

INSPECTION REPORT

SIR THOMAS ABNEY PRIMARY SCHOOL

Fairholt Road, London

LEA area: London Borough of Hackney

Unique reference number: 100251

Headteacher: Ms Lynne Harrowell

Reporting inspector: Dr Melvyn J Bradshaw
6169

Dates of inspection: 5th to 8th February 2001

Inspection number: 194538

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Fairholt Road London
Postcode:	N16 5ED
Telephone number:	020 8800 1411
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Appropriate authority:	Governing Body
Name of Chair of Governors:	Mr John Barlow
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6169	Dr Melvyn Bradshaw	Registered Inspector	Mathematics	What sort of school is it?
			Physical Education	The school's results and pupils' achievements
				How well are pupils taught?
				What should the school do to improve further?
8991	Mrs Pam Goldsack	Lay Inspector		Pupils' attitudes, values and personal development?
				Care aspect - How well does the school care for its pupils?
				How well does the school work in partnership with parents?
8851	Mrs Linda Kelsey	Team Inspector	Equal opportunities	How good are the curricular and other opportunities offered to pupils?
			Science	
			Information and communication technology	
23048	Ms Diane Wilkinson	Team Inspector	Foundation Stage	
			Special educational needs	
			Mathematics (support)	
			Music	
			Religious education	
8722	Mr Eric Wilson	Team Inspector	English	How well is the school led and managed?
			Art and design	
31218	Dr Tom Allen	Team Inspector	English (support)	Assessment aspect - How well does the school care for its pupils?
			History	
			Geography	
3242	Mr M Newman	Team Inspector	Design and technology	
			English as an additional language	
			EAL/EMAG Provision	
7465	Mr Richard Brent	Team Inspector	Speech and Language Unit	

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PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

The school has 435 pupils who attend full-time from Reception to Year 6, together with 13 full-time and 25 part-time children in the Nursery. About 57 per cent of pupils are boys. Children usually enter Reception full-time either in September or January. Those attending the school's Nursery class normally spend at least three terms in the Nursery before transferring to Reception. The school's roll changes significantly during the year; last year almost 50 per cent of children left or joined at other than the normal time. The majority of pupils (over 80 per cent) are from a range of minority ethnic backgrounds, mainly Black African or Black Caribbean. About half the white children are from various European, often Turkish, backgrounds, and includes ten refugees, mainly from Somalia. Over half the pupils have English as an additional language, with about 200 receiving additional support in the school. The background of pupils is well below average; 192 full-time pupils (43 per cent) claim free school meals, which is well above the average. Most pupils live in local authority housing or rented accommodation in the area of the school. The number of pupils identified as having special educational needs has increased significantly since the previous inspection and is well above average; 137 pupils are on the register of special educational needs (SEN), of these 26 have statements of SEN. Six of the pupils with statements are in the mainstream classes, the remaining 20 are attached to the Speech and Language Unit, although five are taught in mainstream classes. Almost 31 per cent of pupils in Reception to Year 6 are on the SEN register. Attainment on entry is well below average; it is weakest in the areas of language and literacy, often associated with English being a second language. There has been no clear trend in the nature of the intake since the previous inspection, except for the increase in pupils with SEN and a perceived decline of attainment on entry.

HOW GOOD THE SCHOOL IS

Sir Thomas Abney Primary School is an increasingly effective and rapidly improving school. In most respects it provides a good quality education for its pupils. However, it does not have the necessary resources to ensure that the full National Curriculum for information and communication technology can be taught to all pupils, as a result, attainment is very low by Year 6. The school has recently received confirmation that funds are now available to deal with this weakness. Teaching and learning in the school are improving, and achievement is now rising. Although attainment is currently often below or well below average by Years 2 and 6, it is improving throughout the school, especially in Key Stage 2. Attainment tends to be higher in mathematics than English. Children are usually attentive and behave well, particularly in the classroom. The school cares for its pupils well. The provision for pupils for whom English is an additional language or who have special educational needs, including those in the Speech and Language Unit, is a strength of the school. The headteacher, supported by staff and governors, is providing the school with very good, strong leadership. Her direction and drive have resulted in the significant progress made since she took over the school in September, 2000. The school uses its resources well and currently provides satisfactory value for money.

What the school does well

- The headteacher provides very good, strong leadership; she is supported effectively by the deputy headteacher, staff and governors; the priorities for improvement have been identified very clearly.
- Teaching is good overall, and particularly good in the Nursery and many classes in Key Stage 2. As a result, pupils' learning and progress are improving.
- The personal development of pupils, especially the moral and cultural areas, is supported well, and this helps to ensure racial tolerance and the effective inclusion of all.
- Pupils' attitudes to work, and their behaviour, are generally good, especially in the classroom.
- The provision for pupils with special educational needs, including those in the Speech and Language Unit, or for whom English is an additional language is a strength and, as a result, they make good progress.
- The quality of care and support given to pupils is good; assessment is well developed in English and mathematics.

What could be improved

- Standards in ICT are low, and the school cannot teach all areas of the required curriculum,

because of inadequate resources.

- The quality of teaching in science is too variable.
- The organisation of the curriculum, and the use of the current schemes of work, require review to ensure balance and effective links between subjects.
- Standards in design and technology are not high enough and resources are inadequate.
- Information to parents, including pupils' annual reports, is not detailed enough.
- Collective worship does not always meet national requirements and there is little opportunity for reflection.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Sir Thomas Abney Primary School was inspected in March, 1997 and found to have some weaknesses. Since then, it has made satisfactory progress, although the rate of improvement has been affected by changes in leadership. Rapid improvement is now evident. Most areas of weakness identified in the previous report have been dealt with, but many have yet to be completed. Attainment by Year 6 has improved in mathematics, science and geography. Standards in ICT remain low and pupils make limited progress. Little evidence is available about attainment in design and technology and the curriculum for the subject is not organised effectively. For all subjects, except ICT and design and technology, National Curriculum requirements are met. Teaching has improved significantly; over 30 per cent of teaching was unsatisfactory or poor at the time of the previous inspection, the figure has been reduced to about six per cent. Provision for pupils with special educational needs is effectively managed. There has been only limited improvement in the school's resources. The previous strengths, in relation to provision for pupils in the Speech and Language Unit or for whom English is an additional language, have been maintained.

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	E	E	E	D
mathematics	D	C	D	B
science	D	D	E	C

Key

well above average A

above average B

average C

below average D

well below average E

Over the period from 1998 to 2000, the school's results, at the end of Year 6, have improved at a greater rate than that found nationally and have remained below or well below average. The improvement has been strongest in mathematics. The data for 2000 omit those pupils who were in the Speech and Language Unit. In 2000, in English and science, results were well below the national results, and those for mathematics were below average. Compared with similar schools, that is schools with between 35 and 50 per cent of pupils claiming free school meals, results were below average in English, similar to the average in science and above the average in mathematics. Last year, the results of Year 6 pupils, who spent all their time in the school during Key Stage 2, were significantly better than those who joined during that period. The school is setting increasingly challenging targets and is making good progress towards achieving them. Results, at the end of Year 2, have been below or well below the national average in each year since 1998. In 2000, results in reading and writing were below the national average, and those for mathematics well below the national average. Compared with similar schools, results in reading and writing were above the average, those for mathematics below the average. There are clear signs of an improvement, especially in Key Stage 2. Attainment in mathematics is currently about

average by the end of Year 6. In English, although attainment is not yet high enough by Year 6, improving progress is evident. The school is effective in ensuring that pupils capable of achieving high standards do so. There has been little improvement in ICT, standards are well below those expected by Year 6. In other subjects, standards are mostly satisfactory, and higher in music in Key Stage 2. Children under five make good progress, especially in the Nursery. However, because of their low attainment on entry to the school, few attain the expected standard when they enter Year 1. Pupils with special educational needs and those for whom English is an additional language achieve well during their time in school and make good progress. The achievement of pupils is satisfactory and improving.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good, they are enthusiastic and keen to be involved.
Behaviour, in and out of classrooms	Behaviour is generally good, especially in the classrooms; this is directly linked to improved teaching and the behaviour management strategies employed by most teachers. The racial harmony within the school is a strength.
Personal development and relationships	Pupils respect each other's feelings and values. Very good relationships result from a spirit of inclusion and mutual respect. Pupils' personal development is limited because too few opportunities are currently provided for them to take responsibility and use their initiative.
Attendance	Attendance is satisfactory, although too many pupils are late for school.

Pupils' attitudes, behaviour in most classrooms and relationships are strengths of the school. Aspects of personal development are not encouraged sufficiently.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
114 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 quality of teaching has improved since the previous inspection when about 30 per cent was unsatisfactory or poor. This figure has been reduced to about six per cent, and in 64 per cent of lessons teaching is good or better. Over 25 per cent of lessons featured very good or excellent teaching. It is especially good in the Nursery, Year 6 and in some other Key Stage 2 classes in each year group. Teaching of pupils with English as an additional language, and those with special educational needs, including in the Speech and Language Unit, is good, this is helping to ensure the good progress of these pupils. The teaching of English is good throughout the school, and for mathematics in Key Stage 2; it is satisfactory for mathematics in Key Stage 1. Strengths of teaching evident are suitable planning, generally good knowledge of the subjects being taught and effective use of behaviour management strategies in most classes. Literacy and numeracy are not developed sufficiently in other subjects. Weaknesses include the lack of specific time targets to raise expectations, the too formal organisation in some lessons in Reception and marking that is inconsistent. The improved teaching is helping to ensure that children's learning is now good in most lessons. Improving progress is now evident, but this has not yet resulted in a further rise in achievement. Pupils show interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum, but lacks balance and links between subjects are not well developed. Arrangements for ICT and design and technology are not satisfactory.
Provision for pupils with special educational needs	The provision for pupils with special educational needs, including those in the Speech and Language Unit, is very good. Pupils are very well supported and they make good progress. Management of this provision is very good.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. Class teachers, support staff and specialist teachers work well together to ensure pupils progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good and this helps pupils' personal development. Provision is especially good for the moral and cultural aspects. As a result, pupils behave well and racial harmony is good.
How well the school cares for its pupils	The school cares well for its pupils and has good procedures in place. Assessment of pupils' academic progress is particularly good in English and mathematics.

The provision for the wide range of pupils in the school is generally good. At the present time, the school cannot meet the full requirements of the National Curriculum for ICT. Collective worship does not always meet requirements. The quality of information to parents is improving, but the written reports to parents about their children's progress are not detailed enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong leadership and management. She has the full support of an experienced deputy headteacher, and a committed Governing Body and senior management team.
How well the governors fulfil their responsibilities	The newly constituted Governing Body provides good support for the headteacher and senior management team, but has not yet been able to ensure all statutory requirements are fully met.
The school's evaluation of its performance	The school evaluates its performance very effectively, especially in relation to English, mathematics, special educational needs and the standards of different groups of pupils. It has a clear view of its work and is beginning to analyse what works and why.
The strategic use of resources	The resources currently available are used well and specific grants are used appropriately. This is making a significant contribution to the work of the school and improving standards.

Accommodation and staffing are satisfactory, but learning resources are insufficient, especially in ICT and design and technology. Principles of best value are applied well. The very strong leadership provided by the headteacher has been a major factor in the school's recent improvement.

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 and their progress is good.• The school has high expectations.• Teaching in the school is good and the school is approachable.• Parents are kept well informed about their children's progress.• Children are helped to become mature and responsible.	<ul style="list-style-type: none">• The range of activities outside of lessons.• The amount of homework.• Standards of behaviour.• The school does not work closely enough with parents.

Inspectors support many of the parents' views of the school. Teaching is good and pupils now make good progress. The school is approachable and, while parents can get good information about their children's progress when meeting teachers, inspectors view that written reports are not detailed enough and more information about the curriculum to be taught could be provided. Expectations, especially of behaviour, are improving. Pupils like school and generally behave well in most lessons, although inspectors agree that this not the case in all lessons or outside the classroom. Inspectors consider that pupils are not given sufficient opportunities to become mature and responsible. The school provides an appropriate range of activities outside lessons and sufficient homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In 2000, in National Curriculum tests, at the end of Key Stage 2, the proportion of pupils achieving the expected Level 4 or above was well below the national average in English and science, and below the average in mathematics. Similarly, the proportion achieving the higher Level 5 was similar to the average in mathematics and below the average in English and science. Overall, taking account of the full range of attainment, and omitting the results of pupils in the Speech and Language Unit, results were below the average in mathematics and science, and well below in English. In comparison with similar schools, that is those with between 35 and 50 per cent free school meals, results in English were below the average, in mathematics they were above the average, and in science they were similar to the average. The results of pupils who spent all four years in Key Stage 2 are significantly better than those who joined the school part way through the key stage. Over the past three years, girls have performed better than boys in English, and similar to them in mathematics and science. Since 1998, results have improved at a faster rate than the national improvement, with the strongest improvement in mathematics. Inspection evidence demonstrates that standards are improving, but currently remain below average in English and science by Year 6. The school analyses its assessment data carefully, including the results of different groups of pupils, and uses this to set specific targets for improvement. The targets set in English and mathematics are appropriate and indicate an upward trend.

- 2 In 2000, in National Curriculum tests, at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2 or above was well below the average in reading, writing and mathematics. Similarly, the proportion achieving the higher Level 3 was below the average in reading and writing, and well below the average in mathematics. Overall, taking account of the full range of attainment, and omitting the results of pupils in the Speech and Language Unit, results were below the average in reading and writing, and well below the average in mathematics. In comparison with similar schools, results in reading and writing were above the average, and below in mathematics. Over the past three years, girls have performed better than boys in reading and writing, and similar to them in mathematics. Over recent years results have varied little in reading and writing, but declined in mathematics between 1996 and 1999. There was a slight increase in 2000. Teacher assessments in science indicated that, last year, 73 per cent of pupils achieved the expected Level 2, well below the national average, and ten per cent of pupils were recorded as attaining the higher Level 3, which was below the average. Inspection evidence indicates that standards in Year 2 currently are a little better than last year.

- 3 The previous report indicated that standards were about average in most subjects in Key Stage 1, except for information and communication technology (ICT), design and technology and geography where they were below those expected and physical education where they were above. Attainment in Key Stage 2 was also about average, but below average in mathematics, science, ICT and geography, and above average in music and physical education. In Key Stage 1, attainment in English appears to have declined, although National Curriculum test results for 1997 and 2000 are not significantly different. Attainment in mathematics has declined. Similarly there has been a decline in science, and attainment in ICT has not improved. Work in geography is about average. In Key Stage 2, attainment, reflected in National

Curriculum results, has improved in English, mathematics and science since 1997, but is still below average. There has been no improvement in ICT, but standards are about average in geography. Insufficient evidence is available to make a secure judgement about standards in design and technology.

- 4 Attainment on entry to the school is well below average, especially in communication, language and literacy. Children usually join Reception full-time either in September or January. Most will have previously attended the school's Nursery for about three terms. Children's progress in the Nursery is good and it is satisfactory in Reception. Few children achieve the standards expected when they enter Year 1. In communication, language and literacy, children's listening skills improve, but most do not speak clearly. They know the way the pages of a book are turned, and that words have meaning. Many write their own name and a range of recognisable letters. Children's work in the mathematical area of learning improves, with an increasing knowledge of number. Most know their numbers up to five or ten, but have a limited mathematical vocabulary. Children's knowledge of the world gradually increases, but remains below the level expected when children start Year 1. They know the link between the computer mouse, which they move with reasonable accuracy, and screen pointer. The scientific area of knowledge is most strongly developed. In creative development, children are below the expected standard by the time they start Year 1. They use a range of media, including paint, satisfactorily. In physical development, although fine control is not so well developed, children achieve the expected standard in physical activities, including early skills in gymnastics.
- 5 Pupils in Year 2 are achieving below average standards in English, mathematics and science. About three quarters of pupils read accurately and with developing expression and awareness of punctuation. Standards are below average overall, because the remainder have poor reading skills and only about 20 per cent have a clear understanding of what they read. Attainment in this area is below average. Writing skills of pupils are below average and most use simple sentences. About 15 per cent display higher attainment in writing. Spelling is beginning to improve, but the low results of last year will not be exceeded significantly. In handwriting, pupils' letter formation is insecure and few write with a joined script by the end of Year 2. Listening is improving as behaviour management strategies are used more consistently but, overall, pupils' speaking and listening skills are below average. Pupils' mathematical knowledge last year was well below average, it is similar this year, although there are signs of improvement. The majority accurately add and subtract numbers to 50, but very few are confident with simple multiplication or division. Knowledge of two- and three-dimensional shapes, and measuring skills, are better than attainment in number. Pupils' literacy and numeracy skills are developing satisfactorily, but neither literacy nor numeracy is used to support learning in other subjects sufficiently. In science, pupils' attainment is below average by the end of Year 2. They have a broad, but limited, knowledge across all areas of science. In religious education, pupils achieve standards in line with those expected and can recall some of the events in the life of Jesus. In ICT, pupils' work is below the level expected, although most can use a keyboard to enter text and control the computer mouse with reasonable accuracy. There are few opportunities for pupils to extend their skills beyond word processing.
- 6 Pupils in Year 6 demonstrate attainment that is below average in English and science. Attainment is very low in ICT. It is close to the average in mathematics. Pupils read

with accuracy and increasing fluency and standards are close to the average by Year 6. Pupils talk about the characters and significant ideas in stories they have read. Pupils write using correct simple punctuation, such as capital letters, full stops and commas, and they know how to spell most commonly used words. The written work of all, except the higher attaining pupils, tends to reflect quite simple sentence construction. Handwriting and presentation are not always careful enough. Pupils' speaking and listening skills are below average, but are improving. Pupils' mathematical knowledge is about average. They have secure number skills and solve number problems accurately using the four operations of number. Average and higher attaining pupils are confident when handling negative numbers or decimals. They draw histograms, block and line graphs, but too often the axes and points are not plotted accurately enough. The main weakness is pupils' speed of working, and this will lead to the National Curriculum test results being lower than expected. Although pupils' literacy and numeracy skills are now developing well, they are not used sufficiently in other areas of the curriculum. Pupils' knowledge of science has improved but is still below average. Scientific skills are developing satisfactorily. In ICT, attainment is very low because there are very few opportunities to develop the subject. Word processing is satisfactory, although pupils do not use the spell check to ensure their work is accurate. Their knowledge of control is almost totally lacking. Pupils have a wide knowledge of religious education. They know of the main features of a range of world religions.

- 7 Throughout the school, pupils generally achieve satisfactory or better standards in other subjects. The exception is in design and technology where very little evidence was available. The past structure of the programme for teaching design and technology did not ensure the consistent development, and use, of pupils' skills. In art and design, in both key stages, pupils' work is satisfactory, with suitable use a range of media in two-dimensional work. In music, standards are average in Key Stage 1 and higher by Year 6, with strengths in singing in both key stages. In history, pupils attainment is close to that expected, with pupils knowing about a range of events from the past and an awareness of change over time. In geography, standards are also about average, with pupils having acquired relevant map skills. In physical education, standards are above average throughout the school, particularly in the area of gymnastics. The quality of the work in music and physical education is related, in part, to the effective use of specialist teaching.
- 8 Pupils' achievement during their time in school is satisfactory, but improving. This is reflected in the improved learning now evident in most lessons. Progress in most classes is improving because much more of the teaching is now good. This is especially evident in Key Stage 2. The structure of the literacy and numeracy lessons has helped this improvement. The improved achievement is well illustrated by the current Year 3 pupils. These children achieved low standards in last year's National Curriculum tests, since then they have made especially good progress in English and mathematics.
- 9 Pupils with special educational needs, including those in the Speech and Language Unit, make good progress during their time in the school. This is particularly evident in their English and mathematics. This good progress is associated with good teaching and effective support provided by classroom assistants and specialist staff. Similarly, those pupils for whom English is an additional language make good progress, because of well organised support. In Key Stage 2, these pupils' English attainment rarely affects learning in other subjects, which was noted in the previous report. There are variations in the attainment of boys and girls by the end of Year 2 and Year 6, although it does not always follow a consistent pattern. Generally girls attain higher

standards in English. There is also a tendency for boys of Caribbean heritage to attain lower standards than other boys. The few refugees have settled well in the school. They are well integrated and their rate of progress is similar to that of other pupils.

Pupils' attitudes, values and personal development

- 10 Pupils across the school display good attitudes toward learning and are generally well behaved. These findings are in keeping with the last inspection. Pupils work hard and are keen to do well. In nearly all lessons observed, they listened carefully to their teachers and set to work purposefully. Pupils support each other's efforts and work productively in small groups. This helps to extend learning, particularly in literacy and numeracy sessions. Throughout the inspection week, observations confirmed the clear link between good teaching and positive attitudes and behaviour. In an excellent gymnastics lesson, pupils rose to the challenges set by the specialist teacher, they performed very well and behaved in an exemplary manner. Conversely, Year 3 pupils became inattentive, bored and noisy in a science lesson that was not adequately presented and did not offer appropriate challenge. There is much enthusiasm and great fun among pupils when they participate in extra-curricular activities.
- 11 The school is an orderly community and the staff's high expectations regarding behaviour have created a good atmosphere for learning. Pupils know what is expected of them and they generally follow the rules. They are delighted to receive awards and stickers for good behaviour and hard work. Pupils move around the building sensibly and treat the building and equipment with respect. However, many pupils tend to become unsettled and easily distracted when they are required to remain seated on the carpet for extended periods of time. Although pupils are friendly to each other and to adults they are not courteous; they tend to rush in front of others and 'please' and 'thank you' are rarely heard. There was no evidence of bullying during the inspection. Pupils and parents are confident that it occurs only rarely and is corrected quickly by the school. The high proportion of adults to children helps to diminish the opportunities for bullying. There have been nine fixed exclusions for poor behaviour over the past reporting year. Although this is an increase, it also represents the school's commitment to high standards within a safe and pleasant environment. There is a significant minority of pupils, mainly boys, who have persistent behavioural difficulties. To their credit, other pupils ignore their sometimes-negative attitudes and instances of misbehaviour and carry on with their work.
- 12 Relationships within the school are very good. Boys and girls treat each other equally and the high level of racial harmony is a strength of the school. A high number of pupils enter the school throughout the year, many of them from distressed parts of the world. The deputy headteacher plays a leading role in welcoming new pupils and ensuring that other pupils help to settle newcomers quickly into school life. Pupils who are learning English or who have special educational needs are assimilated very well and this adds to their confidence. Pupils' different ethnic and religious backgrounds are celebrated and valued. Tolerance for all is promoted at every opportunity, particularly in assemblies and religious education lessons. In a lesson on Bible stories, Year 3 pupils were very interested in contributing examples of helpful acts in their own lives after hearing about the Good Samaritan.
- 13 Personal development and initiative among pupils have declined and are now unsatisfactory. Pupils do not have sufficient opportunities to organise their own learning or figure things out for themselves. Lack of independent learning opportunities has a negative effect on attainment, particularly in science and ICT. Pupils do not have sufficient opportunities to contribute to the life of the school. Older

pupils are not given opportunities to work with younger pupils and become responsible role models. In terms of responsibility and self-discipline, there is little to distinguish Key Stage 2 from Key Stage 1. Pupils have successfully displayed initiative and creativity in their short dramatic productions for assemblies and the annual Nativity Play. Every Friday parents are invited in to observe a class leading the assembly.

- 14 Attendance remains satisfactory and, at 93.2 per cent, is slightly below the national average. However, lateness continues to be a problem. Far too many pupils arrive late every morning and this distracts other pupils and tends to unsettle the late arrivals themselves, particularly the younger ones.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 15 Pupils are well taught in much of the school, this is helping to raise the pace of learning. About 95 per cent of teaching is satisfactory or better, with over 60 per cent being at least good. Very good or excellent teaching is a feature of about 25 per cent of lessons. Teaching is particularly good in the Nursery and in a number of classes in Key Stage 2. The quality of teaching has improved since the last inspection report when about 30 per cent of lessons featured unsatisfactory teaching. This improvement has largely been associated with staff changes and better planning, particularly that based on the National Literacy and Numeracy Strategies. The overall teaching quality is aided by specialist staff teaching music or physical education, and the work of staff in the Speech and Language Unit or with pupils for whom English is an additional language.
- 16 The quality of the teaching for children in the 'Foundation Stage' is good overall and very little unsatisfactory teaching was seen. No unsatisfactory lessons were observed in the Nursery, where teaching is often very good. The high levels of good and very good teaching help children to make good progress in developing their early skills, knowledge and understanding and to achieve well for their abilities. Good thought has been given by teachers to meeting the needs of the high number of children with special educational needs and those for whom English is an additional language and they also achieve well for their abilities. This is an improvement since the last inspection. Most teachers have a good understanding of the needs of young children and, in particular, the needs of the children in this school. In the Nursery there is a strong emphasis on helping children to settle in to school life. The very good expertise of the 'Foundation Stage' co-ordinator has ensured that good thought has been given to planning in all classes. Lessons are always well prepared and teachers use an effective range of teaching methods appropriate to children's needs. Most teachers recognise that many children have short concentration spans and learn better when actively involved. This is particularly well done in the Nursery where both the teacher and nursery education officer are highly skilled at knowing when to intervene to give support or move children on. In the Nursery, activities are always very well organised with a very good range of focused activities where children work with an adult on learning new skills and knowledge, and activities where they learn through structured play. This motivates children well, they develop good attitudes to their learning and work hard. This system is less well established in Reception, where it has only been in full use since September. In addition, on occasions, children are expected to sit too long on the carpet or remain too long on a task. When teaching is less stimulating children soon lose interest and a significant minority call out or misbehave and this interrupts learning. In good lessons in Reception, children enjoy their learning, concentrating well and working hard. The organisation of an effective range of activities for children in Reception is limited by the current accommodation, which

makes it difficult for one class to set out activities, for example sand or water play, to allow children easy access. There is a good system in both Nursery and Reception to encourage reading skills by children taking books home to share with parents.

- 17 The quality of teaching is good in Key Stage 2 and satisfactory in Key Stage 1. The best teaching occurs in Year 6 and in particular classes in Years 3, 4 and 5. Teaching is also good in the Speech and Language Unit and for pupils with English as an additional language in both key stages. The teaching for pupils with special educational needs is good overall and very good when taught by specialist staff. The very good teaching is also seen when pupils are working in small groups with well-qualified support assistants. As a result, pupils make good progress in their learning to achieve well. When working outside the main classrooms, specialist teachers use computers well to help support pupils' learning. Teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. In English, teaching is good in both key stages. In other subjects, teaching is usually satisfactory in Key Stage 1 and good in Key Stage 2. Insufficient evidence is available to make a secure judgement about the quality of teaching in design and technology throughout the school. Teaching of geography and history is satisfactory in both key stages, and that for music good. Teaching of physical education in Key Stage 2 is very good. Science teaching is unsatisfactory in Key Stage 1, because of a lack of secure subject knowledge. In Key Stage 2, it is variable, but satisfactory overall. Teaching of ICT throughout the school is poor, mainly because of a lack of resources and, therefore, insufficient opportunities for the development of the wide range of pupils' skills necessary. The strengths and weaknesses are similar throughout the school, although strengths are most evident in Key Stage 2, weaknesses can be found in some areas in both key stages. Pupils' learning is now good, particularly in Key Stage 2, because of better teaching, and this is beginning to have a positive impact on achievement. At times, very good teaching leads to good learning because it is limited by previous skills, especially language. Teachers' subject knowledge is usually satisfactory or good. In the best examples, such as with physical education or music specialists, pupils are challenged effectively and skills are developed well. Literacy and numeracy are mostly well taught, but teachers do not plan how to use and develop these areas of pupils' skills sufficiently in other subjects. Teachers often use questions well, and they use follow up questions effectively to encourage pupils to speak in extended sentences. The National Numeracy Strategy is assisting teachers to develop pupils' mathematical skills systematically. In the best lessons, such as in a Year 3 class, the teacher helps pupils to assess the extent of their own learning. On other occasions, pupils learning is developed because they have to explain the strategies they have used. However, teachers rarely employ methods to increase pupils' rate of working, while also retaining accuracy, and this will affect pupils' attainment in tests. Expectations of pupils, in relation to behaviour and the level of work, are often good, but there are inconsistencies in the application of the school's behaviour strategies. The good organisation within most classes helps teachers plan to meet the needs of pupils effectively.
- 18 Lesson planning is mostly at least satisfactory, and consistently good in English and mathematics. Teachers usually ensure that pupils are told what they are to learn and why. A range of methods is used well. Teachers encourage discussion and good group work, but few opportunities are planned to promote independent work beyond within groups. Pupil management is usually good, particularly in Key Stage 2, although there are occasions, notably in lessons outside the classroom, where expectations of behaviour are not made sufficiently clear. As a result, learning in these lessons is more limited than in others.

- 19 The pace of lessons is usually satisfactory or better and pupils complete a reasonable amount of work, although more could be expected in, for instance, some lessons in mathematics. On these occasions, specific targets, to raise the pace, are not employed. In the best lessons, pupils are usually given a very clear indication of the time available. Resources, which are sometimes in limited supply, are used effectively to support learning. ICT is not used sufficiently to promote learning in other subjects. Teachers know their pupils well and there are many examples of the effective use of assessment during lessons. The quality of marking is sound, but very variable. In a few classes, there is clear guidance to help the pupil improve, but too much marking does not help pupils to be aware of how they could improve. Homework is used satisfactorily to support pupils' learning, especially in English and mathematics, and in a wider range of subjects in Key Stage 2.
- 20 Pupils with special educational needs, including those in the Speech and Language Unit, and those for whom English is an additional language, receive good teaching from classroom teachers, other teachers and assistants. A particular strength in the Speech and Language Unit is the clear, methodical way in which most teachers speak and the effective use of questions to help pupils reply in sentences. Staff work well in teams to support these groups of pupils. Most of the teaching of children assigned to the Speech and Language Unit takes place separate from other children of the same age group, although five are fully integrated into mainstream classes. This helps to meet their needs very effectively. For other pupils with special educational needs or for whom English is an additional language, there is a good balance of support in the main classroom and small group work. The teachers think carefully about the need to ensure the inclusion of all pupils in the wide range of activities offered, although not always with the whole class. As a result, these pupils learn well and make good progress. In music, in Key Stage 2, the school is beginning to identify gifted pupils and is providing them with suitable help to ensure good progress. Similarly, although less formal identification is evident, the specialist teaching of gymnastics, in particular, is helping to ensure that those pupils with natural ability begin to develop it early in the school. The improved teaching in the school is helping to ensure good learning in most lessons, and this is having a positive impact on achievement. Pupils concentrate well and, in most lessons, they work hard. Acquisition of new skills and knowledge is improving, but they are not used sufficiently across the whole curriculum.

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

- 21 Statutory requirements are met at Key Stage 1 where there is a broad range and balance of subjects. This is not the case at Key Stage 2 where statutory requirements are not fully met. The full curriculum for ICT is not taught owing to a lack of resources. The time given to teaching English is very high and sometimes amounts to almost half of the timetable. In addition, the time spent on subject teaching is short of the recommended minimum. However, the school has recognised this and is cutting out the afternoon break for pupils in Key Stage 2 from the summer term. Schemes of work exist for all subjects and teachers' planning is good, particularly in English and mathematics. This is an improvement since the last inspection. The school has not implemented and agreed policies for all subjects or for marking and assessment. As a consequence, teaching styles and quality vary across the school. Interpretation of

schemes of work differs, with some teachers adapting them to meet the needs of the pupils in their class whilst others do not have this confidence. It is more apparent in science, ICT and design and technology. In these subjects, the adoption of the national schemes of work is not always relevant to the many pupils at the school, who are below average. Policies for all subjects and some aspects of the school have not been updated and this has not improved since the last inspection. The school is in the process of updating all its policies.

- 22 Good thought has been given to planning for the new 'Foundation Stage'. The school currently bases its planning on a published scheme and is continually evaluating and improving provision with the aim to meet the very specific needs of young children. Currently, planning is good and is supporting the development of the 'Foundation Stage' in Reception very well. Provision is better in the Nursery where the highly skilled and effective teaching provides a good range of learning experiences for children. In Reception, the activities planned are good. However, the current organisation of accommodation and expertise of staff, including one member who is very new to the school, is limiting the impact of activities. The provision for pupils with special educational needs is good overall, but it is very good in the Nursery because of the quality of staff, including the nursery education officer. Termly and weekly planning are good and effective links are made between different areas of learning. Many activities promote the development of language and social skills. In the Nursery, there is a good balance between adult directed and child initiated activities, so that children begin to take responsibility for their own learning. This is less good in Reception partly because of the accommodation and the number of children, which is high in each class.
- 23 The school has implemented effective strategies for teaching literacy and numeracy and these ensure that relevant opportunities are given to pupils to improve their skills in English and mathematics. The school makes good provision for the development of literacy throughout the school, and makes full use of the National Literacy Strategy. The detailed analysis of test data and an improved assessment and recording system have provided information which is being used effectively for planning learning and organising teaching groups in some classes in Key Stage 2. Literacy is used to support some subjects, for example in writing in history and science, but insufficient use is made in many others. In particular, opportunities for developing speaking and listening are missed. The lack of the development of handwriting skills is also inhibiting the full use of literacy in all subjects. The pupils who are withdrawn from mainstream classes or supported by additional teachers for special educational needs or for English as an additional language have good provision. The quality of the curriculum is often better for them because it has been specifically adapted to meet their needs. This causes some inequality in provision for other pupils in the school. The school offers an appropriate range of extra-curricular activities. In addition, the curriculum is enhanced through opportunities to join in Taekwondo. This is a self-funded club run by parents. There is also a range of trips, including a residential visit to the Isle of Wight.
- 24 The provision for pupils with special educational needs is good and pupils are fully involved in the school's activities. Pupils' needs are quickly identified on entry to Nursery or Reception and this means that they are given good support from an early age. All pupils on the register have individual education plans which are used effectively by class teachers to help match the work to pupils' ability, particularly in English and mathematics. Very good thought has been given to targeting resources in the year groups where they are most needed. There is an effective mixture of in-class support and small group work, which ensures that both special educational needs

pupils, and other pupils in the school, have equality of access, particularly in literacy and numeracy sessions. Very good support is given to individual pupils who have very specific needs through programmes such as 'Phonological Awareness Training'.

- 25 Provision for spiritual development is satisfactory and pupils have knowledge of other faiths and religions from around the world. They study the Jewish, Sikh and Hindu faiths in Year 6. Assemblies are held each day. These do not always fully meet statutory requirements for collective worship as not enough opportunities are offered for reflection about the topics covered in the various themes. Study of the Christian faith is covered broadly in religious education and pupils have time to reflect on what they have learnt. Music is used effectively to promote spiritual awareness. Pupils have listened to South American 'Pan Pipes' music and then painted what it made them feel and think about.
- 26 Provision for moral development is good and for social development it is satisfactory. Most pupils understand the difference between right and wrong. Even pupils with behaviour problems are aware when their behaviour has become unreasonable and most difficult situations are sorted out amicably. The school has worked hard at ensuring school rules are discussed and agreed by pupils. Individual class goals are on display in many classrooms. There is a school policy for behaviour but this is not always used consistently by all staff and a few teachers are unsure what strategies to use to control noise and bad behaviour. The school provides effectively, through planned programmes, for pupils to learn about drug misuse and sex education and personal and social education is developing well. Physical education makes a positive contribution, such as when fairness and co-operation are emphasised. Pupils are aware of how to come in to assembly quietly, they line up for lunch in a reasonable way and work in groups well in lessons. However, pupils still are not given enough opportunities for self-control and independence. Older pupils are not given enough responsibilities as monitors around the school or to look after the library or younger pupils in the school.
- 27 Provision for cultural development is very good and maximum use is made of the diverse population within the school. Pupils have a good understanding of different cultures and customs from around the world. They are encouraged to appreciate different styles of music and art, including Aboriginal art. In history, pupils considered what it would have been like to be a child in Victorian times. On one corridor, there was a display about the Chinese New Year depicting the twelve animals of the Chinese calendar and, in another part of the school, information about the five pillars of Islam. Pupils have visited the Florence Nightingale and the British Museums, the Millennium Dome, Planetarium, Southwark Cathedral and Kew Gardens giving them insights into local cultures and heritage. Pupils transfer to secondary schools after Year 6 and most pupils are familiar with which school they will be attending. Links with these schools are firmly established. The school is working hard to foster links with local business and form constructive relationships with the local community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 28 The quality of care provided for pupils is good and has improved since the last inspection. The school is a welcoming community where the well being of all pupils is an important focus for all members of the staff. The arrangements for health and safety are good and the Governing Body makes effective use of specialists when they carry out regular risk assessments of the site.
- 29 The electric stairlift is a hazard and needs to be removed without delay. Located on

the main stairwell the railings and mechanism narrow the passageway of this fire exit route. Despite being installed to promote inclusion some years ago, it has never been used and presents an ongoing risk. Drainage outdoors is poor and during rainy weather much of the surface of the playgrounds and the surrounding footpaths are submerged by water. This makes it difficult to approach the school, but to their credit most pupils resist the temptation to jump in puddles on their way into the building.

- 30 Pupils who become ill at school are well cared for by dedicated first aiders in the medical room. Good systems are in place to deal with pupils who have asthma, allergies or other ailments. Mid-day supervisors also provide regular and effective support at lunchtime to some pupils with special educational needs and this support is included in pupils' individual education plans.
- 31 All members of staff have high expectations of behaviour. Parents are pleased with the behaviour code and the quality of the pupils' behaviour. The deputy headteacher intervenes quickly to withdraw individual pupils from lessons when they have difficulty complying with the rules. This provides these pupils with personal support and enables the teacher to carry on without interrupting learning for the rest of the class. Although the behaviour policy is well known by all, sanctions are not always applied consistently. In a Year 4 science lesson, the teacher was unable to exert authority and behaviour deteriorated as pupils became noisy and many misbehaved. There needs to be more consistency so those pupils are sure about the consequences of their actions. The school monitors misbehaviour well. In response to the findings that a disproportionate number of Afro-Caribbean boys are proving difficult, the school has organised support from Hackney Action for Racial Equality. This programme of mentoring is in its early days, but reflects the school's commitment to improving behaviour and addressing the needs of individual pupils. During the inspection, there were insufficient staff deployed to monitor the playground. The headteacher and deputy headteacher regularly join the pupils outdoors but there needs to be a higher number of adults assigned during morning and afternoon breaks to ensure adequate supervision.
- 32 The arrangements for child protection are good and have improved since the last inspection. The deputy headteacher is the named teacher with responsibility in this area. The governors have a draft child protection policy that follows the local authority guidelines. Members of staff and newly qualified teachers are updated about procedures regularly.
- 33 The school has very good systems in place to record and promote attendance. Pupils receive awards for good attendance and parents are continually reminded about their responsibilities and the importance of prompt, regular attendance. The school works closely with the education welfare officer who investigates cases of persistent lateness and prolonged absence.
- 34 The school has satisfactory procedures for assessing pupils' attainment and progress, which are improving. As well as the statutory tests, the school uses a range of additional tests, such as optional National Curriculum tests in Years 3, 4 and 5, and reading and spelling tests. There are two formal assessment weeks in each academic year. The data collected are analysed with year group teachers, the co-ordinator for pupils for whom English is an additional language, the special educational needs co-ordinator and the senior management team. This has been an effective process informing the target setting at many different levels so that the support staff are well deployed in the areas of need.

- 35 Assessment procedures for children in the 'Foundation Stage' are in the process of being developed to meet new requirements. Currently they are satisfactory overall, but in the Nursery they are used very well to identify the rate at which children are moving through the specific stages of the 'Foundation Stage' curriculum. This process is being extended gradually to Reception. There is good identification of children with special educational needs and those who are at an early stage of English and this helps their needs to be met well.
- 36 Assessment of pupils with special educational needs is organised well and the information helps teachers to plan activities which are well matched to pupils' needs, particularly in English and mathematics. Good thought is given to the care of pupils who have emotional and behavioural difficulties. The school complies with requirements of the special educational needs Code of Practice. Statements and reviews are up to date. A particularly good feature of reviews is that all pupils with special educational needs and their parents are invited to play a full part in the process. The school works very hard to ensure that the appropriate outside agencies give good support to pupils.
- 37 Good use is made of assessment information to guide curricular planning. In addition to end of key stage data analysis, the school uses a range of other assessment strategies. Data are analysed closely and used to support whole school improvements, individual pupil achievement and also to identify trends in learning, for instance the performance of girls and boys. These are used for setting targets for the school, as well as for individual pupils, hence the introduction of setting in mathematics and English. Independent writing has also been identified as a weakness and attention is being focused on this aspect of English, with additional literacy support provided in Years 3 and 6. Good record keeping and assessment procedures ensure that staff are clear about pupils' interests, aptitudes and particular needs. These have enabled changes to be made as to how work is planned to meet the needs of individual and groups of children.
- 38 There are good procedures for monitoring and supporting pupils' academic progress. The school receives very good information from the Research and Statistics Department of Hackney Local Education Authority, regarding the school's performance against national and local benchmarks, as well as performance against schools with similar cohorts. The authority also provides information on performance by ethnicity and gender at both local and school level. The school keeps detailed records for all pupils, beginning at admission. Every class teacher has detailed assessment records of each pupil in their class and these enable individual weaknesses to be recognised and targets set for improvement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 Despite a recent unsettled period with high staff turnover, the school still continues to be well regarded by parents. Parents have positive views and the school values their opinions. There are meetings between parents and teachers each term to discuss pupils' progress. The school will organise alternative times as necessary and this helps support the sound home school partnership in place.
- 40 Parents provide satisfactory support for the school. Their new support group, 'VOICES', organises fund raising activities for extra equipment. Most recently it provided new curtains for both school halls. These activities rely on a small group of

committed volunteers but events are well attended by interested parents. Parents value each other's cultural traditions. 'VOICES' helped to organise the classes in English that are held for parents in school. Afro-Caribbean, Asian and other parents from different ethnic communities were vital to the success of the 'International Night' social event. Although only a few parents help in lessons, the talents of parents are utilised to provide effective support. Parents designed the format for the attractive new prospectus. Learning at home is supported appropriately, although the home reading diaries are rarely used as a communication tool between parents and teachers. Parents supported the home-school partnership agreement, but the day-to-day contact between members of the staff and parents is a more productive format.

- 41 The quality of information provided for parents has declined since the last inspection and is now unsatisfactory. A new prospectus has recently been produced to replace the very large document previously available. The governors' annual report to parents is missing the required information about the school's arrangements for pupils with disabilities and for pupils with special educational needs. It does not contain information about the professional development of the staff or a clear financial statement. The format for reporting a summary of the school's National Curriculum test results at Key Stages 1 and 2 is confusing. Pupils' end-of-year reports to parents do not meet statutory requirements. They do not include information about each pupil's attendance and their entries about progress in individual subjects are often too brief and descriptive. Most do not report on geography and history as separate subjects nor do they give sufficient detail about ICT. Parents value the new termly information sheet about the curriculum their children will be studying, but would like specific guidance about how they can help at home. Parents are correct in this view as the guidance offered now consists of general statements about good practice and not specifically related to the work that will be covered. The school is aware that communication needs to be improved and the regular newsletters from the headteacher are informative and seen to be a good starting point for improvement. Parents agree that all members of staff are friendly and easy to approach. Members of staff are aware that difficulties many pupils face relate to needs at home. Parents can confide with staff who work hard to secure support for families from appropriate outside agencies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 42 The overall quality of the leadership and management of the school is good and has improved dramatically since the appointment of the current headteacher. The new headteacher provides very good, strong leadership and she has a clear vision for the educational direction of the school. She is fully supported by an experienced deputy headteacher and senior management team. The headteacher has a very good understanding of the strengths and areas for development within the school. She has successfully recruited quality teachers and deployed them well, this has had an immediate impact in raising the standard of teaching. This is now good and a very significant improvement on the standards noted in the previous inspection. The headteacher also makes very good use of advisory staff from the local education authority and other sources to support her drive in raising standards. The commitment to teamwork is reflected in the way all staff fully support the aims of the school and work together in year teams to plan work. They try hard to ensure consistency of provision in the classes within each year group. Teachers work well together and the school makes good use of the analysis of its strengths, areas for development and assessment data. This has resulted in some changes in the arrangements for teaching English and mathematics, where older pupils are taught in sets based on their ability in the subject. The deputy headteacher has provided a very

high level of support for the school during a difficult time last year and for the new headteacher during the first two terms of the current academic year. As a result, there has been a significant improvement in the administration of the school, the quality of teaching and the commitment to raising standards. He has a wide range of responsibilities in the school and in the summer will provide additional support for pupils for whom English is an additional language. The senior management team is now well established, although problems with recruitment and the absence of the two key stage co-ordinators has obliged the headteacher to establish a shadow interim team in order to maintain the drive towards improvement. Teachers have responsibilities for all subjects, but the lack of clear policies, and some limitation of resources, are hampering the development of the curriculum. Time for the subject co-ordinators to monitor the quality of provision in all areas of the curriculum is not yet in place.

- 43 The school has made sound progress in dealing with the key issues from the last inspection. The introduction and use of the National Literacy and Numeracy Strategies are having a positive effect on the planning and provision for these subjects. Some progress has been made in clarifying the roles and responsibilities of the subject co-ordinators, but there is a lack of clear policies and limited time available to carry out monitoring through the school. The need to raise pupils' attainment in certain areas of the curriculum has been successfully addressed, although there is insufficient progress in the provision for design and technology and ICT. The provision for pupils with special educational needs is now good and results in these pupils making good progress. The lack of sufficient resources for all areas of the curriculum has also not been fully addressed, as there are shortfalls, especially in ICT and in the library. The school has recognised these needs and has formulated a new action plan to deal with the issues raised.
- 44 The Nursery teacher is currently managing the 'Foundation Stage' provision and is giving good support to colleagues. This has helped to ensure that planning is good. She is fully aware of weaknesses in the provision and, together with the headteacher, has devised a good development plan to address them. However, because of the layout of the building, she is unable to give full support to the development of teaching and learning in Reception. There is an appropriate number of adults to support learning in the 'Foundation Stage'. The high levels of expertise of staff in the Nursery ensures they support learning very well. Currently, there are no qualified nursery education officers in Reception, although the school intends to improve this situation for the next academic year. This lack of experienced staff, together with the fact that the Reception classes are large, makes it more difficult for activities to be organised and supervised at a level which is effective for this stage of learning. Currently, the accommodation in Reception and the outdoor facilities limit the effectiveness of the provision and the quality of teaching and learning. Good use is made of the school hall to support musical and physical activities. Although adequately resourced, some resources are old and need replacing.
- 45 The provision for special educational needs is given high priority in the school and the headteacher and co-ordinator work hard to maintain a high quality. As a result, management procedures are very good and allow for the early identification of pupils who have a specific need. This means that the school has made very good improvement since the last inspection, when the management was judged to be a weakness. The provision is very well managed and class teachers receive very good support. The accommodation, which includes a good number of rooms and areas for pupils to work in small groups or individually, is very good. The expertise and quality of

support given by specialist staff is very good. The resources which special educational need staff use to help support pupils' learning are good. There is a need to increase resources, particularly books to help pupils' learning in other subjects, such as religious education, history and geography. The specific grant received for supporting pupils with special educational needs is used very effectively to ensure that provision is of a very good quality.

- 46 The Governing Body now has a clear committee structure, meets regularly and is well aware of the strengths of the school and where there is a need for improvement. There is a high level of communication between the Governing Body and the headteacher, the members are fully committed to improving the school and are very enthusiastic. They fully support the headteacher and the senior management team and all this now enables them to play an active part in the everyday life of the school. They are, however, not yet fully involved in evaluating the work of the school or the impact of their decisions. The new Governing Body has not yet been able to ensure that all statutory requirements are met. Current omissions are the provision of the statutory curriculum for ICT and in aspects of the governors' annual report and reports to parents.
- 47 The school has good arrangements for monitoring and evaluating teaching and assessing progress in the school. The process involves both the headteacher and deputy headteacher at the moment and helps to identify good practice in English, mathematics, provision for pupils with special education needs and those for whom English is an additional language through the school. The emphasis has been on evaluating teaching in these areas, but there are plans to extend the practice into other subjects. The headteacher uses the information well in the deployment and recruitment of new staff. Good arrangements for appraisal and the induction of new staff are enhanced by the provision of further training to improve teachers' expertise. The school provides good support for teachers in training and enables them to make a full contribution to the education provided for the pupils. As a result of all these initiatives and strategies, supported by the strong sense of a developing team and the strong leadership of the headteacher, all staff are committed to improving provision for the pupils in the school. A good example of this can be seen in the way the teachers in Key Stage 2 are using setting arrangements to improve the opportunities for learning in English and mathematics.
- 48 The quality of financial control is now good. This is a significant improvement over last year, when full details of the income and expenditure were not available for the incoming headteacher. The newly appointed bursar has established well organised systems of control, which are used effectively and give an accurate record of the state of the school's finances. The previous difficulties in internal financial control have been resolved but there are some other matters still outstanding which are beyond the school's control. The school administrative staff make good use of new technologies, which enables the bursar, headteacher and Governing Body to have a clear idea of the school's financial situation. The school, however, does not make effective use of new technology in the classrooms to support the curriculum. The principles of best value for money are used effectively and careful ordering, coupled with obtaining discounts wherever possible, contribute well to the management of the school's budget.
- 49 The school has a good blend of experienced and new staff, who provide a sound range of expertise over most subjects. The difficulties in recruiting suitably qualified and experienced staff to support those pupils for whom English is an additional language, and the absence of senior co-ordinators, are inhibiting the headteacher

from implementing some of the improvements in provision which she wishes to make. The staff currently available, however, are deployed well and are making a good contribution to the school's commitment to improving standards. There is a suitable number of classroom assistants who provide very good support for those children with special educational needs and for those for whom English is an additional language.

- 50 The quality of the accommodation for the delivery of the curriculum is generally satisfactory with the exception of that for the 'Foundation Stage' which is unsatisfactory, and for those pupils with special educational needs which is excellent. The classrooms are not all the same size, some are spacious, airy and well lit while others are small and provide insufficient space. Most classrooms are well organised and provide a pleasant environment for pupils, the halls are spacious and provide adequate room for all the school to meet in assembly and for classes to enjoy physical activity. The outside play areas are adequate for the number of pupils but have inadequate drainage and, during the week of the inspection, were frequently flooded. Some weaknesses identified in the last report have yet to be addressed, these include the toilets and security gates. The school has plans to make improvements in these areas and also to develop the library and to make full use of it to support pupils' work in various areas of the curriculum.
- 51 The school receives additional funding to support pupils with special educational needs and those for whom English is an additional language. The school uses these funds appropriately and provides good support for these pupils. The resources currently available are used well and very well for pupils with special educational needs, where the money available is well spent. The quality of provision in most areas is sound but improvements need to be made in provision for the teaching of ICT and in the level of resourcing to support the curriculum for the 'Foundation Stage', in the library, for English and for design and technology. From a very low base, the pupils make good progress and reach standards which, although below the national average, compare well with schools in similar circumstances. The school provides satisfactory value for money.

SPEECH AND LANGUAGE UNIT

- 52 The Speech and Language Unit, attached to the school, provides both an effective and supportive environment for 22 pupils with speech, language and communication difficulties. Most pupils are at Key Stage 2 and are taught in two classes.
- 53 Pupils in the unit make good progress as a result of a number of factors. Individual education plans are drawn up carefully and lessons are matched accurately to their requirements. Assessment and recording procedures are very good; every pupil has their own assessment folder and the results of reviews of individual education plans control the planning of lessons. The quality of teaching is good; teachers plan effectively and know the steps necessary to help pupils learn. Thus, younger pupils were encouraged to recognise odd and even numbers and to count down confidently from twelve to zero as a result of careful lesson planning and well chosen strategies. Older pupils enjoyed good quality learning as a result of the teacher skilfully linking activities to the 'Big Book', flash cards and musical instruments. They read and chanted accurately the witches' rhyme from Macbeth'. Good use of questioning encouraged pupils to describe clearly the difference between an eel and a snake and an owl and an owlet. By the age of eleven, most pupils have a good letter-sound knowledge and a satisfactory range of reading strategies. They make good progress in speaking and listening to which individual education plans are geared closely.

- 54 Pupils from the unit integrate well with the rest of the school, and this was observed during the inspection in assemblies and a range of activities. The curriculum for unit pupils is broad and balanced; literacy and numeracy activities are taught mainly in the unit, but effective integration into mainstream classes takes place mainly in the afternoons. There are examples of good use of ICT to support pupils' learning. Links with all teachers in the school are very good; there is effective joint planning. Additionally, unit teachers take mainstream classes when teachers attend their pupils' individual education plan reviews. External agencies provide good quality support, in particular, speech and language therapists contribute well to the development of pupils' speaking and listening skills. The requirements of the Statements of Special Educational Need of all pupils are met well.
- 55 Unit staff make every effort to involve parents in their children's learning; the home-school book is used well and there are productive informal relationships. Parents confirmed to the inspectors their appreciation of the school's efforts in this respect which clearly helps standards of attainment.
- 56 Leadership and management in the unit are very good. There is a clear sense of direction and appropriate attention is paid to priorities. During the last two years, the unit has experienced staffing difficulties caused by long-term sickness. However, the response has been to ensure that the temporary member of staff have been well supported and that assessment and recording procedures have remained robust. Consequently, potentially adverse effects on both pupils' progress and the quality of learning have been minimised. There is good morale among staff and a strong commitment to continued improvement which is shared by the new headteacher. The unit has sustained the good standards noted in the last inspection report and is well placed for further advance.

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

- 57 Pupils with English as an additional language (EAL) make up a high proportion of the school (52 per cent). Twenty eight per cent of the school are in the early stages of learning English. To them may be added pupils whose first language is English, but who are supported under the Ethnic Minority Achievement Grant (EMAS). Together 77 per cent of pupils are from groups needing support. These children are supported by the EMAS team, which works closely with special educational needs teachers, who also support many ethnic minority pupils. The major minority ethnic groups are African, Caribbean, Indian and Turkish.
- 58 Attainment at end of each key stage is hard to judge because each group is too small for valid statistics. However, school and local education authority data suggest that attainment varies between ethnic groups in all year groups and both key stages. Indian, African and white United Kingdom pupils attain at or above the level of their peer groups in the authority and are close to meeting national expectations. Turkish speaking pupils attain at the level of other Turkish speakers in Hackney, but the level is well below national expectations. Caribbean girls meet expectations but Caribbean boys are below the average for Hackney and well below national averages. Performance in the school is affected by the fact that there are many more boys than girls, thus depressing the average.
- 59 The work seen of pupils supported by EMAS teachers was below national averages, since the pupils had been carefully targeted as those needing most help. Achievement was good because these pupils were starting from a very low base.

Work was well presented and pupils were making good progress in relation to their stage of language acquisition or special educational need status. Pupils were observed to learn well, even when in the early stages of learning English. Their relationships with each other and to the teachers and support staff were good. Able EAL pupils made good progress in learning English and made good use of their literacy in home languages.

- 60 Teaching by EAL and EMAS staff was good. They thoroughly understood the needs of the pupils and made good provision for the teaching of basic skills, especially literacy and numeracy. Planning was very good, down to the level of individual need. Imaginative teaching resources were made and used. Behaviour management was very good for the minority of pupils, who had particular frustrations or emotional needs. As a result, learning was good in those classes and groups supported by the EMAS team. The pace of work was good and the practical dimension in whole class literacy work, such as making sandwiches or cakes while learning about instructional text, was very beneficial. The EMAS team and many of the mainstream teachers made good attempts to develop spirituality and social and cultural awareness, such as in friendly and non-threatening comparison of religious beliefs and practices. The school has particularly good links with the Turkish and Caribbean communities and uses the links well to attempt to raise achievement.
- 61 Those pupils supported by the team had a good curriculum, but this was not always the case for EMAS and EAL pupils in mainstream classes without support. In some cases, the practical curriculum in science, design and technology and art and design, was neglected, thus losing an opportunity to raise self-esteem through promoting interest and use of language. In a minority of cases, unimaginative and undifferentiated teaching did not meet the needs of EAL pupils. Within the EMAS team, assessment of pupils is thorough and the information is well used to provide the best support possible and to guide learning. Pupils are well known and well looked after. EMAS is well managed and all the staff, teachers and classroom assistants that work in this area are committed, hard working and act as a team. New staff are well inducted and there are good relationships and co-operation with mainstream teachers. The team is well aware of differences in attainment between ethnic groups and is following a range of strategies to raise achievement. These include English classes for Turkish parents, Turkish classes for the children and mentors to help Caribbean boys, whose behaviour puts them in danger of exclusion.
- 62 The main strengths in EMAS provision are in the commitment and work of the team, teachers and classroom assistants together. The main weakness, at the moment, is an unfilled vacancy, due to recruitment difficulties. This means that many infant children, especially in Year 2, are not getting the support they deserve. The lack of practical work in the mainstream curriculum is a further weakness that needs to be remedied. In the last inspection, EMAS teaching and learning were judged to be sound. Recent initiatives on monitoring and basic skills teaching have raised this to good. This means that progress in this area is good.

WHAT COULD BE IMPROVED

- 63 Attainment in ICT is too low, mainly because of a lack of suitable resources. Although pupils' progress has improved, attainment in science is not high enough because the quality of teaching is too variable. The school has introduced a more balanced curriculum based on the Qualification and Curriculum Authority's schemes of work, but currently links between subjects are not well established and the time allocated for some subjects is too low. Resources for design and technology are insufficient to

ensure the full curriculum can be taught effectively. Written reports to parents do not contain all the necessary information and lack detail. Collective worship does not always meet requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

64 In order to improve standards further, the headteacher, staff and governors should:

(1) Raise standards in ICT by:

- appointing a suitable and experienced co-ordinator who has time to lead and develop the subject in the school.
- providing the resources so that the subject can be taught more effectively.
- increasing expertise and confidence by providing regular training and support for staff.
- assessing the skills of the pupils to find out what they already know understand and can do.
- ensuring pupils develop and learn new skills.
- ensuring that the subject is used effectively to support learning in all subjects and especially in literacy, numeracy and science.

(Paragraphs 5, 6, 17, 19, 21, 43, 46, 116, 117, 118, 119, 120, 121)

(2) Raise the quality of teaching and, therefore, standards in science by:

- reviewing the use of the scheme of work so that it becomes more relevant to the need of all the children at the school
- increasing resources so that more opportunities can be given to their use in practical activities.
- improving marking and assessment of pupils' work so that teachers have a clearer idea of what pupils know understand and can do.

(Paragraphs 5, 6, 17, 21, 91, 92, 93, 94, 95, 96, 97)

(3) Improve the quality and range of the curriculum so that all subjects have appropriate time and priority for teaching by:

- ensuring policies for subjects give clear guidance about how the subject should be taught and learnt.
- improving resources so that they can support teaching and learning and enrich the curriculum by providing more opportunities for first hand experience;
- developing relevant links between subjects and ensuring the effective use of literacy, numeracy and ICT across all subjects.

(Paragraphs 5, 6, 17, 20, 23, 42, 62, 76, 80, 81, 89, 90, 96, 110, 115, 119, 130)

(4) Raise standards in design and technology by:

- developing systematic procedures for the teaching of skills to pupils;
- improving resources to ensure all aspects of the curriculum can be covered in sufficient detail.

(Paragraphs 7, 21, 43, 104, 105)

- (5) Improve the quality of information for parents, including the content of pupils' written reports, and ensuring that all statutory requirements are met by:
 - ensuring pupils' written reports contain a clear reference to each subject;
 - providing greater detail of what each child knows and can do;
 - ensuring the governors' annual report contains all relevant information.(Paragraphs 41, 46)
- (6) Ensure that collective worship meets statutory requirements and that there are more planned opportunities for reflection by pupils.
(Paragraph 25)

Minor areas for consideration include:

- (1) Ensuring that the evident improvement in English continues throughout the school, so that standards are raised.
(Paragraphs 5, 6, 37, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82)
- (2) Improving opportunities for pupils to develop responsibility and independence, both in their learning and in roles around the school.
(Paragraphs 13, 18, 26, 67)
- (3) Reviewing the organisation of the curriculum, especially for literacy and numeracy, in the Reception classes.
(Paragraphs 16, 22, 66, 68, 69, 71, 72)
- (4) Continuing to improve resources available in all subjects where necessary and including within the library.
(Paragraphs 43, 44, 45, 51, 82, 97, 104, 110, 121)
- (5) Further improving the quality of teaching, especially in relation to the quality of marking and the pace of some lessons.
(Paragraphs 17, 19, 21, 81, 87, 88, 89)
- (6) Ensuring the removal of the safety and fire hazard on the main staircase.
(Paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	114
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.9	26.3	36.8	29.8	5.3	0.9	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)	25.5	435
Number of full-time pupils known to be eligible for free school meals	5	187

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	26
Number of pupils on the school's special educational needs register	1	136

English as an additional language	No of pupils
Number of pupils with English as an additional language	252

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	118
Pupils who left the school other than at the usual time of leaving	96

Attendance

Authorised absence	%
School data	6.6
National comparative data	5.2

Unauthorised absence	%
School data	0.2
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	39	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	29	32
	Girls	16	17	15
	Total	46	46	47
Percentage of pupils at NC level 2 or above	School	74 (73)	74 (69)	76 (75)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	31	28
	Girls	16	15	17
	Total	44	46	45
Percentage of pupils at NC level 2 or above	School	71 (70)	74 (80)	73 (73)
	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	29	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	20	22
	Girls	19	20	23
	Total	32	40	45
Percentage of pupils at NC level 4 or above	School	52 (47)	65 (65)	73 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	20
	Girls	24	22	22
	Total	40	42	42
Percentage of pupils at NC level 4 or above	School	65 (63)	68 (74)	68 (77)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	89
Black – African heritage	71
Black – other	0
Indian	45
Pakistani	11
Bangladeshi	9
Chinese	2
White	168
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	24.8*
Number of pupils per qualified teacher	17.5
Average class size	24.2

*figure includes teachers from overseas completing QTS programme

Education support staff: YR-Y6

Total number of education support staff	14
Total aggregate hours worked per week	359

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25.5

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	12.8
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1271418
Total expenditure	1301418
Expenditure per pupil	2609
Balance brought forward from previous year	N/A
Balance carried forward to next year	N/A

Full funding details are not available for 1999/2000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	473
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	36	5	1	1
My child is making good progress in school.	49	35	15	1	0
Behaviour in the school is good.	31	43	15	7	5
My child gets the right amount of work to do at home.	28	41	17	12	1
The teaching is good.	47	48	1	1	3
I am kept well informed about how my child is getting on.	31	57	11	1	0
I would feel comfortable about approaching the school with questions or a problem.	55	33	5	5	1
The school expects my child to work hard and achieve his or her best.	57	29	8	1	4
The school works closely with parents.	29	49	15	4	3
The school is well led and managed.	35	45	12	1	7
The school is helping my child become mature and responsible.	39	49	8	3	1
The school provides an interesting range of activities outside lessons.	33	36	20	1	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 65 Children are admitted to the Nursery from three years of age. Initially they attend part time for either a morning or afternoon session, moving on to full-time, usually in the term before they transfer to one of the Reception classes. Children enter Reception either in the September or January of the academic year in which they have their fifth birthday. Nearly all Nursery children move on to the Reception classes in the school. The school also admits children from other Nursery provision or local playgroups. Not all children entering Reception will have attended pre-school education. A high number of children entering both the Nursery and Reception classes come from homes where English is not the first language. When judged against the expected levels for their age, the prior attainment of most children is well below that seen in other children, particularly in their language and literacy.
- 66 Good improvements have been made both in the provision and in the progress that children make since the school was last inspected. The Nursery class provides a secure, caring and stable environment for children and very good attention is paid to their needs. Good thought has been given to extending this provision to the Reception classes. However, because of the current accommodation, lack of expertise of staff and the number of children in Reception, provision, although satisfactory, is not as good as in the Nursery. Owing to the very good start most children make in the Nursery and the good curriculum and teaching overall, when they enter Key Stage 1 they have made good progress in their learning and achieve well. However, largely because of their poor prior language skills, overall standards are still well below those expected for children of their age.

Personal, social and emotional development

- 67 The teaching and curriculum for children's personal, social and emotional development are good and, because of this, they make good progress in their learning. However, the provision is very good in the Nursery and satisfactory in Reception, where there are fewer opportunities for independent play. When they enter the Nursery, many children have social skills well below those seen in other children of their age. Many children are very passive learners, partly because they are not confident English speakers. In addition, a significant minority find it difficult to follow the routines and rules for working and playing together. However, due to the secure and stimulating environment and the very good support given by adults, by the time they move on to Reception, children are more confident and independent in their activities. In Reception, the layout of the accommodation, the large class sizes and the weaknesses in management in some lessons seen in one class mean this very good start is not built on sufficiently. Nevertheless, children ask and answer questions more confidently, begin to understand the impact of their actions and work more harmoniously in groups. However, many children still lack the initiative and independence seen in children of a similar age. By the time they enter Key Stage 1, standards in their personal and social skills are still below those expected.

Communication, language and literacy

- 68 The provision to promote children's communication, language and literacy skills is good. When they enter the school, many children have very poor language skills and about half do not speak English as a first language, with some knowing little English. Very good thought is given to developing their skills in all activities in both Nursery and Reception. Teachers and qualified early years staff have good expertise and teach the basic skills of literacy well. In most activities, good habits in speaking and listening are promoted well. Children are helped to understand and to increase the range of vocabulary they use. The provision for promoting children's enjoyment of stories and imaginative ideas is very good. This is promoted very well in role-play, story and art activities. However, although children love listening to stories and talk about the plot and characters, their skills in recognising simple words and building new words using sounds are well below those expected by the time they enter Key Stage 1. Beginning in the Nursery, most children learn to write their name and form other letters. However, by the time they leave Reception, the handwriting of many children is still not well formed and the majority do not yet write in sentences. Few have a secure knowledge of sounds other than the initial letter in a word and so only a small minority sound out words correctly. However, all Reception children respond well to stories, recognise that text has meaning and 'tell' the story using picture cues. They listen more attentively and talk more confidently although their range and use of vocabulary is well below average. In Reception, children are expected to sit for too long on the carpet listening to their teachers.

Mathematical development

- 69 The provision for children's development and awareness of mathematical language and skills is good. For the majority of children entering the Nursery, their understanding of number and mathematical concepts is well below that expected. Good attention is given by the teachers to developing mathematical vocabulary in the Nursery, for example when children fill and empty containers in sand and water play. In both the Nursery and Reception, children make good progress because of good teaching. Nursery children recognise and order numbers to ten and most children attempt to write them, though not always accurately. Reception children group objects into sets, accurately identify shapes and develop early measuring skills. They develop their understanding of early addition and subtraction skills and most children can tell you that if you take two objects away from six you have four left. However, few do so without using practical aids, such as counters, and no children were observed recording this as a number sentence. The National Numeracy Strategy is helping to promote progress in Reception, although not enough thought has been given to providing sufficient practical activities and often children are expected to sit for too long on the carpet listening to their teachers. By the time children enter Key Stage 1, the standards they reach are below those expected for children of their age.

Knowledge and understanding of the world

- 70 Provision for children to develop knowledge and understanding of the world around them is good overall, and very good for scientific development. The overall quality of teaching is good. Children's prior knowledge on entry to the Nursery is well below that expected. A good programme of visits and visitors for both Nursery and Reception children, arranged by the teachers, helps the children to make sound progress in their learning about the geography and history of the area around their school. The activities planned to develop scientific enquiry skills and knowledge are very good. Children in the Nursery can all say whether an object is made of wood, plastic or metal and sort these accurately into groups. Reception children gain a secure

understanding of how materials can change when they see the results in the bread they make with and without yeast. Very good thought is given by teachers to helping children observe correctly and then consider their findings carefully, although they still need support in this aspect. Through very good story telling, children gain an early knowledge of the place of religion in people's lives. Children's understanding of technology is promoted well and the majority confidently use the mouse and keyboard to operate a computer program with the minimum of support. However, because of children's poor prior general knowledge and their inability to work independently on discovery tasks, they do not reach the expected standard by the time they enter Key Stage 1.

Physical development

71 Both the teaching and curriculum for physical development are good overall. Good progress is made in developing children's manipulative skills in the Nursery although, partly because of the large class sizes, this good progress slows in Reception. Although the school has a satisfactory range of large and small apparatus to help children move, climb and balance, the areas where this is currently housed do not help to promote learning well. Progress is also limited in Reception because the structure of activities limits the access children have to resources. Good thought has been given to developing children's early skills in physical education activities. When these lessons are taught by a specialist teacher very good progress is made. On other occasions, the lack of expertise in managing a whole class results in little learning taking place. Nevertheless, despite the below average standards seen when children enter the Nursery, good progress is made and they reach average standards in developing their skills. Good progress is also made in developing their manipulative skills through the handling of objects such as puzzles, the use of pencils and crayons, and other art materials in both Nursery and Reception. However, children's skills in using a pencil for writing and drawing and for cutting, sticking and shaping materials are still below average when they enter Key Stage 1.

Creative development

72 The provision for children's creative development is good. Despite having well below average prior knowledge and skills, children make good progress overall and very good progress in developing their musical skills. This is because of the high quality specialist teaching in this aspect. When they enter the Nursery few children can draw more than simple lines on a page and only a very small minority draw anything with a close resemblance to a picture or pattern. Although they enjoy drawing pictures and, when supported by adults, they produce group or class art work of the expected standard, for example to illustrate the story of 'The Three Bears', the quality of drawing in both Nursery and Reception is below expectations. This is partly as a result of children's below average manipulative skills. In the Nursery, children make good progress in developing their creativity through their role-play, but this activity is not emphasised sufficiently and children's progress slows. Partly because of this, but also because children's knowledge of the world around them is limited, they do not reach the levels expected in this aspect. Very good story telling means that children are making very good gains in learning about a wide range of stories. The very good teaching of music ensures that Nursery children respond well to rhythm and tempo, sing a range of action songs from memory and play some percussion instruments accurately. Very good progress is made in building on these skills in Reception. Children extend their knowledge of songs, copy a sequence of notes sung by their teacher and widen their skills in playing percussion instruments. The good provision in music and story time enables children to reach the standards expected by the time

they enter Key Stage 1.

ENGLISH

- 73 In the summer term of 2000, at the end of Year 6, standards in English were well below the national average. About 50 per cent of pupils reached the expected Level 4 or above and 19 per cent achieved the higher Level 5. The proportions are well below the national figure and, when compared with similar schools, the results are below average overall. However, the proportion of pupils gaining the higher Level 5 is above that of similar schools. The school's target for pupils reaching Level 4 or above in 2000 was 56 per cent and the results show that this target was realistic and almost reached. The target for 2001 is 65 per cent for Level 4 or above, which is challenging but realistic. The school, assisted by a literacy consultant, is interpreting current data and is of the opinion that this target will not quite be reached. The school is using this data to track progress and to make provision to support pupils in Year 6. Accurate assessment and effective use of the data produced will be valuable in making provision for all pupils now and in the future.
- 74 In 2000, at the end of Year 2, attainment recorded in National Curriculum tests, was well below the national average in reading and writing. In reading, 74 per cent of the pupils reached the expected Level 2 or above which is well below the national average. The proportion of pupils reaching the higher level 2B or above was 65 per cent and 18 per cent reached Level 3, both figures are below the national average. In writing, 74 per cent achieved the expected Level 2 or above which is well below the national average. The proportion of pupils reaching Level 2B or above was 48 per cent which is below the national average, but ten per cent reached the higher Level 3 which is above the national average. The results in reading and writing compare favourably with schools in similar circumstances, being similar for Level 2 and above, and better for higher levels. In writing, the results for the higher Level 3 are well above those for similar schools. The data include the results of four pupils in the language unit, when these are removed the comparisons in reading for Level 2 and above are improved and rise to below the average when compared with all schools and above average when compared with similar schools. The data from national tests show that the school is making good provision for all pupils and enabling each of them to reach their potential. Over recent years, boys have done less well in reading compared with girls, but the results were similar in 2000 although the boys still did less well in writing. Standards over the period from 1996 to 2000 declined slightly in reading but remained steady in writing. Standards in both reading and writing showed an improvement in the 2000 tests.
- 75 The previous inspection found that attainment in English was satisfactory. However, the data from National Curriculum tests in 1997 showed that standards were well below the national average in writing at Key Stage 1 and English at Key Stage 2, and just below average in reading at Key Stage 1. Although attainment remains below average, there has been an improvement over the past four years, and this improvement is continuing. This has been achieved through the effective use of a structured programme and good support for all pupils. The school's provision for literacy is well matched to the abilities of the pupils and is well able to challenge the higher attainers. The progress made by pupils who have been in the school through all Key Stage 2 is better than those who joined at some point in the key stage. In the last report, teaching was described as satisfactory, it is now good, with some examples of very good classroom practice. The improvement in the quality of teaching is beginning to have an effect on the achievements of pupils in the school.

- 76 When pupils start in Year 1, they have not reached the standards expected of Reception children. Pupils make good progress, particularly in reading and writing and, in relation to their prior attainment, achievement is good. Pupils with special education needs and those for whom English is an additional language also make good progress. There is a clear link between this progress and the effective use of support staff and the provision of small group teaching for literacy lessons. This is shown by the fact that almost all pupils reach Level 1 in reading and writing by the end of Year 2. The progress in reading is maintained through Key Stage 2 so that, by the end of Year 6, pupils achieve standards broadly in line with those expected. Progress in writing, particularly handwriting, has not been maintained and, by Year 6, standards are below those expected. Pupils' use of reading in other areas of the curriculum is not sufficiently developed and the pupils' lack of a well developed and efficient handwriting style is inhibiting work in many subjects. The National Literacy Strategy has been effectively implemented throughout the school with teachers making good links between each part of the lesson, but not with other subjects.
- 77 Standards in speaking and listening are below average. Pupils in Year 2 listen carefully to their teachers, they make suitable responses and ask questions which show that they are gaining information about the story being read. In some instances, in Year 1, the pupils ask questions with confidence in conversations with their peers, but their responses in class are often limited in content and consist of phrases or single words. The standards attained by pupils in Year 6 are also below average although there were some good examples of the effective use of speaking skills when pupils spoke in well formed sentences and used vocabulary accurately and with imagination. Pupils in Key Stage 2 listen well to their teachers, but responses are limited to phrases and short sentences. The school has recognised this low attainment and has dedicated specific time in the day to developing speaking and listening. These opportunities, while being a welcome inclusion, are not always used effectively and do not provide sufficient opportunities for the pupils to use their spoken language effectively. In one lesson observed, the teacher did most of the talking and pupils' responses were limited and only one was able to make an extended contribution. There are, at the moment, too many instances throughout the school of pupils shouting instead of speaking in a more controlled way.
- 78 Standards in reading are below average at the end of Key Stage 1. From a low base on entry to the school, the pupils are making good progress and achieving well. Pupils in Year 2 read simple texts accurately and are beginning to express opinions about the stories and the characters in them. The above average pupils read with some expression and use a range of strategies for identifying new words, these skills are, however, not apparent in all pupils, who tend to rely on look and say methods and need help with new words. They all enjoy their reading and are keen to improve, with higher attaining pupils achieving above average standards. The school makes good provision for reading in Key Stage 1 with books organised in levels of difficulty so that the pupils can read material which is matched to their current level of achievement. The use of classroom assistants is having a positive effect on the development of reading, but home-school systems are not yet fully developed. Standards in reading of pupils in Year 6 are generally in line with those expected. All pupils read a range of texts fluently and accurately, they refer to the text when explaining ideas and show understanding of the characters and significant ideas. Some of the pupils know how to locate information by using an index, but the organisation of the library does not support the development of research skills or the use of the Dewey classification system. Time is allocated for guided reading in each class every day, this is used well and is beginning to have a positive effect on raising standards in reading.

- 79 The standards in writing throughout the school are below average. Pupils in Year 2 write in sentences and use capital letters and full stops accurately. There is a good range of writing which they use for a variety of purposes, including diaries, poetry and instructions, for example how to do tie and dye in art. They are beginning to use dictionaries and locate words accurately by applying their knowledge of the alphabet and by using the initial letter. Most of their writing is legible and some are developing a joined script. Higher attaining pupils use capital letters and full stops consistently. They use adjectives well in their descriptive work and are developing fluency in their handwriting. Pupils are making good progress in all aspects of their written work. They write for a variety of purposes, including diaries, form their letters clearly and usually spell common words accurately. Writing makes a sound contribution to work in other areas of the curriculum, for example in science and in history with factual writing about Gandhi.
- 80 Pupils continue to make sound progress in writing in Key Stage 2, but the good progress in handwriting is not maintained beyond Year 3. Pupils in Year 6 use writing for a variety of purposes, which include stories, instructions and letters of complaint, for example about the poor quality of a hotel room. Some are beginning to use language and manipulate sentence structure for effect, for example through using complex sentences and subordinate clauses. Spelling is usually accurate and pupils have a good grasp of various parts of speech, including verbs and adjectives. The opportunities to use their writing in other areas of the curriculum is apparent in their work on Chile in geography, world faiths in religious education and Shakespeare in history. The quality of their handwriting is unsatisfactory and below expectations for their age. They are beginning to adopt a joined script again and to write fluently, but their ability to use handwriting skills to write quickly and neatly is limiting learning. They are unable to make notes and write quickly enough to complete a reasonable amount of work in the time given. There is also too little emphasis on presentation and work is often scruffy and untidy. Pupils in Year 3 are achieving good standards of work and working within Level 3. Their spelling is usually accurate and they write in sentences with appropriate use of punctuation and sentence construction. The work in these classes is challenging and the teachers provide a good model of handwriting for the pupils to follow. Pupils in Year 4 write well-constructed stories and some use a range of vocabulary well but are not making the progress seen in Year 3, mainly due to the lack of opportunities for extended writing. Year 5 pupils write clearly in sentences and use capitals and full stops accurately. They use language well in dialogue and parts of speech accurately, for example in imperative verbs. The stories are logical but do not always use punctuation accurately. The quality of handwriting is unsatisfactory, the letters are well formed and usually joined but this is not consistent and a lack of fluency and attention to neatness is adversely affecting presentation. The model of handwriting presented by teachers is inconsistent and rarely joined, this does not present a good model for the pupils to emulate and is having a negative effect on standards reached. The school has identified time and provided opportunity for improving the quality and use of handwriting which, if used well, should begin to raise standards. There are many opportunities for pupils to use writing for a variety of purposes but the use of the skill is not yet fully developed in all areas of the curriculum.
- 81 The teaching of English throughout the school is good and, during the inspection, no unsatisfactory teaching was seen. In Key Stage 1, 80 per cent of the teaching was good or better and 70 per cent at Key Stage 2. All lessons have a good structure, are well planned and use the National Literacy Strategy effectively. Teachers have a good level of subject knowledge and use support staff well. The information gained from assessment is used well to make appropriate arrangements for teaching pupils in

groups. The marking of pupils' work is not consistent and does not make a fully effective contribution to pupils' development. There are examples of effective marking, particularly in Key Stage 2, where pupils are given advice on how to improve and targets to aim for, but this practice is not used consistently by all teachers. Some comments in the pupils' books are also poorly written and provide a poor model of handwriting for the pupils to copy. In the best lessons, in both key stages, there was a high level of challenge and expectation, good class control and a good example set by the teacher, particularly in handwriting and presentation. There are times, though, when expectations are not high enough and pupils are not encouraged to produce work neatly and quickly. Staff use the parts of the literacy sessions effectively with individual and group tasks organised well. Plenary sessions, at the end of the lessons, are used well to explore learning but pay insufficient attention to making the links between the objectives of the lesson and the actual progress made. Good provision is made for pupils with special educational needs and those for whom English is an additional language, when they are either withdrawn or supported within the classroom. There are, however, many missed opportunities to develop the pupils' speaking skills in order to improve their use of language for a variety of purposes and in all areas of the curriculum. Questions are often used effectively and pupils allowed time to answer and to explain their use of language, for example using the word 'backfiring' when talking about a plan going wrong and to explain the moral in a story of 'Beauty and the Beast' and not judging people by appearance. Pupils generally behave well because the sessions are well structured and they are interested, but the behaviour of a group of boys in Year 4 is unacceptable and is having a negative effect on learning. The pace of some morning lessons is affected by a small minority of pupils arriving late. There are very good arrangements for helping pupils who need extra support, either because they have some difficulties with their learning, their work is below that of the rest of the class or they have English as an additional language. All teachers, support staff and other adults are committed to giving pupils all the help they can to help them attain higher standards.

- 82 The co-ordinator left at the end of July 2000 and the headteacher has taken responsibility in her absence. The National Literacy Strategy has been successfully introduced, but it is not supported by an agreed written policy for teaching all aspects of the subject in the school. The headteacher has identified the strengths and weaknesses in the subject and has begun to take steps to remedy them. The data from class teachers' records and assessments are carefully analysed and the information used to plan for further improvements for the development of literacy. Teaching is regularly monitored and resources to support teaching have been improved. The organisation of reading books into matched levels and the provision of dictionaries and thesauri should support the school's drive to raise standards. The general level of resources is however unsatisfactory, particularly in the provision of reference material in the library and its organisation to support the development of research skills. The curriculum for English is good, and is strongest for reading and writing. It is not yet fully developed for speaking and listening and the development of the higher reading skills, including comprehension.

MATHEMATICS

- 83 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was below the national average. About 65 per cent of pupils achieved the expected Level 4 or above, below the national average. Almost 25 per cent of pupils achieved the higher Level 5, a figure similar to the national average. Overall, the results were below the national average and, when allowance is made for the school's social background, above those of similar schools. Attainment in the National Curriculum

tests has increased steadily since 1996, except for a slight decline in 2000. Although varying from year to year, there is little significant difference in the attainment of boys and girls.

- 84 In 2000, at the end of Key Stage 1, attainment recorded in National Curriculum tests was well below the national average. About 75 per cent of pupils achieved the expected Level 2 or above, well below the national average. Fifteen per cent achieved the higher Level 3; a figure below the national average. Results increased a little in 2000 compared with those for 1999, but have declined markedly since 1996. The performance of boys and girls has been similar over the past three years.
- 85 The previous inspection found that most pupils attained the expected level at the end of Key Stage 1, but below the average by Year 6. These judgements were supported by the National Curriculum test data for 1997. Since then, results have declined steadily in Key Stage 1, associated with a rise in the number of pupils with special educational needs. Good progress is being made in mathematics in Key Stage 2, standards have risen steadily since 1997, with only a slight decline in 2000. Inspection evidence shows that attainment is improving; this improvement is especially evident in Key Stage 2. A significant success of the school is that, in both key stages, it enables higher ability pupils to attain the higher standards associated with Level 3 and Level 5 work. The progress evident is associated with the improved planning and the mostly consistent use of the school's behaviour management strategies. The implementation of the National Numeracy Strategy is also proving valuable. In the National Curriculum tests, the attainment of pupils currently in Year 6 is likely to be similar to that of last year, that is below the national average. The school sets targets for achievement at Level 4 or above by Year 6. Given the nature of the school's intake, the targets, which are steadily increasing, are suitable.
- 86 During Key Stage 1, pupils make satisfactory progress and learning is sound. Pupils are building from a low base and the attainment of current Year 2 pupils remains well below average. They add three single digit numbers accurately, and add and subtract numbers to 50 and, for above average pupils, beyond this to 100. They practically divide numbers such as eight or ten by two, and nine by three. Most pupils know the properties of a range of two-dimensional shapes and measure lengths to the nearest centimetre accurately. Even the higher attaining pupils in Year 1 and average in Year 2 still reverse a significant proportion of their numbers. In Year 1, pupils understand odd and even numbers, and order numbers correctly. They complete simple addition problems involving two, single digit numbers accurately. Teachers emphasise correct mathematical vocabulary and this is helping Year 1 pupils use terms such as tallest or largest correctly. Few Year 1 pupils work accurately beyond 20. The higher attaining pupils recognise a range of three-dimensional shapes, and the average two-dimensional shapes, such as square, rectangle and triangle. Achievement is slowly improving as the National Numeracy Strategy is having an effect, in particular mental mathematical skills are better. Pupils with special educational needs, including those in the Speech and Language Unit, or for whom English is an additional language, often make good progress.
- 87 Particularly strong teaching is helping pupils acquire secure numeracy skills during Key Stage 2. This improvement is helping to ensure pupils' learning is now good and achievement is improving. About three quarters of current Year 6 pupils are working at around an average standard or better, almost a quarter at a higher level. In addition, very significant progress is evident in Year 3, a year group which achieved well below average standards last year. This is linked to good, and some very good, teaching. Learning is helped by well organised lessons, clear explanations and careful use of

mathematical vocabulary. By the end of Year 6, the vast majority of pupils handle numbers confidently, with most multiplying correctly and dividing numbers accurately. Higher attaining pupils calculate percentages of numbers correctly. They use their skills well to complete problems correctly where the information is in a written question. About a quarter of pupils work accurately with numbers to two or three decimal places, and with negative numbers. Higher attaining pupils plot negative and positive co-ordinates accurately. The majority of pupils in Year 6 show an understanding of mathematical concepts and accuracy of calculation at, or above, the expected level. However, many will not show this when completing the National Curriculum tests. This is because their pace of working is too slow. Pupils in Year 5 know how negative numbers are used when measuring temperatures below freezing and accurately measure angles using a protractor; the higher attaining to the nearest degree. Below average pupils are not confident when plotting co-ordinates and find difficulty in calculating unknown angles of a straight line unless the answer ends in zero. In Year 4, standards of work are close to the average, especially in aspects of number. The work of lower attaining pupils displays accuracy when handling numbers above 100. Virtually all pupils show a good understanding of different methods of subtraction, but lower attaining ones are uncertain about multiplication above by five. In Year 3, pupils are progressing well, but their work is still not at the level expected. Average pupils, for instance, are uncertain with multiplication, but they record money correctly using a decimal point. A weakness of many pupils is that their graph work, whether bar charts early in the key stage, or line graphs towards the end, lacks accuracy, especially when drawing the axes.

- 88 Throughout the school, pupils enjoy their mathematics, they concentrate well but, on occasions, the pace of their work is too slow. This is illustrated in the amount of work completed in some books. They are interested in numbers and enjoy applying their knowledge, such as during the initial mental session when Year 2 pupils gave clues based on doubling and halving to help a child 'guess' the hidden number. Their attitudes to mathematics are good; illustrated by interest and concentration evident in almost all lessons. Children quickly settle to group tasks after the initial introductions associated with the National Numeracy Strategy, but they do not always listen closely enough to the explanations and do not read the instructions carefully. This results in incorrect work and wasted time, such as when Year 2 pupils were beginning to tackle division by two or three. Behaviour is also good in both whole class and group activities. The pupils work accurately, but too often the pace is slow, mainly because quick and accurate recall of important number facts is insecure.
- 89 The quality of teaching is rarely less than satisfactory, and is often very good in Key Stage 2. It is good overall in Key Stage 2 and satisfactory in Key Stage 1. In Key Stage 2, in lessons where teaching is good or very good, it is promoting good learning and raising achievement. The best teaching reflects good subject knowledge and effective use of the National Numeracy Strategy. Teachers have implemented the National Numeracy Strategy effectively and, although the effect on standards is only satisfactory at present, achievement and learning are improving, especially in Key Stage 2. Behaviour management is also good, and this helps to ensure all pupils are able to concentrate. Only in the very best lessons are specific time targets used to raise the pace at which pupils work. As a result, although accuracy is encouraged, pupils do not complete sufficient examples in some lessons, and this will limit the level of attainment in National Curriculum tests. Work is generally matched well to pupils' levels of attainment, and teachers ensure that less able pupils, and those for whom English is an additional language, have opportunities to contribute to whole class sessions. This is aided in upper Key Stage 2 by the effective use of ability sets. Teachers' emphasis on mathematical vocabulary and their use of questions are often

very effective. There are a few occasions when numeracy is promoted through other subjects, such as in art when Year 1 pupils painted ladybirds with varying numbers of spots, but generally insufficient planned use is made of numeracy across a wide range of subjects. Marking is very variable, some is detailed and helpful, such as in a Year 3 class where pupils were asked to explain the strategies they had used. Too much of the marking is not accurate enough. Incorrect work is sometimes marked correct and errors in drawing graphs not noted, with the work being described as 'very good' or 'excellent'.

- 90 The pupils follow a curriculum which is based on the National Numeracy Strategy. Little use is made of ICT to support pupils' learning in mathematics. Teachers use a range of strategies effectively to involve most pupils in the introductory whole class session. A wide range of assessment procedures is used regularly throughout the school. The data obtained are analysed well to identify trends and patterns, and to plan areas to develop. Mathematics makes a sound contribution to pupils' personal development, such as when there are planned opportunities for pupils to work in pairs or small groups. The co-ordinators lead the subject very well. Observation of planning, teaching and examination of pupils' work have given them a clear picture of the strengths in mathematics and the areas requiring further development. The emphasis on improving standards in Key Stage 2 has been successful.

SCIENCE

- 91 Standards are below average at both key stages for the pupils currently in the school. Since the last inspection, results have improved at Key Stage 2, because the planning is better. There are still some important areas of the curriculum missing, such as sufficient investigating and experimenting through practical work. This affects the quality of the learning, especially at Key Stage 1 and in Years 3 and 4 and, as a result, standards continue to be below average.
- 92 In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests, after omission of pupils from the Speech and Language Unit, was below the national average. Over 70 per cent of pupils achieved the expected Level 4 or above, well below the national average. Over 25 per cent of pupils achieved the higher Level 5, a figure below the national average. Overall, the results were below the national average and, when allowance is made for the school's social background, similar to those of similar schools. Attainment in the National Curriculum tests increased rapidly between 1997 and 1999, although there was a slight decline in 2000. Although varying from year to year, there is little significant difference in the attainment of boys and girls. Standards seen during the inspection were better than the well below results of last year. Most pupils in Year 6 use stop-watches and thermometers with precision, timing experiments and measuring the changing temperature of water as it cools. They also understand the need to test an hypothesis by changing only one variable so that the test is fair. This work is at a level expected for their age, but does not extend the more able pupils, such as by making suggestions about how the experiment could be improved.
- 93 In 2000, at the end of Key Stage 1, attainment recorded in the teacher assessments was well below the national average. Over 70 per cent of pupils achieved the expected Level 2 or above, well below the national average. Ten per cent achieved the higher Level 3; a figure below the national average. The performance of boys and girls was similar in 2000. Standards seen during the inspection are better than this as

the majority of pupils are achieving levels suitable for their age, but there was little high attainment. Pupils in Year 1 know that a calf is a baby cow and in Year 2 identify the major food groups, such as carbohydrates and fats. However, this work does not extend to the higher Level 3 where pupils discuss, for example, the changes that occur when foods are cooked in fat.

- 94 Teaching observed in Key Stage 1 was unsatisfactory, although there were examples of satisfactory lessons. However, indications from the scrutiny of pupils' work suggest that, for the majority of pupils, learning has been satisfactory during the key stage. Teachers' knowledge is weak, as tasks set for pupils in both Years 1 and 2 are not suitable for the ability of the pupils. Opportunities to improve basic skills in using scientific equipment are lost through lack of understanding about how to teach investigative science. An example of this was the exercise involved in sorting and sticking pictures of food into groups. This exercise, whilst improving skills in cutting and sticking, did little to improve skills in observing and experimenting with different types of food. As a result, pupils' knowledge and understanding of basic food types and healthy eating were not improved sufficiently.
- 95 Teaching and learning are satisfactory in Key Stage 2, but do have weaknesses in some Year 3 and 4 lessons, where teaching varies between very good and unsatisfactory. In one Year 3 class, opportunities to improve pupils' skills in measuring and observing were missed when pupils compared the growth of geranium plants. This compared to a very good lesson where the teacher improved basic skills by giving direct instruction about using a magnifying glass. Here, she asked about where the glass should be held to get the best image. In some classes, pupils are bored by simple activities. An example of this was the wiring of a simple circuit to make a clown's nose light up and pupils found this work too easy. Pupils wandered around the class chatting to friends, which affected the learning of others. Expectations of what pupils could achieve were too low. In Years 5 and 6, teaching is at least good and sometimes very good. Teachers are improving pupils' skills in recording and logging scientific information. ICT was used well in one class where pupils searched for information about the times for sunrise and sunset. However, the teacher missed the opportunity to share this information with the rest of the class after the two boys had successfully retrieved it.
- 96 The science curriculum is broad, although there is not enough emphasis on practical work. Teachers are not assessing pupils regularly by taking account, through their marking, of what pupils know, understand and can do. As a result, some of the work set for the pupils is inappropriate to their need because they have poor concentration skills and low ability in language. This is the main reason why teaching is weaker in Key Stage 1 and the early part of Key Stage 2. The progress in scientific understanding is better for pupils with special educational needs and for pupils with English as an additional language, because they often have teaching that is relevant to their needs.
- 97 Leadership and management are good overall. The co-ordinator has clear ideas about how to improve the expertise of teachers and the levels of resources to support learning. She has clear priorities for improving the subject. This has been achieved through monitoring and supporting teaching staff. Resources are presently inadequate and do not sufficiently support investigative science. They are stored centrally, which makes them easily accessible.

ART AND DESIGN

- 98 The standard of work in art and design identified in the last inspection has been maintained and is satisfactory overall in both key stages. Throughout the school, pupils are making satisfactory progress and those with special educational needs, or for whom English is an additional language, are making good progress. At the end of Key Stage 2, when pupils leave the school, standards of work are broadly in line with those expected nationally. Pupils at the end of Key Stage 1 use paint and crayon with confidence and are developing their observational drawing well using both pencil and crayon. They use a variety of materials, including clay for their scientific work on models of food, well and other materials are used effectively, for example card for Eid Mubarak cards and paper for weaving. Pupils make sound progress through the key stage and are learning to use a variety of techniques and materials for their work. They use string and paint to make fish models, straws and paint for houses and dot techniques for some work inspired by Aboriginal art. Some are using paper to make mosaics and patterns from geometric shapes and developing their observation skills effectively through portraits of friends in the class. The youngest pupils are using paint particularly well in their work on events in the week.
- 99 The progress is maintained through Key Stage 2 so that, when pupils leave at the end of Year 6, they achieve standards which are broadly in line with those expected nationally. Pupils' observational drawing techniques are developed well in their work on portraits, where they use symmetry to help. Their drawings of structures, like the Statue of Liberty and the Eiffel Tower, are effectively enhanced by use of crayon and paint resist. Three-dimensional work is limited throughout the key stage but some good work in mask making was seen in Year 3. The work of the pupils in the later years of the key stage develops skills in the use of perspective through landscape paintings where, as a result of effective demonstration and good use of time in the lessons, some pupils achieved very pleasing results. Some older pupils produce paintings inspired by Spencer and Monet and produce good work as a response to pan pipe music.
- 100 The standard of teaching in Key Stage 1 is satisfactory and good in Key Stage 2. Some good teaching was observed at Key Stage 1 when pupils were producing observational drawings of musical instruments. Teaching is most effective when the teachers' subject knowledge is secure and techniques are demonstrated. These lessons are well organised and effective use is made of time. Teachers encourage the pupils to evaluate the work of others and then provide practical help with the ways to make improvements. Where teaching is less effective, lessons are not well managed and pupils are off task for too long. In these lessons, there are missed opportunities for teaching particular techniques and pupils are having difficulty in building on previous work and applying their skills effectively.
- 101 In both key stages, because of teachers' enthusiasm, pupils generally enjoy their work in art and design. However, some incidents of poor behaviour were observed in Key Stage 2 where a significant number of boys did not behave appropriately. Most behave well, listen carefully to their teachers and settle quickly to their tasks. Teachers explain tasks clearly, so that most pupils respond positively and work well with purpose, they co-operate with others and treat resources carefully. Pupils are excited by some of their work, particularly when they are encouraged to strive for high standards and to reflect and comment on their efforts. A small minority of boys in Year 5 displayed a poor attitude to their work, which had a negative effect on their own learning and that of others in the class.
- 102 The co-ordinator has been in post for the past two years. She has a qualification in

art, but has been unable to attend any courses recently. She provides sound leadership and has provided help for teachers through in-service in the school. The recent emphasis on literacy and numeracy has resulted in a lower priority for art and design, but the co-ordinator has some good ideas for raising the subject's profile in the future. The introduction of a new scheme of work and the clear identification of the development of skills throughout the school should make a significant contribution to raising standards in art and design further. There is no policy for art and design, work is not assessed nor any monitoring of planning or teaching undertaken, currently there is no identification of time to carry out these monitoring roles. There is an adequate range of resources to support the subject and these will be reviewed in order to support the introduction of the new scheme of work. Currently work in art and design is mainly limited to two dimensions, the school does have facilities for firing clay work but the kiln cannot be used due to the absence of the qualified member of staff.

- 103 The subject makes a sound contribution to the pupils' cultural development through the provision of opportunities to appreciate impressionist art from Europe and some Aboriginal work from Australia, and to their social development through opportunities to work together and share resources. Pupils also reflect on what certain lyrics of music makes them think of, and then to paint their thoughts. Art is also used well to allow pupils with special educational needs to explore their feelings.

DESIGN AND TECHNOLOGY

- 104 It was not possible to make a secure judgement about attainment in design and technology, since this subject was not evident in lessons, in samples of work or on display. There was a limited amount of model making and some photographs of previous 'technology weeks'. There was some related work, such as in art on three-dimensional modelling and in science, on the use of electric circuits. There was no evidence of the systematic development of skills in design, product analysis, joining materials, knowledge of mechanisms, pneumatics, control technology or evaluation. There were neither the resources nor the curricular time to implement the statutory National Curriculum in design and technology.
- 105 The school recognises the weakness and provision is under review. Until design and technology is adequately resourced and systematically taught, curriculum and management of this subject will not be satisfactory. This is a pity since the subject has high value for raising the self-esteem of pupils with English as an additional language. There has been no improvement since the last inspection and probably a fall off in the time devoted to the subject.

GEOGRAPHY

- 106 There have been significant improvements since the last inspection. Standards of attainment are now in line with expectations, basic skills in geography including map work are now developed, pupils make satisfactory progress, less use is being made of commercial work sheets and pupils are now being given opportunities for independent learning. The Qualifications and Curriculum Authority's scheme of work has been adopted. Throughout the school, pupils with special educational needs, and those for whom English is an additional language, make similar progress as others.
- 107 The standard of attainment in geography at the end of both key stages is in line with expectations for pupils of similar age. In Key Stage 1, pupils gain experience in using maps to locate places in and around their school and the local area. They visit local

shops and prepare a shopping list based on different items in a variety of shops. They know the difference between a pharmacy and a fruiterer. They explain how they use a program to produce a street scene with various shops and understand why shops are located where they are. They learn to make accurate observations, as seen in Year 1 where pupils identify correctly different aspects of buildings, such as tiled roofs, chimneys and brick walls. They understand the importance of road safety when designing traffic signs and drawing an annotated map of a road crossing. They successfully compare homes today with those of a hundred years ago and collect information on different forms of transport. The topic of transport is further developed when they study life on the island of Struay and make good comparisons with travel in London. They speak confidently about farming and fishing activities, as well as recreation facilities available on islands, especially those in tropical areas. By the end of the key stage, they learn about life in a contrasting locality when they study the island of St Lucia in the Caribbean. They know the countries of the United Kingdom and show their relative positions on a map. By the end of the key stage, they show confidence in locating places on the globe and on the world map, recognise the continents and oceans and are well prepared for further studies.

- 108 In Key Stage 2, pupils increase their understanding of mapwork by drawing their own large scale map of the school and classifying areas according to the intensity of use, by employing colour coding. They make a survey of litter around the school, plot the location of litter bins and make recommendations of how the school environment can be improved by attention to bin location and other means. Pupils in Year 3 understand the importance of rivers in their study of the Nile valley and know some of the reasons why settlements are located close to rivers. Year 5 pupils attend a residential field course at Kench Hill in Kent, where they study how physical features affect economic activity, such as farming, leisure and clay extraction. They develop good skills of mapwork and way finding, and draw maps of different routes used during the visit. They gain experience in field sketching, correctly identify features on the map and relate them well to factors which affect location. Year 6 pupils speak confidently about Chile, identifying significant geographical features and discuss intelligently how these impact on the lives of people living there. They show interest in current affairs and discuss news, paying specific attention to location and other geographical features which impinge on the news item. The pupils correctly define geographical terms associated with weather such as fronts, high pressure and south westerlies, and compare weather conditions which vary in different regions of the British Isles. By the end of the key stage, pupils are satisfactorily familiar with the use of grid references to locate features on a map, have a good understanding of different aspects of geography, including contrasting environments and are well prepared for the next stage of their studies in geography.
- 109 The pupils have a positive attitude to the subject and speak with enthusiasm about what they have learnt. They make satisfactory progress as they move through the school. The teaching of geography is satisfactory overall, with some good teaching in both key stages. Where teaching is good or better, teachers have a good knowledge of the subject so that they challenge pupils to draw valid conclusions from given facts, and to observe relations between cause and effect in geographical analyses. Pupils are generally well managed, enabling work to proceed uninterrupted, resulting in maximum effort with no time wasted. Where teaching is less than good, objectives are insufficiently precise and insufficient attention is given to the recording of what is being taught and, as a result, pupils' learning slows.
- 110 The subject is managed by a recently appointed, enthusiastic co-ordinator. There is a clear vision for the development of the subject. The Qualifications and Curriculum

Authority's guidelines have been adopted but these have not been sufficiently adapted to suit the needs of the school. Assessment records of pupils' progress have been introduced, but these are in the early stages and are not sufficiently developed to inform planning. There are plans to use ICT to aid studies in geography by retrieving information from the Internet and to extend pupils' knowledge of geographical features. Resources are adequate, but there is a need to increase the number of Ordnance Survey maps, especially for use in Key Stage 2.

HISTORY

- 111 Satisfactory improvements have been made since the last inspection. Standards of teaching have improved in both key stages, the knowledge of teachers is secure, marking has improved, resources are now adequate and monitoring of the work is taking place. Pupils with special educational needs and those for whom English is an additional language make similar progress to others in the class.
- 112 Standards attained in history at the end of both key stages are in line with national expectations. In Key Stage 1, pupils demonstrate a very clear understanding of past and present, make distinctions between aspects of their own time and past times, when comparing household practices, such as washing clothes, ironing and other household tasks, and when constructing a family tree. They begin to identify some ways in which the past is represented by studying various sources of information. They develop a good awareness of chronology by using artefacts, pictures of the past and stories about life in other times. They gain experience of historical techniques by examining a collection of items from which they deduce information about the probable ownership of the items, their significance and the period in history, from the evidence provided. They also learn to be aware of what conclusions cannot be drawn from the evidence available. They study the life of people in the past, including Florence Nightingale. They know that she nursed sick and wounded soldiers in the Crimea at a time when nursing care was not of a satisfactory standard. They know that she contributed significantly to the development of nursing care as we know it today. In their study of the Great Fire of London, they understand well the reasons for differences in the quality of the fire services then compared to today. They understand why the destruction was so quick and widespread, and the reasons for building with bricks following the disaster. They begin to understand why people in the past acted in the way they did, through their study of the lives of Ghandi and President Mandela, and recognise the influence of their lives on the present.
- 113 In Key Stage 2, pupils learn about Ancient Egypt. They know that there are many legends derived from Ancient Egypt and they understand that Egyptian civilisation had developed the hieroglyphs picture form of writing, with some signs representing letters and some representing words. They understand the importance of the Rosetta stone in attempts to decipher their writing and thus obtain insights into their history. They know that slavery was practised during those times and understand characteristic features of the period. They study artefacts, such as mummies and the sphinx, when making detailed studies of customs in Ancient Egypt. Cross-curricular links are forged well when they study the geography of Egypt and the Nile valley and examine artefacts of Egyptian history. They have a good grasp of selected periods of the history of Britain from Roman times to the present. They understand the reasons for the Roman invasion of Britain and appreciate the impact of their occupation. They examine evidence of the history of the period and understand the importance of archaeological digs. They appreciate the importance of the evidence remaining in the landscape, which reminds us of the past. By Year 6, they acquire a good understanding of the major differences between the rich and the poor in Victorian

times and study photographs and other sources to find out what life was like for children living in that period. They give reasons for, and results of, the main events and changes which occurred in the period studied, and understand why people in the past acted in the way they did. By the end of the key stage, pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They make good detailed studies of the life of Henry VIII and know that the role and power of the monarchy differ considerably today. They begin to develop their own research skills to find out about topics in history, from books, videos, artefacts and by asking questions.

- 114 The teaching of history observed ranged from satisfactory to good. It was satisfactory overall in both key stages. From the analysis of pupils' work in their books, work on display and through talking to teachers and pupils, it is evident that pupils acquire a sound sense of chronology as a result of what they are taught. Teachers have a secure knowledge and understanding of the subject and work is well planned across year groups. Good use is made of visits to museums and places of historical interest. Key Stage 1 pupils visit Southwark Cathedral, The Florence Nightingale Museum and the British Museum to enhance the topics being studied in history. Key Stage 2 pupils visit the London Planetarium, The British Museum, and Dover Castle which complement their historical studies. These educational visits help pupils to make progress in their learning and contribute positively to the standards attained. Pupils achieve well as they move through the school. From the study of the Great Fire of London in the early years, pupils progress to analysing the reasons for differences between the past and the present, and to empathise with those children who endured difficult circumstances during Victorian times. They are confident when talking about the past as they build up their vocabulary of historical terms. They show respect for property and handle artefacts with care.
- 115 There is no appointed co-ordinator for the subject, but it is well managed by the headteacher, pending an appointment in the autumn term. The management of the subject is effective. There is a clear vision for the subject. The Qualification and Curriculum Authority's scheme of work which has been adopted, but this has yet to be adapted to suit the particular needs of the school. Monitoring is done through involvement with planning across year groups but there is, as yet, a lack of opportunities to monitor teaching to ensure consistency across the subject and the dissemination of good practice. There are good procedures in place for assessing pupils' progress but these are under-developed and have yet to make an impact on raising standards. Pupils recall elements of topics studied, however, there is room for improvement in the quantity and quality of recorded work. There are adequate resources for the delivery of the curriculum. These include artefacts, photographs, posters, videos and teaching packs on particular topics. The use of ICT is underdeveloped and the use of literacy skills in history is insufficient. The subject makes an important contribution to the social, moral and cultural development of the pupils in the school, for instance when pupils considered what it was like to be a child in Victorian times.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 116 Attainment is well below expectation at the end of Key Stage 1 and very low at the end of Key Stage 2. Standards have declined since the last inspection. This is because the subject has had a very low profile in the school and resources are low in number and unsatisfactory in quality. Staff do not have access to adequate resources to teach the subject to the required standard and their knowledge and skills have therefore not developed sufficiently, as a result teaching is poor overall. The school has not yet

used training grants from the national opportunity fund for additional training. In addition, co-ordination of the subject is temporarily in the hands of the headteacher as the school is presently without a qualified and experienced person who can lead and develop the subject. The new headteacher is currently caretaking the subject along with her many other responsibilities. She is fully aware of the shortcomings in this subject and has prepared, as part of her priority for development, an action plan to improve ICT provision and teaching. Confirmation of funding to deal with the weaknesses has recently been received.

- 117 Leadership and management of the subject has been weak and unsatisfactory for some time. It is unclear from the financial records how the budget for the subject has been spent, as the resources have deteriorated despite a large increase in the funding from the National Grid for Learning which was available to the school before September 2000. The school has not kept up with the provision found in most schools nationally. There are, however, good examples of the use of ICT in the Speech and Language Unit.
- 118 Pupils enter Year 1 with good standards in mouse control and hand-to-eye co-ordination because they have regularly used the computers in the Nursery. By Year 2, pupils use the mouse to select different paintbrush tools and colours to draw shapes on the screen to represent musical sounds. In a lesson observed, there was very little progress from the skills shown in the Nursery, but it linked very well with the musical activity the rest of the class was doing with the class teacher. In Year 4, some pupils search menus and change letters from lower to upper case or back. In another lesson, two Year 6 boys searched the world wide web for information about sunrise and sunset during a science lesson. In these cases pupils worked at average levels for their age, but not enough have this opportunity in class time.
- 119 Very little teaching took place during the inspection and some of this was poor. Too many teachers have poor subject knowledge to ensure pupils acquire new skills. In some classes, pupils use computers and tape recorders and activities are set which support some aspects of literacy, such as word processing and picture making. These, however, do little to develop pupils' skills and as a result many pupils have poor skills in using the keyboard, because they take a long time to type in simple pieces of text. Opportunities are missed to use software during mathematics, art, geography and history. However, there is some good teaching in some classes, such as the lessons linked to music and science. Pupils generally have a basic knowledge, which they have learnt from using personal computers at home with their parents. They then find using the different operating systems at the school confusing, as layouts and access to menus are different. Pupils with special educational needs and English as an additional language have similar limited opportunities and, as a result, their skills are not sufficiently developed.
- 120 Pupils are keen to improve their skills and talk enthusiastically about what they can do at home. They know that they are not using computers enough at school and are aware that they are not making progress. Many have e-mail addresses and write to penfriends and relations. They have skills in word processing, searching web pages and sending e-mails. However, they rarely do these activities at school. As a result progress in learning is poor.
- 121 The quality and range of learning opportunities in the school are currently poor for the majority of pupils. Appropriate statutory requirements are not met as certain aspects

of the National Curriculum cannot be taught. In addition, progress is limited because insufficient time is given to the subject. An example of these weaknesses is pupils' lack of knowledge of any control work at the school. Very little use is made of data handling programs, desktop publishing and spreadsheets. The school has few resources for supporting other subjects with CD-Roms or simulation programs. All classrooms are linked to the Internet. Pupils' skills have not been assessed, so teachers are unsure how much pupils know. Their assessments are based on their own personal expertise rather than evidence of what skills pupils have achieved.

MUSIC

- 122 By the end of Key Stage 1, standards are in line with national expectations, but they are above expectations at the end Key Stage 2. This means the school has maintained the standards seen at the last inspection. This is mainly because the school employs a specialist teacher from the local education authority. As well as providing very good quality lessons for pupils, she supports other teachers very well by giving model lessons and ensuring that they are given support in planning and resources.
- 123 All Key Stage 1 pupils, including those with special educational needs and for whom English is an additional language, achieve appropriately for their abilities. Younger pupils accurately copy a tune sung by their teacher, sing a sequence from simple notation and respond to hand signals. By the end of the key stage, pupils draw their own notation and compose a simple tune. They sing songs tunefully from a range of traditions. All Key Stage 2 pupils of different needs and abilities, including the gifted and talented, attain well, and the majority reach standards above expectations.
- 124 By the time they leave the school pupils have a good knowledge of different instruments, including some from different cultures, and recognise them when listening to recorded music. They play both pitched and unpitched percussion instruments at a good standard. They sing very tunefully, both in unison and two-part harmony, and have a very good understanding of music from different cultures, styles and eras and, when performing, interpret these very well.
- 125 In both key stages, pupils have good attitudes to the subject and, when teaching is good or better, they are enthusiastic, concentrate well and work hard. This helps them to make good progress in acquiring new knowledge, skills and understanding as they move through the school. Teaching is good overall in both key stages, and very good when taught by the specialist teacher, who gives very good support to other staff. Most teachers have a very good knowledge and understanding of the subject overall. A good example of this was seen where a Year 6 class teacher was confidently teaching singing in two-part harmony. The basic skills are taught well, particularly at Key Stage 2 where this is helping to promote high standards. Across the school, the methods used are very good. This is particularly evident when lessons are taught by the specialist teacher. In addition, she is ensuring that these good methods are also used when lessons are taught by class teachers. As a result of this very good provision, pupils are making good gains in developing their skills and knowledge, particularly in their understanding and use of notation and in their ability to play and perform using a range of instruments, including recorders and ocarinas.
- 126 The curriculum is well planned and covers a wide range of activities and different styles of music making. This gives very good support to pupils' social and cultural development. Good advice from the local education authority ensures that planning provides very well for building on and extending what pupils have already learnt, as well as being matched to the specific needs and abilities of pupils. Good thought has

been given to giving all pupils the opportunity to play an instrument as well as offering brass lessons to a chosen group of pupils. The school is keen to extend instrumental playing and hopes to offer violin lessons in the near future. As a result of local education authority arrangements, pupils have good opportunities to perform to a range of audiences, both in playing and singing. The school enhances this by arranging a good programme of concerts where children perform to parents.

PHYSICAL EDUCATION

- 127 The previous inspection indicated that pupils' attainment was above average and that pupils made satisfactory or good progress. Teaching was mostly good, or better. Standards have been maintained and teaching remains good. The organisation and provision for physical education remain a strength of the school. The school provides a broad and varied curriculum, including swimming from Year 3. During the inspection, much of the work observed related to gymnastics, together with swimming in Year 3 and games in Year 5.
- 128 Pupils in Years 1 and 2 are developing a good range of gymnastic movements. They move well around the hall, vault over a bench using one or both hands and complete forward rolls safely. In the best lessons, pupils make rapid progress because they are kept active, and the teacher gives very good attention to developing skills and gradually raises the difficulty of the task. In less successful lessons, although good attention is given to skills, too many pupils are inactive while waiting for a turn. This limits learning and leads to some inattention and unsatisfactory behaviour.
- 129 Year 6 pupils have good gymnastic skills, because of the high quality teaching, which demonstrates good subject knowledge and confidence to teach particular skills. They vault onto a box well, and use a range of jumps to dismount effectively. Good attention is given to starting and finishing positions. Their work includes good balance, and twisting and turning movements. Pupils in Year 5 strike a ball to a partner using a racquet satisfactorily, with reasonable accuracy. The teacher gave good attention to the skills associated with the pace of the ball and where it should land, but expectations of behaviour were not clear enough and, as a result, a group of boys showed deteriorating behaviour during the session. At the end of a session involving very good teaching, pupils in Year 3 showed improved confidence in the water and better swimming skills. Those who could swim more than ten metres learnt how to breathe through the mouth on every third stroke. In virtually all of the teaching in both key stages, very good attention is given to assessing pupils' performances, and stepping in to ensure improvement. Pupils are usually active and involved in the wide range of activities. As a result, the learning of all pupils, including those with special educational needs, or for whom English is an additional language, is good.
- 130 Pupils enjoy physical education. The vast majority have good attitudes and display good behaviour during lessons. Occasional exceptions occur, for instance in Year 1 gymnastics and Year 5 tennis, when too many pupils do not listen closely enough to instructions, and this results in some wasted time. These weaknesses are because either pupils are not sufficiently active or the instructions about behaviour expectations are not specific enough. Pupils are keen and usually listen carefully to the teacher. The quality of teaching is good overall, and much in Key Stage 2 is very good. The high standard reported in the last inspection has been maintained. The effective use of a part-time physical education specialist, working with class teachers, is helping to improve the quality of teaching of members of staff. In the best lessons, where teachers and instructors have good subject expertise, they take time to teach

particular skills, especially in swimming and gymnastics. As a result, pupils' learning and performance are enhanced. One area of teaching which is not developed sufficiently is providing regular opportunities for pupils to evaluate their own and the work of others. This would also help physical education make a greater contribution to developing pupils' speaking and listening skills than at present. Teachers emphasise the importance of health and safety during lessons, although on some occasions this does not extend to ensuring pupils' remove, or have taped, ear rings that are being worn.

- 131 The co-ordinator leads the subject well. All areas of the National Curriculum, including outdoor and adventurous pursuits, such as sailing and during residential trips, are taught, thus ensuring pupils develop skills across all relevant areas of physical education. Pupils are able to join in a developing range of extra-curricular activities, and the school has had considerable success in netball. Assessment in swimming is very well organised; the assessment of other areas of physical education is being developed. The co-ordinator monitors planning and teaching effectively. The subject makes a good contribution to pupils' personal development, such as in dance, being fair in games and co-operating in a range of activities. In addition, teachers give good emphasis to aspects of health education, such as the effects of exercise on the body, and the importance of personal hygiene, such as washing or showering after exercise. Accommodation is mostly good, although pupils do not have regular access to a field. Resources are satisfactory, being enhanced by 'top play' material, but some of the balls used, such as in tennis training, were not easy for pupils to control.

RELIGIOUS EDUCATION

- 132 The school has maintained the provision and standards seen at the time of the last inspection. By the end of both key stages, the majority of pupils reach the standards set out in the locally agreed syllabus. Throughout the school, pupils with special educational needs, or those for whom English is an additional language, make similar progress to other pupils. However, recent improvements have meant that teaching at Key Stage 2 is now good. At this key stage, pupils are now making better progress to achieve well for their abilities.
- 133 Key Stage 1 pupils are gaining a secure understanding of Christianity and other world religions. Much of their learning is related to stories from religions and their festivals. Through this approach, pupils are beginning to understand different beliefs and faith traditions, for example the symbol of light at the festivals of Divali and Hanukkah. Pupils know that Jesus changed the lives of people, such as Zacchaeus, and that religious teaching and belief helped to develop moral codes, such as dealing fairly with people and not cheating or stealing. Good thought has been given at Key Stage 2 to focusing on the different religious beliefs of pupils in the school and also the local community. In a good lesson on the Jewish festival of Purim, pupils were beginning to understand the celebrations at the adjacent Jewish school. In a very good lesson on initiation rites, pupils gained a secure understanding about Christian Baptism, First Communion and Confirmation. Very good thought has been given to helping pupils learn from the religious beliefs of different pupils in the school. This helps in increasing pupils' moral, social and cultural development.
- 134 In both key stages, teaching is never less than satisfactory, and in Key Stage 2 it is good. A very good feature of teaching is the very high quality story telling skills of teachers. An example of this was seen when a Year 4 class sat spellbound listening to the story of Esther in a lesson on the Jewish festival of Purim. At Key Stage 2, teachers are very skilled at explaining fairly complex customs and celebrations, often

using their own experiences and encouraging pupils to make good contributions. This is giving very good support to helping pupils develop confidence and self-esteem and to promote religious understanding and harmony. Discussions are always well managed and, as a result, pupils listen well and remain on task. In nearly all the lessons pupils are developing good attitudes to their learning, they work hard and behave well.

- 135 Currently the school is using both the locally agreed syllabus and a national scheme of work. This is providing satisfactorily to help pupils build on and extend their learning. The school will shortly base its work on the detailed guidance incorporated in the locally agreed syllabus. Assessment procedures are at an early stage of development and not enough guidance is available to help teachers plan future work.