inclusive education both in respect of gender and ethnicity. For instance, the contribution of women and minority group scientists to the development of science do not figure adequately in the posters, books and other materials from which all pupils can learn.

ART AND DESIGN

100. Due to timetabling arrangements, only two lessons were observed during the inspection. However there were many examples of pupils' work in the displays in classrooms and corridors throughout the school, and judgements have been made from this evidence. The standards attained by pupils at the ages of seven and eleven are in line with national expectations.
101. In Years 1 and 2 pupils are able to undertake observational drawing and show an ability to create right shades and tones. In Year 2 pupils observe, feel, and draw various fruits, bearing in mind the shape and colour. They show the ability to use oil pastels sensibly. By the end of Year 2, they demonstrate good understanding of colour and care and skill in mixing and applying paint. Younger pupils paint freely and confidently, using colour well. They work with natural materials to print and make collage pictures using tissue paper. The progress of the pupils in Years 1 and 2 is satisfactory. By the age of eleven pupils study a range of art by different artists such as Picasso. They develop good critical skills when describing and decorating reproductions of still life compositions. They understand that artists have different styles and techniques and media. Pupils talk about colour, position and arrangement of objects through observing different reproductions and use correct terminology. They also give reasons for their likes and dislikes. They arrange given objects and draw pictures from different angles. Some pupils use a digital camera and photocopy images of their displays satisfactorily. The use of sketchbooks is satisfactory and they are used mainly for recording work. Pupils' achievement in Years 3 to 6 is satisfactory.
102. Pupils' progress in art is satisfactory in both key stages. Pupils often make progress in quite short spaces of time during lessons where they are required to work with increasing accuracy. Pupils with special educational needs make progress in line with the rest of the class when they are supported by classroom assistants.
103. Judging from the lessons observed, teaching is satisfactory overall. Lesson plans give details of specific learning outcomes, and pay regard to the differing abilities of pupils. Time is generally used well. Lessons are broken down into a sequence of smaller units, which helps to maintain the pace of the lesson and concentration of the class. Resources are well managed, are in plentiful supply and are prepared before the lessons begin. Classroom assistants make a positive contribution to learning by helping individual pupils to master techniques in drawing or painting. Teachers make frequent use of praise and encouragement, and have high expectations for all pupils. The procedures and use of the assessment of pupils' work to support planning of challenging activities is unsatisfactory.
104. Pupils' learning is satisfactory. They enjoy art and work with enthusiasm in both key stages. They generally behave well and concentrate on the task. Pupils share materials with other members of the class, and show respect for each other's work. Pupils take responsibility for clearing up sensibly, which they usually complete quickly

and efficiently. Their ability to concentrate is good. They show a good capacity to work independently.

105. The co-ordination of the subject is satisfactory. Teachers use Qualifications and Curriculum Authority (QCA) documentation to plan their lessons. Art is well supported by an appropriate range of good quality materials and equipment. The monitoring and evaluation of teaching and learning is unsatisfactory and therefore the subject's development planning is not rooted in this first hand evidence.
106. The principal weakness in art is the lack of range of work, particularly the lack of textiles, and three dimensional work. While pupils do study the work of European artists, art reflecting the multicultural nature of the schools' population is very limited.

DESIGN AND TECHNOLOGY

107. By Year 6, where support from a local beacon secondary school enhances pupils' work, standards they attain are in line with standards expected nationally and they are achieving soundly in terms of their previous attainment. This is in line with the findings of the last inspection. However, in Years 1 and 2, opportunities are limited and standards have fallen below those expected nationally and this is a deterioration since the last inspection.
108. No specific units of design and technology (DT) have been taught in Year 2 since the early part of the school year. These pupils are underachieving because they have had insufficient experience of working with materials and components. They have below average knowledge and understanding of making and evaluating projects. By Year 6, pupils attain average standards and their progress is satisfactory. They are able to make good use of well-labelled sketches to develop their designs, for instance of fairground attractions. They show an understanding of the constraints that they had to consider and were able to talk in detail about how they could improve their models. They work with a variety of materials, including wood, card, fabric and clay with some accuracy to make products such as containers and a class candleholder. They pay appropriate attention to the quality of finish and to function.
109. Scrutiny of work, discussions with pupils and lesson observations illustrate that teaching and learning is broadly satisfactory in Years 3 to 6. There was insufficient evidence to judge teaching and learning in Years 1 and 2. In the few lessons observed, teachers planned the work carefully and ensured that resources were readily to hand. They employed effective behaviour management strategies. Pupils are taught about the importance of planning, a strong point in the subject, and on making a well-finished product. Teachers ensure that all pupils, including those with special educational needs, show good levels of perseverance and make sound progress in completing their final product. Although there are opportunities for pupils to evaluate their design and make process, these opportunities are not consistently developed. There are examples of good teaching. In a Year 1 lesson, the teacher skilfully enabled pupils to develop their own ideas for designing and assembling their working animal models. Consequently, they extended their skills of planning, working together and using tools. In a good Year 4 lesson, where pupils made animals from pom-poms, there was good focus upon key skills such as cutting, knotting and gluing in the construction process.

110. There are examples of pupils using a range of relevant techniques. In Year 1, pupils have learned about linkages and motion. In Year 3, pupils have designed and made photo frames, using card, and begun to develop simple evaluation skills. In Year 4, pupils have produced well-finished toys using fabrics. In Year 5, when making biscuits, pupils learned to consider how they could have changed the ingredients to make the biscuits taste better. In work linked to the study of the Egyptians in history, Year 4 pupils made good use of planning sheets before making a shaduf. They used their mathematical skills with work on obelisks. Pupils from all age groups, cultures and abilities have a positive attitude to DT, particularly to the practical aspects of making. They behave well in lessons, listening attentively. They apply themselves well to the task in hand, often whilst chatting about their work.
111. Design and technology has a low profile in the school. There is currently no co-ordinator. Leadership of the subject is poor. Resources are limited. The school allocates a low percentage of teaching time to DT. Teachers report that there are further pressures upon this time, reflecting the high priority given to the core subjects and test results. Each teacher has specified units of work to cover each year. The DT curriculum lacks balance because some teachers in both key stages distribute these units unevenly, at the beginning and the end of the school year. Children do not develop skills progressively and this leads to some under-achievement, such as in Year 2. The monitoring of pupils' performance in the subject is unsatisfactory, although where pupils undertake activities there is satisfactory assessment of that piece of work. In the absence of a co-ordinator, there has been no monitoring and evaluation of the quality of teaching and learning or the strategic planning for improvement. These are important issues for the management of the school and the new DT co-ordinator to focus on for the subject to improve.

GEOGRAPHY

112. Opportunities to observe geography being taught were limited during the inspection to three lessons in Key Stage 2. Additional evidence was obtained from the pupils' past and present work, displays around the school, teachers' planning and school documentation. This shows that pupils' attainment at the age of seven and eleven is below that expected, although in some classes in Key Stage 2 pupils' attainment is in line with that expected. A similar judgement was made in respect of pupils' attainment at the age of eleven in the last inspection report but attainment has declined in relation to that reported at the age of seven. The main reasons for this have been the school's focus on the core subjects and with the number of supply teachers considerable differences in some years as to what geography the pupils are taught.
113. The achievement in Years 1 and 2 is unsatisfactory but it improves in Years 3 to 6 and is satisfactory. The work in the books in Years 1 and 2 indicates that insufficient time has been devoted to the subject. Pupils in one of the Year 1 classes had developed their sense of place by working on locating places on a map of the United Kingdom. Similar work was not seen in the books of the other class in the year. Pupils in one Year 2 class had identified landmarks on the Isle of Struay. This they had done accurately. Similar work was not seen in the books of the other class and there was little other evidence to show that the pupils followed the scheme of work for the subject.

114. In the lesson observed in Year 6 pupils demonstrated that they knew how rivers should be kept free from pollution but they did not draw on their own knowledge and understanding to pose their own questions. In Year 5, pupils' books contained examples of mapping skills using co-ordinates on a treasure map. In Year 3 the pupils had tackled satisfactorily work on weather and one of the classes had undertaken satisfactorily a local study on Maryland. The best work was seen in the books of pupils in one of the Year 4 classes. Here pupils had studied the weather, aspects of the geography of Southern India, looked at geographic features of the school and the local environment and had tackled map work relating to compass points. In this class the pupils' attainment was in line with that expected and their progress was good. However even in Year 4 there was a significant difference in the work undertaken by the parallel classes. Overall pupils' knowledge and understanding is below that expected in the subject and not in line with that planned for in the school's scheme of work.
115. The quality of teaching observed was satisfactory, with some good features. This is an improvement since the last inspection. Teachers' planning and subject knowledge were securely rooted in the requirements of the National Curriculum. Teachers made the objectives of the lessons clear to the pupils at the start and there was good classroom management. Sometimes the activity chosen did not present sufficient challenge to all the pupils, especially the higher attainers. There is some use by staff of the concluding section of the lesson as a means of assessing how far the pupils have progressed in relation to the lesson objectives. However there is little evidence of the use of this or the marking of pupils' work helping the planning of future lessons or helping pupils build on previous knowledge to improve their work and this is unsatisfactory.
116. The pupils' attitudes and behaviour in the lessons were good, especially when they were given the opportunity to discuss topics, for example, "What's in the news?". They made constructive comments and listened carefully to the teachers' inputs. Sometimes they were less considerate when listening to the contributions of other pupils.
117. The school has adopted the planning produced by the Qualifications and Curriculum Authority (QCA) for this subject. It is not yet consistently implemented in all classes and the new co-ordinator has not a good feel yet for what is being studied across the school, especially at Key Stage 1. Planning does not yet include tasks and resources for the full range of abilities. Insufficient use is made of activities which encompass and celebrate the full range of cultural backgrounds of the pupils. There is a lack of assessment of pupils' attainment and achievement in the subject and the use of this to support the planning of challenging activities and this is unsatisfactory. The co-ordinator has been recently appointed and has not yet had time to start the process of monitoring and evaluating teaching and learning. He has a clear vision for the subject, closely linked to the school aims but this is not yet translated into a subject development plan linked to targets set in the school's planning. The rate of improvement since the last inspection has been unsatisfactory but the capacity to improve with the new co-ordinator is good.

HISTORY

118. Opportunities to observe history being taught during the inspection were limited to three lessons in Years 3 to 6. Additional evidence was obtained from the scrutiny of pupils' past and present work, displays around the school, teachers' planning and school documentation. This evidence shows the standards attained by the pupils, both at the age of seven and at the age of eleven, is below that expected. The results represent a fall in standards compared to the last inspection when they were judged to be in line with national expectations at both key stages. The main reasons for this deterioration have been the school's focus on the core subjects and the lack of consistency in the history the pupils are taught across year groups.
119. The achievement in Years 1 and 2 is unsatisfactory but that of the pupils in Years 3 to 6 is satisfactory. By the age of eleven the pupils have a satisfactory knowledge and understanding of the changes in the locality during Victorian times and of other aspects of Georgian and Victorian Britain. However their communication of this information and their ability to interrogate historical sources is below the standard expected, mainly due to their standards of literacy. In Year 5 pupils have a satisfactory knowledge and understanding of the Aztec and Ancient Greek civilisations. Attainment is closer to the standards expected but the pupils' achievement in relation to research skills, interrogating historical resources and communicating information in a variety of appropriate ways is unsatisfactory. In Year 4 there is a lack of consistency in what the pupils have studied but some have an appropriate knowledge and understanding of Ancient Egypt, the Tudors and aspects of World War 2 and their attainment is in line with expectations. In Year 3 pupils have an appropriate knowledge and understanding of aspects of Anglo-Saxon society, such as Sutton Hoo and in these studies the attainment is in line with what is expected.
120. In Year 2 pupils have undertaken some work linked to the Fire of London and higher attaining pupils in one of the classes had produced newspaper articles on Guy Fawkes but overall the breadth of their historical knowledge and understanding is unsatisfactory. In one of the Year 1 classes the scrutiny of work showed that the pupils had developed an appropriate knowledge and understanding of the difference between old and new toys and of their own place in history. The attainment in this work was close to that expected but there was a lack of similar work in the books of the other class. Overall the pupils' attainment and progress is below that expected.
121. The quality of teaching seen was satisfactory overall, with examples of satisfactory and unsatisfactory lessons. The teachers' subject knowledge in relation to the requirements of the National Curriculum is good and teachers are using a variety of sources to extend pupils' learning. Lessons are planned, often well, in identifying the appropriate learning it is expected will take place. Overall there is insufficient planning for the differing needs within the classes, especially the higher attainers. Sometimes the activity chosen does not allow all pupils to make as much progress as they could, for example, pupils with limited literacy skills struggle with writing up historical interpretation for long periods of time. The assessment of pupils' work is unsatisfactory and is not used to inform the planning of future activities, especially in relation to progress in subject specific skills such as historical interpretations.

122. The attitudes and behaviour of the pupils was often unsatisfactory in the lessons observed. Some pupils found it difficult to work collaboratively in small groups and often did not listen carefully to the comments of other pupils. Where they were asked to write comments a number of pupils did not stay on task and therefore were able to contribute little to the summing up at the end of the session. At times the immature behaviour of some did interfere with the learning of others.
123. Since the last inspection the school has adopted the QCA guidance for the scheme of work in the subject but this is not consistently followed in all classes. The range of resources and artefacts has been extended but planning does not yet include tasks and resources for the full range of abilities. Insufficient use is made of activities which encompass the full range of cultural backgrounds of the pupils. The co-ordinator has been recently appointed and has not yet had time to start the process of monitoring and evaluating teaching and learning. He has a clear vision for the subject, closely linked to the school aims but this is not yet translated into a subject development plan linked to targets set in the school's planning. The improvement in the subject since the last inspection has been unsatisfactory but its capacity to improve under the leadership of the new co-ordinator is good.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. The standards pupils attain at the ages of seven and eleven is below that which is expected of pupils of similar ages. The results represent a fall in standards compared to the last inspection when pupils' attainment was judged to be in line with national expectations.
125. This drop in standards is due to a number of factors. They include staffing difficulties, unsatisfactory levels of teachers' expectations, teachers without appropriate subject knowledge and insufficient numbers of working computers in the classrooms. Some of these concerns have already been resolved well. Staffing has improved and with it improved subject knowledge. Training has been provided. There is a computer suite in place and being used well and plans for increasing the number of computers in the classrooms are under consideration.
126. Pupils have access to a broad range of activities that are in line with the requirements of the programmes of study of the National Curriculum. In Key Stage 1 they were observed using the computer to create pictures from templates or drawing their own. Most demonstrate a good understanding of the use of computer applications. They know about discarding a picture in the "bin" as an alternative to "rubbing" out and display a sense of confidence and pride when they inform the class teacher of this method. The higher attaining and more experienced pupils extend their knowledge and skills in using the programme when they draw elaborate pictures, which the class teacher used to demonstrate to others as an example of the standards that can be achieved. Other pupils in this key stage have opportunities to give instructions to a robot in order to make it travel in a pre-programmed direction. They reinforce and build on their knowledge by recording the commands on paper and then testing that it worked. All pupils know how to "log on" to the computer and access the programme. They can save and print their work independently and many have the appropriate skills to use the mouse to select the correct colour from the paint pallet and to combine colours to produce interesting pictures. These activities help pupils to make satisfactory progress in Years 1 and 2.

127. Pupils in Key Stage 2 use the computer successfully to create a "stamp" to make a picture of repeated patterns. Most understand the idea of a repeated pattern and are able to perform the task successfully. In a Year 4 class pupils build on their prior knowledge of "Logo" to successfully input instructions into the computer in order to make simple letter shapes. This activity tested the full range of ability and led to all achieving the appropriate levels of skills and competency. Year 5 pupils build on their experience of using a multimedia programme to link text and graphics. They are able successfully to use the paint tools, clip art and text boxes to create text and pictures some of them to a good level of competency. They can explain to others how the information from the computer is accessed in order to perform the task. Year 6 pupils demonstrate sound skills in accessing the Internet web sites to secure information and use it to collect, interpret and answer questions on census taking. Most pupils have adequate skills in searching the web sites for the relevant information; they use the mouse well to move images around on the screen or operate the tool bar to perform a particular task. They enjoy playing some of the challenging games associated with the programme before returning to the census activity to extend their knowledge about census taking in Victorian times and how it compares with present day census taking. This range of activities helps pupils to make satisfactory progress in the subject.
128. Most teachers teach the subject well. They have benefited from the training provided and now use the computer with confidence. The best lessons are those which are well planned, catering for the full range of abilities and where pupils are given clear instructions and good support during the activity. In these lessons, pupils make good progress and improve their skills and knowledge to a level consistent with national expectations.
129. Pupils make less progress in those lessons where class management and control is weak, lessons are not planned to take sufficient account of the range of mixed ability classes and classroom assistants are not used appropriately. In these lessons pupils spend much time talking to each other or waiting to be helped. Some show boredom and occasionally interrupt other children.
130. Most pupils enjoy using the computer. They persevere with activities and are well motivated. They follow instructions promptly, learn to take turns and are always willing to share their skills and experiences with their peers. The behaviour of a small minority of pupils is unsatisfactory but overall the behaviour is good.
131. The development of the subject benefits from a clear policy statement, a five-year implementation strategy and a scheme of work that supports planning for coverage of the National Curriculum programmes of study. The ICT co-ordinator has already begun to implement some of the planned actions and pupils are beginning to improve on their knowledge and skills to levels in line with national curriculum and assessment expectations.
132. The new computer suite, which is well used, is giving a new impetus to pupils' interest and motivation and supporting the raising of standards. Teachers' knowledge and skills in the use of computers are being enhanced through a range of in-service training and all are now confident and competent in the use of many of the computer programmes and applications.

133. Pupils' progress, particularly in the use of word processing, is hampered by the absence of working computers in the classrooms and poor command of typing skills. There are good examples of formative assessment taking place in some lessons and assessment overall is satisfactory, as is the monitoring of pupils' progress. Improvement in the monitoring and assessment of pupils' work is included in the strategy plan as a means of raising standards further. Plans to involve parents in the use of computers and support for their children at home are starting and are already having a positive impact on the pupils' learning. The new co-ordinator has a clear vision for the direction of the subject and the improvements necessary and in a short space of time has embarked upon them.
134. There is a clear policy statement for the subject. The policy makes clear the need to ensure all pupils have equal access to ICT. It also acknowledges the wider role ICT can play as a cross curricular tool to enhance learning. This has not yet been fully achieved in other subjects, nor particularly in relation to promoting for all pupils a positive identity, positive self-image and planned ethnic monitoring in order for the school to achieve its stated aims.

MUSIC

135. Standards in music are in line with national expectations of pupils at the ages of seven and eleven and the school has maintained the standards reported in the last inspection.
136. All pupils, including those with special educational needs or for whom English is an additional language, achieve satisfactorily in Years 1 and 2. They learn a number of songs and hymns and have regular opportunities to play untuned instruments. By the end of Year 2, they recognise high and low sounds and can tap or clap out rhythms, recognising the difference between soft and loud sounds. The majority sing in tune and perform confidently in lessons, assemblies and on special occasions. Achievement accelerates in Years 3 to 6 and is consistently good in lessons. Pupils build on what they have learned in Years 1 and 2, respond enthusiastically to lively and imaginative teaching and quickly develop new skills. They further develop their capacity for and enjoyment of singing as individuals or part of a larger group, often incorporating descant and two-part harmony in their choral work. In some whole-school assemblies or on special occasions, the quality of singing rises above the standards seen in other schools. Most pupils improve their performance on tuned and untuned instruments as part of an ensemble, showing an awareness of teamwork and discipline. By the time they leave school, the majority use computers successfully for composing simple melodies and use the correct musical terms when talking about their work. A small minority read music in formal notation and play woodwind or stringed instruments. However, there are too few opportunities for pupils to play instruments other than on the day when the specialist teachers are available and this limits their rate of achievement and learning.
137. Pupils' response in music lessons and when they sing as a school is consistently positive. The majority sing with enthusiasm and only a small minority occasionally show reluctance or disinterest. In lessons for the older pupils, attitudes are very good. This is evident in the high levels of co-operation shown during ensemble work and the appreciation shown for the efforts and contributions of others.

138. The quality of teaching is good overall. It is sound in Years 1 and 2 and very good in Years 3 to 6 and there was no unsatisfactory teaching. Two specialist musicians come in one day each week to carry out all of the teaching in both key stages. Their work is supported by the very able contribution of a colleague in Year 6 who manages the school choir. Both of the specialist teachers have very good subject knowledge and are competent performers and this has a positive effect on learning. They encourage the use of correct musical vocabulary and provide opportunities for individuals to play instruments during most lessons. Where teaching is most successful, there is a very lively pace to lessons, which are imaginative and challenging and enable classes to achieve very well in a short space of time and pupils' learning is good. In a Year 6 lesson, for example, the objective was to practise and perform an accompaniment to the song *'Down By The Riverside'*. The teacher's management of and relationship with the class was very good. She provided the maximum time possible for them to practise and perform on a range of instruments and by the end of the session, everyone had successfully accompanied the singing, taking their part as a member of an eight or nine person ensemble. Pupils' learning is good in these lessons. Where teaching is satisfactory, lessons are appropriately linked with the topics being taught in subjects such as geography. Overall the planning is not related closely enough to the requirements of music in the National Curriculum. It does not focus sufficiently sharply on the skills which the teacher intends to develop over a series of lessons and the result is that the pupils' learning is satisfactory.
139. There is currently no full-time co-ordinator for the subject and the headteacher has assumed responsibility in the meantime. In that capacity he appointed the additional part-time teacher to ensure that pupils in Years 3 to 6 received their proper entitlement to music teaching. He has also provided a good selection of new instruments to support teaching and learning. The existence of a specialist teacher in each key stage has ensured good achievement by the end of Key Stage 2. However, there is as yet inadequate liaison between the key stages. Consequently, there is no agreed system of planning to ensure that all elements and skills included in the National Curriculum are developed and assessed year on year and between key stages. For example, current planning does not provide opportunities for pupils to listen to and appraise music by different composers from around the world or reflect sufficiently the cultural background of the pupils. There is insufficient monitoring of the quality of teaching and learning. This lack of monitoring is unsatisfactory and results in limited use of the very good teaching to improve the quality generally throughout the school. Music makes a satisfactory contribution to pupils' cultural development and to the development of the school's communal ethos.

PHYSICAL EDUCATION

140. Standards attained in physical education are as expected for pupils aged seven and eleven and they are similar to those found nationally. Since the last inspection in 1997 standards have been maintained, particularly for higher attaining pupils in games where they benefit greatly from the many opportunities provided for them out of school hours. Only games lessons were observed during the inspection but from looking at teachers' planning it is clear that all aspects of the subject are taught. These include gymnastics, dance, athletics, swimming and outdoor activities. Despite the appropriate focus on literacy and numeracy, the school has succeeded in maintaining the provision of suitable physical activities for all its pupils. Pupils make satisfactory progress in the subject in Years 1 and 2. Their achievement improves in Years 3 to 6 and is good, especially in their acquisition of games skills. The progress

of pupils with special educational needs and English as an additional language is similar to the progress of the other pupils in their years. Pupils' progress overall throughout the school is good.

141. Pupils in Year 2 understand the need for correct warm up activities and learn the beneficial effects of exercise on the body. They throw a large ball with a reasonable degree of accuracy to a partner and most can catch the ball successfully. They can play in teams, understanding the need for teamwork and rules to keep the game flowing. In Year 4 pupils progress to throwing and catching small balls with increased accuracy and can use their skills successfully in a game such as rounders. They strike a ball with a bat showing reasonable technique, with higher attaining pupils having regard for the position of fielders when they hit the ball. Year 5 pupils have appropriately developed ball skills, with many of them able to catch with one hand and throw accurately using an over arm action. In Year 6 pupils have the opportunity to go on a residential school journey to take part in outdoor and adventurous activities including cycling and orienteering. Pupils in Years 4 to 6 go swimming and the majority can swim at least twenty-five metres and are confident in water by the time they leave the school.
142. The quality of teaching is good overall, being satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers manage their pupils well, the result being time used effectively to help pupils' progress in the learning of new skills. Pupils have a good attitude to the subject and this also has a positive effect on learning, as they remain focused on the learning intentions throughout each lesson. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity that is usually well planned to build on the prior attainment of all pupils. Occasionally insufficient time is given to the practice of new skills in a lesson and pupils move on to playing a game before they have the necessary skills to be successful. Pupils dress correctly for lessons and teachers address all health and safety issues.
143. Physical education is given a high profile in the school and the range of extra-curricular clubs and teams are a great strength. These include netball, football, basketball, hockey, cricket and tennis. The school has many successes in competitive sport which is a credit to the dedication of the teachers and the boundless enthusiasm of the pupils. In fact, on the last day of the inspection, pupils returned successfully from a local sports meeting having won gold and silver medals for hockey and basketball. The school has represented the local borough in various sports with a great deal of success and last year was given the 'Primary School of 2000' sports award by the London Borough of Newham. The co-ordinator gives good and enthusiastic leadership and has put in place assessment procedures for the subject. These are beginning to help monitor standards throughout the school but the use of this assessment information to guide curriculum planning is unsatisfactory. Monitoring of teaching and the training of staff in teaching dance are areas that have been suitably identified as in need of further development.