

INSPECTION REPORT

NELSON PRIMARY SCHOOL

East Ham, London

LEA area: Newham

Unique reference number: 102733

Headteacher: Mr Tim Benson

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 15th - 19th October 2001

Inspection number: 230231

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sue Parfitt
Date of previous inspection:	June 1998

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23044	Valerie Singleton	Registered inspector	Design and technology History	What sort of school is it? The schools results and achievements. How well are pupils taught? What should the school do to improve further?
13828	Ron Ibbitson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22577	Margaret Hart	Team inspector	Information and communication technology Music Equal opportunities	
21796	James Walsh	Team inspector	Science Religious education	How well is the school led and managed?
3574	Kawaljit Singh	Team inspector	Mathematics Geography English as an additional language	
15447	Christine Glenis	Team inspector	English Physical education	How good are the curricular opportunities offered to pupils?
31566	Lynne Palmer	Team inspector	Areas of learning for children in the foundation stage Art	
3838	Aileen Webber	Team inspector	Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nelson Primary School is situated in East Ham, and serves an urban community where there is high unemployment. It is much bigger than most primary schools with 862 pupils on roll aged 3 to 11, including a nursery class with 48 part-time places. Standards on entry to the reception classes are well below those expected. Each year group from Year 1 to Year 6 has four classes, with fairly equal numbers of boys and girls apart from twice as many boys as girls in Year 3. The percentage of pupils who are eligible for free school meals is well above the national average. About 60 per cent of pupils have English as an additional language, which is very high in national terms. Of these, 266 are at the early stages of learning English. Seven pupils are travellers and 127 are refugees, the latter coming from a wide variety of backgrounds, and many without any experience of formal schooling. Thirty per cent of pupils have special educational needs, with 20 having a Statement, both being a higher proportion than nationally. The school is specially resourced to support 15 pupils with severe communication difficulties. With 29 pupils leaving last year other than at the usual time and 76 joining pupils' mobility is relatively high. The school is experiencing particular difficulties with teacher recruitment. For example, 18 teachers left and 17 were appointed last year. Eight teachers from overseas are on temporary contracts at present.

HOW GOOD THE SCHOOL IS

Nelson Primary is an improving school which is providing effective, inclusive education for all its pupils. The headteacher and key staff provide strong leadership, based on a determination to raise standards further. Although many teachers are new to the school, the quality of teaching is very good in the Foundation Stage and good throughout the school. Pupils' achieve well against their prior attainment, though standards by Year 6 are still below those expected nationally in English and mathematics and broadly in line for science. This is due in part to the large proportion of pupils with special needs or who are learning English as an additional language. Good behaviour management results in a positive, calm atmosphere that supports pupils' learning effectively. The school provides good value for money.

What the school does well

- The strong leadership of the headteacher, ably supported by his deputy and key staff, has resulted in the quality of teaching and learning being improved throughout the school.
- The very good provision in the Foundation Stage gives children a good start and the good teaching throughout the school promotes good learning.
- Very good procedures for promoting good behaviour lead to pupils having very good attitudes towards work and very good relationships between all.
- The strong commitment to inclusive education ensures that all groups of pupils have equal opportunity to achieve.
- The school provides a caring community.

What could be improved

- Pupils' attainment in English, mathematics and science is not high enough.
- Pupils need immediate provision for information and communication technology (ICT).
- The breadth and progression of some foundation subjects, especially music, is limited because of time allocations.
- The outdoor learning environment, particularly in the Foundation Stage, is inadequate.
- The assessment policy needs to be fully implemented in all subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

When it was inspected last in June 1998, the school was judged to provide a good climate for learning, but the quality of education provided required some improvement and standards achieved

by pupils required substantial improvement. The management and efficiency had some elements of weakness. Since then, standards in national tests at Year 6 have continued to improve. A teaching and learning policy has been developed and implemented, ensuring equality of opportunity for all groups of pupils. Subject policies are all in place and the curriculum planned systematically to support teaching and learning, though not fully implemented in ICT and music. A rigorous monitoring and tracking process of pupils' achievement has been established. Co-ordinators are involved now in monitoring teaching and standards of work in most subjects. Spiritual and cultural development have improved. The school has made good improvement, overall, and has a good capacity to raise standards further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key	
highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% of schools	E*

Most children begin nursery with poorly developed literacy skills and their overall attainment is well below that expected. On entry to the reception classes, attainment remains low in many areas of learning. However, children achieve very well throughout the Foundation Stage, due to the very good teaching. By the end of the reception classes children's attainment in literacy is below that expected. Most of the older children are on course to achieve the expected standards in their mathematical, personal, social and emotional development and creative development. Their development in physical skills and knowledge and understanding of the world is below that expected. Pupils' achievements (the progress they make in relation to their prior attainment) are at least satisfactory and, sometimes, good during their time at the school. Results in national tests for 11-year-olds reflect the low attainment on entry and are affected by the high proportion of pupils with special educational needs, as well as those with severe communication difficulties. Many pupils arrive as refugees. All of these are learning English as an additional language, and several have no experience of formal schooling. Difficulties in recruiting teachers further impacts on standards. Results in the year 2000 tests were well below the national average in English, below in mathematics and in line in science. However, when compared to similar school, results are above average in English and mathematics and well above in science, which is a significant achievement. Unpublished results for 2001 show that pupils' attainment has fallen slightly, but monitoring shows this group had lower attainment than the 2000 cohort and the school had particular difficulty with teacher recruitment. The school did not meet its target in national English and mathematics tests last year. Inspection evidence shows that standards of attainment in the current Year 6 are below national expectations in English and mathematics and in line in science. In all three subjects, however, pupils are achieving at least satisfactorily and often well in mathematics and science. Overall, pupils' skills in literacy and numeracy are below average throughout the school, but they are developed through work in other subjects, such as history and science. The achievement of pupils with special educational needs, including those with a specific language impairment, is good, overall. Pupils who speak English as an additional language achieve well in all subjects. In religious education, pupils' achievements are satisfactory during both key stages and attainment matches that expected by the Locally Agreed Syllabus. Standards in ICT are well below those expected nationally, due to the almost total lack of any functioning computers available at present. Pupils' achievements are satisfactory in art and design, design and technology and history, and standards of attainment in Year 6 are close to those expected for pupils' ages. Standards in music and physical education are below those expected, with

limited time for music and unsatisfactory accommodation impacting on the development of the older pupils' physical skills. No evidence was available to judge pupils' achievement in geography. Pupils' achievements in English, mathematics, science, design and technology have improved since the last inspection, but in ICT they have dropped significantly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Across the whole school, most pupils settle down well in lessons, concentrate on their work and try to finish it in time.
Behaviour, in and out of classrooms	Good. In lessons, behaviour is generally good. Pupils move round the school sensibly and play happily together at playtimes. Most pupils behave well and respond positively to the consistent guidance provided by the staff. There have been 11 temporary exclusions in the past year, which is significantly less than before.
Personal development and relationships	Relationships between pupils and with adults are very good. The school is a harmonious community, with no signs of any aggression or other oppressive behaviour. Pupils respond positively when given opportunities to take on responsibility.
Attendance	Attendance is well below the national average. Religious holidays and extended holidays account for some of the authorised absences.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.

The quality of teaching is good, overall, which is an improvement since the previous inspection. Of the 118 lessons observed, the quality of teaching was very good and once excellent in 29 lessons, good or better in 55 lessons and at least satisfactory in 94 lessons. Overall, learning is very good in the Foundation Stage and good across the school. It is good in the Foundation Stage because teachers plan effectively together to ensure that children make continuous progress. They have high expectations and provide practical experiences through some well-presented activities to develop and reinforce concepts. Throughout the school, careful planning, positive management of pupils' behaviour and the use of a good range of teaching strategies to fully include all groups of pupils, are strong features of most lessons. As a result, pupils make good gains in their learning. Where teaching was very good or excellent, enthusiasm, effective use of resources and challenging activities all promoted good progress. In the six lessons where teaching had weaknesses, poor management of pupils' behaviour, or an inappropriate activity resulted in pupils not making the progress of which they were capable. Teaching of literacy is satisfactory and that of numeracy is good. Teaching meets the needs of all pupils well, including those with special needs and those learning English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad, balanced curriculum, which is well planned and organised. The school's curriculum does not meet legal requirements for information and communication technology. There are very few extra-curricular activities available.
Provision for pupils with special educational needs	Very good. The needs of these pupils, which include those with specific language impairment, are carefully assessed. They are given appropriate work and good support both in lessons and in withdrawal groups. The co-ordinator organises provision very effectively.
Provision for pupils learning English as an additional language	Good. Pupils who speak English as an additional language have equal access to all learning and activities. Their progress is monitored carefully. The curriculum reflects a positive attitude towards other cultures and languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal development is regarded as a high priority. Provision for pupils' social and moral development is very good. There is good provision for spiritual and sound provision for cultural development.
How well the school cares for its pupils Assessment	The school provides good care and support for its pupils, through a range of effective procedures. The consistent implementation of the very good behaviour policy has resulted in a good climate for learning. Formal procedures for assessing pupils' attainment are good in English mathematics and science; pupils' progress is tracked across the school and appropriate targets set. Assessment procedures are not fully implemented for other subjects.
How well the school works in partnership with parents	The school is developing a good partnership with parents and committed to involving them more. Parents are kept well informed.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the deputy headteacher and senior management team, provides clear and supportive leadership. His collegiate approach, where all contributions are valued, has led to good developments taking place and a strong sense of teamwork being established. Subject co-ordinators are now responsible for monitoring and improving the quality of teaching and learning in their subjects.
How well the governing body fulfils its responsibilities	Governors make a valuable contribution. They give good support and act as a critical friend. They are now more involved in monitoring the work of the school and in planning future improvements. The governing body fulfils its statutory responsibilities satisfactorily.
The school's evaluation of its performance	The school monitors and evaluates its performance well through a good range of assessment information. Target setting and analysis of results are leading to improved standards across the school.
The strategic use of resources	Financial planning and management are good. The school makes good use of its funding and plans ahead. It applies best value principles in respect of its financial administration and purchasing procedures. It also compares and challenges its own performance and standards.
The adequacy of staffing, accommodation and learning resources	The school has great difficulties in recruiting teachers, but staffing is satisfactory at present. Teachers and support staff are a committed, enthusiastic and hard working team. The school building has some good features, but aspects are unsatisfactory. The outdoor learning area for the Foundation Stage is inadequate. Learning resources are adequate for most subjects, but the quantity and quality of books in the library and classrooms is weak. Resources for ICT are poor 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 enjoy going to school and make good progress.• Teaching is good.• Behaviour in the school has improved greatly and is now good.• The school is very approachable if parents have concerns.• They are kept well informed about their children's progress.• The school expects children to work hard and achieve their best.• The school is well led and managed.	<ul style="list-style-type: none">• Many feel that there are not enough activities outside lessons.

Only a small proportion of parents returned the questionnaire or attended the meeting. The great majority of these parents are very pleased with most aspects of the school's work and inspectors' judgements support parents' positive views. They also agree that there are not enough activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children begin nursery with poorly developed speaking and listening skills and their overall attainment is well below that expected for children of this age. On entry to the reception classes, attainment remains very low in many areas of learning. However, children generally achieve very well throughout the Foundation Stage, due to the very good teaching. By the end of the reception classes, children's attainment in communication, language and literacy is below that expected. Most of the older children are on course to achieve the expected standards in their mathematical, personal, social and emotional development and creative development. Their development in physical skills and knowledge and understanding of the world is limited by the lack of opportunity to develop these aspects in an outside area. The majority of children come from another nursery and most only have two terms in the reception classes. Most do not reach the expected standards by the time they join Year 1 and very few, overall, exceed them.
2. In the 2000 national tests for seven year olds, results in reading and writing were well below the national average and below in mathematics. When compared to similar schools, results were below average for reading, in line for writing and above average for mathematics. Girls did better than boys in all areas. Results have steadily improved since the previous inspection, particularly in mathematics. Unpublished results in the 2001 tests show a similar picture with some slight improvements.
3. In the 2000 national tests for eleven year olds, results were well below the national average in English, below in mathematics and in line in science. When compared to schools with a similar intake, however, results were above average for English and mathematics and well above average in science, which is a significant achievement. The percentage of pupils attaining the higher level 5 in mathematics and science was above average for similar schools. Girls achieved better than boys in all areas. Taking all core subjects together, the trend in performance of pupils at eleven over the five years from 1996 to 2000, is better than that seen nationally, with significant improvements in 1999. The school has just received an achievement award.
4. Improvement is judged to be due to the implementation of the literacy and numeracy strategies, a calmer ethos due to the very good behaviour management, data analysis being used to inform planning and set targets for pupils, setting in mathematics and a well-planned revision programme. Unpublished results in the 2001 tests show a slight dip in attainment. The year group had a significant number of pupils with special educational needs, the school was unable to implement the planned booster classes and two teachers in Year 6 had lengthy periods of sickness, with no supply cover available.
5. Current standards among seven-year-olds and eleven-year-olds are still below the national average. This is because, though the majority of pupils reach the standard expected for their age, a significant number do not. Overall, pupils achieve at least satisfactorily for their ability throughout the school, with evidence of some good progress being made, particularly in mathematics and science. Factors influencing attainment include difficulties with teacher recruitment, which affects school developments. A significant proportion of pupils have special educational needs, including several with severe communication difficulties and this inevitably impacts on overall standards. Many pupils now arrive as refugees. All of these are learning English as an additional language, and several have never experienced formal schooling. In Years 1 and 2, 77 per cent of pupils have English as an additional language, which impacts on results in national tests for seven-year-olds. Pupils who enter the school at reception age and stay until they transfer to secondary school in generally attain higher standards than those who join the school later in their school careers.

6. In 2000, the school aimed to have 60 per cent of its eleven-year-olds reaching the expected Level 4 in the English and 63 per cent in the mathematics national tests. It exceeded the target in English, and reached it in mathematics. The target for 2001 was 65 per cent for English and 63 per cent in mathematics, which was demanding, given the prior attainment of the pupils when in Year 5. These targets were not met.
7. The achievement of pupils with special educational needs, including those with a specific language impairment, is good, overall. For example, they make good progress towards their individual educational plan targets with their language and communication skills. They learn to listen, follow instructions and those pupils who are difficult to manage in class, gain strategies to help them to manage their own behaviour. This is a good improvement since the previous inspection.
8. Pupils who speak English as an additional language achieve well. The school's analyses of Year 6 test result data indicate that pupils who speak English as an additional language attain standards similar to their monolingual peers. The school has made good improvement in this provision since the previous inspection.
9. By Year 6, pupils' listening skills are at the expected level. Pupils generally listen attentively in lessons. Speaking skills are below the expected level. Most pupils join in discussions and answer questions appropriately. They are willing to share ideas, but their sentence structure is not always secure and their vocabulary is very limited at times. Pupils' reading skills are below those expected. By Year 6, pupils read simple texts accurately and a minority are good, fluent, expressive readers. All are quite confident in using dictionaries and thesauruses. However, pupils have poor library skills. Writing standards are below those expected. Year 6 pupils produce a story plan, write simple playscripts and are beginning to adapt writing for different audiences. Overall, pupils' development in independent writing is limited, though now being extended appropriately through discrete writing sessions.
10. Standards in mathematics are below those expected at the end of each key stage. By Year 6, pupils have a well-developed knowledge and understanding of place value in large numbers and show a good awareness of number patterns through using tables and multiplication grids. Their recall of times-tables is weak. They understand the equivalence in fractions and higher-attaining pupils correctly order decimal fractions. Pupils collect and interpret data in bar graphs. However, their recall of number facts and knowledge and understanding of mathematical vocabulary is still weak.
11. Standards in science are below those expected by Year 2, but generally in line with those expected by the time pupils are eleven. In the current Year 6, pupils know the names of the parts of a plant and the functions of leaves and roots. They have good knowledge about life and living processes. They explore the earth, sun and moon in space. Pupils learn the relevant vocabulary in the different strands of science. They observe and write down predictions, but need more experience in devising and carrying out fair testing independently in investigative science.
12. In information and communication technology (ICT), standards are well below those expected nationally by the age of eleven. A major factor in this situation is the almost total lack of any functioning computers available to the pupils at present. Interviews with Year 6 pupils indicate that they have, in the past, used ICT to type out work, create pictures and get information from the Internet or from CD ROMs.
13. Standards are at the nationally expected level in art and design, design and technology, history and religious education and pupils achieve satisfactorily in these subjects. Standards in music and physical education are in line by Year 2, but below those expected by Year 6 and pupils do not achieve as well as they could. No evidence was available to judge standards attained in geography. Pupils' achievements in English, mathematics, science, design and technology have improved since the last inspection, but in ICT they have dropped significantly.

Pupils' attitudes, values and personal development

14. In the nursery children learn to work co-operatively and take responsibility for themselves. They concentrate and remain interested in tasks for a reasonable period of time. They help to tidy away at the end of sessions. Children in the reception classes are encouraged to become independent of adults. The calm working atmosphere encourages them to work and play together well. All adults have high expectations of behaviour, which is shared with the children. Relationships are very good.
15. The attitudes of most pupils in the school towards their learning are very good and are as reported at the last inspection. Most pupils settle down well in lessons, concentrate on their work and try to finish it in time. They listen to their class teachers and participate well in class discussions. There are a few pupils, however, mainly in Key Stage 2 and mostly boys, who can be disruptive. The attitudes and behaviour of pupils with special educational needs is very good at all times, both in lessons and when they are withdrawn for additional help. They are eager to answer questions and they work very hard to keep up with others in the class, even when the work is difficult for them and requires a great effort.
16. In nearly all lessons behaviour is good, and pupils respond very positively to the good teaching. Around the school, behaviour is good, though some pupils in their eagerness tend to run rather than walk. Pupils play happily together at playtimes in mixed ethnic groups. Many seem glad of the freedom and, though boisterous, are pleasant and good-natured. During the inspection there were no signs of any aggression or other oppressive behaviour and no racist behaviour. Relationships between pupils are very good, as are their relationships with teachers and support staff. Pupils are polite and respectful to visitors and give a cheery greeting when passing in the corridors or on the stairs. They are eager to speak to them in the playgrounds and talk about school life.
17. Last year there were 11 fixed exclusions for unacceptable behaviour and no permanent exclusions, which is a great improvement since the last inspection. Pupils are very familiar with the school's system of rewarding good behaviour and penalising unacceptable behaviour.
18. Pupils' personal development is good. Through school routines, they learn the importance of being well organised. The good use of praise when things are done well raises pupils' self-esteem and prompts them to further improvements. Pupils in all years are given small jobs to encourage their initiative and sense of responsibility. The school is seeking ways to increase this, and is about to set up a school council. The very good provision for social and moral development develops a sense of community and awareness of personal responsibility.
19. Despite many pupils having good records of attendance, the overall attendance rate is well below the national average. Religious holidays and extended holidays account for some of the authorised absences. The rate of unauthorised absences is higher than the national average. Punctuality is satisfactory. Pupils settle down quickly at the beginning of morning and afternoon sessions and lessons begin promptly after registration.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is very good in the Foundation Stage and good throughout the school. This is an improvement since the previous inspection, when the quality of teaching was judged as sound. Also, significantly more good and very good teaching was observed during this inspection. Overall, 95 per cent of teaching was satisfactory or better, of which 30 per cent was good, 24 per cent very good and one per cent excellent. The few unsatisfactory lessons were characterised by weak management of pupils' behaviour, which prevented effective learning taking place, or an inappropriate activity being planned. Overall, learning is very good in the Foundation Stage and good across the school.
21. Teachers have secure knowledge of the National Curriculum in most subjects. The good programme in place ensures that newly qualified teachers and those from overseas receive the necessary support to develop quickly a clear understanding of subject requirements. However, newly appointed teachers from overseas still need support with some aspects of the foundation subjects. The numeracy strategy is taught well and the literacy strategy is securely in place. Teachers have good subject knowledge in science and most are secure in history, art and

design technology. Some teachers are insecure about the teaching of ICT and music. The special needs teachers have a very good understanding of the complex needs of pupils with communication difficulties.

22. The basic skills of reading and writing are taught well and pupils make at least satisfactory gains in their learning. There is insufficient emphasis on the teaching of library skills to all ages. The basic skills in numeracy are taught well, especially during the mental and oral starter sessions. The multi-sensory approach used with pupils who have special educational needs is particularly effective in teaching them phonics.
23. Teachers' planning is good, overall. The weekly plans are used well and consistently across the year groups in many lessons. Activities are set to meet the needs of pupils with different abilities and good use is made of pictures as well as written text in tasks to support effectively pupils with English as an additional language. Tasks are matched well for lower-attaining pupils and those with a specific language impairment. For example, in order to gain a concept of the past, some pupils were given miniature houses and people, so that they could extend their language. This was more appropriate for them than writing about a concept they had not fully grasped. However, some work sheets offered are over-directive and so put a 'ceiling' on pupils' learning or limit opportunities for pupils to practise further their basic literacy or numeracy skills. Some good examples were evident where all pupils had to think and write for themselves. In a Year 3 literacy lesson, for instance, though the level of text was matched to the reading abilities of different groups, all pupils were expected to write sentences, add the speech marks and underline the 'dialogue' verb. The more-able pupils were given the extra challenge of determining their own dialogue word and all were encouraged to spell accurately with the aid of dictionaries. As a result, pupils achieved well for their abilities.
24. In nearly all lessons, teachers have high expectations that pupils will listen well, show a positive response to the task set and present their work neatly. Pupils respond positively to these demands and meet them accordingly. Really good expectations are evident for pupils with special educational needs and those with English as an additional language and these groups achieve well as a result. However, pupils with higher attainment were not always given sufficient challenge, for example in science. As a result, they achieve less well than they are capable.
25. Teaching methods are very good. Most teachers have effective strategies for including all pupils. For instance, they use vocabulary lists, gestures, visual resources and revision of instructions to ensure that pupils with English as an additional language and those with communication difficulties understand and achieve appropriately. In the best lessons, the teachers' enthusiasm and interest really engage the pupils. Lessons are well structured with a clear introduction, time allocated for an activity that develops appropriate skills and understanding and a final session where the learning outcomes are checked. Less effective use of this final session takes place in some numeracy and physical education lessons, however. The good use of questions leads pupils on in their understanding of the text or the theme of the lesson. In a Year 5 lesson, for example, the teacher's good questioning helped pupils to understand how cause and effect are linked in historical situations. She clearly drew out the reasons for each of Henry VIII's marriages and why each was ended. Nearly all teachers ask questions at different levels and ensure that some are well matched to the ability of pupils with special educational needs. As a result, these pupils are actively involved and their understanding is challenged. Teachers emphasise the subject specific vocabulary well.
26. The team teaching approach of speech therapists, special needs teachers and support assistants is very good. Joint planning and the review of approaches and teaching methods ensure that the work matches the learning style and ability levels of all the pupils in the group. For example, pupils act out how they are entering the room, such as quietly, loudly, happily, so that others can guess. In this way, all pupils are helped to understand the concept of an adverb. Support assistants run groups on their own very well, following programmes set by teachers and speech therapists.
27. Generally, the management of pupils' behaviour is good, with consistent implementation of the agreed behaviour policy. Just a few teachers lack the necessary confidence or skill and then

the poor behaviour of a minority of pupils disrupts the lesson and prevents the other from learning as well as they are able. In nearly all lessons, however, pupils are well managed and, as a result, they are attentive, hard-working and achieve well.

28. Lessons are well-paced and many teachers have a brisk, purposeful approach. Some good instances occurred where teachers appropriately allowed pupils time to think before answering a question, especially those with English as an additional language. Resources are used well. In an excellent Year 2 history lesson, the teacher used 'Mary Seacole's trunk', which was full of appropriate and exciting artefacts, to inspire the pupils to think about Mary's life and experiences. A parent offered good support in a Year 1 religious education lesson by sharing details about her own beliefs and customs. Special needs teachers have a good range of effective resources to support pupils' learning and development of skills. Often, support staff are used very well. In the best lessons, they have a purposeful task throughout. For instance, some assess pupils' responses during whole-class sessions, or work to engage pupils with poor concentration. In Year 1 literacy, the pupils' attention was captured as the support assistant operated a puppet and made the appropriate responses as the teacher talked. Less good use is made of this valuable resource when assistants are not given a particular focus or task during the whole class sessions.
29. The use of on-going assessment is satisfactory, overall. Teachers check that pupils know what they have to do by asking them to repeat the instructions they have given. They circulate, to ensure that pupils are on task and understand the work. Some teachers used on-going assessment well to adjust their planning when they noted that pupils needed further practice or more time to complete the set task. The 'Early Bird' sessions are sometimes used effectively for this. Some good practice was seen in Year 1 where teachers recorded pupils' achievement in reading and numeracy during the lesson. Marking is generally good. Teachers make useful comments that are linked to the learning intentions or that are designed to help pupils' improve their work.
30. The school has a very good, well-structured homework scheme which is set consistently and covers English, mathematics and topic-based activities each week. Not all parents support their children with this, but where it is completed consistently, pupils benefit and it supports their learning well.

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

31. The breadth, balance and relevance of the curriculum are satisfactory. The curriculum offers pupils a reasonable range of learning opportunities to support their progress academically and personally in most subjects. The school's curriculum does not meet legal requirements for information and communication technology (ICT), which is not taught currently either as a discrete skill or within subjects. This is due partly to the re-roofing programme, the turnover of staff and lack of usable equipment in the classrooms. This aspect of the curriculum and the unsatisfactory provision for pupils to learn library and study skills do not prepare pupils well enough in these areas for the next stage of education. The weaknesses found in design and technology at the time of the previous inspection have been improved.
32. The school has correctly placed an emphasis on the core subjects of English and mathematics. The implementation of the National Numeracy Strategy is good and covers all the elements well. The National Literacy Strategy is implemented satisfactorily, although there are few planned learning opportunities for pupils to develop their speaking and library skills, particularly at Key Stage 2. Coverage in science is balanced and the religious education curriculum links well with the Locally Agreed Syllabus and national guidance.
33. All subjects have helpful policies and schemes of work, which enable staff to plan consistent coverage. The medium-term plans are developing well, though not all are implemented fully yet. The school has improved all levels of planning since the previous inspection. Sometimes the planning for pupils at different levels of attainment is less satisfactory, even when planning for the whole-class activities is good; for example in English. The choice of task does not always match the different ability levels appropriately, or does not really challenge pupils'

thinking. The school has good curriculum review procedures where subject co-ordinators evaluate the planning in their subjects and use this to guide future plans. The curriculum co-ordinator carefully monitors progress in all areas of curriculum development against agreed targets.

34. Numeracy skills are reinforced appropriately in other subjects. The listening and handwriting aspects of English are reinforced well across the curriculum, but more opportunities are needed to develop speaking, particularly, but also reading, where appropriate, in other subjects.
35. There is good provision for personal, health and social education which includes appropriate attention to drugs misuse and sex education. A well-planned programme for citizenship has been developed, though it is not yet in place.
36. Pupils who speak English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence through the celebration of festivals and study of world religions, geography and history. There are many notices, signs and books in other languages to show that the school values other languages.
37. The curriculum for pupils with special educational needs is good, overall. The curriculum in classes for pupils ensures the inclusion of all pupils. Speech therapists teach mainstream pupils how to “Sign-a-long” to help those who need signs to help them develop their language. Work is well matched to the individual needs of the pupils and the school has plans to extend this further. There is a good way of providing flexible withdrawal groups, to meet the needs of the maximum number of pupils in the best way possible. This is carefully graded, for example, into basic and higher listening skills. There is a very good structured phonics programme that takes place while other pupils are in the “Early Bird” sessions. Pupils can move through this programme and gain mastery of phonic skills at the same time as acquiring listening skills, following instructions and general classroom expectations. This helps them to gain in confidence and raise their self-esteem.
38. The time allocated to most subjects is appropriate, but there are some weaknesses in timetabling arrangements. The low allocation of time to music limits progress in this subject and the failure to provide any time for ICT is unsatisfactory. The school places an appropriate emphasis on ‘yellow card assemblies’, literacy and numeracy. However, because of the relatively short day and afternoon playtime, the teaching time left for the rest of the curriculum is limited, especially at Key Stage 2. Several lessons started late during the inspection. Some literacy hours were shortened due to timetabling restrictions, or were disjointed because they started before playtime or assembly and ended afterwards, which disrupted learning. Appropriate time is allocated to ‘Early Bird’ activities when pupils practise or complete work. At present, some pupils are withdrawn from the same activities each week for targeted help. Although they benefit from the support they receive in these groups, their access to the full curriculum could be restricted over time. The school plans to monitor this carefully to ensure that arrangements give pupils equality of access to all areas of the curriculum.
39. The provision for extra-curricular activities is unsatisfactory at present. No provision for extra-curricular clubs was evident at the time of the inspection, though choir and football are planned for later this term. A satisfactory range of visits enhance the curriculum, mainly linked to history. Some effective use is made of visitors, for example, athletes such as Roger Black. Parents support the religious education and design and technology curriculum. There are satisfactory links with the local community. Pupils make visits to a local library and study the local area in geography. There are links with local nursery schools and strong links with the local secondary school. For example, pupils can attend Saturday workshops run by the secondary school. The school supports a good number of students for teacher training.
40. Provision for spiritual development is good. This area has greatly improved since the previous inspection when it was judged unsatisfactory. Collective worship now takes place throughout the school. The inclusive and supportive ethos of the school forms a good basis for pupils’

spiritual development and there is a calm and stable atmosphere in most classes. Some assemblies offer time for quiet reflection. For example, in the assembly on the Islamic faith, pupils reflected on the hungry in Afghanistan. The school's strong focus on inclusion helps pupils to become more inclusive people themselves. Spiritual awareness is raised in several areas of the curriculum. For example in Year 2 art, pupils expressed wonder at the beautiful Diwali patterns created from tiles. Pupils' work in personal, social and health education (PSHE) includes reflection on 'Who I am'. One Year 6 pupil wrote about his aspirations and said he wanted 'to let everyone to be free'.

41. Provision for moral development is very good. This has improved since the previous inspection when it was judged good. Moral development and values are fostered by the very good care the school provides and the positive relationships established. Staff are very good role models and there are good systems in place to teach right and wrong. As a result, pupils have a respect for rules and understand the concept of fairness. Work with small groups of pupils with emotional needs creates an inner calm to support them throughout the day. The introduction of the scheme of work 'Health for Life' in the PSHE curriculum forms a very good framework for teaching and underpins learning very well. It includes strategies to raise pupils' self-esteem and confidence.
42. Provision for social development is very good. This area has improved since the previous inspection when it was judged good. The school works hard to provide pupils with relevant social skills. Pupils are frequently reminded in assemblies and class that they are part of a community and are taught to respond to the needs of their peers in a thoughtful way. Pupils were observed quietly reminding others about appropriate behaviour. Trips encourage independence and give pupils opportunities to represent their school in the community. Work in class gives pupils opportunities to work in pairs and groups. They are capable of very good collaborative work. Good manners are promoted and pupils are polite to each other and to visitors to the school. The good behaviour policy promotes social development very well.
43. Provision for cultural development is satisfactory, which is an improvement since the previous inspection when it was judged unsatisfactory. There is a very good range of dual language posters, charts and notices, which reflect the range of cultures represented in the school community, displayed around the school,. Some books are dual language and artefacts depicting different faiths support learning about other religions and beliefs well. The pupils celebrate a variety of festivals and this is reflected in some of the artwork, for example Diwali patterns and candles. There are insufficient opportunities for pupils to listen to music from different cultures and under representation of work of artists from other cultures. Although pupils are taught respect for all people, they do not have sufficient opportunities to learn about the diversity and richness of the range of cultures present in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Nelson Primary School has continued to provide the very good standard of care mentioned in the last report and is a caring community.
45. Procedures for dealing with child protection matters are very good. The deputy head teacher is the named person for child protection and she ensures that records of child protection issues are well maintained and securely kept. When necessary, the school does not hesitate to contact outside agencies for assistance, such as social services. All staff are aware of the need for vigilance to ensure that children in need of support receive it promptly.
46. The school's arrangements for pupils' welfare are good. The school has an appropriate health and safety policy and all tests, such as emergency drills and the servicing of equipment, are carried out regularly. Risk assessments, however, are informal and records of these are not being maintained. Discussions with pupils revealed that they consider adults in the school to be caring and kindly. The school cares well for pupils speaking English as an additional language and offers them additional support. Pupils suffering minor injuries at break times are well looked after by midday assistants who are qualified first-aiders.

47. The school's monitoring and promotion of behaviour is very good. Based on a system of positive behaviour management, there are carefully graded rewards and sanctions for good or inappropriate behaviour. Pupils help to decide the code of behaviour for the school's 'yellow card' and 'smiley face' schemes, designed to improve behaviour at lunch and break periods. Teachers, pupils, parents and governors are all involved in these schemes. 'Yellow Card' assemblies are held throughout the week to reinforce the scheme. The school is particularly watchful in looking for any signs of oppressive behaviour, including racism and is quick to deal with any incidents should they arise. The special needs department is closely involved in helping pupils who are difficult to manage in class. The work undertaken in withdrawal groups helps pupils learn how to behave appropriately in class, to listen to each other and follow instructions, and to gain basic literacy and numeracy skills so that they can take part in the mainstream curriculum. This is supported by the new Learning Mentor, who provides ongoing help and an available adult relationship if pupils have any difficulties.
48. Procedures for the monitoring of attendance are satisfactory. Registration is taken promptly and registers are accurately marked. The school's use of an electronic means of recording attendance enables it to analyse absences accurately and quickly. All unexplained absences are followed up.
49. The strategies for pupils' personal development are good and include opportunities for pupils to participate in helping others and for assisting in the school. Older pupils help new entrants to the school until they become familiar with the school's layout. Classes have monitors who do various jobs in the classroom. The school is mindful of the need to provide more opportunities for pupils' personal development and is about to set up a school council as one way of doing this.
50. The school has good procedures for monitoring pupils' attainment and progress. At a whole-school level these procedures are very good. The senior management team tracks pupils' performance, starting from the baseline tests on entry to the school, using optional annual tests and statutory assessment tests at ages seven and eleven. They monitor the standards achieved by boys, girls and pupils from different ethnic, cultural and socio-economic groups, in order to ensure that they are well supported and make good progress. This information is very well used and teachers have a secure basis on which to plan lesson groups, support and resources. There are sound procedures in place to evaluate lessons and record the performance of pupils who fail to meet day-to-day learning goals, or who exceed expectations for their age, and these are monitored. However, while these procedures are in place for mathematics, English and science, they are not consistently used for other subjects yet.
51. Teachers keep records of reading progress and spelling and mathematics tests. However, while there are examples of good practice in using the results of day-to-day assessment to modify future lessons – for example, where a class has not learned as securely as expected – this is not consistently part of all teachers' practice. There are good procedures in place for monitoring and supporting pupils' personal development. Programmes of personal, social and health education and circle time - in which pupils are encouraged to listen to each other, take turns and discuss issues - are all helpful in supporting development. "Yellow card" assemblies, during which pupils are called upon to explain what they have done and how they could have acted differently, are very valuable, as are the records that teachers keep of pupils' behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school has a good partnership with parents and has improved the links with parents mentioned in the last report. The school is committed to involving parents more in decision-making processes and keeping them fully informed.
53. Parents who replied to the parents' questionnaire and those spoken to during the inspection have very positive views of the school and are satisfied with their children's progress. They consider the school to be approachable and appreciate the ways in which the school is willing to discuss matters concerning their children.

54. Teachers are available to exchange information in the mornings, when parents bring their children to school, and again in the evening, when parents come to collect their children. More lengthy discussions necessitate making appointments. Coffee mornings for parents are held once a term by each year group at which curriculum subjects are discussed and information given on how parents can help their children, for example by hearing them read at home. Open events are held once a term for discussions with class teachers. At these meetings, parents and teachers discuss pupils' annual reports and targets are set for the following year. There is also the opportunity for parents to see their children's work.
55. The school maintains good contacts with parents from different cultural backgrounds, using translation services appropriately and using the language skills of members of staff to increase participation by parents in the life of the school.
56. The link with parents of pupils with special educational needs is very good. The school responds positively and flexibly to any problems raised and this is greatly appreciated by parents. Support assistants assigned to individual pupils act as their key-worker and provide a very effective link with the parents on a regular basis. Attendance at annual reviews is very good and pupils contribute their own views on how well they are doing.
57. The annual report on pupils' progress meets statutory requirements and gives parents an overview of their children's progress over the year. All curriculum subjects are shown as well as a section on attitudes and behaviour. The school's prospectus is generally informative, but, because several items are missing, the document does not meet statutory requirements. Similarly, the Governors' Annual Report to Parents also has some omissions, so does not meet statutory requirements.
58. The school sends out newsletters about six times a year, which are concise and informative and keep parents advised about school life. Some items in the newsletters are translated for the benefit of non-English speakers. Other letters dealing with specific matters are also sent as necessary. The school uses home reading books in which parents are encouraged to record details of their children's reading at home. All parents have received a copy of the home/school agreement, enabling them to see their responsibilities and that of the school in the education of their children.
59. The school has made several attempts at setting up a Parent/Teachers Association. So far there has been a limited response from parents, but some do make valuable contributions to special days, such as a sports event attended by an international athlete and at which a substantial amount of money was raised. These events also have a positive social function and are well attended by parents and staff.
60. Most parents help their children at home by listening to them read and by taking an interest in their homework. Parents are familiar with the school's system of managing pupil behaviour and give good support to it by helping to monitor their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The leadership and management of the school have improved since the last inspection and are now good. The headteacher, ably supported by the deputy headteacher and senior management team, provides clear and supportive leadership. His collegiate approach, in which all contributions are valued, has led to good developments taking place within the school and the creation of a strong sense of teamwork. The school is large and there is a clearly defined management structure, which helps the school work very effectively and efficiently. All staff are aware of their responsibilities. They share a sense of purpose for raising standards and making further improvements to teaching and learning. The school is in a good position to continue its improvements because of the very good leadership provided by the headteacher and the good support of the governing body. The school's capacity for improvement is good.
62. The school's aims and values are reflected in the good behaviour of the pupils and the quality of relationships throughout the school. The school's ethos is very good. Pupils are encouraged

to work hard. They are made very aware of what is expected of them and they receive praise for their efforts as well as clear guidance about what they have to do to improve. There is a strong inclusive commitment to equal opportunities, particularly to pupils with special educational needs and to pupils for whom English is an additional language. The school rightly places a high value on the cultural diversity of the pupils, ensuring that there is tolerance and respect for pupils' values and beliefs. Adults and pupils respect each other and this creates a warm, pleasant environment with a high degree of trust amongst staff and pupils.

63. The headteacher, deputy headteacher and senior management team have reviewed and clarified the roles of postholders with management responsibility. Monitoring is given a high priority and has improved since the previous inspection. It has involved all staff in much hard work and self-evaluation. Co-ordinators for English, mathematics and science have systematically monitored the teaching in their subjects. This has enhanced the teaching standards in these subjects, though they are still not high enough, particularly in English.
64. The leadership and management of the special educational needs department are very good. The co-ordinator has effectively monitored the provision that is made for pupils with special educational needs. Clear priorities and creative approaches have improved the provision since the last inspection and pupils with a specific language impairment are no longer identified as a separate group. There is good communication between the governor with responsibility for special educational needs, the school's co-ordinator, learning assistants and outside agencies.
65. Co-ordinators manage their subjects well at Key Stage 1 and 2 and in the Foundation Stage. They monitor planning and pupils' books and have also started to monitor teaching. Religious education and ICT have not had the same rigorous monitoring of teaching, but a system is being developed. Geography and music have no co-ordinators as at present, as there have been staff changes and recruitment difficulties over the past years, which are outside the school's control.
66. The school's strategy for appraisal and performance management is securely established. Regular professional development interviews have taken place and these provide a context for the setting of individual targets.
67. The school monitors and evaluates its performance well by analysing what is a good range of assessment information. The tracking process from baseline upwards to Year 6 clearly shows the progress that pupils make as they go through the school. Individual targets have been introduced for pupils in English and mathematics. Year group targets have successfully been developed in science. Analysis of assessment results in Year 2 and Year 6 have been undertaken to gather information data on ethnicity, gender and mobility. Pupils in classes other than Year 2 and Year 6 are tracked through the school to pinpoint the action that may be necessary to improve quality and standards. The target setting and the way work is levelled in the school portfolios in English, mathematics and science are bringing about well-focused teaching which is leading to improved progress across the school.
68. The school plans well for change. Its development plan is a useful document that covers a three-year period, but details the present year. The school development plan is used successfully to implement and monitor developments and links very closely with the key issues and action plan from the last inspection. It is prepared in conjunction with a report following the annual review with the local education authority. Educational priorities are clearly identified relevant to the needs of the school and based on a thorough analysis. An annual review of the development plan ensures that the school remains on track to meet its targets. The school has considerable difficulties in fully implementing all planned developments, due to staff shortages. For instance, the Foundation Stage co-ordinator is having to teach in Year 6, which limits his monitoring role in the nursery and reception classes and two part-time teachers are covering a Year 5 class, which means they are not able to release co-ordinators to carry out planned monitoring.
69. Governors make a valuable contribution to the life of the school and share with staff a firm commitment to raising standards. Their role in shaping the direction of the school is good. They are well informed by the headteacher and give good support and act as a critical friend.

The chair of governors provides a clear vision of how the governing body will work in conjunction with the staff of the school. An active committee structure is in place and efficient minutes are kept of all meetings. Governors have links with some subjects and areas, notably literacy, numeracy and special educational needs. This has meant much closer contact with the school and, in this way, they are aware of some of the school's strengths and weaknesses and have a better understanding of their role. A sound core of governors visits the school regularly, know the staff well and are developing their knowledge and understanding of the provision for the curriculum as well as the process of monitoring. The governing body fulfils most of its statutory responsibilities satisfactorily, apart from omissions in the prospectus and the annual report to parents.

70. Specific funds for pupils with special educational needs and classroom support staff are used effectively. The support given to these pupils is good and reflected in the good progress they make through the school. All other grants are used appropriately. However, there are some weaknesses currently in the use of the Ethnic Minority Achievement Grant in the quality of the support given to these pupils.
71. Financial planning by the headteacher and governors is good. This has been maintained since the previous inspection. All recommendations in the recent auditors' report have been carried out efficiently. There is an effective finance committee of governors which, in conjunction with the headteacher, deputy headteacher and senior management team, carefully consider the budget each financial year. The budget is then set and submitted to the full governing body for approval. It is clearly linked to the educational priorities in the school development plan, where most objectives are costed.
72. Financial administration is efficient and responsive to the needs of the school. The administration team makes a significant contribution to the orderly and smooth day-to-day running of the school. Effective use is made of new technology for financial administration, monitoring standards and analysis of data. A near future priority is the improvement of the provision for ICT in the school, which should be established once the work on the school roof has been completed. The school applies best value principles in respect of its financial administration and purchasing procedures, both for consumable materials and contracted suppliers. It also compares its performance, challenges its own performance and standards and consults staff and governors on major spending decisions. Given the relatively low income per pupil and the general effectiveness of the school, it provides good value for money. This is an improvement since the last inspection when it was judged satisfactory.
73. The staffing of the school is presently satisfactory. The school currently has sufficient staff to meet the demands of the National Curriculum, but because of the large proportion of temporary teachers and the difficulty of recruiting teachers, the future is uncertain. All teaching staff are monitored and are given very good support and training to improve their general classroom skills. Newly-qualified teachers in particular are given very good support and guidance in their first year of teaching and a similar programme is in use for teachers from overseas to encourage them to achieve UK qualified teacher status. There are a number of well-qualified learning support assistants who make a valuable contribution in helping pupils with special educational needs. Teaching assistants are knowledgeable and committed members of the teaching team for Years 1 and 2 and the Foundation Stage. Classes in Years 3 to 6 do not benefit from this extra resource at present. The administrative staff play an important role through their support for teaching staff by way of good recording systems and assisting with paperwork.
74. Although the accommodation in many areas is satisfactory or good, overall it is unsatisfactory. The library is not presently in use because of building work, but it is in any case too small for the size of the school. The school does not at present have a dedicated room for ICT lessons, but is in the process of preparing for one to be built on the top floor. Classrooms for all other subjects are generally satisfactory and sufficient to meet the needs of the curriculum. The accommodation for children with special needs is generally good and there is an excellent 'calm room'. The accommodation is generally in good decorative order, is clean and well looked after by the caretaker and his staff. Classrooms and halls benefit from the imaginative and colourful displays and present a pleasant learning environment.

75. The dining room is too small to accommodate effectively the number of pupils using it. Also, both the dining room and kitchen are in poor decorative order. The Key Stage 2 playground referred to in the last report as being a risk to pupils' health and safety has since been re-laid. Recently, however, heavy vehicles in use by the roofing contractor have deformed the playground with the result that it is again unsafe. It is understood that the contractor has agreed to make good the damage. The space allocated to the Foundation Stage for outside play is cramped and considered unsatisfactory and the nursery building itself old and limited. The hall in which Years 5 and 6 pupils have physical education lessons is too small for games. The toilets mentioned in the last report as being a risk to pupils' health and safety have been repaired and do not now constitute a risk, although they still are awaiting modernisation. Because the school is on three levels it does not lend itself readily to accommodating disabled pupils and there is no toilet for the disabled.
76. Resources in most subjects are satisfactory, but, overall, they are unsatisfactory. There is presently a serious shortfall of computers in the school, which should be alleviated soon when the new ICT room is completed and equipped. The stock of books in the school's library is dilapidated and unsatisfactory. Books in the classrooms are also inadequate and there is a limited range of reading for all levels of ability. Resources in mathematics are currently satisfactory, but need replenishing. In religious education the resources have improved since the last inspection. Resources in science, art, design and technology, music, history and geography are satisfactory, overall.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to improve the work of the school, the headteacher and governors should:

(Each is followed by a reference to the paragraph(s) in which it is discussed.)

- i. Further improve standards in English, mathematics and science by:

- improving pupils' library skills;
- implementing the speaking and listening policy;
- matching activities in English and science more appropriately to ability and need particularly to extend the higher-attaining pupils;
- promote further the elements of investigative science and mathematics; and
- offer more opportunities for pupils' to improve their recall of number facts.

(see paragraphs 9-11, 22-24, 32-34, 76, 104-110, 120, 125-128)

- ii. Implement the planned programme to provide information and communication technology in line with National Curriculum requirements as soon as possible.

(see paragraphs 12, 21, 31, 38, 65, 76, 149-152)

- iii. Ensure sufficient breadth and progression of skills in all foundation subjects by:

- monitoring the effect of the newly agreed schemes against standards reached in all aspects of each subject; and
- reviewing time allocations and the organisation of the school day, so that lessons are not disjointed and there is sufficient time for subjects such as music.

(see paragraphs 13, 38, 112, 153, 158, 162)

- iv. Seek ways of improving the outdoor learning environment, particularly in the Foundation Stage.

(see paragraphs 1, 75, 81, 93, 96)

- v. Implement the assessment policy across the curriculum by ensuring that:
- all teachers consistently and rigorously evaluate their work;
 - standards reached by pupils are matched to National Curriculum requirement; and
 - results of assessments are used effectively to inform planning.

(see paragraphs 50-51, 129, 134, 138, 142, 148, 163, 169)

78. In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan:

- the use of funding for pupils with English as an additional language in order to improve provision;
- implementing formal procedures for recording the outcome of risk assessments; and
- ensuring statutory requirements are met in the school's prospectus and the Governors' annual report to parents.

(see paragraphs 46, 69, 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	118
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	28	36	47	6	0	0
Percentage	1	24	30	40	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	838
Number of full-time pupils eligible for free school meals	-	332

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	20
Number of pupils on the school's special educational needs register	1	265

English as an additional language	No of pupils
Number of pupils with English as an additional language	513

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	76
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.2

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	61	57	118

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	40	54
	Girls	45	45	54
	Total	83	85	108
Percentage of pupils at NC level 2 or above	School	70 (72)	72 (67)	92 (76)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	39	49	47
	Girls	45	46	44
	Total	84	95	91
Percentage of pupils at NC level 2 or above	School	71 (70)	81 (80)	77 (72)
	National	84 (82)	88 (86)	88 (87)

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	62	55	117

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	37	50
	Girls	39	35	48
	Total	76	72	98
Percentage of pupils at NC level 4 or above	School	65 (53)	62 (53)	84 (66)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	34	45
	Girls	38	34	45
	Total	72	68	90
Percentage of pupils at NC level 4 or above	School	62 (39)	60 (37)	77 (39)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	120
Black – other	39
Indian	202
Pakistani	98
Bangladeshi	91
Chinese	2
White	235
Any other minority ethnic group	16

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	33.2
Number of pupils per qualified teacher	25.2
Average class size	29.9

Education support staff: YR– Y6

Total number of education support staff	22
Total aggregate hours worked per week	706

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	18
Number of teachers appointed to the school during the last two years	17
Total number of vacant teaching posts (FTE)	8
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	8
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	3	0

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

Financial information

Financial year	2000-2001
	£
Total income	1683355
Total expenditure	1732732
Expenditure per pupil	2008
Balance brought forward from previous year	51433
Balance carried forward to next year	2056

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	782
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	29	3	0	0
My child is making good progress in school.	60	38	1	2	0
Behaviour in the school is good.	62	32	2	1	3
My child gets the right amount of work to do at home.	50	39	8	1	2
The teaching is good.	57	40	1	1	1
I am kept well informed about how my child is getting on.	52	34	8	3	3
I would feel comfortable about approaching the school with questions or a problem.	61	30	3	3	3
The school expects my child to work hard and achieve his or her best.	64	30	3	2	1
The school works closely with parents.	46	39	7	3	4
The school is well led and managed.	55	34	5	0	5
The school is helping my child become mature and responsible.	49	40	3	1	5
The school provides an interesting range of activities outside lessons.	31	19	15	14	19

Only 30 parents attended the meeting, but they were very positive about most aspects of the school's work. They felt that the school had continued to improve since the previous inspection. They mentioned a number of strong features of the school's work, such as the good attitudes and values it promotes and the way in which staff are very approachable if parents have concerns or want to know more about how their children are progressing. These parents felt well informed about and appropriately involved in the work of the school. Nearly all the parents at the meeting were pleased with the progress their children are making. Most parents felt that there should be some extra-curricular activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. There have been considerable improvements in the provision for children in the Foundation Stage since the previous inspection, when a minority of the teaching was considered unsatisfactory.
80. At the time of this inspection, there were 48 part-time children attending the two sessions in the nursery and 39 children attending full time in the 2 reception classes. The children in reception were all autumn born.
81. Most children begin nursery with poorly developed speaking and listening skills and their overall attainment is well below that expected for pupils of this age. On entry to the reception classes, attainment remains very low in many areas of learning. However, children generally make very good progress in the nursery class, particularly in personal and social development, communication, literacy and language and mathematical development in response to the very good teaching. By the end of the reception classes children's attainment in communication, language and literacy is below expectations. However, the older children observed during the inspection are likely to achieve many of the strands in this area of learning in response to the very good teaching. Most of these older children are also on course to achieve the expected standard in their mathematical, personal, social and emotional development and creative development. Their development in physical skills and knowledge and understanding of the world is limited by the lack of opportunity to develop these areas of learning in an outside area. However, they are likely to achieve the early learning goals in most of these areas, because of the very good teaching. In both the nursery and reception classes, the good quality of display and stimulating learning environments that have been created promote children's curiosity and very positive attitude to learning. Teaching is of a very good standard, especially when the staff use questioning that challenges children's thinking and give them opportunities to listen and discuss. Support staff provide effective supervision.
82. Teachers in the Foundation Stage plan effectively together to ensure that children make continuous progress. They are clear about what they expect children to learn and provide practical experiences through well presented activities, which develop and reinforce concepts. Children's progress is being tracked in the nursery through observations on focused activities which are recorded in each child's record book, with examples and photographs of their work. In reception classes, a new assessment procedure is being introduced to assess progress in all six areas of learning. Children's progress in basic skills is tracked through word and number recognition and phonic checks. On-going evaluation and assessment are used satisfactorily to inform planning. The co-ordinator provides effective leadership and has formed a good team of practitioners in a very short space of time. He has good subject knowledge, but he is teaching in Year 6, which limits opportunities for monitoring teaching. However, he is very involved in the planning process and has regular meetings with staff.

Personal, social and emotional development

83. Most children are on course to reach the expectations of the Early Learning Goals in their personal, social and emotional development by the time they have completed the Foundation Stage at the end of the reception class.
84. Many children start school with immature personal, social and emotional skills. In the nursery they are encouraged to work co-operatively and take responsibility for themselves. For example, they are expected to put their paintings to dry on the rack and fetch and put away their own aprons. Children come into the nursery with great enthusiasm and separate happily and calmly from their parents or carers. Independence skills are promoted by the self-registration system, which involves children finding their own name card and then hanging up their coats. They settle very quickly to a wide variety of well-prepared activities. They

concentrate and remain interested in tasks for a reasonable period of time, supported by some interaction from the staff. The children are able to help to tidy away at the end of sessions.

85. Throughout the Foundation Stage, teachers organise their classrooms very well, resources are easily accessible and this helps children to select tools and materials independently. Activities are well planned and meet the needs of all the children, which encourages them to stay on task. All staff manage the children very well, diffusing any potential conflicts. For example, in the reception class, the teacher calmly talked to children when they were arguing and quickly helped them to resolve the situation. Children in the reception classes are given responsibility; for example, each child has the opportunity on a rota system to take the register to the office. There is a calm working atmosphere in all the classes, which encourages children to work and play together co-operatively. Children are encouraged to take turns through games, for example during mathematical activities and games. All adults are very good role models. They work well as a team, treating each other and the children with courtesy and respect and this has a positive impact on the children. All staff have high expectations of behaviour, which is shared with the children; for example, in reception classes, the warning system is used when behaviour is not as expected. Relationships are very good between children. They congratulate each other on their achievements, as, for example, when they spontaneously clapped when a child in reception could form the letter 'b' correctly. Staff have created a good sense of community, which includes all children with special needs and English as an additional language and supports all children in developing their self-esteem and confidence very well.

Communication, language and literacy

86. Overall, most children are not likely to reach the national expectations in the Early Learning Goals in communication, language and literacy by the time they have completed the Foundation Stage at the end of the reception year. However, the oldest group observed are likely to reach some of the strands within this area.
87. Children enter the nursery with poor speaking and listening skills. Many speak English as an additional language and are unlikely to reach national expectations in this area by the end of the reception year. Overall, children make very good progress throughout the Foundation Stage in speaking and listening. They are working at the first stages in the Stepping-Stones in the nursery and the second and third stages of the Stepping-Stones in speaking and listening in the reception classes. They listen very well both in the nursery and reception classes. In the nursery, the younger children use words and gestures and make good eye contact to communicate and the older children use simple statements with increasing confidence to speak to others. Opportunities to develop language for thinking, for example to explain what is happening in the role-play area, are not always supported through adult intervention. Some use of open questioning develops children's vocabulary. For example, when children were engaged in exploring on the tactile table, they were challenged to comment on the smell of herbs and where conkers came from. In reception classes, children are beginning to listen and recall stories. For example, they had a good opportunity to act out the 'Brown Bear' story with puppets. Some whole-class sessions in the reception classes give insufficient opportunities to develop language skills when the teacher does most of the talking.
88. Children in the nursery are beginning to recognise their names, enjoy joining in familiar rhyming songs and choose to read in the reading area. The high quality displays and resources in both nursery and reception classes promote reading very well. Teachers use clear labelling, charts with high frequency words and alphabet charts in the good quality display. In reception classes, children know how to handle books and are aware that print conveys meaning. They understand that print is read from left to right and are beginning to use pictures to talk about a story. However, they are hampered by limited vocabulary. The lively teaching of phonics is promoting letter /sound recognition very well and most children know some initial sounds. The good practice of learning a few letters at a time as well as a weekly focus on one letter is promoting recognition very well. Higher-attaining children are recognising a good number of high frequency words and most have some basic word recognition. Higher-attaining children are able to build consonant- vowel -consonant words, using magnetic letters on a board. The very good teaching of reading and high expectations for achievement should ensure that most

of the children in the older age group observed will reach the early learning goals in this aspect. Overall standards on entry to Year 1 are below those expected, however.

89. All classes have established writing areas to promote interest and independence. Many opportunities are provided to encourage writing in the nursery. Children can be seen using a variety of tools independently to write letters and make marks on paper with improving skill. In reception classes, most children can write their names and control writing tools well. There are good opportunities to paint letters, make letters out of plasticine, write letter shapes in the air and demonstrate their skills on the white board to model correct formation. Shared writing sessions promote the construction of sentences well and children are beginning to understand the need for capital letters and full stops. The very good opportunities to write and high expectations for achievement should ensure that most of the older children observed will reach many of the early learning goals. Overall standards on entry to Year 1 are below those expected, however.

Mathematical development

90. The older children observed are on course to reach the early learning goals in mathematics by the time they have completed the Foundation Stage, though few will exceed them.
91. Children enter nursery with limited mathematical skills and make very good progress. In the nursery, children are beginning to recognise colours and enthusiastically join in number rhymes. For example, they play and sing '5 little speckled frogs', gaining practical experience of taking away. Staff provide very good opportunities for children to count. For example, children match with their fingers the number of days of the week and some older children can identify 0 and numbers 1 and 2. All make good attempts at counting 1 to 5 and some are identifying basic shapes. In reception classes, the older children can show 10 with their fingers, and count back to 1. Most children are able to write 1 to 5 and are growing in confidence in sequencing 1 to 5. Most children can identify 'more than' which is practised and reinforced through singing games, such as 'Johnny taps with one hammer'. Most can identify basic shapes and some higher-attaining children are beginning to describe the properties of shape. Some are able to explain how they know how many are in a set. For example, one child commented 'I just counted it'.
92. Mathematics is taught across the curriculum as well as in specific lessons. The quality of teaching is very good. Teachers have very good subject knowledge and plan very well with clear learning objectives, which they share with the children. Very good practical activities are provided, which give children good opportunities to practise forming numbers, for example through painting and with plasticine. Feely boxes are effectively used to enable children to guess and describe numbers and shapes. The variety of teaching strategies employed engage children's attention well and encourage enthusiastic responses to mathematics. For example, a puppet was used effectively to help children count on and back. Whole-class sessions are interactive and resources are used effectively to check children's knowledge and understanding. For example, number fans are used to give children the opportunity to answer number questions and to check answers. Children enjoy this area of learning. One child jumped with delight when he correctly formed number 3 and received praise. Children who have potential special educational needs and those with English as an additional language are supported very well.

Knowledge and understanding of the world

93. Children are unlikely to reach the early learning goals in this area of learning by the time they have completed the Foundation Stage. Opportunities are very limited, because access to an outside area is restricted for the nursery and very restricted for the two reception classes. Although there is a designated area for the nursery, there are no opportunities for children to dig, explore and investigate outside and plant seeds or bulbs. This is further restricted by the building work. Reception classes have to use the main playground for outside activities and play and this is unsatisfactory.
94. Both the nursery and reception classrooms are stimulating learning environments. Provision indoors is good. Staff in both nursery and reception classes have provided some good

opportunities for children to investigate and explore through interactive displays. For example, children were using magnifying glasses to look at snails in the nursery and open questioning was effective in focusing the children's observations, such as looking for the eyes. Children displayed a sense of wonder when observing the snails and were delighted with the tactile table. Children in reception classes had gained experience of walking around the school and had been thinking about their families and where they live to help settle them into school. Birthdays are celebrated and recorded on a train chart. They record the weather daily and learn the days of the week. However, the focus on learning about other religions, cultures and beliefs was too content-based, as demonstrated in an unsatisfactory lesson in this area. More appropriate activities, for example looking at food from different cultures, gave children a more satisfactory experience. In 'Early Bird' sessions, children were able to recall what they had for breakfast. However, their responses were hampered through their limited vocabulary. Only one or two children were observed using the computer. These children could use the mouse and click and drag icons. The roamer was used effectively to count on 1 in mathematical sessions.

Physical development

95. Most children are on course to reach the expectations of the early learning goals in their physical development by the time they have completed the Foundation Stage. However, provision is limited as access to an outside area is restricted. The provision outside is unsatisfactory. Teaching is good, overall, and children make good progress in developing fine motor skills.
96. Nursery children have access to the outside on a limited basis. Staff have to lock and unlock doors, gates and a shed in order to set up activities with the children. The resources are satisfactory, providing children with opportunities to run, jump and control wheeled toys. There is no opportunity for children to climb. They make satisfactory progress in developing their skills. They can select toys from the shed, manoeuvre them by pushing and pulling them into the play area and park wheeled toys at tidy up time. Nursery children are beginning to become aware of space and are developing skills of kicking large balls and hopping in and out of hoops. Reception class children are able to set up activities, for example a course for the wheeled toys to go round and tiles to make a route for them to jump and hop along. They have good control of wheeled toys. However, progress is limited, because there is no designated outside area for constant access.
97. Provision to develop fine motor skills is very good. All children are developing good pencil grips and scissor hold. There are creative opportunities for children to use malleable materials to squeeze, shape and mould in the nursery. For example, black play-dough is mixed with glitter to encourage children to use tools to roll and cutters to cut shapes. Sand and water play in all classes provides practice for pouring and filling. Children are very enthusiastic and enjoy the activities, taking turns and co-operatively working together in creating activities and tidying away.

Creative development

98. Most of the older children are on course to reach the early learning goals in their creative development by the time they have completed the Foundation Stage. Overall, teaching is good in this area of learning. Children's creative skills are low when they enter the nursery and they make good progress during their time in the nursery and reception classes. All children paint, draw and create three-dimensional models, using recycled materials. Nursery children use black and white materials to complete penguin and cow shapes. Creative development would be further improved if the children could draw their own shapes to create individual representations. Nursery children practise mixing colours, for example, black and white. They have access to musical instruments and experiment with making sounds. Adult intervention would further improve this activity to help them use the instruments to gain control and rhythm. Reception class children gain experience in cutting and sticking and use various materials for collage work. In one instance, they created a rainbow. They create candles for the festival Diwali and make patterns. No musical activity was observed. All children throughout this stage of learning enjoy singing and, in the nursery, the teacher accompanies them on guitar. Role-

play areas are satisfactory and are on the theme of homes this term. Some imaginative play was observed in the nursery.

99. Children's work is imaginatively displayed and all teaching areas are very stimulating. They have bright and exciting work, which creates a very positive learning environment. Children are positive and have good attitudes to this area of learning and concentrate well.

ENGLISH

100. Results of the year 2000 national assessments for Year 2 pupils were well below the national average for all schools and below average in comparison with similar schools in reading. In writing, they were well below the national average for all schools, but in line with the average for similar schools. Boys' performance was significantly lower than girls' in both reading and writing. Initial indications from this year's tests show that standards are well below the national average.
101. Results in the 2000 tests in English for Year 6 pupils were well below the national average, but above the average for similar schools. Pupils' performance, taking their prior attainment in Year 2 results, was close to the average for similar schools. Boys' performance was lower than girls' performance. Initial indications from this year's tests are that standards have dipped slightly, mainly as a result of staffing difficulties and more pupils with special educational needs.
102. Inspection evidence shows that overall standards in English are below average. Pupils' attainment in listening and handwriting is in line with national expectations. Pupils' attainment in speaking, reading, writing and spelling is below that expected by the end of Years 2 and 6. The school has broadly maintained the standards found at the time of the previous inspection.
103. Progress of pupils with special educational needs is good in relation to the targets in their individual education plans. Progress of pupils with English as an additional language is good.
104. Pupils' listening skills are in line with the national average at both key stages. Pupils generally listen attentively to staff and peers in whole-class activities, for example, when listening to the teacher reading or discussing features of stories. They focus well in activities such as shared writing or when seeking evidence from texts during shared reading with staff. A minority of pupils at both key stages, often boys, do not listen attentively and this affects the quality of their learning negatively. Pupils' speaking skills are below the national average at both key stages. Most pupils join in discussions and answer questions appropriately, for example when suggesting ideas prompted by teachers' questions. Even Key Stage 1 pupils are able to use specialist terminology, such as 'i-split-digraph-e', accurately and appear to understand these terms. Key Stage 2 pupils are willing to share ideas, but their sentence structure is not always secure and vocabulary is limited. In some lessons, few pupils respond to questions as a small minority appear to dominate. Not many opportunities are provided for pupils to initiate discussions.
105. By the end of Years 2 and 6, pupils' reading skills are below the national average. Year 1 pupils are learning to read simple texts accurately, most can build up words such as 'cat' and recognise initial sounds. Year 2 pupils use picture and phonic cues when reading, they read simple texts with interest and happily look at books together. Year 2 pupils, who read to an inspector, could not talk about favourite stories. One higher-attaining pupil "loved" reading. However, this aspect of literacy is not helped by the limited range of books and their unsatisfactory condition, as many are worn and uninviting. Most pupils know the terms 'fiction' and 'non-fiction', but have limited knowledge of using a library. Key Stage 1 reading records are generally good, containing helpful comments about the strengths and weaknesses of pupils' reading. The home-school reading record contains only parents' and carers' contributions, which limits the effectiveness of the communication between home and school about pupils' reading development.
106. Year 6 pupils read simple texts accurately, though pupils make errors which are not corrected even when the sense of the reading is lost. They can identify phrases used to create atmosphere and suspense, use active and passive verbs and are learning to discriminate

between simile and metaphor. Despite the fact that a few pupils belong to the public library and the school has links with a local library for younger pupils, there is insufficient coverage of library skills. Most of the pupils who read to an inspector speak English as an additional language, but do not read in their first languages. The choice of books for older and higher-attaining pupils is too limited. Some Key Stage 2 reading records are unsatisfactory. There were no records available for example, which indicate the current strengths and weaknesses of pupils' reading. Year 5 pupils read as a class expressively and know ways in which texts indicate how a character communicates by, for example, using capital letters for emphasis. They are quite confident in using dictionaries and thesauruses. Many pupils read at home and this is a significant feature of their progress.

107. Writing standards are below the national average at the end of Years 2 and 6. Higher-attaining Year 2 pupils can add connectives such as 'first' or 'next' when rewriting a text with adult help. They complete sentences by copying in missing words and are learning to sequence events in a story. Work samples show that staff use stories well to encourage writing development. Year 1 pupils are learning to write sentences independently and a minority use full stops accurately without adult help. A few higher-attaining Year 2 pupils attain good standards in extended writing and produce a good amount of work. One or two produce very good extended writing with interesting and complex content. Most pupils, however, still have very limited vocabulary and do not construct a story independently, or add detail and description.
108. Year 6 pupils can produce story plans, write simple playscripts and a few are able to change the active for passive form of a verb in a difficult text. Year 5 learn about the conventions of writing playscripts, though this is at an early stage of development. They are beginning to adapt writing for different audiences. Year 4 pupils are learning about adverbs and how to be concise in writing captions for photographs. Year 3 create settings for stories. Pupils are generally confident in spelling basic words, but not as successful at spelling complex words. Standards of handwriting are satisfactory. By the age of 11, pupils' handwriting is fluent and clear and most can use pen appropriately. However, the presentation of some work is untidy.
109. Pupils have good opportunities to use their literacy skills in subjects such as history and science. Pupils write accounts of historical events, use research skills when using documentary evidence and explain scientific experiments. Good opportunities are given for discussion when looking at historical artefacts. Very little use has been made of ICT to support writing and reading.
110. Teaching is good at Key Stage 1 with very good teaching in a significant minority of lessons. Where teaching is very good, teachers have very good class management skills and have developed very good relationships with pupils. Teaching is satisfactory, overall, at Key Stage 2. It is good or better in a minority of lessons where teachers have very good rapport with pupils, lessons are well-planned and there is a good link throughout to the learning intention. Teaching is unsatisfactory in a small minority of lessons, mostly because teachers do not reinforce their discipline strategies and pupils disrupt learning or interrupt staff because they are unable to work independently. Throughout the school, teachers usually handle whole-class activities well, and use specialist terms confidently. Unfortunately, some of the shared-text resources are too small for all pupils to see, or are unattractive. The good quality whole-class sessions are not always reinforced by the group work, which is sometimes unchallenging. For example, Year 5 copied drawings from photocopied worksheets and Year 4 pupils spent time glueing and cutting photocopied pictures, which reduced their time for writing. Occasionally, however, work is too difficult for pupils. This is because assessment is not used well enough to match work to pupils' abilities. Teachers and support assistants work together well. Marking is up to date throughout the school, though it is inconsistent. Most teachers refer to learning intentions and make good specific comments.
111. Teachers plan separate extended writing sessions to supplement the 'literacy hour' and some good work is produced. They use whole-class shared writing sessions well, but still use this strategy in Year 6, where it limits pupils' development in independent writing. Some teachers do all corrections for pupils, which inhibits pupils from learning through correcting their own work. There were some interesting spelling activities, using root words in Year 5, which helped

pupils focus on word definitions and how these influence spelling patterns as for example, 'act'/'actor'.

112. The co-ordinator leads the subject well. A very good system ensures that teachers' assessment of writing is consistent and that individual pupils' progress is monitored carefully. Teaching is monitored regularly and helpful feedback given. The co-ordinator also monitors planning and curriculum coverage, but this does not always work effectively. This was most evident for example, where staff have shortened pupils' time for literacy. Also, several literacy lessons were disjointed when lessons began before assembly or playtimes and finished afterwards.

MATHEMATICS

113. Results in the national tests at the end of Year 2 and Year 6 have improved over the last three years and results have improved since the last inspection. Between 1998-99, the school was in line with national trends, but 1999-2000 saw results improved at a faster rate than nationally. In Year 2000, the Year 2 pupils' results were close to the national average and above the average found in similar schools. Year 6 pupils' results were below the national average, but were above the average found in similar schools. Pupils' performance, taking their prior attainment in Year 2 results, was close to the average for similar schools. The girls performed better than the boys.
114. The early indications are that the Year 2001 results for both Year 2 and Year 6 are below the national average and lower than the previous year. The majority of pupils currently in Year 2 and Year 6 are working at slightly lower levels than nationally expected for their age. The outcome follows expected patterns since a very high proportion of pupils have English as an additional language and a large number have special educational needs. Given the below nationally expected attainment on entry to the school, the pupils achieve well. The standards are slowly and steadily improving as a result of the school's rigorous monitoring system.
115. The National Numeracy Strategy is being implemented effectively and has a positive impact on the quality of teaching and learning, thereby on standards. The school has made good improvement in mathematics since the previous inspection.
116. To improve standards further, the school has identified appropriate targets for improvement for the whole school and for each class as a result of analysing Year 2 and Year 6 test results. The developments in 'data handling' have started effectively, but the school has not yet implemented strategies to support the development of 'instant recall of number fact' and 'using and applying mathematics to solve problems'.
117. Attainment in number and algebra throughout the school is lower than other aspects of the curriculum, such as shape and space and measure and data handling. Some Year 2 pupils can recall addition and subtraction facts to 10 and higher-attaining pupils can go beyond, but the recall skills of most pupils are weak. They have difficulty counting on in tens from a given number, doubling simple numbers such as 4, 6, 8 and finding halves of these numbers. They are unsure of multiplication facts to 2 and 10 time-tables and corresponding division facts. They begin to understand place value of digits to 100, but their understanding beyond is not secure. By the end of Year 2, they add and subtract two digits with two digits in written methods, but are not able to solve problems using three digit numbers to achieve the higher levels appropriate for their age. Most pupils know the main properties of simple two and three-dimensional shapes and can sort them correctly. They solve many money problems accurately, giving the right amount from 20 or 50 pence but very few can work competently with money up to £1. They are able to measure the length, volume and weight of objects using standard and non-standard measures, including metres, litres and kilograms. Pupils' learn appropriate mathematical vocabulary, but, as they do not use it regularly, they forget it quickly. This slows progress and affects standard.
118. By Year 6, pupils have a well-developed knowledge and understanding of place value in large numbers and show a good awareness of number patterns through using tables and multiplication grids. However, their recall of times tables is not secure and this slows progress. They understand the equivalence in fractions and higher-attaining pupils correctly order

decimal fractions, rounding them to the nearest tenth or hundredth, and convert them into percentages. Pupils can collect and interpret data in bar graphs. They learn mode, mean, median and range and collect information in bar graphs. However, their recall of number facts and knowledge and understanding of mathematical vocabulary is weak.

119. Pupils with special educational needs make good progress. This is due to the additional support they receive from the learning support assistants, which helps to boost their confidence. Pupils who speak English as an additional language make good progress as a result of good teaching strategies such as use of visual materials, explanations of vocabulary and supporting pupils with work sheets that give visual clues without the work being made easier in content.
120. The quality of teaching is good, overall. This shows a good improvement from the last inspection. The three-part lesson structure recommended by the numeracy strategy is used very effectively to promote pupils' learning. Teachers give due regard to mental and oral work at the start of a lesson. Pupils enjoy these appropriately short and sharp sessions. They are given homework to memorise number bonds and timetables. But their attainment is still below the national expectations. Strategies such as enlisting parental support, a buddy system, ability groupings and praising achievement through star charts and other systems are not well developed. An appropriately high proportion of direct teaching keeps pupils on task throughout each lesson. Teachers' planning is good and all year teachers plan together. They share their learning objectives with the pupils, using their good subject knowledge and understanding to demonstrate skilfully and explain clearly, a wide range of mathematical concepts. They use charts, write on boards and use work sheets with visual content to support their pupils. As a result, pupils are interested and motivated throughout and achieve well. In the majority of lessons, teachers use and explain the precise mathematical vocabulary. In spite of this support from teachers, pupils' vocabulary skills are insecure. As there are many pupils who speak English as an additional language, the key mathematical vocabulary is not repeated often enough for pupils to assimilate it.
121. Teachers are careful to evaluate with the pupils whether the learning intentions for the lesson have been met. They do this by reminding pupils of what they are expected to learn at different times during the lesson and they use the final whole session at the end of the lesson for reinforcement. However, in some lessons, instead of asking the pupils to explain their work, teachers tended to tell the class what they had done, thus missing opportunities to assess what their pupils have learned. In most lessons, teaching is in ability groups. In very good lessons, the good pace of lesson and challenging work for higher-attaining pupils, keep the interest and concentration of all pupils and they make good progress. For example, in Year 6 classes, pupils were learning to throw a coin and work out the probability of throwing a head or a tail and then convert it in to fractions and high attaining pupils were changing fractions into percentages. However, in most classes more able pupils are not challenged effectively. Most teachers do not use the assessment information gained to plan the next stage of work or set individual targets. Teachers and pupils make effective use of the range of resources, including white boards, digit cards, number fans and 100 number squares, to consolidate and support pupils' mathematical understanding. Teachers feel secure in teaching mathematics with the guidance from numeracy strategy.
122. The leadership and management of the subject are good. The co-ordinator is new, but is rapidly growing into the role under the good direction from the senior management team. The role of the co-ordinator has improved considerably since the last inspection. A sound system for monitoring and evaluating both teaching and learning is well established. The targets are set and there is a clear plan for further improvements in mathematics.

SCIENCE

123. The results of the 2000 national assessments for pupils aged seven were well below both the national average and that of similar schools. Provisional results for 2001 are similar to previous years. However, evidence from the inspection of pupils' school work and in lessons shows that the standards of pupils presently in Year 2 are below average, but not well below. Achievement is satisfactory and has improved, because the curriculum is better organised.

Pupils are gaining sound knowledge and understanding across all aspects of the subject with the exception of scientific enquiry, which is not a strong feature. Pupils' failure in fully understanding investigative work restricts their learning.

124. Results in the national curriculum tests for eleven-year-olds in 2000 at the end of Key Stage 2 were in line with national averages. When results are compared to pupils from similar schools, pupils' performance was well above average. Test results over the last four years, whilst being well below the national average, have shown a rising trend with a significant improvement in 2000. Standards have improved since the previous inspection. The provisional results for 2001 show a considerable dip when compared to 2000. Factors which have contributed to this include the variation of ability in the year group, a high percentage of pupil mobility, considerable changes of staff and the absence of booster classes due to teacher recruitment difficulties. Standards in lessons and in pupils' work seen during the inspection show that the attainment of pupils at the age of 11 is broadly average. Currently, there are no significant differences achieved by girls and boys. However, girls' performance in tests is better than boys.
125. The majority of pupils achieve satisfactorily in Key Stage 1 and well in Key Stage 2 when the teaching is good or better. Pupils' work seen in both key stages in the scrutiny of work showed that average and higher-attaining pupils were given similar activities. Lower-attaining pupils were given work which was more challenging to their needs. In a few lessons seen, the tasks presented were the same for all pupils and, on occasion, higher-attaining pupils were not given appropriate work. Pupils with special educational needs and those for whom English is an additional language make good progress through each key stage. Year group targets have been introduced in order to raise standards in the subject. Efforts to raise standards are hampered by weaknesses in pupils' literacy skills and insecure understanding of the scientific process and vocabulary. However, the school has made improvements at the end of Key Stage 2.
126. By the end of Key Stage 1, standards are below those expected. Pupils investigate how push and pull affect the movements of objects as well as which surfaces a model car travels best over. There is good emphasis placed on knowledge of forces. Pupils in Year 2 learned that stretching, squashing, twisting and bending can change materials. They discovered through the use of plasticine that some materials change back to their original shape and then discovered, by using other materials, that some shapes do not change. Pupils explored the properties of different materials and recorded their findings on a chart. Pupils learn how sound becomes fainter the further you travel from the source. For example, pupils using a clock measured the distances travelled when they heard the tick loudly, softly and not at all. Pupils are learning to predict, but still some pupils are not secure in the full understanding of fair tests. Pupils have studied different food types and which are needed to keep them healthy.
127. By the end of Key Stage 2, standards are average. Pupils know the names of the parts of a plant and the functions of leaves and roots. They have good knowledge about life and living processes. Most can describe their investigations into what happens during the process of photosynthesis in a plant. Pupils are also gaining a good knowledge of fertilisers and those which improve plant growth. Pupils in Year 4 understand that the skeleton supports the body. Year 5 pupils explore the earth, sun and moon in space and study the movement of the moon when it takes 28 days to orbit the earth. In Year 6, good use is made of literacy to draw pupils' attention between living things and the habitats where animals live. Pupils in Year 6 understand that all food chains begin with a green plant. They correctly work out branch keys for the classification of mini-beasts. Teachers are particularly skilled at introducing the correct scientific vocabulary associated with food chains, such as producer, consumer, predator and prey. Pupils learn this relevant vocabulary and can explain the differences correctly. Pupils have the opportunity to observe and write down predictions, but need more experience in devising and carrying out fair testing independently in investigative science. Pupils recall observations accurately, using diagrams and graphs.
128. In the lessons observed during the inspection, the quality of teaching and learning was satisfactory in Key Stage 1. Teaching observed in some classes in Key Stage 2 was good with one very good lesson in Year 5. Lessons are carefully planned, based on the national

guidelines. Teachers have a good knowledge of the subject and explain tasks carefully. They expect pupils to concentrate in lessons and this has a positive impact on pupils' behaviour and rate of work. In their introductions, clear learning intentions are shared with the pupils and reviewed at the end of the lesson. Most teachers use an effective range of teaching methods to ensure that pupils maintain interest, concentration and independence in their learning. For example, in a lesson based on the moon's orbit around the earth, the teacher shared the learning objectives with the pupils, ensured that scientific vocabulary was well understood, used very good resources and managed the pupils skilfully. Where the pace and momentum of teaching are slow, or teachers' management skills are not consistently applied, and work for higher-attaining pupils is not suitably challenging, pupils' learning is limited. In most lessons seen, teachers use a good style of questioning, which stimulates participation. However, on occasion, questioning is not used effectively and pupils' response is passive with monosyllabic replies. Teachers use effective strategies to support pupils with special educational needs and those for whom English is an additional language. Work set for these pupils is also appropriate and this enables them to make good progress. On-going assessment used at the end of lessons is satisfactory. Marking of pupils' books is good and includes effective, evaluative comments. Homework is set regularly and contributes well to pupils' learning.

129. The school provides a satisfactory range of learning opportunities and a broad curriculum in science. The curriculum is based on the national guidance and covers all areas of the National Curriculum. However, the time allocated to the subject, of over an hour, is arranged to take place during an afternoon, with a break for playtime during the session. This arrangement is sometimes too long for younger pupils and so concentration and interest waiver in the second session. There is a system of assessment based on pupils' understanding of each unit of work covered. However, this is very general. Most teachers record which pupils have met the required objective and which have exceeded or not met it. The assessments are not consistently recorded and do not outline the next steps of learning for pupils or a guidance for planning. Assessment is not fully embedded into curriculum planning. A useful school portfolio is kept and exemplary work from pupils is levelled and used for moderation.
130. Leadership and management are satisfactory. The co-ordinator has had opportunities to monitor teaching, planning and pupils' work. Science results are tracked through the school to measure pupils' progress. Resources are adequate and there are satisfactory links with other subjects, with the exception of ICT which is to be further developed to benefit pupils' learning. One positive link by the school was made by sending balloons on "Red Nose Day" to various areas in England and abroad. Some balloons were found in Germany and Poland and pupils received messages as part of a friendship link. Display work is satisfactory and links well with pupils' personal, social and health development.

ART AND DESIGN

131. Attainment in art and design is in line with national expectations at the end of both Year 2 and Year 6. Standards have been maintained since the last inspection.
132. At Key Stage 1, pupils use a range of media and techniques to explore, develop and represent their observations and ideas. Pupils create patterns based on Kandinsky and explore colour using the work of Van Gogh as a stimulus. The pupils have created an impressive display of paintings of themselves in the hall, entitled 'every colour under the sun', illustrating good use of colour. Pupils are able to discuss their work and make suggestions for improvement. For example, after one pupil had talked about his Diwali design for his tile, he decided to use a ruler to help him create a better effect. Pupils printed their tiles on material creating a stunning effect, which delighted and enthralled them. Teaching is good overall in Key Stage 1. Planning has clear learning intentions, which are shared with the pupils. Clear instructions and demonstrations of skills ensure that pupils settle quickly to tasks and sustain concentration. This is supported by good class control and very good support for pupils with special educational needs. Pupils use art to illustrate work in other areas of the curriculum. The levels of display are good in the classes and the halls.
133. Pupils in Years 3 and 4 work on colour, shades and tone. They have opportunities to mix colours and explore different techniques to create specific effects when painting different parts

of the body. They produce effective observational drawings of fruit and vivid paintings on the theme 'colourful dreams'. Pupils in Year 5 and 6 work on observational drawing in pencil and charcoal. They produce some good results and, when given the opportunity, are able to comment and ask questions. For example, in a sketching lesson, pupils were asked 'how do I draw a pencil?' to promote understanding of texture and line. Teaching is satisfactory, overall, with a few good lessons seen where teachers are secure in their subject knowledge. Pupils are interested in the subject; they persevere with tasks even when they are very challenging. They make good progress where lessons are delivered well and are motivated when the teaching is lively. For example, when painting figures. Pupils took time and care, using appropriate brushes to create specific effects. Most classes use sketchbooks to practise skills and create designs. Pupils with special educational needs are supported well and make good progress through one-to-one support and the effective use of praise. There was no evidence of three-dimensional work during the inspection and the building work restricted display of Years 5 and 6 work.

134. The scheme of work follows national guidelines and teachers are beginning to evaluate and review provision and adapt the scheme to focus on key skills which are appropriate to the pupils' needs. The subject is well led. The co-ordinator has identified areas for development, such as the need for a greater variety of activities for the older pupils. There is a clear vision for art and design reflected in the recently revised policy. Some monitoring of the subject has taken place, but there have been few opportunities to fully implement the programme. Planning is monitored regularly and issues for improvement identified. One, for example, is the need for a structured programme for developing skills. There is little evidence that pupils study the work of artists from the different cultures represented in the school community and there is no evidence of visits or visitors to support this area of learning. Resources are good and used well.

DESIGN AND TECHNOLOGY

135. In the previous inspection, standards in design and technology were judged to be in line by Year 2, standards varied in Years 3 to 6, and statutory requirements were not being met in all classes. The school has made good improvements in this subject. Although little evidence is available at this stage of the school year, from work seen in each year group, it is clear that standards are in line with those expected at the end of both key stages and statutory requirements are being met by all classes. Pupils with special educational needs and those with English as an additional language benefit from the practical tasks and achieve as well as their peers.
136. By Year 2, pupils understand how to make a toy that moves, using a sliding device or simple lever mechanism. After investigating, drawing and labelling a product that uses a wind-up device, they design and make 'Incy-Wincy spiders', using a simple winding mechanism, with good finishing techniques. A well-developed topic in Year 4 enabled pupils to develop the necessary skills and knowledge about money containers, before successfully designing their own. They showed appropriate awareness of joining, fastening and decorating techniques. By Year 6, pupils make decisions about the length and width of a framework structure when designing a shelter. The finished articles match the designs well and are neatly constructed and decorated. Transparent material is used for windows which are then attractively decorated with strips to form patterned panes. At this stage of the term, no evaluations had been completed by pupils of their work, but plans indicate that this aspect of the subject is addressed.
137. It was possible to observe only three lessons. The quality of teaching was satisfactory in two and very good in a Year 4 lesson. In Year 1, all pupils' did not have to think hard enough about what they were doing, because so many adults were supporting the groups. Better learning occurred when the supervising adult just helped the pupils to work safely and did not over-direct the activity. However, good questioning by the classroom assistant, when demonstrating the task, helped to challenge and engage the pupils. Very clear and well-managed discussions helped Year 4 pupils to fully understand the range of decisions they needed to make when designing their own money containers. As a result, the outcomes were very impressive and all pupils completed a realistic design, labelled with all the necessary details.

138. The newly agreed policy aims to develop good links with literacy through written evaluations and discussion, with ICT both when designing and making, and with PSHE. Although the agreed curriculum is in place, not all these aims are implemented yet. The role of the co-ordinator is being developed appropriately. She is now monitoring planning and pupils' work to check that the agreed scheme is being consistently implemented. However, standards reached are not checked against the subject requirements of the National Curriculum. Some teachers assess the effectiveness of each unit covered, but this is not yet done consistently. Now that the newly-adopted scheme is in place, the co-ordinator recognises the need to evaluate its effectiveness rigorously and make adjustments where necessary. For example, there is some evidence that certain topics do not present sufficient challenge week on week, that skills are not always progressively developed and there is a limited focus on the design and evaluation processes. The action plan indicates that teaching is now to be monitored, which is another positive development.

GEOGRAPHY

139. Due to the time-tabling arrangements, no geography teaching was seen. There was no recorded work available for Year 1 and 2 pupils. Therefore, no judgements on pupils' attainment and achievement in Key Stage 1 can be made. Scrutiny of teachers' long-term planning indicates that curriculum requirements are met.
140. Evidence of teaching and learning was derived from work in the books of pupils in last Years 3, 4 and 5, a scrutiny of teachers' planning and discussion with some Year 6 pupils. However, there is insufficient evidence to make secure judgements on pupils' overall attainment and achievement in Key Stage 2, or to judge improvements since the last inspection.
141. Year 6 pupils investigate some of the physical features of their own locality and explain their views about the need for environmental change. Year 4 pupils know how to use keys and symbols to read a map. They learn about a distant locality such as a village in Pakistan and successfully compare the jobs and homes in the village with those of their own locality in East Ham. Year 5 pupils study the uses of water and how to use it economically. Adequate time is allocated to the subject in each key stage. However, the time gap of six months between each topic is unlikely to allow the consolidation of knowledge and understanding in pupils' learning through, for example, written work and through research, using books and maps.
142. No lessons were observed to be able to make a secure judgement on the quality of teaching. The school has adopted the nationally recommended scheme of work which is offering useful guidance to staff. It has not been implemented long enough to evaluate its success in raising standards. As yet, the school has not implemented any formal procedures with which to assess individual pupils' progress. Currently, there is no co-ordinator for the subject to monitor teaching and learning and standards attained by pupils.

HISTORY

143. In the previous inspection, standards in history were judged to be in line by the end of both Year 2 and Year 6. From the work seen in lessons and in books and through discussions with pupils, these standards have been maintained.
144. Year 1 learn about old and new toys by studying them at first hand. They accurately order a set of Teddy Bears in a time line and reinforce their knowledge and understanding well by a visit to the Bethnal Green Toy Museum. By Year 2, pupils have a good understanding of the lives and work of Florence Nightingale and Mary Seacole. They compare hospitals then and now and are able to recreate their journeys on a map.
145. By Year 6, pupils have developed a chronological understanding and use vocabulary such as ancient and modern, century and BC. They study the characteristics of different periods, including the beliefs and attitudes of the people. For example, Year 4 pupils understand there are similarities and differences between the Ancient Greeks and Romans. Pupils in Year 5

know the reasons for each of Henry VIII's six marriages and the outcomes and learn about some of the important people who lived and events that took place during his reign. Year 6 pupils have a good understanding of the differences between the lives of rich and poor during the Victorian era. Throughout the school, pupils develop secure historical skills by regular access to a good variety of sources and artefacts. They make appropriate decisions as to whether information gleaned from a variety of sources is fact or opinion. Little evidence is available to judge the quality of pupils' work when undertaking a local study.

146. One lesson in each year group was observed. The quality of teaching in history ranged from unsatisfactory to excellent. Generally, teachers have secure subject knowledge. They plan carefully across year groups. The learning objective is always shared with pupils so they understand the purpose of the lesson. Teachers make good use of pictures, artefacts and written sources to encourage pupils' to develop historical skills and learn about the specific features of people's lives in other times. This offers very good support to pupils with special educational needs and those with English as an additional language. As a result, these groups achieve at least satisfactorily in lessons. In an excellent Year 2 lesson, the teacher used questioning very effectively to make pupils think about the various articles in Mary Seacole's 'trunk' and why she might have taken them with her. After time to closely observe and discuss the artefacts, the pupils were thrilled by a visit from 'Mary' and were encouraged to use this opportunity well to ask questions about her life and experiences as a nurse. The unsatisfactory lesson was due to weak management of pupils' behaviour. Teachers provide opportunities for short research projects to be undertaken as part of the homework scheme.
147. Good links are evident with literacy as pupils are encouraged to discuss the evidence in groups or pairs. They research documents, compile lists, write reports, compose letters as though they were Florence Nightingale on her journey and describe their life as a Victorian child. The co-ordinator plans to introduce more drama and role-play which should support communication skills well. No use was seen of ICT and limited use of numeracy skills was evident. The subject supports pupils' spiritual, moral, social and cultural development well. Stereotypes are challenged well, especially in Years 5 and 6.
148. The newly adopted scheme ensures that all strands of the subject are covered and the agreed curriculum is in place. However, some aspects appear to have a limited time allocation, due to a slow start being made in some year groups. The role of the co-ordinator is being developed well and she is beginning to monitor standards of work in books and teachers' planning. The policy states that the effectiveness of each topic is evaluated by each year group and that records are made to show how well pupils have performed. This is not yet consistently in place throughout the school. Time has been allocated for teaching to be monitored, but staffing shortages have adversely affected these plans to date. The school is very well resourced for this subject and most year groups arrange a visit to extend pupils' learning in one of the topics studied.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

149. Standards in ICT are well below average both at age seven and at age 11 and they have declined since the last inspection. A major factor in this situation is the almost total lack of any functioning computers available to the pupils. New equipment has been purchased, but has not yet been installed because of the major roof repairs now being carried out. Therefore, the school currently fails to meet statutory requirements in this area.
150. Interviews with Year 6 pupils indicate that they have, in the past, used ICT to type out work, create pictures and get information from the Internet or from CD ROMs. They enjoyed working with computers and regret that they temporarily have no access to ICT.
151. No teaching could be observed during the inspection, neither direct teaching of ICT skills nor use of computers to aid learning in other subjects. No evidence of pupils' past work was available.
152. A new co-ordinator has been appointed and there are now sound policies and schemes of work ready to use. Training needs have been identified for the new co-ordinator and for all staff. A

new ICT suite will be brought into use later this year. It is a matter of urgency that the school should put into practice its policies and schemes of work and that opportunities are identified in all areas of the curriculum to use ICT to assist both teaching and learning.

MUSIC

153. Standards in music in the lessons seen are in line with national expectations by Year 2, but below average by Year 6. There has been a decline in standards for older pupils since the last inspection. This can be attributed mainly to inadequate time spent on the subject and the school's lack of success in recruiting a music co-ordinator to support and monitor teaching and learning.
154. By Year 2, pupils can sing with enthusiasm and good rhythm, although they do not always sing in tune. They can accompany their singing with simple percussion instruments, clapping and clicking fingers. They know the names of a small range of instruments, can identify them from their sound and are beginning to be able to group them according to their sound or how they are played. They are starting to listen well and express preferences, but the higher skills of combining sounds and evaluating and improving their own improvisations are not yet developed.
155. By Year 6, pupils are aware of a range of different styles in music, such as jazz, heavy metal and calypso and can identify some of the instruments used. They express their preferences and give reasons for them. When singing they can maintain quite complex rhythm patterns, but their pitch is not always true and indicates inadequate experience of singing for their age. Their musical vocabulary and their knowledge of different composers are below that expected. Some pupils have lessons in school on wind, brass, string or keyboard instruments and these pupils exhibit a greater breadth of knowledge about music.
156. The quality of teaching was good or better in the two Key Stage 1 lessons seen. It was satisfactory in four lessons observed in Key Stage 2 and good in one. Teachers usually have a sound knowledge of music, although a few are insecure, for example, in their knowledge of the names of some of the percussion instruments available, or in keeping an even beat. Non-specialist teachers are using the new scheme of work satisfactorily and beginning to feel confident because of the guidance it gives. There is very little recording of work in music and there is no evidence of any assessment of skills, knowledge and progress. No use of ICT was seen.
157. The school has been unable to recruit a suitable co-ordinator for music, but the senior management team has ensured that there are policies, sufficient resources and schemes of work to support teachers. Resources have improved since the last inspection and are satisfactory.
158. Insufficient time is given to music on the timetable - 30 minutes per week - and this is having a negative effect on attainment and progress. It is not possible to cover all aspects of the curriculum in suitable depth in this time. In addition, the school misses opportunities to enrich the life of the pupils through music. Music is not routinely played at the start and finish of assemblies; there is not always singing – although there is a “singing” assembly for all pupils once a week. Where music is used, it clearly lifts the spiritual tone of the assembly. Pupils enjoy singing and listening to music and show interest in it – but they clearly have not established habits of careful listening. While there are musical activities – a school choir for part of the year, Christmas concerts, and occasional participation in Borough musical events for schools - the school needs to offer a richer programme of visits and visitors to increase the pupils' awareness and enjoyment of music from many cultures and ages.

PHYSICAL EDUCATION

159. Standards of attainment in dance at Key Stage 1 are broadly in line with national expectations. Pupils move appropriately to music and are learning to change movements when the music changes. Attainment was above expectation in one Year 1 lesson where pupils made good attempts at sequencing movements and evaluating peers' work. The school has maintained

standards since the previous inspection, although then the focus was gymnastics. Pupils' attitudes were good in the majority of lessons. Pupils change quickly and independently and behave well.

160. Attainment in lessons at Key Stage 2 was below national expectation. Year 3 pupils show little familiarity with basic skills such as jogging. For example, they can travel along a bench, over a vault and jump on to a mat, but they do not perform these movements well. They do not carry apparatus safely and teachers do not monitor this or give guidance on how to carry the apparatus. Games skills in Years 5 and 6 were unsatisfactory. Few Year 5 pupils can pass a ball accurately and their team skills are at an early stage of development. Year 6 are not yet secure in trapping a ball and are at an early stage of learning to pass a ball in pairs or small teams. Individual pupils, mostly boys, have good foot skills and can pass and lift the ball well. Attainment in swimming is poor, as only about one-quarter of pupils in a year group learn to swim a minimum of 25 metres, which is the national expectation. Year 4 pupils attend swimming lessons, but given the large number of pupils to cater for, there can be no back-up system if they do not meet the required standard by the end of Year 4. The school has not maintained the standards found at the time of the previous inspection, although the focus was on athletics at that time.
161. The quality of teaching at Key Stage 1 was good in the majority of lessons observed. Teachers change appropriately, show good subject knowledge and have high expectations of pupils. For example, they ask pupils to evaluate their work. Teaching assistants support well. One Year 2 lesson started late as the teacher gave guidance in the classroom before the lesson rather than during the lesson, which reduced the time for practical aspects. Pupils' response in most lessons is good.
162. Teaching at Key Stage 2 was satisfactory. Lessons are usually well-structured. Some teachers have good subject knowledge, but this is not always evident. On one occasion, a teacher's lack of confidence undermined his knowledge and, on another a teacher did not use her skills effectively, with the result that very little was accomplished. Even basic mistakes were made occasionally, such as having uneven numbers in teams. When clear guidance is given, pupils improve their skills and they respond positively when extra challenges are set. Some lessons are too short for games skills to be developed well. Although pupils generally enjoy these lessons, the attitudes and behaviour of a minority are unsatisfactory in some lessons. Some Year 5 pupils were slow to change and noisy. Some Year 3 pupils were disobedient and their behaviour did not improve even when they had to sit out for part of the lesson. Not all teachers wear appropriate footwear or ensure that pupils are properly warmed-up before starting work. A very good feature is that pupils who forget their kit are given an appropriate activity that requires them to carefully observe the lesson.
163. The upstairs hall is cramped for older pupils and the playground surface is currently in an unsatisfactory state of repair. It is uneven and not conducive to developing pupils' games skills. Some monitoring of teaching and planning takes place, but the assessment system is not yet in place. There is no football club at present, though there was one at the time of the previous inspection.

RELIGIOUS EDUCATION

164. By the end of both key stages pupils achieve standards in line with the expectations of the Locally Agreed Syllabus. Progress is satisfactory, overall. Standards are similar to those reported at the last inspection, though the evidence indicates that religious education is now given a much higher profile than in previous years.
165. In Key Stage 1, pupils have looked at different festivals, such as Christmas, Easter, Harvest, Eid and Diwali. They talk about the ways in which they celebrate Eid and compare it with how Christians celebrate Christmas. They recognise that Harvest is a time when "they thank God for all the food that is given". Pupils learn about places of worship and special books, such as the Bible and the Qur'an. They are developing a sound knowledge of objects found within a Christian church. They recall the names of the objects, including font, cross, altar and candles. With the additional support of a Christian parent in a lesson, pupils recognise how Christians become members of the church through Baptism.

166. By the end of Key Stage 2, pupils have secure knowledge of some of the religious beliefs of Christians, Muslims, Jews, Sikhs and Hindus. Pupils in Year 3 learn to distinguish the important symbols in most faiths, including Buddhism. Year 4 pupils recall the festival of Diwali and the story of Rama and Sita. They understand the moral of the story that 'good triumphs over evil', but fail to learn the importance of this story in Hinduism traditions, beliefs and culture. Pupils compare different places of worship, recognising that the church, mosque, gurdwara, synagogue and mandir are important places to pray and for communities to meet. In Year 5, pupils develop a detailed understanding of Islam through their reflection on prayer observances and the meaning of religion to an individual. Through knowledge of "the five Pillars of Islam", pupils learn the actions and rituals that Muslims must perform as part of their lives. Pupils in Year 6 are beginning to understand the roles and responsibilities of religious leaders in the Christian, Islamic, Jewish, Hindu and Sikh communities. Pupils record the duties of these leaders on a daily basis and then compare their responsibilities, recognising the work that they do in their community.
167. In most lessons seen, the quality of teaching and learning was satisfactory. One very good lesson and one unsatisfactory lesson were seen. The quality of teaching has been maintained since the last inspection. Most teachers are reasonably secure and confident about the subject. Teachers use relevant visual materials and stories to develop pupils' knowledge and understanding. Pupils listen well in lessons, but, overall, pupils do not contribute their own ideas and suggestions. As a result, their speaking skills are not well developed at either key stage. Where the teaching is very good pupils make very good progress. For example, pupils in Year 6 were given the opportunity to talk about their own religious communities and their experiences were used as a valuable resource during the lesson. Also, the teacher's subject knowledge was good and work planned matched the ability of the pupils' needs. Where the teaching was unsatisfactory, the pace of the lesson was slow, with over-lengthy explanations and work not well matched to pupils' needs, particularly the higher-attaining pupils. In this lesson in Year 3, the teacher's knowledge was not secure. In most of the lessons observed pupils made satisfactory progress in learning. Pupils with special educational needs and those for whom English is an additional language made good progress. Pupils are interested in and respectful to each other and sensitive to other people's feelings. Overall, attitudes to learning are satisfactory.
168. Teachers plan in accordance with the guidance of the Locally Agreed Syllabus and the national guidance. There is more emphasis on 'teaching about religions' rather than 'learning from religions'. The subject is well linked to assembly themes and there is a systematic cross-curricular link to pupils' personal, social and health education. The subject contributes well to pupils' spiritual, moral, social and cultural development.
169. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and keen to make improvements in the subject. She has had the opportunity to monitor some teaching, but monitoring cannot be systematically implemented because of teacher shortages. Teachers' planning and pupils' books are monitored more regularly. Assessment procedures are not fully developed and information from assessment does not guide curriculum planning. Visits to places of worship and invitations to visitors to come into the school are not established. There are many displays around the school which support and raise the profile of religious education. Resources are adequate and are well used, with the exception of ICT. The school has a sound base from which to develop further the teaching and learning of religious education.