

INSPECTION REPORT

SHAPLA PRIMARY SCHOOL

London E1

LEA area: Tower Hamlets

Unique reference number: 100935

Headteacher: Miss Jane Wallace

Reporting inspector: Valerie Singleton
23044

Dates of inspection: 6th ~ 9th November 2000

Inspection number: 225069

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 ~ 11
Gender of pupils:	Mixed
School address:	Wellclose Square London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sheila McQuaid
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Valerie Singleton 23044	Registered inspector	Science	What sort of school is it?
		Music	The school's results and achievements
		Physical Education	How well the pupils are taught
		English as an additional language	How well the school is led and managed
Vivienne Phillips 9053	Lay inspector		Pupils' attitudes, values and personal development
			How well the school cares for its pupils
			How well the school works in partnership with parents
David Mylroie 28069	Team inspector	English	How good are the curricular and other opportunities offered to pupils
		Information and Communication Technology	
		Religious Education History & Geography	
		Special Educational Needs Equal Opportunities	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shapla is an average sized primary school with 228 pupils on roll, which attracts mostly Bangladeshi families. There is a Nursery with 20 full time and 10 part time places. Children join the school with little or no English and their knowledge and skills are well below that of most children of that age. The children join the reception class either in September or January during the year when they have their fifth birthday. There is one class for each year group, apart from two classes at present which have a mix of year 4 and 5 pupils. Pupils' socio-economic backgrounds are generally very poor and over 70 per cent of pupils have free school meals, which is well above the national average of 20 per cent. There are 62 pupils on the special educational needs register, of whom 4 have Statements; these are similar proportions to the national average.

HOW GOOD THE SCHOOL IS

Shapla Primary is a very good school with many strengths. The strong committed leadership, clear aims and values, very good teaching, rich and varied curriculum and very positive ethos ensures all pupils make good progress and achieve well, so that by the age of eleven they reach the standards expected. Parents, children and the local community value the stimulating experiences the school offers. The school provides good value for money.

What the school does well

- A shared sense of purpose amongst all the staff, led by the very good headteacher, offers very good support to pupils and their families;
- The very good provision in the Foundation Stage gives children a very strong base for future learning;
- The school provides a rich experience for all pupils to develop language through every area of the curriculum;
- Very good teaching maintains a strong focus on learning throughout each lesson;
- Support for pupils' personal and social development is very good;
- A stimulating, attractive environment promotes learning;
- Excellent community links with many volunteers regularly working with pupils support their learning well.

What could be improved

- Standards in some aspects of information and communications technology
- Assessment procedures, and their use, in science and mathematics;
- Reviewing the targets on individual education plans for pupils who have special educational needs more regularly to ensure they are relevant and up-to-date;
- The process of drawing up the school's improvement plan and evaluating its success.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good progress since the previous inspection in February 1997. Standards have been maintained and teaching has improved. The school has tackled the problem of high pupil absence and attendance has improved to an average level. The governors have tried various strategies to get more members involved. They now have a full complement, have systems in place to delegate more responsibility to individual members, and take a more active role in monitoring the work of the school. Assemblies are now carefully planned to include opportunities for reflection and meet statutory requirements.

In addition, good procedures for tracking pupils' progress in English, mathematics and science using annual test results have recently been introduced. The school has maintained the strengths in the curriculum for all the pupils and further involved the community in supporting learning in a variety of successful projects. The school has continued to review the curriculum, implement the national

initiatives, and has recently been working to improve teaching and learning in information and communication technology.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	B	D	B
mathematics	E	D	C	A
science	E*	B	C	B

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

After a dip in standards in 1998, when science results were in the lowest five per cent of all the country, the problems have been addressed successfully and an upward trend is now established.

Children arrive with well below average skills, knowledge and understanding. The very good curriculum and teaching in the nursery and reception classes means that they make good progress in all areas of learning and by the time they are five, they enter school with standards that are below average.

In English, mathematics and science, pupils achieve well for their abilities in Key Stage 1 and very well in Key Stage 2. In the 2000 national tests and tasks for seven year olds, results were well below in reading and writing and about in line for mathematics. By the time they are eleven, pupils reach the required standards in English, mathematics and science. Standards are above average expectation in religious education, design and technology and history. Art and design is a real strength with standards well above that expected in both key stages. Achievement is satisfactory in geography and physical education. In information and communication technology, the recent initiatives are resulting in satisfactory achievement, although standards are still below that expected in some strands of the subject. Pupils with special educational needs make good progress. The school's targets for 2001 are 64 per cent of the pupils to reach Level 4 or above in English and 67 per cent in mathematics. These targets are likely to be exceeded and therefore may need reviewing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very positive about school and greatly appreciate what is offered. They all enjoy coming to school. By Year 6, their positive attitudes result in very good learning.
Behaviour, in and out of classrooms	Behaviour around the school and in lessons is good, with respect and courtesy evident, especially amongst the older pupils. There are some weaknesses in a minority of younger pupils' learning habits and social skills.
Personal development and relationships	All relationships are good and mirror the positive examples set by the adults in school. Pupils' personal development is very good and they become mature, confident and responsible.
Attendance	Attendance is satisfactory, although a minority of parents still take their children out for extended holidays, which adversely affects progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Very good

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

In the 48 lessons observed, 29% of teaching was very good, 42% good, and 29% satisfactory. No unsatisfactory lessons were observed. Overall, teaching is very good.

Teaching was always good or very good in the Foundation Stage and this is a strength of the school. Teachers have very good subject knowledge in English, art and design, and religious education. Reading, writing and numeracy skills are taught well. Literacy is an intrinsic part of the whole curriculum. The national numeracy strategy is implemented well and numeracy skills are also used effectively in science and design and technology.

There are high expectations for pupils to behave and achieve well. Well-planned lessons offer purposeful activities in all areas of learning. Many well-trained adults in classrooms offer good help to pupils, targeting those with the most need. Pupils with special educational needs and those at an early stage of acquiring English are very well supported and take a full part in all lessons. There are good strategies for managing pupils, based on positive reinforcement of good behaviour and careful explanations when things go wrong. This results in a very good ethos for learning throughout the school. The very effective use of books that pupils have made and written, supports and celebrates their achievements. Homework promotes reading well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a very broad and well balanced curriculum, with particular strengths in art and design and the making of high quality books. The curriculum is greatly enriched by pupils experiencing a wide variety of visits, and visitors coming into school.
Provision for pupils with special educational needs	Good. The targets on individual education plans are clear and attainable, but not all are reviewed regularly enough to ensure they are relevant and up-to-date.
Provision for pupils with English as an additional language	Most pupils are in this category and the school offers very good provision in all aspects of its work. Fluency levels are assessed annually. The school has begun to analyse the reading and writing skills of those pupils who are at the higher levels of acquiring English, in order to identify any remaining hidden weaknesses.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a real strength of the school. All four aspects are promoted equally and are very well integrated into the curriculum. The very good provision makes a significant contribution to pupils' lives.
How well the school cares for its pupils	Assessment procedures in mathematics and science are not yet fully developed, but the school offers very good care for its pupils in all other respects.

The school has very good procedures for involving parents positively in the life of the school. They are kept well informed, offered good support, and receive a very positive introduction when their children start school. Staff create a welcoming environment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The strong and committed headteacher provides very effective leadership and she is well supported by the deputy head. She has high expectations of everybody, including herself. All the staff form a cohesive team. They fully share and successfully implement the aims and philosophy of the school. Co-ordinators are effective in raising standards in their subjects.
How well the governors fulfil their responsibilities	The governing body meet statutory requirements and have sound arrangements to ensure the school's finances are managed effectively. They are working hard to improve their role in monitoring the work of the school. They use their own skills well to support the school.
The school's evaluation of its performance	Procedures for monitoring and evaluating teaching are well embedded in school practice. Not all governors are involved in deciding priorities on the school improvement plan. Value for money is carefully sought for supplies and services. Procedures are not yet fully in place for checking that financial decisions result in improved standards.
The strategic use of resources	All resources are used very effectively. The school makes excellent use of the community with large numbers of volunteers regularly supporting individual pupils, and a wealth of positive experiences gained through contacts with local theatres and community groups.

The school has the capacity to continue to improve, especially with a more systematic approach to development planning, evaluation and review.

There is a good number of qualified teachers and plenty of well-trained support staff. Not all subject co-ordinator roles have been filled as a high proportion of teachers are new to the school. Accommodation is good and well used to provide a stimulating and exciting environment. Resources are good, although there are insufficient computers for the number of pupils at present.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school; • The strong and committed leadership and welcoming approach of all staff; • Good teaching and how well their children learn; • The good behaviour and the way their children are helped to become responsible; • The good information received and support offered, including the family literacy sessions. 	<ul style="list-style-type: none"> • no significant concerns were raised, although a minority indicated they would like a school uniform to be introduced.

The team agrees with the positive views of parents. Consultation procedures are in place and the parents accept that, at this point, there is not a majority who support the introduction of a uniform.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the nursery with little or no English and few experiences outside the home. Their skills, knowledge and understanding are well below that of most children of their age. The very good provision in the Early Years results in the children making good progress and, by the time they enter Key Stage 1, are attaining levels below that of most children at the age of five.
2. Results in the national tests for seven year olds over the past four years have remained generally below the national average in reading, about in line for writing and well above in mathematics. In the 2000 national tests for seven year olds, results in reading were well below the national average. In writing, results were below the national average. In mathematics, results were in line with the national average. When compared with similar schools, the results are about in line for reading and writing at both Level 2 and 3, and in mathematics they are very high in comparison, although the percentage of pupils reaching the higher level are below. Girls do better than boys in English, which matches the national picture. Despite pupils making good progress throughout the key stage, standards are still not high enough in reading and writing by the time they are seven.
3. In the 2000 tests for eleven year olds, results are below the national average at Level 4 or above in English. In mathematics and science, results are in line with the national average, although the results at the higher Level 5 are well above in mathematics. When compared to schools with a similar intake, results are above for English and science, and well above for mathematics. Comparisons at Level 5 are above for English, very high for mathematics and well above in science. There is no significant difference in the performance of boys and girls.
4. Taking all core subjects together, the performance of pupils at eleven over the four years from 1996 to 1999, was broadly in line with the national average. Standards generally dropped in 1998, but the problem was successfully addressed and an upward trend is now established. This is despite increasingly high pupil mobility, for example, this affected 60 per cent of pupils in Key Stage 1 and 20 per cent in Key Stage 2 in the past year. Also, a large percentage of pupils are still not fully fluent in English by the time they are eleven. For instance, in 2000, 33 per cent were assessed on Stage 2 fluency in English, 50 per cent on Stage 3 and only 17 per cent fully fluent. The headteacher has recently introduced the close analysis of appropriate data, and started tracking the progress of individual pupils year on year. Booster classes, a Reading Recovery programme and use of a computer program to reinforce basic skills in English and mathematics are having a positive impact, as results in the tests indicate. Pupils achieve well during both key stages, with very good achievement in Years 4, 5 and 6. Inspection evidence confirms that, as a result, by the time pupils leave the school at eleven, their attainment is in line with national expectations in English, mathematics and science.
5. The school exceeded the targets set for pupils attaining Level 4 or above in the English and mathematics national tests in 2000. In 2001, the targets are 64 per cent for English and 67 per cent for mathematics, which may need reviewing in light of the recent success.

6. Pupils with special educational needs make good progress, as they receive high quality focused support in lessons from well trained learning support assistants. Individual Education Plans are agreed and targets addressed in teachers' planning. Nearly all pupils have English as an additional language, so the whole learning programme is designed to meet their needs, which it does successfully, as all pupils make good progress throughout the school.
7. By the time they are eleven, pupils are able to discuss and respond to the opinions of others. They answer questions articulately and enjoy expressing their points of view. They are encouraged to frame their own questions and frequently ask for explanations of words they do not understand. Standards in reading are in line with national expectations and pupils read aloud with expression and are able to discuss their favourite authors and the types of book they like best. They read a range of literature of different types and from different cultures. They are able to infer meaning and to use reference books in their research. Pupils produce interesting pieces of free writing and are able to retell stories and write stories from the point of view of different characters. Although standards are at the expected level, few pupils reach the higher levels. However, they make very good progress across the school. This is because literacy skills are used very well in other areas of learning. In all lessons, language activities permeate every subject. This a strength of the school.
8. Most pupils, by the age of eleven, count and measure accurately. They are competent in adding, subtracting, multiplying and dividing, and use effective strategies for mental calculations. High attaining pupils work confidently with very large numbers, and have a good understanding of fractions and decimals. Pupils make good progress across the school and standards seen are in line with national expectations. Numeracy skills are used effectively in subjects such as science and design and technology.
9. Pupils make good progress in developing scientific knowledge and understanding. By the age of eleven, investigative skills are very well developed and pupils' understanding of key scientific principles is good. They use scientific vocabulary with understanding. Their work is recorded in the appropriate scientific style and results well presented in a variety of formats such as drawings, diagrams and bar charts. Good cross-curricular links enhance their understanding.
10. In information and communication technology, standards of attainment by the time pupils are eleven are below national expectations in some strands of the subject. By the end of Year 6 most of the pupils are able to work confidently with a word processing package. They can modify text, save and retrieve their work and use spread sheets to solve simple problems and to interpret data. At the moment pupils do not have sufficient experience of using the computer to control equipment or of using a data base. The school is addressing these problems. There is a now a new computer suite, although there are only enough machines for half a class to use them at the same time. Teachers are beginning to use information technology to support learning across more subjects and to conduct research from the Internet.
11. Pupils make very good progress and reach high standards in art and design. In religious education, history and in design and technology, standards are above that expected. Standards are in line with those expected in geography and physical education. Not enough music was observed to make judgements about standards attained in this subject.

Pupils' attitudes, values and personal development

12. A key issue at the last inspection was to reduce absences related to extended leave and days missed for no good reason. The school has made good progress with this by insisting that term time holidays and visits to relatives overseas are kept to a minimum and actively discouraging all unnecessary absence, particularly in Year 2 and 6. Current attendance rates are satisfactory. The overall quality of pupils' attitudes, values and personal development has remained good.
13. Pupils' attitudes to school are good. They are very enthusiastic about the range of learning opportunities provided, which they appreciate and value greatly. They thoroughly enjoy activities that challenge them to think, thus matching their skills and needs well. Pupils are willing to learn, but not apt to show eagerness and curiosity except in the most stimulating lessons, where they take a very lively interest in what they are asked to do. By Year 6, pupils' attitudes to learning are strongly positive and their willingness to work co-operatively with everyone else is very well developed.
14. Behaviour is good in lessons and around the school. With positive encouragement from adults, pupils generally do what is asked of them from a very young age. They know what is expected because routines and rules are clear, so they do their best to follow these. They gradually learn to concentrate, sit still, look at the teacher, listen and follow instructions, in response to skilled support from teachers and other adults who help them to develop good learning habits. A few pupils find it more difficult than most to accept that, in school, each child is equally important, so everyone takes turns to speak and must listen to and learn from others. These few take longer to learn that they do not have the right to call out and to demand more than their fair share of the teacher's attention. In one or two cases, this is linked to extended absences, which interrupt pupils' education and familiar routines so they forget how to behave in class.
15. Pupils are polite to visitors and very interested in what brings them into the school. In most lessons pupils work hard and try to meet the goals set for them. Occasionally, when they are less certain of what they have to do, or find the task too easy or less inspiring, they do not settle down to work as well as usual. In one or two cases, pupils choose to distract others with silly comments or conversation about anything but work. When the objectives for the lesson are clear, classroom management is firm and activities capture the imagination of pupils, they work very well, both on their own and in pairs or groups, as in Year 4/5 lessons. No pupils have been excluded in the past year. There is no evidence of aggression or conflict in school because adults set such a good example of teamwork and harmony and deal promptly with any sign of bullying. Pupils know that bullying, or oppressive behaviour such as racism and sexism, is unacceptable in this school.
16. Pupils' personal development is good. They have a high regard for the adults who work with and encourage them. As they grow older, they are even more appreciative of the opportunities the school offers them. They show an increasing awareness of other people's beliefs and rights, so that by Year 6 their willingness to listen to each other is well developed. They become well aware of the impact of their actions on others because of relevant discussions in religious education and other lessons. They benefit from the positive way in which they are helped to learn from their mistakes, as seen in their willingness to evaluate their own and other people's work thoughtfully. Older pupils are given extra responsibilities such as answering the telephone at lunchtime, taking visitors round the school and helping with the nursery children. Teachers give sensitive help to shy pupils so that in time, they are able to develop self-confidence and the courage to speak and share their ideas. Pupils of all ages are encouraged and helped to work independently. Older pupils use their increased understanding of each other's strengths to good effect in collaborative work. Pupils treat adults and each

other with growing respect. They are kind and helpful when someone is in need of a friendly word or practical assistance. Relationships are consistently good, fostering a warm, welcoming and friendly atmosphere in school where everyone feels valued.

17. Attendance is close to average for pupils of compulsory school age and is satisfactory overall. It is better among older pupils because they can make their own way to school. Younger pupils are just as keen to be in school, but have more absences resulting from parents' failure to bring them in regularly. As a result of strenuous efforts by the school, parents are beginning to understand that unnecessary days off and extended term-time leave have an adverse effect on children's learning and progress.
18. Older pupils usually arrive on time. Punctuality of younger children is a problem in several classes, with a few pupils drifting in after the start of the school day. Not all parents recognise the importance of a prompt start. On occasion, the time taken to register and settle everyone eats into lesson time because of the disruptive effects of late arrivals. The school has worked extremely hard to promote better attendance and punctuality.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching has further improved since the previous inspection and it is now very good with no unsatisfactory lessons observed. There are particular strengths in the early years, where all teaching was good or better and 55 per cent was very good. Teaching was good in 58 per cent of lessons observed at Key Stage 1. In Key Stage 2 it was good or better in 71 per cent, and in 29 per cent it was very good. All teaching was good or better in Years 4/ 5.
20. Teachers have good subject knowledge with particular strengths in the Foundation Stage, and in English, art and design, and religious education. Reading, writing, and numeracy skills are taught well and are an intrinsic part of the whole curriculum. The Reading Recovery teacher is very effective in teaching phonics and early reading skills to Year 1 pupils. Good quality support is provided by the learning support assistant when taking Additional Literacy Support to small groups in Key Stage 2. This helps pupils learn well. Some are unsure about teaching aspects of information and communications technology, but all teachers are receiving regular training to bring their expertise to an appropriate level.
21. Most lessons are based on clear learning objectives and planned well to involve pupils in active and purposeful tasks. All resources required are well organised, available and of high quality to engage pupils' interest, for example, in Year 3 art and design involving close observation of shells. Activities are planned so that the needs of pupils of different abilities are met, whilst allowing them access to the same learning, such as in Year 4/5 mathematics when pupils were exploring factors; one group had peg boards, some used squared paper and the higher ability pupils used mental calculations. Generally, all pupils follow the same task, but with different levels of appropriate support, so all pupils make progress and learn. The emphasis is on purposeful learning in all subjects, which is particularly effective for the many pupils who have limited understanding of English. The teachers foster in pupils the idea that it is all right to take risks and make mistakes, as this aids learning. The result is that pupils are willing to try out new ideas and be imaginative in their responses. This was seen to good effect in Year 4/ 5 English when discussing metaphors, leading to some good quality poetry being written.

22. Good and effective questioning checks pupils' understanding and also enhances their understanding of new concepts and processes. Clear explanations, with opportunities for pupils to repeat and reinforce their understanding of instructions, ensure pupils quickly engage in the task. Bilingual support assistants provide very effective support; they ensure pupils with little English fully understand what they are going to do and why, then provide key words in English, which the pupils have to use in context, to answer questions about their work. Reference is made to poetry in Bengali as well as in English to illustrate a point, so it is accessible to all pupils. Teachers have good strategies for managing pupils' behaviour, based on clear expectations and positive reinforcement of good responses and attitudes. When things go wrong, teachers take time to carefully sort out the problem. This creates a very positive ethos for learning throughout the school.
23. Very good use is made of all classroom support, whether trained assistants or volunteers. They are all well informed so they can provide effective help to pupils. Special needs assistants work well with pupils with special educational needs and ensure they make good progress. Good quality resources are used, such as the tools and materials used in Year 2 design and technology, and appropriate artefacts in religious education lessons about Buddhism in Key Stage 2. Routines are clear, especially for the younger pupils in order to teach them good listening habits and social skills. Clear timings are given regularly and this results in pupils maintaining concentration and working hard.
24. Marking is done regularly and some good examples gave pupils clear indications how to improve their work, This is particularly evident in Years 4/ 5. Some marking is less rigorous and useful. Targets identified on the individual education plans for pupils with special educational needs are taken into account and addressed well. Reading homework is set for all pupils regularly, which has a positive impact on their progress, and older pupils are set tasks in English and mathematics as well.

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

25. The quality and range of learning opportunities offered by the school is very good. The school offers a rich, broad and well-balanced curriculum with particular strengths in art and design and the making of books. All subjects of the National Curriculum are taught for appropriate amounts of time and the school meets all statutory requirements of the curriculum, although some strands in information and communication technology are not yet covered adequately. Some time is also lost during long registration sessions and as a result of pupils taking a long time to come into school at the end of playtime. Some sessions spent by some classes on literacy and mathematics lessons are too long. Teachers' overall planning of the curriculum is good. They meet regularly to plan work, which is being covered on a long, medium and short-term basis. These plans are detailed and support the learning activities well.
26. The breadth of the curriculum offered is very good. It is enriched by a firm, shared belief amongst the staff that language should permeate all subjects. The school arranges a wide variety of outings for pupils to support the topics being covered in classes. For example, Year 6 visited the Westferry Printers, Year 5 visited the British Museum last year, Years 3 and 4 visited the Whitechapel Art Gallery, Year 2 went to the National Gallery and Year 1 attended a workshop at the Whitechapel Gallery to name only a few. This range of activities is in addition to a large number of people who visit the school to talk to the children, tell them stories and run various workshops. These

extra learning opportunities support pupils in making very good progress during their time at the school.

27. Pupils with special educational needs join in all of the activities which take place in their classes. They make good use of the opportunities offered to them, particularly in English and mathematics lessons. There is good breadth in the curriculum offered to them, which, together with the support they are given leads to effective learning. They are also fully involved in the school's extra curricular activities and outings.
28. The individual education plans which have been drawn up for pupils with special educational needs identify what each pupil needs to learn in order to make further progress. These are used well by teachers in their planning. They contain clear targets, but they are not all reviewed and updated regularly enough to ensure that they remain relevant. The school has extremely good and effective strategies for teaching literacy skills across the whole curriculum. The numeracy strategy has also been effectively implemented.
29. The school offers a good range of extra curricular activities including recorders, textiles, two computer clubs and football. These are well supported and pupils are keen to attend.
30. All of the school's policies contain clear statements of equal opportunities. Every effort is taken by the school to ensure that equal access is given to all pupils. Girls and boys take part in all activities together including the taking of responsibilities such as answering the telephone at lunchtime. At a recent forum held by the Commission for Racial Equality, poems written by the pupils were used as a background for discussion. The school has a variety of books in the library and classrooms, which deal with a range of cultures and include all of the main world religions. There are also books which challenge gender stereotypes and show women as pilots and men as nurses. The quality of the books is good as are the range of resources to cover every equal opportunity issue.
31. Pupils are encouraged to respond positively to people from ethnic or religious groups, which are different from their own. In one assembly seen during the inspection, the teacher discussed the story of Joseph and joined together the different elements found in the Bible and the Qu'ran. In a religious education lesson in Year 4/5 the teacher discussed different religious beliefs held by people when dealing with problems. She drew out the similarities between the faiths extremely well.
32. The school has a satisfactory policy and scheme of work for the teaching of personal, social and health education and this is taught as an integral part of the curriculum in religious education, English and other subjects. The governors have agreed a policy for the teaching of sex education within the school. The subject is dealt with in Year 6 by the school nurse. A community police officer visits the school on a regular basis and tackles the issue of drugs misuse with all age groups.
33. The school has excellent links with the local community and local businesses, which considerably enhance pupils' learning. Pupils take part in a variety of activities based in the community such as painting murals, and they take an interest in environmental issues. As part of this last year's Year 3/4 pupils wrote a letter to the Prime Minister expressing their concern at the state of some local parks and other communal open spaces.

34. Links with neighbouring schools are good. The staff have shared in-service training with a local secondary school. The headteacher also takes a leading part in the work of a group of local primary schools who meet together to share good practice. As part of its provision for more able pupils, the school is taking part in an 'Excellence in Cities' project which will involve work with a local secondary school.
35. The school has maintained its high standards of curriculum provision since the last inspection.
36. Provision for pupils' spiritual, moral, social and cultural development is very good. It makes a significant contribution to pupils' lives because of the way all four strands are integrated and addressed equally well. This area of the school's work is a real strength representing a good rate of improvement since the last inspection.
37. In everyday routines and across the curriculum, very good opportunities are provided for pupils to think about their experiences and the world around them. These are reflected in impressive artwork and well-planned, stimulating displays of pupils' work. In lessons, teachers encourage pupils to discuss what they are thinking and feeling as they explore issues, as in Year 6, when pupils considered the importance of not jumping to conclusions. Staff value pupils and their ideas, which results in pupils learning to value and respect other people and their different feelings and beliefs. This esteem is reinforced in the way pupils' work is treated as special and bound into beautiful books that are used in class to help extend ideas and understanding in various lessons. Teachers provide good opportunities for awe-inspiring moments in the better lessons, as when slowly revealing a model of Buddha to an enthralled class. All these factors help to promote very good spiritual development.
38. Moral and social development are promoted very well, following the strong positive example set by the headteacher. The school's work, mirrored in its written policies and prospectus, is shaped by a very positive approach to ensuring that pupils have the good education they deserve. This includes their personal and social development. As a result, in all aspects of the school's work, there is shared commitment to promotion of a harmonious community where pupils are clear about what is right and wrong. The culture is one where good behaviour, effort and achievement are recognised and rewarded. The school works very hard to promote confidence and self-esteem in each pupil, regardless of background circumstances. There is careful discussion and nurturing of respect for others, co-operation and kindness. There are helpful opportunities for pupils to use their initiative, develop a sense of responsibility and become increasingly independent as they go through school, for example as members of the school council. In addition, pupils are encouraged to respond well to the rich range of learning experiences supported by links with organisations in the wider community. For instance they have taken part in televised performances of work with London Musici and have made presentations to staff at Clifford Chance, which helps them significantly with the development of self-confidence and social skills.
39. Pupils are encouraged very strongly to value their own cultural heritage and to appreciate the traditions of local and European communities. They discuss stories from their own and other cultures with enthusiasm and sensitivity. They benefit from working with visitors, such as well-known authors, and visits including those to museums and galleries that give wider and richer experience of art, drama and music. Projects such as those involving the Tate Gallery and Royal National Theatre have encouraged pupils to express themselves through poetry, art and drama and to understand complex themes in work such as the text and painting of the Lady of Shalott. There are very good opportunities for pupils to learn about and discuss major

world faiths, which they do with great thoughtfulness. Pupils have contributed to Comenius projects designed to extend mutual awareness and understanding within the European Union and are very well aware of issues to do with their place and role in Europe as a result. The school fosters all aspects of cultural development very well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school continues to give a high priority to its pupils' welfare and self-esteem, as it did at the time of the last inspection, and has maintained its high quality of support for each child.
41. The school takes careful steps to ensure that pupils are given the help they need with all aspects of their personal and social development by use of very good procedures, very careful monitoring and skilful support. Arrangements for child protection are effective. Adults know every pupil very well, including their particular personal, emotional, physical and academic needs. In line with the school's aims, every effort is made to encourage pupils to feel positive about themselves and to create a secure, stimulating environment in which they can learn constructively from successes and mistakes. Adults are consistently reassuring, while challenging pupils to make the most of the learning opportunities provided.
42. Monitoring of personal development, including pupils' behaviour and attendance is very good. Adults are very well aware of who needs extra help. Their knowledge of pupils and determination to make a positive difference, ensures that they target help where it is most needed so pupils concentrate and see through a piece of work. For example, the headteacher worked incisively with pupils who needed guidance with their behaviour and learning in a design and technology lesson, so that their rate of progress was similar to that of others in the class. Teachers are very good at recognising when to praise and when to ask more of pupils. There is a sharp focus on good behaviour, with consistently strong, positive examples from staff, led by the headteacher. The atmosphere in school is friendly and purposeful. This contributes to everyday routines and good teamwork that promote self-confidence, a sense of security, health, safety and well-being among pupils.
43. The school has established some effective procedures to monitor individual progress in the basic subjects of English, mathematics and science starting with baseline assessment at five and using standardised tests each year from Year 2. Some good and detailed assessment procedures, to monitor individual progress in the acquisition of reading and writing skills, are used well to determine which aspects need more careful teaching. The school has started to look more carefully at the developed reading and writing skills of pupils who are at the higher stages of speaking English as an additional language, and identifying where underlying weaknesses remain, but this is not yet established as regular practice throughout the school. On-going termly assessment of pupils' learning in mathematics is being developed and for science, procedures are not yet agreed and implemented. However, the school recognises the need to develop this aspect and has recently appointed an assessment co-ordinator. Many teachers are skilled at informally assessing pupils' strengths and weaknesses in learning and subsequently addressing these in lessons, so there is a strong basis on which to develop effective procedures.
44. Planning for pupils with special educational needs is good. Targets in their individual educational plans are specific and attainable and are addressed by teachers in their planning. Homework tasks, such as reading and learning spellings and tables are also

included. Some include behaviour targets, to support pupils where appropriate. However, some individual education plans are not reviewed often enough to ensure that the targets are relevant. At present, the school does not monitor pupils' movement through the stages identified in the Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. As at the last inspection, parents' views of the school are very positive. They value the school highly. This is because the school makes every effort to build constructive relationships with all families so that children can receive the help and encouragement they need to do well. The school actively encourages parents to become involved with its work through initiatives such as the family literacy project, a toy library, and mother and toddler group, all based in the well-equipped and welcoming community room. There is a very positive introduction for children starting school, with parents encouraged to stay until their child is settled into the nursery. Parents are invited to assemblies. The friendly welcome at the main entrance from the school administrator and other adults ensures that parents feel comfortable about coming into the building and sharing any concerns they might have. Parents, carers and members of the local community help in classrooms and at lunchtime. As a result, the school's links with parents are highly effective and their involvement with school life is positive.
46. Information is good and presented in a clear, friendly and useful way. Help is readily available with language and translation. All key written information, including the prospectus and leaflet on how to help with reading and work at home, is translated into Bengali. At open evenings, interpreters are on hand to translate progress reports for parents. Reports are generally of good quality and give pupils and parents useful opportunities to comment on strengths and areas for improvement. The best reports are very clear about what pupils know, understand and can do subject by subject and what they need to do to improve. Parents feel well informed about the work planned for their children and find reports helpful, although a few of them would welcome more frequent information about progress.
47. The school has very good procedures for helping parents to feel part of its community and involved in the progress their children make. This is not easy because many families are not used to the idea and tradition of parents helping their children at home or in school. They are beginning to respond more constructively and confidently to the school's initiatives and to take advantage of help with literacy for themselves and their children. This is supporting their children's achievements more effectively than in the past. For instance, they take more care to avoid term time absences, especially in Year 6, than was the case at the time of the last inspection. More parents now understand the need to support children's work at home. Although it is difficult for many families to hear children read themselves, they encourage their children to spend time with books the school provides for reading at home. The contribution of parents to children's learning at school and at home is satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher, as she did three years ago, provides a very clear educational direction for the school, and is a strong leader, very committed to providing a high quality learning environment for all pupils. The deputy head provides good support. The high expectations of the headteacher for everyone, including herself, have created a strong team of staff who share her vision and work very effectively together.

Teamwork is a strength of the school and ensures that the expertise and experience of all adults is used well to maintain the standards already achieved and to move the school forward. There are very positive relationships between all members of the school community, and pupils value highly the staff's dedication and commitment to meeting their needs. The school's very clear aims and values are met well in all aspects of its work, and equality of access and opportunity has a high priority. The overall aim of celebrating success and promoting high achievement for all pupils is reflected in the educational ambitions of pupils.

49. Procedures for monitoring, evaluating and developing teaching are firmly embedded in school practice. Co-ordinators are given time to monitor their subjects, and the headteacher has a good knowledge of what is happening in classrooms through regular feedback from co-ordinators and by working alongside teachers herself. These evaluations lead to staff discussion, review of policies, and the provision of in-service training where appropriate. There are clear plans for raising standards. For example, an analysis of the recent national test results in mathematics has led to greater teaching emphasis on specific areas where pupils have difficulty, the implementation of extra support groups, and the introduction of tracking systems. However, this valuable and useful self-evaluation, together with the opportunities for staff development, is at present quite informal and not supported by a long-term systematic plan to cover all areas of the school.
50. The special educational needs co-ordinator understands her role well, but due to other urgent needs of the school, currently does not have enough time to carry out her work as effectively as she would like. The management team has plans to overcome this difficulty in the near future. New staff are fully informed about the schools' procedures for special needs and a system of regular meetings with each teacher to monitor pupils on the register has been established. All funding is used appropriately and there are good resources to support pupils with special educational needs.
51. The school improvement plan has some clear targets and priorities, for example in the development of information and communication technology, but overall it is not a helpful tool for implementing change. It lacks the capacity to assess rigorously the impact of any changes, or to influence future developments. It is not based on wide consultation, and does not give a clear overall analysis of strengths and weaknesses. This results in a limited overview of future needs. Targets for English, mathematics and science, agreed with the Local Education Authority this year are low, and conflict both with recent results, and the intended improvements through tracking of pupils and extra support groups.
52. The governing body is very supportive of the school, and fulfils all its statutory responsibilities. Governors are very committed to the school, and offer practical support, for example, working in the nursery to encourage very young children to use the computer. The governing body has addressed the need to improve attendance at meetings, identified at the last inspection, by reducing the number of sub-committees. Governor training has recently taken a higher priority, which has resulted in a better understanding of some aspects of the school, for example, Performance Management and Appraisal. The governing body has well-placed trust in the headteacher to lead and manage the school well, but is not fully aware of its own role in shaping the direction of the school. Governors have limited involvement in long-term school planning processes, and are insufficiently informed to fully evaluate financial decisions or the work of the school against other similar institutions.

53. The management of finances is sound, and educational priorities dictate financial decisions. The school uses its finances wisely, and this is evident, for example, in the adult bilingual support for every class, which contributes very effectively to pupils' good progress overall. All grants are used appropriately. The office is extremely well-managed, making full use of technology. The school administrator is very welcoming to parents and visitors at all times, and makes a strong contribution to the smooth running of the school. All financial checks are in place. The school is aware of best value principles, but is at an early stage of applying them in all areas.
54. The school's overall ratio of teachers to pupils is good, but class sizes are not small. This is because some teachers are employed in a supporting role rather than as class teachers. The number, qualifications and experience of the teachers match the requirements for effective teaching of the curriculum. However, due to the high proportion of teachers new to the school, not all subject co-ordinator roles have been filled. There is a good number of well qualified, effective learning support assistants. All teachers, including the language support teachers, learning support assistants and primary helpers receive appropriate training and are effectively used in all classes, which provides good learning opportunities for all pupils. All support staff work hard to provide a caring, supportive and welcoming atmosphere in the school for pupils, parents and visitors alike.
55. The school building is bright, attractive and well maintained. The lively displays value the pupils' work and illustrate all areas of the curriculum. The accommodation is adequate for delivery of the curriculum. Physical education is hampered by the absence of a playing field, but surfaces of the hard-play areas are well used and have imaginative markings. The new information and communication technology room will provide a good addition to the school's curriculum facilities.
56. The strong leadership, good teaching, rich and varied curriculum and very positive ethos ensures all pupils make good progress. Despite the relatively high cost per pupil, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to further improve the quality of work in the school, the headteacher and governors should:
- i) Continue to improve standards in information and communication technology so that all strands of the subject are developed to the required standard by:
- maintaining the good start made and improving teachers' expertise through continued training as identified on the school's improvement plan;
 - ensuring that ICT is regularly and appropriately used in all subjects to support pupils' learning and
 - further increase the number of machines to ensure greater access by pupils and having a planned programme to purchase the required peripherals.

(see paragraphs 10, 20, 78, 86, 97- 101)

- ii) Improve the assessment procedures by:
- further developing the procedures introduced in mathematics in order to identify strengths and weaknesses in teaching and learning more clearly ;

- implementing procedures that provide teachers with accurate information about pupils' progress at the end of each unit covered in science.

(see paragraphs 43, 79, 86)

- iii) To review the targets on all pupils' individual education plans regularly to ensure they are relevant and up-to-date.

(see paragraphs 28, 44)

- iv) Improve the process of school improvement planning by:
- involving the governing body at an earlier stage;
 - basing the priorities for improvement on a rigorous analysis of the strengths and weaknesses in all that the school provides;
 - more clearly identifying how actions are to be financed and
 - including measurable outcomes more clearly based on raising standards.

(see paragraphs 51 – 53)

In addition, the following less important issue should be considered for inclusion in the action plan:

- To continue to develop procedures for analysing the reading and writing skills of pupils who are at higher stages of acquiring English as an additional language, in order to identify where they still have weaknesses.

(see paragraph 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	29	42	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	203
Number of full-time pupils eligible for free school meals		152

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	4	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	197

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence	%
School data	7%
National comparative data	6%

Unauthorised absence	%
School data	0.6
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	10	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	10	10	13
	Total	16	16	21
Percentage of pupils at NC level 2 or above	School	70 (70)	70 (85)	91 (90)
	National	83 (82)	79 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	10	13	11
	Total	16	21	19
Percentage of pupils at NC level 2 or above	School	70 (90)	91 (90)	83 (90)
	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	17	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	12
	Girls	11	11	13
	Total	20	22	25
Percentage of pupils at NC level 4 or above	School	65 (76)	71 (62)	81 (86)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	13
	Girls	11	11	12
	Total	19	22	25
Percentage of pupils at NC level 4 or above	School	61 (55)	71 (48)	81 (62)
	National	70 (68)	72 (69)	79 (75)

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

*As there are only 10 boys in the year group for Key Stage 1, their results are not included.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	165
Chinese	0
White	1
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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)	12.4
Number of pupils per qualified teacher	17
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	192.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

Total number of education support staff	4
Total aggregate hours worked per week	80.5

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

Financial information

Financial year	99/ 00
	£
Total income	600622
Total expenditure	580889
Expenditure per pupil	2582
Balance brought forward from previous year	32575
Balance carried forward to next year	52308

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	203
Number of questionnaires returned	112

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	13	0	0	2
My child is making good progress in school.	72	24	0	0	4
Behaviour in the school is good.	78	18	0	0	4
My child gets the right amount of work to do at home.	54	32	5	3	6
The teaching is good.	84	11	0	0	5
I am kept well informed about how my child is getting on.	71	22	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	69	25	1	2	4
The school expects my child to work hard and achieve his or her best.	82	15	1	0	3
The school works closely with parents.	69	26	2	0	3
The school is well led and managed.	81	13	0	0	6
The school is helping my child become mature and responsible.	75	20	2	0	4
The school provides an interesting range of activities outside lessons.	68	17	4	1	11

Summary of parents' and carers' responses

The parents have very positive views of the school.

Other issues raised by parents

Some parents would like there to be a school uniform. The school has consulted with parents on this issue and, at present, there is insufficient support to initiate change.

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

58. Provision for children in the Foundation Stage is of a very high quality. There is a strong partnership between the nursery and reception classes, and very effective teamwork by all staff ensures that all children's needs are met well. Children enter the nursery with very limited skills and most of them do not speak English. Their attainment is well below that of most children of their age in all areas of learning. They attend part-time at first and become full-timers shortly before entry into the reception class. The length of time spent in the reception class varies according to age. Due to very good teaching in the nursery class, baseline assessments in reception show significant improvement in children's knowledge, skills and understanding. With the continuation of very good teaching in the reception class, children make good progress overall, and thus, their attainment by the end of the Foundation Stage is below that expected nationally in all areas of learning. Staff are very skilled and hardworking. They have a thorough knowledge of the early learning goals and the stepping stones towards them, and know how to meet the needs of these young children very well. Detailed planning between nursery and reception ensures that all children progress at an appropriate individual rate.
59. Children have very limited personal and social skills when they come into the nursery. Staff in both nursery and reception give very strong priority to developing children's confidence, independence and self-esteem. Communication between children, and staff and children is encouraged at all times with the help of bilingual support staff, and all other adults working with the children. Consistently effective staff interaction promotes children's personal, social and emotional development well. Children begin to take responsibility in the nursery, for example, tidying up, and in the reception class are sufficiently confident to make decisions such as putting their wet paintings on a nearby table because there is no room in the drier. Children are helped to behave well in the nursery, and to know what is unacceptable. Adults are quick to notice minor conflicts, and help children to resolve them by asking, 'Is that what friends do?'. Reception children generally get on well together, and share resources and adults' time fairly. All activities are carefully planned to build on the stepping stones towards the early learning goals, and to meet the specific needs of these children. Staff work enthusiastically and purposefully at all times to help children achieve individual targets.
60. Staff provide stimulating experiences to develop children's skills in language, literacy and communication. In the nursery, adults join in with role play, introducing new vocabulary in a natural way and extending children's thinking. For example, the teacher pretended to be the client at the hairdressing salon, and introduced 'washing', and 'shampoo'. She then persuaded the 'hairdresser' to respond to a phone call. Children in reception are encouraged to talk about their activities with simple open-ended questions, such as 'Why do you like that page?'. Some children are confident enough to make spontaneous comments during whole group sessions, and volunteer opinions, but most wait for instructions and let others speak. Both nursery and reception staff make very good use of published books and books which they have made themselves. A particularly successful feature of nursery provision is the dual language storytime. The selected Big Book is read in English and Bengali, a page at a time, which enables all children to understand. Questions and comments about the text are always in

English. Children generally respond with one word answers. In reception, well-chosen books form the focus of planning, and all activities reinforce and build on the development of language used in them, for example, 'The Cat Sat on the Mat' by Brian Wildsmith. Children make their own version of the book with beautiful illustrations and simple captions. A good variety of writing implements is provided in the nursery, and children like to use the writing area in reception. Experiences for communication, language and literacy are always stimulating and exciting for children, for example a clay activity to understand 'thick oozy mud'. All staff have high expectations of the children, and this is reflected in children's good progress towards the early learning goals. Staff keep valuable daily observations and records of the children.

61. Mathematical development is promoted well in both classes. Language of shape, position, size and quantity is used frequently, and reinforced by exciting activities such as making bear-shaped sandwiches of different sizes in the nursery, or discussing 'taller' and 'shorter' when measuring each other with large blocks in reception. Good questioning introduces children to the idea of comparison, for example, when children have counted blocks for one member of the class, the teacher asks "How many do you think M__ might be?". It is a strength of teaching in both classes that thorough planning and very good organisation allows flexibility to pursue children's interests and wishes. For example, two children chose to role-play 'Tommy the Robot eating sweets', but they couldn't remember exactly how to play the counting game and became rather frustrated. An adult quickly noticed this and was easily able to leave her group of children to help them out. Children are introduced to numbers in the nursery through stories such as 'The Three Bears' or 'Ten in the Bed'. Children in reception count frequently with adults, and are developing confidence in this area. Some children tentatively estimate the number of cubes in the teacher's hand.
62. Children have very little knowledge and understanding of the world when they come into the nursery. Very good provision in the Foundation Stage encourages them to explore, investigate and observe things around them. In the nursery, they see the changes to ingredients as they make dough teddy bears, or pump water using the equipment in the water tray. Reception children observe plants growing, and use magnifying glasses and a microscope appropriately. All activities are interesting and relevant to the children, with a strong focus on direct experience. A display in reception invites children to come and plant a bulb. Sufficient soil, tools, bulbs and pots are provided for them to do it independently. Staff develop children's spontaneous ideas well, using them to promote many areas of learning. For example, nursery children who were manoeuvring wheeled toys decided that they should have number plates and driving licences. These were duly made. Outdoor provision is planned as an extension to the classroom and activities offered are stimulating and varied. Children in the nursery use everyday technology during their play, and many show interest in the computer. Reception children enjoy using the computer, and show great delight when they manage to print out their work independently. Staff also use Big Books effectively to promote learning in this area. Reception children know the life cycle of a butterfly, and some of the associated vocabulary such as, 'hatched' and 'cocoon'. All children in the Foundation Stage have plenty of opportunities to build and construct, using a variety of materials.
63. Physical development is very well-planned, and children are introduced to a wide range of tools and equipment in both classes. There are many good opportunities for the development of manipulative skills. Nursery children learn skills of rolling, cutting and modelling when making dough teddy bears. Reception children sew squares, and try hard to thread their own needles. Staff always provide challenges for children when they are using the outdoor climbing and balancing equipment, and encourage less

confident children to join in. Reception children use paintbrushes carefully, and make decisions about the thickness of brush they wish to use. Co-ordination skills are developing well through activities such as action songs.

64. Provision for creative development is rich and varied. All children paint enthusiastically and confidently. Nursery children make large three-dimensional models to depict book characters. Displays in reception show careful observational drawings of flowers using pastels. Older children are taught how to mix colours, and show delight with the various shades created. Staff take every opportunity to reinforce language skills by naming the colour and discussing how children made it. Some nursery children play together imaginatively, but many are still at the stage of solitary play. Staff encourage these children to retell stories in role-play, or develop their own story line. Reception children explore sound through percussion instruments or creating sound patterns using parts of their bodies. Some children lack confidence in ideas to create a sound, but all children make reasonable attempts to copy the sounds that other children or adults produce. In a session using picture sequences, about a third of the class had difficulty in following the sound pattern 'clap, click, clap click'. Both classes sing frequently, but some children have very limited knowledge and understanding of the words. The art work that children produce is beautifully displayed around the classrooms and corridors.

ENGLISH

65. Results in the year 2000 national assessments at the end of Key Stage 1 were well below the national average in reading and writing. The number of pupils attaining the higher Level 3 was below the national average in both reading and writing. When compared with similar schools the proportion of pupils attaining the expected Level 2 in reading and writing was average although the proportion attaining the higher level 3 was still below average. Between 1997 and 2000 there was a slight upward trend in the results for both reading and writing in line with the national trend.
66. The results in the year 2000 national tests at the end of Key Stage 2 were below the national average, and slightly lower than the previous year. The pupils' attainment was above the national average when compared with similar schools. The proportion of pupils reaching the higher Level 5 was below average when compared with similar schools. Between 1997 and 2000 the standards have risen slightly. Inspection evidence indicates that attainment at the end of Key Stage 1 is currently below average with fewer pupils in Year 2 achieving Level 3. Attainment in Key Stage 2 is average again. Taking into account pupils' knowledge when they enter the school and their lack of ability to speak English, they achieve well in Key Stage 1 and very well in Key Stage 2. Progress from the beginning to the end of school therefore is very good overall. Pupils have very good attitudes to their work and behaviour is also very good. Their very positive response and enthusiasm for their work contributes well to this progress in English.
67. When pupils enter school at five, they have limited ability in speaking and listening skills. By the end of Key Stage 1, they are beginning to speak clearly and to listen to their teachers, support assistants and each other. Very good progress in speaking and listening is maintained throughout the school and by the end of Key Stage 2 this leads to satisfactory attainment. The older pupils are able to discuss and respond to the opinions of others. They answer questions articulately and enjoy expressing their points of view. They are encouraged to frame their own questions and frequently ask for explanations of words they do not understand. The school provides particularly

good opportunities for pupils to develop their speaking and listening skills in all lessons. In a Year 4/5 religious education lesson, pupils were able to express their feelings about world events when learning about Buddha and his reaction to leaving his Palace for the first time. Pupils experience a wide variety of speaking and listening activities. Currently they are taking part in a Royal National Theatre project exploring story telling and drama. The activities, which take place during the literacy lessons, also provide pupils with good opportunities for listening to each other and for discussing opinions.

68. Attainment in reading is slightly below national expectations by the end of Key Stage 1, but in line with national expectations at the end of Key Stage 2 as a result of the very good progress made by the pupils in learning to speak English and the variety of the opportunities offered to them by the school. The school has many useful strategies for supporting pupils in learning to read. They have recently begun to develop a scheme of Reading Recovery. A large group of volunteers from a local company give effective support to pupils on a regular basis and parents are encouraged to take part in the Family Literacy project. These initiatives give reading a high profile within the school, together with the large number of books written by the pupils themselves. Pupils have also taken part in a European project to share their own stories with schools from other countries, leading to the publication of a book. By the end of Key Stage 1, pupils are beginning to read fluently with expression. They discuss what they have read and are able to correct themselves. They develop a sight vocabulary and successfully use phonic knowledge to read unknown words. By the end of Key Stage 2 pupils read aloud with expression and are able to discuss their favourite authors and discuss the types of book they like best. They read a range of literature of different types and from different cultures and are also able to predict what might happen in a story and give an alternative ending. They are able to infer meaning and to discuss the use of reference books in their research. Pupils are encouraged to belong to a library outside school and they make good use of the library on site. The majority of pupils read at home either to themselves or to a brother or sister.
69. Pupils can retell and write stories and follow written instructions. The standard of handwriting throughout the school varies. There is a handwriting policy, based on two published schemes and by the end of Key Stage 2, standards of handwriting are neat and pupils develop a fluent cursive style. Pupils are encouraged to write for themselves. They produce interesting pieces of free writing and are able to retell stories told to them by members of their family from their own cultural background. Pupils are also able to write stories from the point of view of different characters and to suggest what might have happened before and after a particular event. For example, Year 6 were able to suggest, when studying the poem "The Lady of Shalott", what might have happened before and after the event they could see in a related painting. All pupils have a drafting book and complete written assignments in draft form before writing them up neatly. This good practice supports the pupils' learning well, which is reflected in the very good progress made throughout the school. Lower attaining pupils, those for whom English is an additional language, and pupils with special educational needs are supported very well and make good progress. There is an expectation throughout the school that these pupils are able to succeed, which they do as a result. They are given clear instructions and understand the tasks given to them by the class teacher. They generally complete the same activity expected of the rest of the class, but at their own level. In many lessons support assistants sat next to the pupils for whom English is an additional language and gave own language support. In one Year 4/5 lesson a native Bengali speaker read a poem similar to those that the children had been writing, but in Bengali. The pupils then discussed this in English. The use of the pupils' own language to promote the learning of English is also evident

throughout the school and again is good practice. Spelling is taught to pupils of all ages and this is beginning to have a positive impact across both key stages.

70. The quality of teaching observed through the inspection was good in both key stages. In Key Stage 1 it was consistently good; in Key Stage 2 it ranged from satisfactory to very good and was good overall. This is a strength of the school's provision for developing English skills for all pupils. In the classes where teaching was good or better, constant use was made of learning objectives to focus the pupils' attention on what they had to learn; teachers had good knowledge of the subject and of the pupils; work was matched to the differing needs of the pupils; teachers demonstrated good questioning skills to draw out pupils' knowledge and understanding and a good range of materials was used. In most classes there is a system of target setting for pupils in English. This results in pupils having a clear knowledge of their own ability and what they need to do to improve their work further. Very good relationships exist between pupils and staff. Some examples of pupils' challenging behaviour were seen during the inspection, but, teachers are skilled at dealing with it: those pupils were not allowed to detract from the learning of others or from their own learning. In all classes observed during the Inspection pupils' attitude to English was very good.
71. The literacy strategy has been implemented well and has assisted in helping pupils make good progress. The school has very good procedures in place for teaching English beyond the literacy lessons. In all lessons seen during the inspection, language activities permeated every subject. This is a strength of the school. In all lessons pupils are given opportunities to discuss their views and feelings. During one history lesson in Year 6, pupils took part in role-playing a Victorian child such as a flower seller or chimney sweep and answered questions asked by other members of their group. In both Year 4/5 classes, pupils were translating a hieroglyphic code into English and then designing cartouches with their own names on them written in hieroglyphics. Pupils carry out their own research with the use of books and, increasingly, the Internet.
72. Teachers' planning in English is detailed and well thought out. Teachers regularly assess pupils' progress in reading and writing and results are used well to inform future teaching and to set individual pupil targets. The school is well resourced for the teaching of English with a wide variety of good quality books and equipment. The school has a very well stocked library, separate literacy room and each class has a wide range of books.
73. English is well managed and the experienced and committed co-ordinator has a very good understanding of the strengths and areas for development. She has planned for future development and monitors the quality of teaching and learning on a regular basis, giving good quality feed back to members of staff. Her enthusiasm for the subject is transmitted to both pupils and staff. The school has maintained its good standards in this subject since the last inspection.

MATHEMATICS

74. The results of the 2000 national assessments for pupils in Key Stage 1 were just in line with the national average, but well above average when compared with those of schools in similar social circumstances. For pupils in Key Stage 2, results were in line with the national average, and well above those for similar schools. Also, 35 per cent of pupils attained Level 5 which is above the national average. Results in the past three

years have fluctuated, but inspection evidence shows that the school is on track for improvement. The school has maintained its strength in using and applying mathematics, enabling pupils to apply what they have learned to other aspects of the subject. Mental mathematics is given a high priority at both key stages. There are no significant differences in the performance of girls and boys. Pupils with special educational needs are supported well, and make good progress.

75. By the end of Key Stage 1, high attaining pupils order and sequence three digit numbers, and partition numbers up to 1000. Most pupils are confident in ordering and sequencing numbers to 200, and can count in 2s, 5s and 10s. They carry out a range of calculations with numbers and money. They identify two-dimensional shapes such as rectangles, triangles, and pentagons, and describe them using 'sides' and 'corners'. Most pupils construct and interpret simple pictorial representations of information such as block graphs. In Key Stage 2, most pupils have quick and accurate recall of multiplication tables, and see number patterns quickly. They are competent in adding, subtracting, multiplying and dividing, and use effective strategies for mental calculations. High attaining pupils work confidently with very large numbers, and have a good understanding of fractions and decimals. Low attaining pupils work confidently with lower numbers, and read simple co-ordinates effectively. Whilst most pupils count and measure accurately, their estimations of numbers and measurements are sometimes quite unrealistic. Pupils in both key stages present their work clearly and neatly.
76. The quality of teaching and learning is good overall, and children make good progress. No unsatisfactory teaching was seen at either key stage. All lessons are planned well, and have clear learning objectives which are communicated to the class at regular intervals. This keeps teachers, support staff and pupils well-focused on the purpose of the lesson. In lessons where pupils make the most progress, opportunities are given for pupils to extend their thinking and apply their knowledge to new problems. For example, in Year 6 where the mental mathematics part of the lesson focused on the pattern of the 8x table, some pupils were able to count in 80s without hesitation. In lessons where teaching and learning were less successful, this was generally due to a small amount of inappropriate challenge. For example, a few pupils in Year 3 who finished their work quickly, were asked to draw diagrams to show what they had done. This wasted time as the pupils clearly understood what they were doing and did not need to reinforce learning in this way. Appropriate extension activities were not readily available. In Year 6, all pupils were given an extension activity towards the end of the lesson, but the introduction to it was insufficient, and few pupils really understood what they had to do. Low attaining pupils and pupils with special educational needs, at both key stages, benefit from the help given by well-briefed support staff during every lesson. They ensure that pupils understand what they are doing, and are always well-prepared with useful resources to reinforce learning. In Key Stage 1, pupils are kept well-focused by a variety of strategies. Teachers promote attentive listening by making explanations clear and interesting. They ask pupils to demonstrate examples on the board, and it is particularly noticeable that pupils enjoy others' success as much as their own, and give positive comments to overcome any difficulties. Occasionally, pupils' over-exuberance leads to short periods of distraction.
77. All staff implement the National Numeracy Strategy effectively. An example of this was in Year 4/5, where all elements were planned and taught very well. Pupils were fully involved at all times, the investigation was well-chosen, and the plenary was particularly effective in reinforcing key facts from the lesson, and linking them to the next day's lesson. Pupils enthusiasm for mental mathematics is evident in all lessons, and strong priority is given to developing and discussing strategies throughout the school. Staff

reflect secure subject knowledge in their confident use of mathematical terminology and resources.

78. Pupils use their mathematics well across other areas of the curriculum, for example in science or design and technology, where they measure accurately, use stop-watches and prepare simple accounts. The use of computers during mathematics lessons is limited, but there is evidence on display of their use in areas such as data-handling. For example, pupils in Year 6 have used spreadsheets to find formulas for calculating the total costs of individual food items for a party.
79. The school has recently reviewed its procedures for assessment. New systems are only just in place and are not yet fully used to analyse strengths and weaknesses. Marking of pupils' work varies in quality. Although it is done very regularly, the approach is not always consistent. Some comments are very general, whilst others give clear targets for improvement.
80. The school has maintained its strength in mathematics, and expects to improve its results in the next national assessments. A variety of strategies are in place to give extra support to pupils and teachers. For example, test results have been analysed to highlight any gaps in learning, and to identify areas which pupils find particularly difficult.

SCIENCE

81. In the 2000 national tests for eleven year olds, results are in line with the national average. When compared with similar schools, results are above average.
82. By the end of Key Stage 1, pupils know range of scientific facts and are confident about sharing their knowledge. They describe how plants grow, list what kind of animals live in grass and why they are not found on the playground. They sort materials according to different criteria such as rough and smooth, hard and soft. They are aware how materials are changed by mixing, heating and know which are magnetic, which float and sink. They identify sources of light and can describe how bones are arranged inside a human hand. No pupils are working above the expected Level 2, but good progress is made by all pupils across the key stage, given their low starting point.
83. By the time pupils are eleven, they conduct a range of investigations and experiments with skill. They understand what makes a fair test, how to select relevant information, to use equipment to measure accurately, and plot graphs to illustrate their results. Pupils use scientific terminology for parts of the body, identify parts of plants and know their function, use a key to identify living creatures and are aware of food chains. A very good recent project on 'Recycling' based on a survey of rubbish in the local area, gave pupils the opportunity to use a wide range of subject areas to support their learning. For example, they redesigned the open spaces and made models to illustrate their ideas, conducted research into the kind of materials found, actively investigated which could be recycled or destroyed, wrote and performed a play about a Rubbish Alien, and drew conclusions about the effects of pollution in the environment. The high quality of the work led to the school winning a prestigious prize, which gave a group of pupils the opportunity to experience a science day at the Millennium Dome. Pupils make good progress across the key stage with some very good progress evident in Years 4 and 5, due to the high quality teaching. Given the differences in pupil mobility over recent years, the school has maintained standards in science since the last inspection, due to good teaching and effective planning.

84. Only three lessons were observed and none in Key Stage 1 due to time-tabling arrangements and a class visit. Teaching in science is good overall and ranges from satisfactory to very good. In the good and very good lessons, work is based on well planned practical activities that ensure pupils gain good scientific skills. Year 4/5 take great care conducting their experiment to discover which kind of sugar dissolves the fastest. They work hard throughout the lesson and good learning takes place as a result. Good quality and appropriate resources are available, engaging pupils' interest. When investigating the reproductive parts of a flower, Year 6 share the magnifying glasses fairly and those without adult support work well independently. They are very excited when they locate the ovum and the seeds of the flowers. All adults are well-informed and offer high quality support to the pupils, ensuring that all can access the lesson and take a full part. There are clear explanations and good use of both open and closed questions to assess pupils' level of understanding about a new aspect. There is a strong focus on using subject specific vocabulary which is available in word lists for pupils' reference. Well defined learning objectives are shared with pupils and the final sharing session effectively draws learning together and also gives pupils the opportunity to say what they have achieved and learnt. Lessons are well paced and pupils are expected to work hard. There are also high expectations of behaviour and attainment. Lessons are less successful when the activity does not reflect the learning objective well enough and lacks challenge for the pupils.
85. The well-qualified and very hard-working co-ordinator offers effective support. She has developed a comprehensive, detailed and helpful scheme of work, based on a two year rolling programme, where aspects are revisited to ensure progression occurs in skills, knowledge and understanding. She monitors planning, work and teaching, giving helpful feedback on each in order to make improvements. As a result, she ensures good progress is maintained. Literacy is used very effectively to support learning, especially upper Key Stage 2, with a strong emphasis on vocabulary, recording in the appropriate manner and research opportunities identified. Numeracy skills are well used with many opportunities to measure accurately, record in graph, or charts and conduct surveys using tally charts. There are also good links with design and technology, close observational art, and a visit in Key Stage 1 to reinforce the historical aspects of lighting. There is a comprehensive range of good quality resources, including the outdoor environment where pupils maintain their own garden area and study plant and animal life. Learning is well supported by a 'Science Week' and by attractive and informative class-made books, which pupils can revisit to reinforce the associated vocabulary and prior learning.
86. Assessment at present is done through 'diagnostic marking'. This works well where the teacher has very good subject knowledge and can quickly identify weaknesses through the pupils' written responses, but most marking does not reveal this level of skill. The co-ordinator has recognised this and plans to introduce a systematic, more formalised assessment programme in order for teachers to check strengths and weaknesses in learning at the end of each unit covered. This will be a useful tool to measure progress and ensure pupils are reaching their full potential in the subject. Little use is made of information and communication technology at present.

ART & DESIGN

87. Evidence from work on display, discussions with pupils and staff, and work samples from the school's portfolio show that pupils' attainment in art and design is well above standards expected for their ages at both key stages. The subject is given a very high priority and the improvement since the last inspection, on the already high standards,

reflects this. The co-ordinator has high expectations for all pupils and staff. She is knowledgeable about the subject and has facilitated very effective staff development and training to promote their confidence and enthusiasm. The school places emphasis on the importance of visual experiences, particularly for pupils with English as an additional language. Many visiting artists have inspired pupils to produce work of exceptional quality, for example, illustrations for 'Dive Into Poems', a book published by the school.

88. Confidence in the subject is fostered from the earliest age, and can be seen in the displays of work by Key Stage 1 pupils. Pupils in Year 2 produced pictures for a focus on Autumn, inspired by Pre-Raphaelite painters. Pencil sketches were enlarged, and autumn colours added. All work on display in classrooms and corridors is annotated. There is information about the artist, and questions for pupils to think about, for example, 'Do our paintings remind you of dreams?'. This was based on pictures in the style of Paul Klee. Pupils have a wide range of experiences, and particular strengths include colour, pattern, textiles, and observational drawing. Batik illustrations of scenes from favourite stories displayed in the library are of a very high standard. Pupils in Key Stage 2 have created abstract and realistic 'cut and stick' pictures in the style of Matisse.
89. There is insufficient evidence to make a judgement on the quality of teaching during the inspection, but overall, it is clear from the quality of work on display, that the subject is taught very well, and pupils respond very positively. Art permeates all areas of the curriculum, and contributes very strongly to a stimulating learning environment. Pupils are very proud of the beautiful books they have made, and enjoy reading them. Art in Year 4/5 has contributed strongly to pupils' knowledge of Ancient Egypt.
90. The very committed co-ordinator monitors the subject carefully, for example through the use of sketch books, and has produced a very detailed and useful policy. The school portfolio is a very helpful assessment tool and encourages high standards of work. Although the school is beginning to use information and communication technology to develop pupils' art work, this is an area that they wish to develop further.

DESIGN AND TECHNOLOGY

91. Standards in design and technology are above national expectations and similar to those reported in the last inspection. Throughout the school, pupils reach standards higher than those normally seen. These high standards are largely due to the emphasis that is put on the presentation of pupils' work and the good links with other subjects in the curriculum. By the age of seven, pupils record their plans, list the materials they intend to use and record precisely each stage of assembling their work. The youngest pupils learn the basic skills of cutting and joining. By the age of eleven pupils work with precision, selecting tools and materials and evaluating their work, which is of a high standard.
92. The work in design and technology supports and enriches the work done in other subjects. A particular feature of this is bookmaking. The youngest pupils learn to make books in which they record their work. This is developed well throughout the school and by the age of eleven, pupils plan and make an increasingly complex variety of beautifully designed books. This encourages them to take pride in their work and as a result the presentation of all other work is very good. Older pupils pass these skills on to younger ones in helping them to make their books. The work seen shows strong links with other subjects. For example, in geography, Year 6 pupils made models to

illustrate their work on an environmental project. In Years 4 and 5, they plan and design board games related to their history topic on Egyptians. This not only reinforces what they have learned in history but gives them the opportunity to discuss and reinforce their ideas.

93. Only two lessons were observed, one in each key stage, plus one lesson that was linked to health education. Teaching observed was good and evidence from planning, talking to pupils, displays around the school and photographic evidence show teaching in the subject to be consistently good throughout the school. Good questioning ensures Year 4/5 pupils think carefully about their decisions as to what Egyptian game they will make and how to do it. Practical support ensures pupils with special educational needs are successful, and that pupils with English as an additional language fully understand the activity and its purpose. So all pupils make good progress and learn well. Year 2 pupils are taught the required skills prior to assembling a car and encouraged to discuss how they could make their design better. Plans show all areas of the subject are covered and reference is made to its links with other subjects. Pupils enjoy all aspects of the subject. Imaginative displays value their work and they are proud to talk about their achievements. The experienced co-ordinator works hard to support other teachers, which accounts for the continuing high standards in the subject.

GEOGRAPHY & HISTORY

94. The school teaches history and geography as an integrated subject, but identifies appropriately the different elements which constitute each subject. The standards in the work seen are in line with national expectations in both subjects for the ages of the pupils in both key stages. Overall the good standards of achievement in both history and geography have been maintained since the last inspection.
95. Pupils in Key Stage 1 develop an understanding of the concept of time by looking carefully at things which are old and new and comparing differences and similarities. For example in Year 1 they look at old and new toys. They also develop their mapping skills through drawing "birds' eye view" maps of their classroom. In Year 2 visits are made to the Geffrye Museum and to Greenwich in order to further develop these skills. In Year 3, mapping skills are developed through a discussion of the route to the Whitechapel library and a consideration of the buildings passed on the way. Years 4/5 integrate history and geography well through a study of the Ancient Egyptians and life in modern Egypt. They also develop an interest in environmental issues and have conducted a critical survey of the local area. Year 6 consider the life of a Victorian child and compare it with their own lives. In both Key stages pupils make good progress in developing their historical research skills through the consideration of different sources and evidence, and satisfactory progress in developing their geographical skills, particularly those of map reading. Pupils with special educational needs and for whom English is an additional language also make good progress in these subjects and are well supported to help them carry out the same activities as the rest of the class.
96. Teachers use history and geography as a means for developing pupils vocabulary and free writing skills. In the lessons seen, pupils were keen to answer questions and to formulate and ask their own. Teachers also framed questions well in order to help pupils use knowledge they had already learnt to help them understand new concepts. They listen carefully to the teacher and to each others' responses. The work they produce is extremely well presented, usually in books they have made themselves, which are then used as a resource in the library and for future lessons. The pupils are

rightly very proud of these books. By the end of Key Stage 2 pupils make good use of research skills and are now developing these skills using the Internet. The subjects are well managed. The co-ordinator is aware of the strengths and weaknesses in each and what developments are needed. Both subjects are well resourced with a variety of artefacts, which are effectively used by the teachers.

INFORMATION TECHNOLOGY

97. Overall standards in aspects of information and communication technology (ICT) are currently unsatisfactory. However, the school is taking steps to overcome this and is adapting a nationally recognised scheme of work in order to help raise standards. By the end of Year 6 most of the pupils are able to work confidently with a word processing package. They can modify text, save and retrieve their work and use spread sheets to solve simple problems and to interpret data. In Key Stage 1, pupils develop their use of the keyboard and are confident in using a mouse. During the inspection good examples were also seen of the use of the digital camera so that pupils can enhance their work by adding photographs. They use their ICT skills in bookmaking, for example Year 6 has produced a book about Buddhism, with the work produced on the computer. The school council produce a high quality, colour printed newsletter, using computer technology very well. At the moment pupils do not have sufficient experience in Key Stage 2 of using the computer to control equipment, of sampling the environment, for example keeping weather records and of using a data base. The school is addressing these problems.
98. Pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing their skills, knowledge and understanding in ICT. The school has recently increased its number of computers and has set up a computer suite. This is beginning to have an impact on the quality of the pupils' learning. However, there are not enough machines for a whole class to use computers at the same time. As a result of improved facilities pupils are being introduced to the Internet and being encouraged to carry out research on it, for example, one group of Year 4/5 pupils researched various aspects of life in Ancient Egypt. There is a sufficient number of computers in each class room. During the inspection these were seen to be used very effectively in some classes whilst not being used at all in others. Where the use of the computer was effective, pupils were carrying out the same activity as the rest of the class using the computer as a tool. For example, pupils were using the computer in one Year 4/5 class to write poems using metaphors for the sun and moon.
99. In all of the examples seen during the Inspection ICT was being used as a tool for learning rather than an end in itself. The pupils were being taught the necessary skills to use the computer effectively through the activity being taught. The school has plans to develop this good practice further.
100. Pupils' attitudes to ICT are excellent. They are able to discuss their work sensibly and explain how to carry out various operations using the computer such as printing and saving and retrieving their work. They can also suggest ways in which ICT will develop in the future and give reasons for learning to use it at school. Pupils working in groups on the computer co-operate well.
101. Too few lessons were observed to comment on the quality of teaching. However the subject is well led and the school has a clear development plan in ICT which is linked to expenditure. The co-ordinator has a good knowledge of the strengths and weaknesses

in the subject and is putting into place the necessary remedies for any weaknesses. All member of staff are currently taking part in nationally funded training on how the use the computer as a tool for teaching. The regulations for teaching ICT have changed since the last inspection and therefore any comparison of standards would be difficult to make.

MUSIC

102. Only one lesson was observed in music due to time-tabling arrangements. One recorder club was observed. Only one assembly included singing and no musical performances took place. Other evidence was obtained from a discussion with some Year 2 pupils. Although there is insufficient evidence about the whole music curriculum, standards appear to be about in line with national expectations and maintained since the previous inspection. However, pupils then benefited from the input of a specialist teacher.
103. Year 2 pupils name a few instruments, such as a tambourine and drum, and know how to play a range of untuned percussion appropriately. They are not secure about tuned instruments. They like singing and demonstrate some simple songs, such as counting and story rhymes. They can clap back accurately simple rhythms, illustrating loud and soft, fast and slow. Year 6 pupils can clap in time, repeat a series of rhythms, and work in two parts to maintain a regular beat and add a rhythm in layers. No singing, instrumental work or appraising music was observed in lessons. Year 4/5 wrote raps as part of their work on a 'Recycling Project' and benefit from working with the Wilton's Music Theatre on producing an opera. Last year, older pupils worked on a project with London Musici, which culminated in a theatre performance at Clifford Chance. There are 18 pupils in Key Stage 2 who learn the recorder at lunchtimes and this supports their knowledge of musical notation well. Planning indicates a broad and balanced curriculum is covered over the year for all age groups.
104. Pupils enjoy the musical experiences they are offered, particularly where they have the opportunity to take part in a professional performance, such as at The People's Palace. They also enjoy taking part in school performances to which parents are invited. In the lesson observed, pupils worked together co-operatively in pairs. They gained confidence as they progressed in understanding of how Victorian street chants developed. However, only the boys offered to demonstrate their work to the rest.
105. With only one lesson observed, no overall judgement can be made about teaching. At present there are no procedures for monitoring pupils' progress in music or for identifying strengths and weaknesses in planning and teaching. There is no co-ordinator for the subject, although one teacher with good knowledge of the subject is developing this role at present. She has the skill and understanding to offer appropriate support to teachers who are insecure about the subject, and the school is committed to raising standards further in this important area of the creative arts.

PHYSICAL EDUCATION

106. Four lessons were observed, two in each key stage, but one was abandoned after a short while due to rain. Lessons were observed in games skills and dance only. From the observations made, standards appear to be sound and maintained since the previous inspection. There are good standards in swimming. All pupils in Years 4 to 6

attend regular lessons and, by the time they are eleven, most swim at least the required 25 metres.

107. Pupils know to warm up their bodies prior to exercise and, from Year 1, know their heart beat then gets faster. In pairs, Year 1 pupils used a bounce-throw and caught it with reasonable accuracy. They played a team ball game fairly and competitively, quickly implementing strategies that increased speed and accuracy. Year 2 threw a ball with underarm action well, although they had more difficulty with the over-arm action at that stage. Year 4/5 responded sensitively to music and illustrated with a range of well executed movements, using different directions and levels, types of rainfall. Year 6 had good ball control and powerful and accurate throwing skills.
108. Pupils enjoy these lessons. They all take part with enthusiasm, apart from a few boys in dance who are still self-conscious. The older pupils stop and listen when asked, but the younger pupils are less prompt in their response to instructions. Year 1 and Year 6 thoroughly enjoy the team games and most show fair play and cope with success and failure.
109. Teaching is satisfactory to good. Pupils are made aware of the learning objective and outline of the lesson at the beginning of the lessons. Specific skills and techniques are taught and rehearsed and clear instructions given, with demonstration where required. Pupils are used well to demonstrate their ideas to the rest of the class, but not to offer constructive evaluations of each others' performance in order to improve their work. Lessons generally move at a good pace. This was particularly evident in Year 6 games where pupils worked hard throughout the lesson and, as a result, made good progress. Another good feature of this lesson was the use of several short and challenging activities which kept pupils thinking, progressively built up the skills of throwing and catching, and maximised pupil activity. Teachers manage pupils well with good control in Key Stage 2. Younger pupils in an open environment present more difficulties, although teachers do maintain discipline and use praise effectively to reinforce good listening.
110. Teachers are well supported by a comprehensive published scheme covering all the strands of the subject and designed to build up the appropriate skills and techniques. The regular playground challenges set by the school, such as the Skipping Skills certificate, help to build up strength and technique. Older pupils benefit from taking part in local swimming galas. The hall is adequate in size for teaching the subject and there is a hardcore pitch outside. However, the lack of an all-weather surface limits pupils' access to competitive team games and, at present, there is no inter-school competitive sport apart from swimming.

RELIGIOUS EDUCATION

111. The overall standards of work seen in religious education are in line with national expectations for the ages of the pupils in both key stages. The school uses the Tower Hamlet's Agreed Syllabus as its scheme of work, and successfully implements the two strands of learning "from" religion and learning "about" religion. In Year 6, for example pupils relate the Four Noble Truths in Buddhism to their own experiences. As a result pupils develop their knowledge and understanding of this subject well. By the end of Key Stage 2, pupils have made good progress. Pupils with special educational needs and those for whom English is an additional language are well-supported in lessons and are encouraged to join in all class activities. They also make good progress in the subject.

112. All pupils are able to identify similarities and differences between the main world religions. For example, in one assembly the version of the story of Joseph from the Bible was put together with that from the Qu'ran to enrich the story. The differences, however, were drawn out for the pupils. Pupils' attitudes to religious education are very good. They show a great interest in the subject and are able to recall facts learnt in previous years and are enthusiastic to share these facts with adults. Their work is very well presented; much of it is produced on the computer and presented in pupils' own books, which are kept as reference materials by classes for future use.
113. In the lessons observed during the inspection, teachers demonstrated good questioning skills. In Year 4/5, teachers used the pupils' knowledge learnt previously to draw out the main points from the lesson. One teacher skilfully questioned the pupils to encourage the answer that the statue of Buddha was in a meditative position. This led to a discussion about meditation. Pupils were also good at framing their own questions and responding to the opinions of other members of the class.
114. The subject is well resourced with a variety of relevant artefacts. These were used to good effect in one Year 2 lesson where various items from an Islamic household focused pupils' attention on "special things". The subject is effectively managed overall. The co-ordinator knows the strengths and weaknesses in the subject and has identified areas for future development. Good progress has been made in this subject since the last inspection.