

INSPECTION REPORT

ST MARGARET'S CE PRIMARY SCHOOL

Barking

LEA area: Barking and Dagenham

Unique reference number: 101233

Headteacher: Mr A J North

Reporting inspector: Graham Bate
No: 20926

Dates of inspection: 25th – 28th November 2002

Inspection number: 246107

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	15 – 19 North Street Barking Essex
Postcode:	IG11 8AS
Telephone number:	020 8594 4003
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Sterry
Date of previous inspection:	November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Art and design Geography History English as an additional language Educational inclusion, including race equality	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14214	Ms G Smith	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?
21858	Revd J Pryor	Team inspector	English	How well is the school led and managed?
12394	Ms C May	Team inspector	Design and technology Physical education Foundation Stage	
18498	Ms D Morris	Team inspector	Mathematics Music Special educational needs	How good are curricular and other opportunities offered to pupils?
32303	Mr S Dell	Team inspector	Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret's is a Church of England aided school in the London borough of Barking and Dagenham. The school caters for pupils from the ages of three to eleven years. The pupils attend from a very wide area covering a large number of parishes. There are 428 pupils on roll which includes 59 in the reception classes and 20 full-time equivalent in the nursery. The school is much bigger than other primary schools. There is an overall gender balance. Few pupils leave or enter the school at other than the normal times of entry or departure. The school is, therefore, a stable community. The standard of pupils' attainment on entry to the nursery is well below average. They make good progress in the nursery but attainment, whilst covering a broad range, is below average on entry to reception. About eight per cent of pupils have been identified as having special educational needs, which is below the national average. Of these pupils, four have statements of special educational needs. The percentage of pupils deemed eligible for free school meals is also below the national average at eleven per cent. About 61 per cent of pupils are of minority ethnic heritage, of whom the majority are Black or Black British African. There are five pupils who are at the early stage of speaking English as an additional language, all of whom are in the nursery. The headteacher is relatively new, having joined the school in January of this year.

HOW GOOD THE SCHOOL IS

This is an effective school. As a result of the overall good quality of teaching, the pupils achieve well throughout the school. The pupils enjoy coming to school, helping to ensure the very good levels of attendance. Relationships in the school are good and the pupils are enthusiastic; both of which contribute to effective learning. The good range of learning opportunities provided by the school motivates the pupils and captures their interest. The school takes very good care of the pupils, effectively promoting respect for, and sensitivity to, the effect of their actions on others. The school has now developed very good links with the parents and is creating a partnership that contributes much to the pupils' learning. The new headteacher has a very good idea of the future direction for the school. He is well supported by an extremely committed staff and an exceptionally well-informed governing body. The school provides good value for money.

What the school does well

- The pupils make good progress. Attainment by Year 6 in English, mathematics and science is good and standards in music, especially singing, are high.
- The overall quality of teaching is good and the teachers are very committed to improvement.
- The leadership of the headteacher is very good. He is very well supported by key staff and the governing body's exceptional understanding of the school's needs.
- Very good provision is made for the pupils' spiritual development and for those with special educational needs.
- The pupils are enthusiastic about all aspects of school life and show respect for the feelings of others.
- The school and parents work together very well in a strong partnership.

What could be improved

- The pupils' attainment in writing.
- The procedures for assessing and recording pupils' attainment and progress in subjects other than mathematics and English.
- The management and use of the time available for teaching.
- The behaviour of a very small minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 2000. It was found to have a number of strengths, but serious weaknesses in the way it was led and managed owing mainly to a lack of identification of the school's priorities and how they may be financed. The standard of teaching of pupils in Years 1 and 2 was found to be unsatisfactory and the school had lost the confidence of many parents. Over the last two years, the school has well exceeded the national average performance of eleven-year-olds in mathematics and science and also in English, except for 2002 when performance was average. The overall quality of teaching has improved and the majority of the action points from the last inspection have been dealt with very effectively. The school now has a clearly identified plan of its priorities, teaching is monitored effectively, parents are better informed and there is a consistent approach to behaviour management, which has significantly reduced the number of disruptive pupils. This represents a good level of improvement.

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				Key
	All schools			similar schools	
	2000	2001	2002	2002	
English	A	A	C	C	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A	A	A	A	

The standards of attainment on entry to the reception classes covers a wide range but, overall, is below average. The results in the National Curriculum tests for eleven-year-olds taken in May 2002, show that standards in mathematics and science were well above average when compared with all and similar schools. In English, and making the same comparisons, standards were average; this represents a fall from 2001, but is within the limits of the variations of pupils from year to year. However, in relation to the standards on entry to the school, these performances show at least good achievement and represent an overall upward trend, which is better than the national trend in all the core subjects. During the inspection, standards of work seen in Year 6 indicate that there is good progress through the school. Attainment in all subjects is at least in line with expectations for pupils of this age. In English, mathematics and music, expectations are exceeded. In the 2002 national tests for seven-year-olds, performance in reading and mathematics was above average and writing was average in comparison with all schools. When compared with similar schools, performance in reading is above average, mathematics is well above average and writing below average. Pupils in Years 1 and 2, during the inspection, attained standards in line with expectations for their age in all subjects, except music, where they are above. Achievement is good, building well on the good progress they make from the nursery through reception.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are positive and show enthusiasm for all aspects of school life.
Behaviour, in and out of classrooms	Overall, standards of behaviour are good and improving. A very small minority find it difficult to attain the standards expected. There was no sign of oppressive behaviour.
Personal development and relationships	The pupils are always very pleased to undertake responsibilities and frequently offer to help. Relationships with pupils, their peers and staff are good.

Attendance	Very good. It is well monitored. The incidence of lateness is falling.
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The consistent application of the newly developed behaviour management strategy is beginning to have a very positive impact.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Four-fifths of the teaching was at least good and a quarter was very good or better. The remaining fifth was satisfactory, as there was no unsatisfactory teaching. As a result of the good teaching, the pupils achieve well. All staff have a strong commitment to the raising of standards, both academic and behavioural. The teaching of basic skills is good, although there is a need to consider a wider variety of approaches to improve writing. The teachers' overall subject knowledge is good, for example the improved confidence and competence in information and communication technology (ICT). Planning by the teachers is full and generally effective and is now identifying more clearly the needs of different groups of pupils. Pupils with special educational needs are very well taught. The management of the pupils by the teachers is consistent and is a significant contributor to the overall good quality of learning. Currently, an appropriate range of teaching methods is used with a gradually increasing approach to more independent learning by the pupils. The teachers have high expectations for behaviour, relationships and improving standards. Expectations of standards of presentation are inconsistent. Support staff work well with the teachers and resources are deployed well. The pace of some lessons and use of available time requires examination. Learning is assisted well by the teachers' knowledge and understanding of their pupils' needs and by the quality of the marking of their work, which is good. The teachers make good use of homework which is effective in supporting the pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a good curriculum. It is enriched by visits and visitors to the school. The management of curriculum time needs evaluation. Insufficient use is made of ICT in most subjects. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision is very good and managed very well. The pupils are extremely well supported and they make at least good progress.
Provision for pupils with English as an additional language	The small numbers of pupils who are at the early stages of acquisition of English, all of whom are in the nursery, are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision is good. Provision for the pupils' spiritual development is very good.
How well the school cares for its pupils	There are very good child protection procedures in place and the pupils are well cared for. Pupils' progress is assessed well in English and mathematics but inconsistently in other subjects. Assessment is used well to inform short-term planning.
How well the school works with parents	A very positive partnership between the school and most parents has now developed. Parents are provided with good quality information and the school is open to discussion about any aspect of children's development. Parents are very supportive of the tasks pupils are asked to undertake at home.

The school has good links with the community and partner institutions and very good links with the church.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader. He has very rapidly established good relationships with the governing body, staff and parents who give him particularly effective support. Together they have a very clear agenda for change and development.
How well the governors fulfil their responsibilities	The governing body has an excellent understanding of the needs of the school and fulfils its duties extremely well.
The school's evaluation of its performance	Performance data is carefully analysed, for example for gender differences, but not yet by ethnicity. Very good and effective monitoring of teaching is undertaken and is beginning to involve subject co-ordinators in the process. The thorough school development plan is a very good working document.
The strategic use of resources	The school and governors have worked exceptionally hard to ensure initiatives are supported by accurate financial information. Very good strategic use is made of available resources. The principles of best value are excellently applied.

There is a strong team spirit within the school. All are highly committed to success and improvement. The administrative and maintenance staff are very efficient and effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • Their children like coming to school. • The children work hard. • The school is approachable. • Behaviour is generally good. • The way in which the school helps children to mature. • Children make good progress. • The school is well led. • There is close co-operation with parents. • They feel well informed about their child's progress. • The standards pupils attain. • Improvement in relationships under the new headteacher. • Tasks to do at home are appropriate. 	<ul style="list-style-type: none"> • The behaviour. • The amount of homework. • The co-operation with parents. • The range of extra-curricular activities. • Information about child's progress.

The inspectors endorse the positive views of parents. Inappropriate behaviour is now restricted to a very small minority of pupils. A new behaviour management strategy is applied consistently. The school is very committed to working with parents and is always amenable to talking about pupils' progress. The range of extra-curricular activities is gradually increasing and the provision is now good for pupils of this age. The amount of homework given is generally appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the 2002 National Curriculum tests for eleven-year-olds (Year 6), based upon the average points scored by all pupils, were average in English and well above average in mathematics and science. When compared with similar schools, that is those having between eight and twenty per cent of pupils known to be eligible for free school meals, all three subjects retained the same grading as above. The trend over time, particularly since 1999, has been upwards and better than the national trend in these three core subjects. Over the same period, girls have outperformed boys in English, but boys do better in mathematics and there is little gender variation in science.
2. The performance of seven-year-olds (Year 2) in the 2002 National Curriculum tests, again based upon the average points scored by all pupils, was above average in reading and mathematics and average in writing. The teachers' assessment of performance in science was close to the national average. The variation in performance from 2001 to 2002 in the English results for Year 6, and writing for Year 2, is within the limits normally expected for different cohorts of pupils. It is, therefore, not significant at this stage. When compared with similar schools, performance is well above average in mathematics, above average in reading and below average in writing. The underlying trend since 1999 has been more variable than for eleven-year-olds, but is generally upwards and has risen from below average against all schools since 1999 in writing to its present position. There has been little gender variation over the period since 1999.
3. Although there is a wide variation, the standard of attainment on entry to the reception classes is generally below average. The children make good progress through the nursery where the standard of attainment on entry is well below average. The previous analyses of performance in the national tests indicate that the pupils achieve well and make good progress throughout the school.
4. Inspection evidence indicates that the current standards of work, at this early stage in the academic year, in English in Year 6 is above average, and in Year 2 average. This is true also for science. In mathematics, however, standards are currently average in Years 1 and 2 and above average in Years 3 to 6. This indicates that pupils through the school are achieving well and, overall, make good progress.
5. The pupils with special educational needs frequently make good progress towards their individual targets and also achieve well in the light of their previous attainment. This is because of the suitably small and measurable steps for learning identified in their individual education plans and the effective monitoring of individual progress. The pupils who are at the early stages of learning English as an additional language, all of whom are in the nursery, are given good support in their language development and, as a result, are making good progress.
6. Children in the Foundation Stage progress well in their knowledge, understanding and skills from a point that is well below that expected for their age on entry to the nursery. The good teaching they also receive in the reception classes brings them from a point still below expectations for their age to being on course to achieve the national early learning goals in personal, social and emotional, physical and creative development. They remain, however, below the expected levels in communication, language and literacy, mathematics and knowledge and understanding of the world.

7. The pupils make good progress in English throughout the school. They have made improvements in their writing for a greater range of audiences and purposes since the last inspection. Extended writing remains a relative weakness, with a lack of fluent expression, but the school is now providing more opportunities to address this issue. The pupils achieve well in reading. They are aware of how to tackle unfamiliar words and the oldest pupils are developing well more advanced reading skills, such as skimming and scanning. The good progress made in reading is largely due to the good, well-informed teaching they receive. From a low base, the pupils' speaking skills develop well. The school's 'active listening' approach that has been recently introduced, is helping to improve this relatively weak skill. The pupils' standard of presentation is satisfactory but handwriting is inconsistent across the school.
8. The numeracy skills of the pupils are well developed throughout the school. By the age of eleven, standards are at least good for pupils of eleven and at least in line with expectations for those aged seven. This is partly a reflection of the consistent and systematic approach adopted by the teachers. Achievement is very good by the age of eleven, especially in number, and particularly in view of the standards attained on entry to the school. Standards, whilst still at least satisfactory in, for example, mathematical investigations, are lower as there is less of a focus on this aspect of the subject.
9. The standards in science through the school are good and the pupils achieve well. There have been improvements in the practical and investigative skills of the pupils. This is a result of the increased opportunities provided since the last inspection and the overall improvement in behaviour and ability of pupils to co-operate and collaborate. The pupils use their mathematical skills well in science, for example in measurements and graphical representation of results.
10. There has been an improvement in teachers' confidence in the use of information and communication technology (ICT) since the last inspection. This has led to better achievement, which is now good, and standards that are expected of those pupils aged seven and eleven. The pupils have good basic skills in the subject, except in the use of data handling.
11. Standards are above those expected for pupils aged seven and eleven in music and they achieve very well, especially in singing. It is clearly a strength of the school. The pupils attain standards that are in line with expectations for pupils aged seven and eleven in geography, history, art and design, design and technology, physical education, making generally good progress showing, for example, a developing sense of the passage of time and an awareness of location in history and geography.

Pupils' attitudes, values and personal development

12. The previous inspection found that, although the standard of behaviour was satisfactory overall, some pupils were intimidated by the rough and overly boisterous behaviour of a few of their schoolmates. Over the intervening two years, the school has amended its strategies for managing behaviour and these efforts are now producing good results. Most of the pupils behave well during lessons, break and lunchtime. Pupils of all ages say that they enjoy coming to school and they look forward to taking part in the wide range of activities provided. Relationships between pupils and with adults are good and this encourages pupils to work hard and to do their best. The incidence of fixed-period exclusion has fallen since the previous inspection; there were three such exclusions over the last school year, compared to seven two years ago. They were the result of violent or abusive behaviour towards classmates or adults. There have been no permanent exclusions. Overall attendance has been well above the national average for several years and the number of unauthorised absences is similar to the level found at other schools.

13. Almost all the parents who responded to the pre-inspection questionnaire agree that their children like coming to school and that they work hard during the school day. Parents' confidence is well placed. Children entering the nursery and reception classes enjoy being at school and their enthusiasm helps to create a lively and vibrant atmosphere. Older pupils enjoy the various extra-curricular activities that are held before or after school; the choir and running clubs are particularly popular.
14. Pupils behave very well during assemblies and they are very friendly and welcoming towards visitors. During lessons, most of the pupils of all ages, including those in the Foundation Stage, settle down quickly and do their best. Pupils with special educational needs behave well in withdrawal lessons and are eager to take part. Just occasionally, pupils with behaviour difficulties find it difficult to concentrate in over-long lessons. Outside lessons, pupils can also be relied upon to behave responsibly. This is particularly important as the school is very short of space in the playground and pupils can inadvertently hurt each other. Lunchtimes are well organised and pupils eat their lunch quickly and with the minimum of fuss. Pupils say that, although bullying does occur very occasionally, once they inform a member of staff, the situation is quickly and effectively resolved. During some lessons, however, the behaviour of a very small minority of pupils, usually boys in Years 3 to 6, deteriorates. By monopolising their teacher's attention, they slow the lesson down and reduce the amount of work that the rest of the class can cover. During discussion, their more motivated classmates say that they are frustrated with this behaviour and resent having their lessons interrupted.
15. Although the school does not specifically plan the way in which it promotes pupils' spiritual, moral, social and cultural development, the outcomes of these elements form an integral part of school life. Pupils' spiritual, awareness is very good. This is reflected in their enthusiasm for activities such as singing. Once a week, many arrive at school well before the start of the school day in order to participate in choir practice. They work hard for the best part of one hour and the sense of inspiration and spiritual uplift gets them off to a flying start for the rest of the day. The high standards expected in school affect the pupils' general outlook to music and high quality, joyous singing for the glory of God takes place not only in school, but also in the playground at lunchtime. During the inspection a group of girls had been practising a Gospel song. When they were satisfied with the standard they had achieved they invited one of the inspectors to listen. They sang reverently, in harmony, maintaining the tune and correct tempo throughout. It was a delight and privilege to listen to. These pupils were members of the school choir and the school's expenditure on this additional tuition provides a very worthwhile contribution to the pupils' education. The choir takes part in concerts to which local residents are invited. Pupils relish the sense of achievement and pride they feel when, for example, they perform during a school production. The carefully planned themes and assemblies are regularly reinforced throughout other lessons, such as during circle time and during religious education lessons. Over time, pupils form their own set of moral values and beliefs and increasingly appreciate how their actions impact upon others. As they move through the school, they learn to understand intangible concepts such as the value of friendship and how particular situations make them feel happy or sad.
16. The outcome for the provision of pupils' moral, social and cultural development is good. Teachers' high expectations of behaviour and mutual respect form the cornerstone of everyday school life. As they get older, pupils are increasingly able to distinguish right from wrong and develop the ability to make reasoned and responsible moral decisions. The good social provision helps the pupils to develop an awareness of one another's needs. Most of the pupils are able to play constructively with their classmates and to share their views and opinions. Year 6 pupils undertake a school journey to Othona Community Centre in Essex and there are plans to introduce a trip to Wales where pupils will undertake outdoor activities, such as caving and abseiling. These visits help pupils to grow in confidence and to become more aware of the wider world. Pupils

learn about their own culture and increasingly appreciate the diversity of other ways of life and traditions. Many of the pupils are Afro-Caribbean or African heritage and they develop an ability to appreciate and understand their own culture. They also learn about other people's values and the school is characterised by a sense of mutual tolerance and respect. The school has a very successful policy for social and educational inclusion and race relations are very good.

17. Overall attendance has been above the national average for many years and it has recently improved further; it is now very good. The number of unauthorised absences is similar to other schools. The school works hard to improve pupils' punctuality and the recent introduction of the punctuality cup has halved the number of pupils who arrive late. Although time keeping during the day is satisfactory, a few lessons start late or finish early; this reduces the amount of work that can be covered during the time that is left.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching has improved since the last inspection. It was judged then to be satisfactory; the overall quality of teaching is now good. Eleven per cent of teaching was previously unsatisfactory. No unsatisfactory teaching was observed in this inspection. This represents a good level of improvement.
19. Eighty per cent of the lessons were judged to be at least good, with a quarter being at least very good. The overall quality of good teaching is generally consistent through the school but with the teaching in Years 1 and 2 making the most significant improvement from the last inspection.
20. The children in the Foundation Stage receive good quality teaching. The staff are good role models, provide help that enables children to concentrate on their chosen activities and are keenly aware when it is appropriate to intervene in order to take forward their learning. The teachers plan an effective range of activities to interest the children and which meet the needs of all areas of learning. However, the time available for learning is not always used completely effectively as the children are required to move to another activity at an inappropriate point, thereby not supporting learning well. The Foundation Stage teachers know their children well, which is a great help to their learning.
21. All the teachers and teaching assistants exhibit very positive attitudes to their work and are clearly very committed to their pupils' welfare and to the raising of standards. As a result, they establish good relationships with all pupils, including the very small minority who exhibit challenging behaviour. The teachers show enjoyment in their work and this has a very positive impact upon the pupils' learning. The good learning that is evident throughout the school is now supported effectively by the teachers' high expectations for behaviour and the consistent application by them of agreed discipline procedures. The consistency and fairness of the procedures are recognised and respected by the pupils, which contribute much to the relationships and their overall good quality of learning. The teachers are also careful to ensure that all pupils are made to feel part of the family and included in all activities, for example, in question and answer sessions, and by following a policy of audition for the scarce availability of instrumental tuition.
22. The teachers' subject knowledge and understanding are good. This makes a major contribution to the overall good quality of learning. In mathematics, for example, the teachers have very good skills in the subject leading to good understanding by the pupils; in science, teachers' understanding is leading to increasing opportunities for practical investigation; in ICT there is a much improved curriculum and learning, since the last inspection, owing to greater subject confidence, knowledge and effective use of resources. However, the teachers make too little use of ICT in other subjects. In music,

especially singing, some exceptional skills and understanding lead to high standards. Pupils with special educational needs are taught well in lessons where activities, matched to their specific needs, enable them to be fully included. In withdrawal groups, they benefit from very good support and high quality expertise, which help them achieve well.

23. The pupils' learning benefits from the commitment of the teachers to the raising of standards and leads to good acquisition of skills, knowledge and understanding. The teachers' high expectations in this respect are supported well by a similar commitment to the maintenance of good behaviour and good quality relationships. Expectations of the standard of the presentation of pupils' work are high in some cases, but not consistent. This inconsistency of expectation, in relation to potential achievement, is also true for higher attaining pupils, particularly in some foundation subjects, such as geography. Opportunities are lost for these pupils to research and to use ICT, resulting in little independent learning taking place. The teachers usually have high expectations for the extension of the pupils' technical vocabulary. This was evident, for example, in science.
24. The teachers' planning is good. Lessons in the parallel classes are jointly planned ensuring consistency of coverage and continuity. The lessons are evaluated regularly and result in the amendment of the future curriculum. This is good and efficient practice. Planning is at its best where learning intentions are clearly stated and planned for all levels of attainment. Occasionally, the learning objectives are set in terms of what the teacher is planning to teach rather than what the pupils are aiming to learn. This does not aid the teacher to assess pupils' understanding and to consolidate learning in the concluding session of the lesson. Where learning objectives are clear, teachers use them effectively to remind pupils, during the course of the lesson, of where they are heading. Where the learning intentions are written on the board, which is good practice and aids the pupils considerably, it is not always in 'child friendly' language.
25. Basic skills are taught well. The teachers are clear that the pupils' listening skills are weak and work consistently hard and effectively to improve this important aspect. Reading is systematically and very well taught, as a result of the teachers' good grasp of teaching this skill. It leads to the oldest pupils acquiring the ability to read fluently and to use such skills as scanning and skimming. The strategies introduced by the teachers to develop the pupils' numeracy skills are very well taught. As a result, the pupils have a very good grasp of number concepts and are adept at speedy mental calculations. Other essential learning skills, such as practical investigation procedures in science and operational skills in ICT, are also taught well. Most importantly, the pupils' ability to co-operate and collaborate with their peers is seen as an essential skill by the teachers and the importance they place upon it is yielding good results.
26. The teachers and the teaching assistants work well as a team. The teaching assistants also work well with the pupils and greatly assist learning. Resources are displayed well by the teachers. Available teaching time is not always used effectively. Some lessons do not start punctually. Others are sometimes overlong and are extended to fill the time available. This results in deterioration in learning, as pupils find it difficult to concentrate on one topic for a long time and consequential minor classroom management problems can arise. Greater flexibility in the use of available time should be considered. The overlong introductory session in some lessons is also an ineffective use of time, the pace of learning suffers and the concluding consolidation session is rushed, which has an adverse impact on learning.
27. The pupils are very well known to their teachers. Skilful use of question and answer sessions help to assess understanding effectively. The teachers' marking of pupils' work is of a good standard. Not only is necessary praise used, but frequently targets

are set for future learning and recognition given to aims achieved. This is good practice but more rigour is needed by some teachers in the evaluation of presentation. The teachers use an appropriate range of teaching methods, whole class, individual and group work. They have sensibly restricted the use of too many 'open ended' learning strategies until they have full confidence in the pupils' self-discipline, which is now beginning to rise. The teachers make very effective use of homework and the school's strategy is helpfully supported by the majority of parents.

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

28. The curriculum provided by the school is broad, balanced and relevant and offers a good quality and range of learning opportunities for all the pupils. Statutory requirements are fully met. The curriculum for ICT has improved since the previous inspection. The length of the school day is now appropriate. The range of extra-curricular activities is now good, hence there has been good improvement overall since the previous inspection.
29. The strategy for teaching literacy is satisfactory. It is effective in teaching speaking, listening and reading, but is less effective in the provision for teaching writing. The strategy for teaching numeracy is good. Some very good training for staff has led to good quality teacher skills that are helping to raise standards in mathematics. Also very good analyses of results of standardised and optional tests has led to the establishment of booster classes (smaller groups of pupils withdrawn from their class and taught by an additional teacher), in both areas of learning. These are strengths of the curriculum provision and are a result of teachers knowing how well pupils are doing. Booster classes are a major factor in the rise in standards, particularly in mathematics recently.
30. Curriculum planning is regularly monitored by co-ordinators and feedback offered to teachers. This is ensuring a common format and progression of content between year groups, and is helping teachers to improve the structure and content of lessons.
31. Time allocations to subjects have improved and are generally appropriate. The high proportion of time allocated to physical education is rationalised by staff because some of their very active pupils are having their physical needs met in a school with little outdoor space for play. Sometimes, the use of time in lessons is not effective. There are examples of time being lost, particularly after playtimes and lunchtimes. Some classes start to get ready for these times much too early. Also, lessons are occasionally too long, particularly the 75 minutes allocated to science. Because the lessons are so long, time is not used well enough, particularly towards the end of the lesson, and the quality of learning is then reduced. Provision for design and technology is weak. Not enough is taught, although there is an appropriate planned scheme of work. Too little use is made of ICT in other subjects. This is a weakness that impacts on overall standards in ICT across the school.
32. The provision for extra-curricular activities and enrichment opportunities is good, and has improved significantly in the past year. Pupils across the school have the opportunity to join a club, either after or before school time. Younger pupils have recently been invited to join an art and craft club, while older pupils have more choice and access to a variety of sports and musical clubs. These are having a very positive impact on the quality of provision available, and on relationships and achievement. For example, the very high quality of the choir and orchestra clubs contributes significantly to pupils' spiritual, moral, social and cultural development. Football, netball and running clubs help to extend physical skills and contribute to higher standards in this area of learning. Additional enrichment activities include a residential trip for Year 6, visits to places of historical and geographical interest locally, and links with local shops and

museums.

33. Provision for personal, social and health education is good. Pupils benefit from a good range of activities that promotes their personal well-being and teaches them about healthy living, such as diet, exercise and looking after their body. A good planned programme of activities enables a progressive range of opportunities to be developed as pupils get older. By the time they reach Years 5 and 6, pupils are able to benefit from an appropriate sex education programme. However, the drugs education policy is only just being developed, but plans are rightly in place to implement this next term.
34. Provision for pupils with special educational needs is very good and a major strength of the school. It is very well organised and specific targets enable these pupils to make good progress. Effective links with external support services supplement staff expertise. For example, a small social skills group was observed in which an external support teacher worked with pupils who had speech, language and social difficulties. Her skills in encouraging them to interact and communicate through language games enabled high levels of success by all four pupils involved, and provided good guidance for the school staff. High quality individual sessions for pupils who have a statement of educational need, or who require specific help in a particular curriculum area, are of a very high quality and promote good learning. For example, one pupil in Year 6 was observed receiving very good support to enable him to understand aspects of a history topic based on the Second World War. The support teacher was able to extend this pupil's knowledge and understanding well while helping him to construct sentences that also enhanced his literacy skills.
35. All pupils in the school have equality of access to the learning opportunities. The school provides tuition on a range of musical instruments for those who have particular skills in this area. All pupils enjoy school trips and residential experiences and no one is excluded for reasons of race, gender or ability.
36. The contribution of the community to pupils' learning is good overall. Links with the local church are particularly strong. Special services are regularly held there, and ministers frequently visit the school and attend assemblies, to which parents are invited. There is a traditional harvest distribution to pensioners nominated by pupils, and the most recent Lent appeal raised a significant donation to Great Ormond Street Hospital. Links with the local sports centre are appropriate and all pupils attend swimming lessons regularly. Pupils in Year 6 attend a local centre for a sailing and canoeing course each year. Regular visitors to the school include local road safety and fire officers to promote safety in the community and at home.
37. The constructiveness of relationships with partner institutions is good. There are close links with the local secondary schools and particularly close liaison with the special educational needs department to ensure smooth transfer for all pupils from Year 6 to Year 7. This promotes confidence and pupils look forward to the move.
38. The Christian ethos of the school permeates all that it does and, as a result, provision for pupils' spiritual development is very good. Prayer plays a key part in the life of the school, not only in the daily act of worship but also in moments of quiet reflection and prayer before lessons start each day and at the end of morning and afternoon sessions in classrooms. Singing makes a very good contribution to pupils' spiritual development. During carefully planned assemblies pupils are encouraged to sing happily and with expression. Here, the pupils are given the opportunity to express their love of music. Their evident joy of singing manifests itself in a determination to do their very best. The choir contributes very well to pupils' social, moral and cultural development too. Members of the choir are expected to show a clear sense of community spirit and a set of common values. As a result, they turn up on time with folders of neatly kept music and song sheets. They are expected to do their very best and not let one another down

and as a result achieve very high standards as a group. They are taught a wide repertoire of songs from a variety of cultures. The school takes every opportunity to consider the work of many artists and to interpret the meaning of some African dancing.

39. Provision for pupils' moral and social development is good throughout the school. Teachers and other adults are good role models in how to treat others. They teach, clearly, the difference between right and wrong, and the way our actions can affect others. Such teaching is consistent throughout the school, and happens even during play at lunchtimes when the mid-day supervisors give the same consistent message. The oldest pupils are encouraged to help and support the staff in this and each Year 6 pupil has the opportunity to take turns at being a prefect helping to set a good example and maintain order about the school between lessons and at playtime and dinner time.
40. Teachers convey their moral expectations of pupils in a variety of ways. The curriculum planned for religious education helps pupils develop a clear set of values and attitudes including honesty and kindness and establishing a strong moral code and sticking to it. These principles are further reinforced in personal, social and health education where pupils are also taught to live a healthy life style and helped to develop an active role as a member of a family and of the community.
41. Good relationships are promoted strongly and pupils work and live harmoniously together. Pupils are taught to show respect for others and to care for one another. When the standards pupils achieve fall short of teachers' expectations, they gather the pupils together and discuss the adverse effect of their behaviour. Every pupil and adult involved is given the opportunity to express their view of the problem and suggest ways of improvement. Parents are right to be pleased with the way the school helps its pupils to become mature and responsible citizens.
42. Provision for pupils' cultural development marks an improvement on the last inspection and is now good. In addition to studying the work of European artists and visits out of school to support and reinforce curriculum subjects, such as history, geography and physical education, pupils are now being taught about the multicultural nature of their own and the wider society. They are helped to appreciate the cultures, nationalities and languages represented in the school community, through classroom work and teachers' own attitudes to such diversity. For example, the school had recently focused on Black History and a display of artefacts, books and articles about famous West Indian and African people help the children to understand about their great achievements in the fields of science, medicine, engineering and sport. They also learn about the sacrifices made in the cause of freedom and justice. In a dance lesson in Year 3, work was based on a story about the Masai Tribe; in the reception classes they sing songs in other languages and hear stories and look at books written in a variety of other languages.
43. As yet celebrations of festivals located in other faiths in the wider community around the school (such as Diwali, Eid and the Chinese New Year) are not incorporated into assemblies and teaching about other faiths in religious education lessons is at a very early stage. The school recognises there is scope to increase teacher knowledge and extend resources further for teaching pupils about diversity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. All members of staff share a sincere commitment to pupils' welfare and this is reflected in a high standard of day-to-day care. Pupils with special educational needs, including those with physical or medical difficulties, are very well looked after and great care is taken in ensuring that they receive the support they need. Teachers have a good understanding of their individual learning difficulties or disabilities and how to deal with

them. Routine health and safety procedures are in place and all members of staff are fully aware of their responsibilities regarding child protection. Procedures for monitoring and promoting good behaviour and for eliminating bullying have improved since the previous inspection and are now very good. Relationships are good and teachers know their pupils very well. Procedures for monitoring pupils' personal development are satisfactory. Teachers are sensitive to their pupils' 'ups and downs' and are able to identify and address emerging problems at an early stage.

45. Monitoring of pupils' academic performance and personal development is satisfactory overall. Assessment procedures currently in use are generally clear, consistent and regularly carried out. There is a shared and clear understanding by the headteacher, assessment co-ordinator and other key staff, of the purpose and use of assessment to raise standards. The school has rightly identified assessment as a priority area in the school development plan.
46. Arrangements for assessing pupils' attainment and progress in English and mathematics are good. As well as analysing the results of statutory tests in English, mathematics and science in Years 2 and 6, teachers carry out regular assessment of mathematics, reading, writing and spelling throughout the school using optional standardised tests. Teachers have received training on moderation of writing to improve the consistency of teacher assessment. The school has also planned to introduce an assessment week in the autumn term to identify pupils who are making slower or faster progress than expected in English or mathematics. However, there is no whole-school approach to the assessment of science between Years 2 and 6. In other subjects, co-ordinators and teachers identify learning objectives for each study unit and for individual lessons. They assess pupils' attainment against these criteria through marking, which develops skills and understanding, and their on-going professional judgement. There is no formal assessment against National Curriculum level descriptors for foundation subjects and teachers' completion of end-of-year attainment level booklets is currently inconsistent.
47. The school makes good use of assessment information to inform planning for the whole school and individual pupils. The headteacher and key staff use new technology to analyse carefully the national test and assessment results in English and mathematics. They use predicted levels in order to track individual pupil progress and to identify any potential areas for development in the curriculum; however pupils' science results have not yet been entered onto the computer system. The school has rightly identified the need to further monitor the results and progress of different groups of pupils, according to ethnicity and special educational needs, to ensure that all enjoy equal opportunities. Teachers' make good use of ongoing assessment and formative marking to inform planning for follow-up sessions but the school does not always ensure that this informal day-to-day assessment made during lessons is recorded and used consistently.
48. Procedures for monitoring and supporting pupils' academic performance are good. Assessment information is also used to form teaching groups and to set challenging school and individual targets. For example, in English and mathematics the results of the optional Year 5 tests are used to identify groups of pupils who will require additional support to reach Level 4 by the end of Year 6. These pupils then receive booster classes in the appropriate subject(s). The school also makes good use of new technology to record National Curriculum levels for individual pupils as they move through the school. As a result, the pace of pupils' progress is easily and regularly reviewed. The good use of marking ensures that pupils' are well aware of their own learning and what they need to do to improve further. Targets and levels are also shared with pupils and parents, providing a clear focus for pupils' work at school and at home.
49. The assessment of pupils with special educational needs is very good. Effective

procedures ensure that regular assessment of their abilities, particularly in English, enables specific targets to be set linked closely to their needs.

50. Procedures for monitoring and supporting pupil's personal development are satisfactory. Each pupil has a personal sticker chart for good behaviour and work. In addition pupils who have achieved or behaved exceptionally well are recorded in the headteacher's special book. In both cases there is further recognition of achievement through an announcement or presentation of a certificate in assembly. Although each pupil keeps a portfolio of work there is no formal assessment or record of individual pupils' personal development.
51. Procedures for monitoring and promoting good behaviour are very effective. The 'golden rules' system for rewarding good work or effort and for managing misdemeanours has been overhauled since the previous inspection. Sanctions are now imposed at an earlier stage and unsatisfactory behaviour is 'nipped in the bud' much more effectively. During lessons, most of the teachers manage their pupils well and are consistent in their expectations. A small minority of pupils, mainly boys in Years 3 to 6, however, still do not always conform to expectations. They challenge their teacher's authority and continue to disturb the learning of their classmates. The school is increasingly successful in dealing with these pupils, however, and has managed to halve the number of exclusions.
52. Procedures for eliminating bullying and other forms of oppressive behaviour, such as racism, are very good. Pupils say that, should any such incidents occur, they are dealt with in a constructive manner that helps to ensure that they do not recur. The previous inspection found shortcomings with the lunchtime procedures and the school has addressed these problems well. This school is very popular and outdoor space is at a premium. Lunchtime procedures have been overhauled and training provided for the mid-day supervisors. Pupils say the atmosphere is calmer and that they feel much safer. The school has a very successful policy of social and educational inclusion and pupils from all ethnic groups play and work together harmoniously.
53. Procedures for monitoring and promoting attendance are good. The school is scrupulous in following up every absence and this is reflected in a level of attendance that is well above the national average.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The previous inspection found that parents had a negative view of the school and shared numerous concerns about several aspects of everyday school life. Over the intervening two years, many of these issues have been addressed and parents are now much more confident about the way the school is led and managed. Parents' opinions have improved and links between home and school are now very effective. Parents are kept well informed about the day-to-day life of the school and provide their children with good support at home and at school. For example, the nursery hosts a coffee morning each term and this is well attended. Parents are offered the opportunity to see what their children do during the school day and to meet members of staff. They can also meet each other and are invited to become involved in the Friends' Association. Parents support the school well and ensure that their children attend regularly and on time. They encourage their children to work hard and to do their very best. Links with parents of pupils with special educational needs are very good. They are fully involved in the support process and there is a good partnership between parents and school.
55. As part of the inspection process, parents were invited to complete and return a questionnaire and just over one quarter did so. Analysis of their responses shows that, although they are pleased with many aspects of the school, there are five areas that cause concern. The first three are the amount of homework that is set, the extent to which the school involves parents and the range of extra-curricular activities provided. Inspectors disagree with these concerns. Arrangements for homework are good compared to other schools and the partnership between home and school is close and mutually supportive. The range of extra-curricular activities is better than one would normally expect to see for children of this age. One-third of those who expressed an opinion indicates that they are not satisfied with the information they get about the progress their child is making. Inspectors disagree; they feel that parents are kept well informed about day-to-day school life and how their children are getting on. Annual reports, however, do not include sufficient, subject-specific information about what their children need to do in order to improve the standard of their work. In addition, several subjects such as history, geography, physical education and art and design are grouped together in a single paragraph. Teachers' comments do not provide sufficient detail about what each child can, and cannot do, in each of these subjects.
56. Parents have regular opportunities to meet their child's teacher. Information meetings are also arranged about specific issues, such as how to help with reading at home, or about national testing in Year 6. These meetings are very well attended and help to ensure that parents have the knowledge they need to support their children at home.
57. Parents provide very generous practical and financial support for the school. They give freely of their time and there are regular volunteers who offer help during the school day. Parents' workshops have recently been introduced and they are proving to be popular. Parents come along to prepare resources for the teachers and they can also meet each other and chat. The Parent Teacher Association is very well supported and, each year, a substantial amount of money is raised. Events such as a summer and Christmas fêtes are organised, as well as trips that take place during the summer holidays. Pupils and their families can visit an ice rink or Paradise Wildlife Park and the ensuing funds are put to very good use. For example, additional musical instruments have been purchased and this has increased the number of pupils who can learn to play. Additional books for the school library have been funded and each class has also been provided with money to buy games and activities that can be used during wet playtime.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. In the previous inspection report, the quality of the leadership and management of the school was one of the main reasons why it was identified as having serious weaknesses. Now the leadership of the headteacher, senior staff and the governing body is very good, as is the management of the school by all the staff with particular responsibilities. All the weaknesses listed in that report have been overcome, particularly since the recent appointment of the new headteacher. Indeed in some cases, such as the role of the governors in shaping the strategic direction of the school from a secure knowledge of its performance, what were then found to be weaknesses have now become strengths.
59. The headteacher is a very good leader with a clear and coherent vision, based on sound educational and Christian principles, of what the school can offer its pupils. He has been very successful in sharing this with all the staff and the governors, so that there is now a common purpose behind the very effective management of the changes that have been necessary to improve the long-term and day-to-day running of the school. The staff have responded very well to the challenges they have received. Those co-ordinating the teaching and learning in subjects have accepted and used the increased responsibilities in their changed roles with enthusiasm and professional competence. These include, for example, the management of a budget for their subject. Special educational needs is very well led and managed. Procedures in line with the new Code of Practice are well established. Pupils' progress is effectively monitored. Very good use is made of the analysis of the pupils' work in English and mathematics to enable strategies to improve standards to be worked out, though this has not yet been extended to other subjects in the curriculum to the same extent.
60. The parents, and the pupils, have warmed to the new style of leadership, and appreciate the improvements in the management of the school especially those leading to the improvement in the pupils' behaviour. The school is involving the parents in the education of their children, not least in the means used to gain their co-operation when the behaviour of their child is likely to affect the work and welfare of other pupils. This sense of partnership has a good effect on standards both of behaviour and learning.
61. The members of the governing body have made very good use of the training opportunities that were available. Their meetings are conducted efficiently and held sufficiently frequently, to enable the governing body to have an excellent understanding of the strengths and weaknesses of the school. This is also the result of the very effective distribution of responsibilities to identified governors and committees.
62. The school development plan is fully costed. The four best value principles of comparison with similar schools, challenge to justify proposed changes, wide consultation with people involved and competition to ensure that prices and services are competitive, are extremely well utilised when any spending or changes are contemplated. School development planning is based firstly on desirable educational outcomes to result in higher achievements on a broader range for the pupils. Subsequent planning and the management of resources are used very effectively to bring these about. The school is able to undertake this planning because of the good monitoring of teaching and learning carried out by the headteacher and senior staff. This is also being devolved to the subject co-ordinators to involve them more closely and to make best use of their talents and interests, both within and outside the general curriculum. The joint planning of work by the teachers of particular year groups, the monitoring of teaching by the headteacher and the checking of plans and lesson evaluations by the co-ordinators, ensures that good practices are shared and weaknesses reduced. The school has a good system of performance management, enabling the staff to develop their professional skills most effectively through extra training or the revision of methods. This is also used to obtain the distribution of staff to classes where their strengths will be best used. The current leadership of the school has made excellent progress in managing to meet the targets imposed on it by the

previous report in a very short space of time. There is every indication that the high degree of commitment to improvement demonstrated in the past will continue into the future.

63. Since the previous inspection, the school has experienced a number of difficulties with the local education authority's system of managing school finances. There have been significant problems obtaining accurate up-to-date summaries of the school's financial status. The unreliability of the information has made it very difficult for the headteacher and governors to plan expenditure. Governors, however, are providing very good support and close teamwork is resulting in the development of a tailor-made, alternative system. The school is now able to model its finances over a four-year period and, as a result, the quality of the financial management and planning is very good. The school secretarial and administrative staff provide very good support. All school plans are carefully costed and directly linked to educational priorities. The school has effective procedures to ensure that the principles of best value for money are applied in the use of its resources and all the additional funding received by the school is used for its intended purpose. The school provides good value for money.
64. Procedures for induction of staff new to the school are very good. Recently appointed staff felt very well informed and received all necessary policy and curriculum documents. They met with parents, pupils and staff before the start of term and commenced additional training immediately on appointment. Existing members of staff were also found to be very welcoming and supportive. Provision for training new teachers is also very good. The school recently initiated a Graduate Teacher Training Programme for an overseas teacher. The teacher was very well and successfully supported by a school mentor.
65. The school has an appropriate number of qualified and experienced teachers in order to meet the needs of all pupils and the demands of the National Curriculum. Following recent re-organisation teachers are now well matched to their additional responsibilities as a result of formal self-assessment of personal strengths. Teachers and pupils are further supported by a good number of effective curriculum support staff including a special educational needs co-ordinator. The efficient administrative and non-teaching staff contribute significantly to the smooth running of the school. All the staff work co-operatively as an effective team.
66. The quality of the accommodation is good and effectively supports teaching and learning by providing all the facilities and teaching space necessary to deliver the National Curriculum. Classrooms are spacious and enhanced by attractive and informative displays. In addition there are specific areas for special educational needs, music and booster classes. The playground space is barely adequate at present and the school has plans to extend this to give pupils additional space to enjoy physical education activities. The accommodation is well maintained by the caretaker and ancillary staff and provides a stimulating learning environment for pupils.
67. The quality, quantity and range of learning resources are good and effectively support all areas of the curriculum. Resources are readily accessible with the exception of the library which can only be used under adult supervision due to the joint nature of the room in which it is based. This limits pupils' opportunity for personal or independent study. In addition the range and quantity of books available needs to be extended further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governing body, headteacher and staff should:
 - (1) improve the pupils' attainment in writing by, for example, broadening their

experience of the written word through increased opportunities of reading for pleasure;

(Paras: 2, 6, 7, 29, 46, 70, 80, 91-94, 96)

- (2) extend the good, consistent procedures already used in English and mathematics for assessing pupils' attainment and progress into other subjects, especially science;
(Paras: 46, 47, 59, 115, 122, 132, 138, 145, 157)
- (3) monitor and evaluate the current behaviour management practices to ensure they continue to reduce the number of pupils exhibiting challenging behaviour so that pupils may be given greater independence in learning;
(Paras: 12, 14, 27, 51, 96, 110, 143, 152)
- (4) improve the management and use of the available curriculum time by:
 - a) pacing lessons to ensure sufficient time to consolidate learning at the conclusion of a lesson
 - b) evaluating the timetable structure to ensure sufficient flexibility to meet the varying needs of a subject, topic, activity or particular group of pupils, and
 - c) ensuring a prompt start to lessons.(Paras: 20, 26, 31, 71, 114, 153)

Minor issues

- Develop further the use of ICT in other subjects.
(Paras: 22, 23, 31, 103, 130, 137, 144)
- Improve the consistency and quality of handwriting and presentation through the school.
(Paras: 23, 27, 93, 95, 113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	44	15	0	0	0
Percentage	4	18	58	20	0	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)	20	408
Number of full-time pupils known to be eligible for free school meals	-	44

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	34

English as an additional language

	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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
		2002	30	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	26	30
	Girls	29	28	28
	Total	59	54	58
Percentage of pupils at NC level 2 or above	School	100 (97)	92 (98)	98 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	30
	Girls	27	29	29
	Total	55	59	59
Percentage of pupils at NC level 2 or above	School	93 (97)	100 (95)	100 (93)
	National	85 (85)	89 (89)	89 (89)

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

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
		2002	27	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	25
	Girls	30	30	30
	Total	49	53	55
Percentage of pupils at NC level 4 or above	School	83 (88)	90 (93)	93 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	21	26
	Girls	27	30	30
	Total	42	51	56
Percentage of pupils at NC level 4 or above	School	71 (88)	86 (89)	95 (95)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	0	0	0
White – Irish	0	0	0
White – any other White background	190	0	0
Mixed – White and Black Caribbean	2	2	0
Mixed – White and Black African	0	1	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British - Indian	5	0	0
Asian or Asian British - Pakistani	4	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	117	0	0
Black or Black British – any other Black background	39	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	3	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.9
Number of pupils per qualified teacher	22.7
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	209

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.8
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	1,010,272
Total expenditure	999,371
Expenditure per pupil	2,264
Balance brought forward from previous year	11,325
Balance carried forward to next year	22,836

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

428

Number of questionnaires returned

111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	1
My child is making good progress in school.	56	41	2	1	1
Behaviour in the school is good.	47	37	12	1	4
My child gets the right amount of work to do at home.	37	48	11	3	2
The teaching is good.	58	39	1	0	3
I am kept well informed about how my child is getting on.	45	41	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	2	1
The school expects my child to work hard and achieve his or her best.	68	29	2	1	1
The school works closely with parents.	52	35	11	2	0
The school is well led and managed.	55	37	3	1	5
The school is helping my child become mature and responsible.	59	34	3	1	3
The school provides an interesting range of activities outside lessons.	31	29	16	10	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. The good provision made for children in the nursery and reception classes at the time of the previous inspection has been maintained. At the time of the inspection there were 102 children in the Foundation Stage. Of these, 43 children attended part-time in the nursery and 59 children attended full-time in two reception classes. Each of the three classes is appropriately staffed with a qualified teacher, a nursery nurse and sometimes they have additional help from a classroom assistant.
70. When the children start nursery, their knowledge, skills and understanding are very much lower than expected for their age. Five children in the nursery have English as an additional language and these are at an early stage of speaking English. All children, including those with English as an additional language, make good progress during their time in the nursery, and the baseline assessments made on entry to the reception class, show that pupils attain the national expectations in personal, social and emotional development and physical development. They also achieve expected levels in creative development. However, pupils attain much below average standards in communication, language and literacy, mathematics and knowledge and understanding of the world. The children in the two reception classes also make good progress in all six areas of learning. However, by the end of the reception year, pupils remain below the level expected in communication, language and literacy, mathematics and knowledge and understanding of the world due to the low level from which they started in the nursery. Teaching in the Foundation Stage is consistently good.
71. The school has successfully implemented the nationally recommended curriculum for children in nursery and reception classes. The planning addresses all areas of learning and a wide variety of activities are provided which capture and hold the children's interest well. However, the 'carousel' method of working used in the reception classes means that the time children spend at each activity is the same. This means that sometimes children do not complete a task and at others, the time given is too long. Also in the activities where the teachers plan to provide direct teaching the objective of the lesson is often too narrowly focused on one single strand of one area of learning. This means that the children do not learn as much as they otherwise would.
72. The staff in both the nursery and reception classes know the children well and have a very good idea of their individual abilities. They keep detailed records of children's progress. Sometimes, however, these do not state exactly what the child knows and what needs to be learned next.
73. Relationships with parents and carers are very good. There is a very good induction programme in the nursery which helps children settle in very well and helps their parents and carers understand about the range of activities provided and their educational purpose. As a result parents can be observed in the nursery every morning, helping their children choose an activity and spending a short time playing with their child. A very informative booklet is provided and workshops help to show parents how different aspects of the curriculum are taught. Parents are also invited into school to help in the classroom. Several parents have taken up this offer and provide invaluable help and support. From time to time students from nearby colleges work in the classrooms as part of their training programme. These also provide a further useful resource for the school.
74. The work of the nursery and reception classes is well led and managed. Staff have recently worked very closely with the local authority's advisory service. They have used

the advice given and many improvements have already been implemented. A carefully costed out and prioritised development plan has been drawn up. The plan includes further developments for outdoor play and a training programme for staff.

Personal, social and emotional development

75. By the end of the reception year, most children will have achieved the standard expected for their age. They make very good progress in their time in the nursery and reception classes because of the staff's high expectations and clearly defined routines. Nursery children are helped to settle into the routines of the nursery quickly because parents and carers are encouraged to stay with them when they first start. This is vital for those children who speak very little English because their parents can explain what is going on and help their children to understand the nursery routines.
76. The good quality teaching, the high expectations of the staff and the very good role models they provide help children concentrate on self-chosen activities for a very long time and often produce high quality levels of play. Whilst some children are still at the stage of playing on their own or alongside other children, many examples of real co-operative play were observed in the nursery. For example, four children were playing in the large, well-furnished role-play area. One child was being the doctor tending his patient and the other two were busying themselves about the house. After about ten minutes their play got quite noisy, so a member of staff came over saying, 'Hello, I'm gasping for a cup of tea. Have you got any in the pot?' Immediately the children included her in their game and she engaged the children in conversation helping them to develop their speaking and listening skills and creativity by helping the children to understand about the work of a doctor and what happens on home visits. Pupils in the nursery know the nursery routines very well. They take on small responsibilities such as returning the register to the office and wiping the tables ready for snack time. They tidy up after themselves and make very good attempts at putting on their coats at home time only needing help with zips and buttons.
77. In the reception classes the teachers build effectively on the previous experiences of the children, as a result, when working in small groups led by an adult or at an activity to which they have been sent, all children behave very well. They maintain their concentration and work hard even when no adult is working with them directly. Overall children make very good progress in this area of learning. They have already formed good relationships with the adults and with one another. They know how to share and take turns and understand what is right and what is wrong and why. They take turns to give out the milk and all pupils are very careful to put their rubbish in the bin. Sometimes they do not respond quickly enough to teacher's instructions. An example of this was observed when the children had been asked to tidy away before lunch.

Communication, language and literacy

78. The skills in speaking and listening of most of the children are below the standard expected for their age by the end of the reception year. Nevertheless, this represents very good progress from the very low level of attainment on entry to nursery. This is a reflection of the good teaching and provision made for the children. The nursery staff also makes an effective contribution in helping the children new to English to understand stories, instructions, explanations, and questions and to use new English words and phrases. As a result, these children are able to take part in all the activities provided. In both the nursery and reception classes, all members of staff provide the children with a great many opportunities to develop their speaking and listening skills. They speak very clearly and give children plenty of time to answer. If children do not understand, they rephrase questions and explanations and repeat the children's answers and summarise discussions, providing good role models of spoken English. As a result the children are beginning to answer questions in whole sentences.

79. Skills in reading are also below those of most other children. The school enlists the parents' support in helping children to learn to read. They send home picture books for the children to share with their parents and this plays a vital part of a child's own reading development. During the inspection, however, very few children were turning readily to books in their play or sharing them with their friends. The book areas are not especially attractive or inviting and do not promote sufficient interest in reading. Also, in the reception classes, the children have insufficient time to choose their own activities so those interested in reading do so mainly when directed to do so. However, the children are very interested in stories. They listen very attentively when the teacher reads to them and respond to what they have heard by making relevant comments and asking pertinent questions. The higher attaining pupils are developing an interest in rhyming words and can recognise these quickly. This is an important skill in learning to read and write.
80. Children's ability to write is below the expected level at the end of the reception year. In the nursery are encouraged to try to write their own names on their work and are provided with opportunities to practice their own 'writing' during their play. Children are given opportunities to experiment with using a range of tools to help them develop the skill of using their writing hand in co-ordination with their eye movements and to develop good control when using a pencil. As a result, the children make sound progress with their writing in their time in the Foundation Stage and by the end of the reception year most children are writing clearly formed letters and can spell their first name correctly although some are using capital letters throughout. They know some initial letter sounds and can spell some simple words correctly. They play simple games on the computer that reinforces these skills. Most of the children in the reception class can spell 'Jesus' because they have learned it when singing simple hymns in class.

Mathematical development

81. This area of learning is taught well and children make good progress in mathematics in both the nursery and reception classes. By the end of the reception year, however, the attainment of most pupils is below that expected for their age because they start from a very low level. Pupils are achieving better standards in their understanding of space, shape and measuring than they are in number. In both the nursery and reception classes, all members of staff place a high emphasis on number. The nursery children count how many are in class at the start of every session and work out how many children are away. They make repeating patterns when printing and learn to sing a variety of number rhymes and songs. In the reception class children learn to count and write numbers correctly to ten and to do simple addition and subtraction in a variety of practical ways. By the end of the reception class, children are able to recognise squares, triangles and circles and talk about size of objects using the appropriate vocabulary.

Knowledge and understanding of the world

82. On starting school, many children have had very limited experience of the world around them. Their general knowledge is very poor. By the end of the reception year, although attainment in this area is below that expected for children of this age, they make good progress because they are taught well. The teachers plan a range of interesting and appropriate activities to enable the children to explore aspects of the world around them. Most of the activities planned are designed for children to work together. This has a positive impact not only on behaviour and relationships but also provides opportunities for children to communicate with each other and develop their skill in speaking and listening.

83. In all three classes the children have the opportunity to experiment with natural materials such as sand, water and clay. They also have the opportunity to build with small and large construction kits helping them to understand how things can fit together and to develop their imagination and creativity.
84. During the inspection, nursery children were studying different aspects of growth and are able to talk about the different needs they had as a baby and how much they have learned since then. In the reception class, the children were talking about clothes suitable for wearing in different types of weather. They are able to sort and select appropriate clothes and explain why they are suitable. The children are beginning to use appropriate vocabulary to describe the properties of materials such as 'waterproof'.
85. In the reception classes, the children turn readily to the use of computers to support their learning. They were observed playing number and alphabet games on the computer. The children show a satisfactory level of skill when using the computer mouse. They can use click and drag procedures and clearly know what they are doing but found it hard to explain.

Physical development

86. Most children achieve the standard expected in this area of learning and make good progress during their time in the nursery and reception classes. The children experience planned outdoor activities every day. They are well supervised and the activities provided are appropriate. However, the reception class children have no designated outdoor play space of their own at present. This impinges on the curriculum the staff are able to provide for this area of learning. The staff do their best to overcome these obstacles and have made plans to address the problem.
87. The nursery children use climbing apparatus confidently and play together co-operatively with the toys and equipment provided. Children in the reception classes try very hard to improve their physical skills and to meet the teachers' high expectations during lessons in the playground. In the lesson observed the children listened well to instructions and were quick to do as they were directed. They clearly enjoyed the lesson and made very good progress in their ability to control a ball.
88. In both the nursery and reception classes, daily activities provided ensure that the children make good progress in using a range of classroom equipment. Children use scissors, pens, pencils, chalk glue and paint with increasing skill.

Creative development

89. Children's creative development meets the expected levels by the end of the reception class and they make very good progress. This is largely due to the wealth of carefully planned learning experiences they are able to take part in. In the nursery, the children are given the opportunity to cut, stick, paint, print and draw exploring colour, shape and texture. They are happy to choose their own paper and colours to use when painting. They use large and small construction kits to make a variety of buildings and vehicles. In the role-play area they pretend to be doctors and patients, and to host parties. They learn to use the language needed for a variety of roles effectively. They learn to sing a wide variety of songs.
90. These early experiences are built upon very effectively in the reception classes. The reception class children know the words of a wide variety of songs and sing them very well moderating their voices appropriately. The children attain high standards in music because of the skilled teaching they receive. Children in the reception classes are also able to transfer the skills they learn in art and design to other activities. After experimenting with colour mixing they were able to apply these skills to a mathematics

game they were playing. Each child had a card with shapes on in primary colours. The object of the game was to match the shapes on their board with clear plastic shapes, also in primary colours after rolling two dice, one with colours and one with shapes. On rolling a purple shape on the dice, the children knew that if you place a clear red shape on top of blue on the card you make purple.

ENGLISH

91. Standards in English, in Years 3 to 6, were judged in the previous report to be above average. Reading and writing skills were deemed to be good. In Years 1 and 2, standards were judged to be average overall. During the inspection, standards in English in Year 6 are above average; those in reading in Year 2 have improved and are now good. The standard of writing is average. This indicates a good level of achievement from the levels at which the pupils enter the school. The pupils' skills in speaking and listening were found to be less effectively developed. Throughout the school, standards in writing are lower than those in reading. Those in speaking are stronger than the listening skills for a significant proportion of pupils of all ages who tend not to focus enough on what is being said to them. The school is taking positive and successful action to deal with this aspect of the pupils' language development.
92. The pupils enter the school with a wide range of skills in language, but overall they are below average. Consequently their progress in English to achieve the good standards they do by ages seven and eleven, is good. The school has recently analysed test results and pupils' day-to-day work throughout the school to identify areas of English that need more attention. It has set in place a good range of methods to improve them. The focus on the spoken word has led to improvements in reading and in speaking. Changes in the planning of literacy lessons provide more and better opportunities for extended writing. They are clearly having a positive effect on the quality of writing, bringing standards closer to those of reading, but they have not yet been in place long enough to affect standards in the National Curriculum tests. However, other possibilities for improving the quality of writing, such as increasing the opportunities for reading for pleasure as well as understanding, have not yet been undertaken.
93. Standards in the presentation of work and in handwriting are inconsistent and the need for improvement has been recognised in the closer attention paid to handwriting lessons. However, the improvements pupils make in these lessons are not regularly enough carried over into other writing activities.
94. Pupils join Year 1 having achieved well in the Foundation Stage of learning, but they remain below average in speaking and listening and in early reading and writing skills. The good quality of the teaching and the pupils' enthusiasm for the subject in Years 1 and 2 ensure that they continue to make good progress. By the time they leave Year 2 almost all attain the standards expected of pupils of their age, and this represents a good level of achievement. Their writing is often accurate, with the spelling correct, or phonetically reasonable, however, that of many of the higher attainers lacks that familiarity and excitement in the use of words that identifies the best of writing. This leads to a lower proportion of pupils attaining above average standards in comparison with the national picture.
95. Achievements in reading among the pupils in Years 1 and 2 are good. They sound out unfamiliar words well, use pictures as clues to their meaning and, because they are encouraged to read with understanding, they often discover the meaning of new words from the context in which they meet them. They are familiar with using books to find out information. For example, pupils in Year 1 used their books to prepare questions to ask one of the characters in the story, a bear, which was to 'visit' the school later in the week. One example of the way in which they need a broader experience of the written word was the difficulty some of the younger pupils find in seeing the different ways of

asking a question of another person. In handwriting, the standards are less good, but most of the pupils' presentation of work is satisfactory. The school is beginning to teach the use of joined-up writing at an earlier age in an attempt to increase the pupils' pride in their writing and thus raise standards.

96. Pupils in Years 3 to 6 make good progress and achieve well. The school plans to target the pupils' work with the spoken word. Changes in the pattern of literacy lessons to improve their writing are currently having a positive impact on the standards in English in general and on writing in particular. There is an insistence on pupils using the principles of 'active listening', throughout the school. This not only leads the pupils to answer questions more accurately because they have paid close attention to what is being asked, but also leads to improved attention to what is being taught and to better behaviour in lessons. This results in higher standards in all aspects of the subject. Almost all the pupils are able to read well enough to use the skill to find out information for themselves by the time they leave at eleven. In some cases among the older pupils their writing lacks the fluency of expression that comes from familiarity with a wide range of styles of writing, and from independent work such as individual research. The improvement of the library is already included in the school's planning. Currently it does not meet the needs of those pupils who require the challenge of independent study. The range and number of fiction and poetry books, to encourage the pupils to read widely for pleasure so that they can enjoy experimenting with words and expressions in their own writing, is limited, both in the library and in classrooms. The pupils have skills in scanning and skimming texts to enable them to gather information quickly. The most accomplished readers enjoy a good range of books and other reading matter, often from home or the local library, having favourite authors or subjects. Those who read most avidly and enjoy books most are also the most talented when it comes to writing, not only in English with stories and poems, but in other subjects such as history or in religious education where they write sensitive and moving prayers.
97. The overall qualities of teaching and of learning are good. The teachers plan the work carefully so that both classes in each year group cover the same content, but in ways best suited to each group of pupils. The marking is carefully done, often with pupils being given targets to achieve. This, together with the regular sharing of the aims for each lesson with the pupils, ensures that they are clearly involved in their own learning. This leads to increased enthusiasm for the subject among various groups of pupils. The school uses effectively the local borough's version of the national system for teaching literacy. The teachers read whole books with the pupils, rather than short passages. They also use books linked with other aspects of the curriculum to encourage the pupils to see reading and writing as general tools for learning.
98. The pupils in Year 6 became very involved in writing a diary of life in World War Two England, which fitted in very well with their current historical studies. The quality of their writing was improved by the group reading sessions where they practised reading with expression and understanding of the meaning of the text. In the Year 5 classes pupils were learning techniques for improving the writing of stories and accounts of events by developing their own version of an arresting and dramatic poem, exploring ways of writing engagingly about feelings as well as events. They are also encouraged to edit what they have written to ensure that they are presenting what they want to say in ways that can be readily understood by the reader. Good use is made of the learning support assistants in the teaching of English. Other non-class based teachers also provide good quality extra help for individuals and groups of pupils who have special educational needs which enables them to achieve well. They also provide a good level of support for those pupils assessed as being able to profit from some intensive teaching to achieve that 'little bit extra' and attain a higher level. Those higher attaining pupils in such groups find the challenge to do even better enables them to focus more intently on producing higher quality writing.

99. The work in English supports the provision for the pupils' spiritual, moral, social and cultural development well. It provides thought-provoking exercises such as that which prompted Year 5 pupils to write a letter of sympathy from a chicken to people forced to live in inadequate housing. The range of texts also includes a satisfactory proportion from a range of cultures. ICT is not used extensively enough in English, though occasionally pupils will write their work directly on a computer. Under the imaginative and good quality leadership of both subject co-ordinators, the good quality of English provided by the school for all the pupils, both boys and girls, and from diverse cultural backgrounds enables them all to profit considerably from their lessons and make good progress overall.

MATHEMATICS

100. Standards in mathematics are good, and pupils achieve well in lessons. Standards are improving and are a strength of the school. They have improved since the previous inspection.
101. In Years 1 and 2, pupils achieve well. When they enter Year 1, their mathematics skills are below those expected of pupils at the age of five. However, by the time they reach the end of Year 2, they achieve standards above those expected for pupils at the age of seven. In Year 1, pupils show good understanding of numbers to 10, and can do simple sums, such as 6 minus 4, very well. They learn their number facts through structured teaching lessons and develop good understanding of addition and subtraction because of the good support from the teachers that they receive. In Year 2, pupils work with numbers to 100 and show good awareness of how to add 10 to a given number. They benefit from good teaching as they practise their skills, using good quality resources. They work neatly and consistently as they sort and count in 2s, 5s and 10s. Higher attaining pupils are able to use a 100 square to count on in 10s quickly, and can write numbers to 100 accurately. Other pupils are catching up quickly and are beginning to show good understanding of the value of digits in two or three-digit numbers. There is limited evidence of other aspects of mathematics. A scrutiny of pupils' past work showed that they can name simple two-dimensional shapes, measure objects accurately in centimetres, and are beginning to tell the time, using both the digital and analogue clocks. Pupils of all ability make good progress as they move through Years 1 and 2 and benefit from the good quality provision available. Small, teacher-supported groups for those pupils who need additional help are a strength, and promote good quality learning by all pupils, due to smaller class sizes.
102. In Years 3 to 6, pupils build on their earlier skills as they improve their knowledge and understanding of mathematics. They make effective use of resources as they explore number facts and develop their confidence in the subject. Younger pupils practise and perfect their multiplication tables through daily practice, and develop good mental recall of multiplication facts. For example, pupils in Year 3 used the eight times table to solve simple problems accurately. They were required to find the cost of four packets of sweets each costing eight pence. They were able to devise a sum and use mental calculation strategies to answer the question quickly and successfully. They moved on to construct mathematical word problems, explaining their thinking clearly to the rest of the class. In Year 4, pupils demonstrated their ability to subtract multiples of ten from given hundreds. They benefited from the teachers' brisk questioning which encouraged them to demonstrate their working out and answer quickly. The challenge set for them enabled good achievement and success in the task. Older pupils in the school improve their mathematical skills through daily practice and regular homework. The pace of their learning increases and standards continue to rise. Pupils work hard and enjoy the activities set. In Year 5, for example, high standards were seen as pupils developed clear understanding of the standard written algorithm for column addition. They used their knowledge of place value to ensure numbers were in the correct column as they worked with four-figure numbers. They were able to estimate approximate answers

very quickly, and then check that they were right. By Year 6, standards are above average. Pupils can name a wide range of two and three-dimensional shapes, find perimeters of complex shapes and identify fractions of shapes accurately. They recognise and use decimal notation, and undertake multiplication and division of decimals. They choose appropriate units of measurement and can read and plot co-ordinates in all four quadrants, using and interpreting them. In one lesson, a group of higher attaining pupils were able to find and describe the rule for the 'nth' term of a sequence. They worked confidently with negative numbers and achieved very high standards in numeracy.

103. The development of numeracy skills in other areas of the curriculum is less well developed. There are some examples of data handling in science and limited presentation of graphs in ICT, but not enough use is made of number skills in design and technology, physical education, science and ICT to further improve standards and to develop an awareness of the use of numbers in the wider world.
104. The qualities of teaching and learning in mathematics are good, with many very good features. Teachers have very good skills in the subject and they teach these well. This helps pupils to acquire good understanding in their lessons. For example, the quality of questioning in mathematics is a strength that encourages pupils to think quickly and carefully about their answers. Quick-fire questions, particularly at the beginning of lessons, generally set a fast pace to promote very good quality involvement. Pupils benefit from clear explanations and good use of resources. For example, a key feature of lessons is the use of overhead projectors to enable all pupils to see the teachers' demonstration. Because of this, they are fully involved in lessons and join in with enthusiasm. Teaching methods are good and all pupils are fully included in the planned activities. Additional support is usually provided for those pupils who have special educational needs and this strategy successfully promotes good achievement by this group. Teachers focus carefully on previous assessment of skills so that tasks are well matched to ability. Good, clear numeracy targets are set for each pupil and these are effectively monitored to ensure success.
105. The National Numeracy Strategy has been implemented well across the school. The scheme of work is based on the locally agreed 'Improving Primary Mathematics' programme, which provides structured guidelines for teachers to ensure consistency and progress as pupils move through the school. It is successful in promoting pupils' knowledge, skills and understanding in number work, but there is an imbalance in the amount of other aspects taught. There is a particular weakness in provision for mathematical investigations, data handling and problem solving, and too little evidence of these aspects were seen in pupils' past work. Too little use is made of ICT to support learning in mathematics, but this has rightly been identified as an area for development and plans are already in place to improve it.
106. The quality of leadership in mathematics is good and is having a very positive impact on the provision. For example, the very good analyses of the results of recent standardised and optional tests, is helping to identify strengths and weaknesses within the subject. It is also helping teachers to set challenging targets for the future and identify those pupils who may need a boost to help them to achieve their target. Booster groups are a key feature in the school's drive to improve standards, and they are successful in enabling more pupils to achieve well. Effective monitoring of plans and of pupils' work is leading to good consistency across year groups and ensures that marking is closely linked to improving the quality of pupils' work in their mathematics books.

SCIENCE

107. The quality of science provision is generally good. Standards, at this stage of the

academic year, are currently good in Years 3 to 6 and average in Years 1 and 2. Pupils achieve well and make good progress in all years. Year 6 pupils are clearly on line to achieve at least the average standards by the end of the year. Pupils with special educational needs also make good progress as a result of the effective support they receive. This broadly reflects the picture noted in the last report.

108. There has, however, been a successful move to increase the amount of investigative work carried out by the pupils. At the heart of a good deal of the school's practical investigation in science lies the essential component of prediction, strongly linked to the notion of fair testing. Pupils, particularly in Years 5 and 6, have a good grasp of this important concept. For example, in some work in Year 6 on the creation of shadows, the pupils discussed the setting up of an experiment and it was clearly evident that they knew the importance of changing only one variable if any comparisons were to be valid. In a good Year 5 lesson on electrical circuitry, the pupils made very clear predictions of the possible outcomes to their investigation and were pleased to discuss why they had made such a decision.
109. Scrutiny of previous work indicates that most teachers are planning a good range of investigations to support the pupils' scientific knowledge and understanding. In conversation, some Year 6 pupils expressed their appreciation of the move to more practical work and about which they speak very enthusiastically. For example, the pupils' learning was enhanced by investigations on micro-organisms, evaporation, solids, liquids and gases, melting materials, sounds and magnetism. However, the pattern of such an important approach to pupils' learning in science is not yet consistent throughout the school. The co-ordinator is aware of this and is working hard to support colleagues in encouraging experimental work as an aid to pupils' learning.
110. The vast majority of pupils enjoy science and collaborate and co-operate well when carrying out their practical work. In a successful Year 2 lesson, for example, the positive attitudes and enthusiasm of the pupils helped to ensure good learning as they worked to make a simple circuit to light up a paper model house. This was also true in a Year 5 class investigating the brightness of a bulb in a circuit in relation to varying lengths of wire. However, some pupils find co-operation difficult, particularly if the objectives for the work are not very clearly set. In the best lessons, the activities are modelled, allowing pupils opportunities to experiment but within very clearly defined limits. Where this occurs, learning is improved, for example in a Year 1 lesson on sorting transparent and opaque materials. In some lessons, however, tasks that are too 'open-ended' currently led to satisfactory, but less effective learning, for example in some work on soil.
111. The overall quality of teaching is good and the teachers have a good knowledge and understanding of the subject. This leads to good quality learning by the pupils. The school has been effective in ensuring that, where it was felt support was needed, such as dealing with reversible and irreversible changes, in-service training was provided. This is good practice. Planning by the teachers is generally full and thorough. However, the planning for work to meet the needs of all pupils of different levels of attainment is not yet consistently in place. Lessons are evaluated effectively, the outcomes of which are used well by the teachers to modify their future plans. However, there needs to be a sharper focus in the planning by some teachers on what the pupils are going to learn. In a number of plans, the aims of the lessons were more an outline of what was to be taught. Effective learning is well supported by some teachers who refer back to the learning objectives during the lesson, which are sometimes written on the board for pupils to refer to.
112. Opportunities are taken well by the teachers to extend the pupils' scientific and technical language. In a Year 5 lesson, the teacher extended the pupils' learning and

vocabulary by referring to the 'resistance' of an electrical wire and, in Year 3, the pupils are encouraged to refer to 'body processes', 'pulse/heart rates' and 'circulation' accurately when discussing the topic. It was noted that, in some previous Year 6 work, a higher attaining pupil had recorded the chemical formula for the photosynthesis process, laying good foundations for future learning. The teachers use the pupils' mathematical skills well, for example Year 5 pupils produced some accurate line graphs that recorded their work on heating and cooling. In a Year 2 lesson, the teacher very effectively introduced the science lesson using one of the big books used in literacy. This linked the pupils' literacy and science understanding very well.

113. The teachers are clearly committed to the raising of standards. They also have high expectations for the standard of behaviour and relationships. The school's behaviour management strategy is applied consistently which now makes it possible to consider increasing opportunities for practical work. Expectations for the standards of presentation of written work are more variable.
114. Good use is made of support staff and resources, both being deployed well to support the pupils' effective learning. However, the pupils' pace of learning by some teachers leads to ineffective use of time. For example, although most teachers plan an appropriate and systematic structure to the lesson, the time given to the introduction, whilst usually and appropriately building on the pupils' knowledge and understanding, is often too lengthy, leaving little or no time for effective consolidation at the end of the lesson. This undermines effective learning. Sometimes the science lessons are too long for the planned activity, resulting in a loss of interest by a number of pupils, ineffective use of available time and weaker learning.
115. The overall quality of marking is good. Not only do the teachers use appropriate and encouraging praise, targets for improvement are often set and acknowledgement of aims achieved given. This is an effective support to the pupils' learning. The teachers also know their pupils extremely well, which greatly assists day-to-day assessment of progress. Some useful work has been done by the headteacher, based upon National Curriculum assessments, on the value added between Years 2 and 6. This is an important and useful development. However, there is a lack of a coherent and whole-school approach to the long-term assessment and recording of pupils' progress. The science co-ordinator is aware of this issue and has already started to address it and to follow a consistent approach.
116. The co-ordinator has a good understanding of the subject and provides good leadership. Since taking over responsibility for science throughout the school earlier this year, she has been involved in the monitoring of pupils' books and lessons. As a result, she has a good knowledge of the subject's strengths and weaknesses and a well-developed plan for future action. The subject is supported well by a good range of resources, but the pupils have few opportunities to use the library.

ART AND DESIGN

117. Whilst there was some work in Years 3 to 6, which was above expectations for pupils of this age, for example finely observed pencil drawings and work in the style of Picasso, overall standards are satisfactory. It was not possible to observe any lessons in Years 1 and 2, but consideration of previous work on display around the school also indicates satisfactory standards. Year 2 pupils, for example, show an early understanding of colour mixing when doing work on autumn leaves, whilst Year 1 pupils effectively draw likenesses of each other in some work on self-portraits and some good pictures of vegetables.
118. Progression in skills, an area which the recently appointed subject co-ordinator is keen to develop and is clearly evidenced in the scheme of work she is currently writing, is

well illustrated in a portfolio of pupils' work. For example, the style, accuracy and clarity of observation in self-portraiture show clear progression through the school. In some Year 6 work, the pupils show not only good observational skills, but also an increasing mastery of shading in pencil.

119. The overall good quality of learning in art and design is greatly helped by the enthusiasm most pupils show when working. In a good Year 6 lesson, the pupils listen intently during the introductory phase and are keen to respond to the teacher's probing and stimulating questions. The pupils make astute observations about the style of the Second World War posters being considered; for example, 'the drabness of the colours do not grab your attention as posters do nowadays'. Learning in this lesson was good because the teacher very effectively built upon the pupils' previous knowledge and understanding of the period and linked it well to the focus of their artwork. Independent learning and creativity are currently restricted by the teacher-directed nature of much of the work. However, the school is aware of this and, when higher levels of self-discipline are reached and to which the school is successfully moving forward, greater independence will be encouraged.
120. The quality of teaching is good. The teachers' knowledge and understanding of the subject are good, supporting well the pupils' learning. In a Year 3 lesson, for example, the pupils were very interested by the fact that, in classical pictures, red is often used to indicate wealth. They respond well when they are told that they can never be 'wrong' in art and design and how to deal with proportion and the importance of the positioning of figures in a picture.
121. The school is successful in providing a wide and interesting art and design curriculum. There was evidence, in displays around the school, of the work of a wide range of well-respected artists. The work of these artists had clearly made an impression on the learning of the pupils. Some Year 6 pupils, for example, spoke with interest and knowledge about the work they had done through the school on a number of artists and potters. They demonstrate knowledge of their styles of work and express good reasons for their likes and dislikes. One boy had a very clear view of the merits of Picasso's work, which he clearly enjoyed, and another eloquently described the shape and dynamic colours of Clarice Cliff's pottery. These are indicators of the overall good quality of teaching through the school. The pupils are beginning to use ICT successfully for patterns and some drawing.
122. Art and design contributes significantly to the provision made for the pupils' spiritual and cultural development. For example, the school has framed and displayed a number of the pupils' works in the style of Picasso in an 'art gallery', which creates an effective sense of the importance of art. The subject is well led by the new co-ordinator. She has a very clear idea of the direction the subject needs to take and is supporting this well with a clear action plan for the next two years. It is a useful initiative by the school to include school display as part of her responsibilities. Some in-service work on display, which she organised, is clearly paying dividends in the improving quality of presentation around the school. There is no formal assessment policy but a developing portfolio of work is helping informal assessment of progress.

DESIGN AND TECHNOLOGY

123. During the inspection, it was possible to observe only two lessons. Both were in Year 2. Additional evidence gathered from the scrutiny of the pupils' work, looking at teachers' planning and talking to pupils and teachers, show that standards by the age of seven and eleven are in line with expectations and that pupils make satisfactory progress. Those with special educational needs complete similar tasks to their peers and make similar progress.

124. Year 1 pupils use split pins as a simple lever to make the arms and legs of bears move and build upon the cutting and joining skills taught in the Foundation Stage. In Year 2, they further refine these skills. They cut out very carefully and have a good understanding of a variety of fixing techniques and which fixings are the most suitable to use for different tasks. All pupils are made aware of the need for safety, for instance in the correct handling of scissors. In one of the lessons observed Year 2 pupils listened attentively to the teacher, were keen to join in, asked sensible questions and followed instructions. They were clearly enthusiastic about the lesson which included elements of both designing and making. In the other equally good lesson, the pupils were again very interested and tried hard to make a working model of a press switch. Despite the teachers very clear explanations some pupils found the task hard, but those who had finished first offered to help them. Pupils were very polite saying 'excuse me' as they passed and thanking one another for passing them the things they needed. Pupils shared and took turns well. In this lesson a pupil threw a temper tantrum. This was handled extremely well by the staff and ignored by the rest of the children. The teacher ensured that the lesson was not interrupted. She and the classroom assistants provide very good role models for behaviour. They work together well to promote high quality teaching and learning.
125. It was not possible to make a judgement about teaching in Years 3 to 6 as no lessons were observed. In Year 3 pupils design and make sandwiches and sandwich boxes after a visit to the supermarket. In Year 4 good use is made of ICT to support 'design' work. For example, pupils have studied designs on the labels of bottles, cartons and boxes in the supermarket and reproduced designs of their own using the computer. Year 6 pupils have designed and made models of air raid shelters to support and reinforce aspects of the history curriculum. This work is of the standard expected for the age of the pupils and involved selecting suitable materials and tools to use. Pupils are able to suggest improvements and refinements to their work giving reasons for the changes.
126. Subject leadership is satisfactory. Resources are good and stored in an accessible, centrally located cupboard. The co-ordinator has been in post for a number of years and has attended many courses. There is a new policy for the subject. It indicates progression of skill development and uses national guidance to help ensure that the subject is taught in a systematic manner. The national scheme of work has not yet been refashioned to take account of the specific needs of the school and a portfolio of evidence to help staff moderate standards achieved has not yet been compiled.

GEOGRAPHY

127. Standards in pupils' knowledge, skills and understanding, throughout the school, are in line with expected levels. The school has fully implemented the Barking and Dagenham Borough's scheme of work for geography, supporting teachers in their planning. This ensures that pupils cover a balanced geography curriculum and develop specific subject skills in a structured and systematic manner as they move through the school. As a result, pupils of all levels of attainment, including those with special educational needs, achieve at least satisfactorily.
128. By Year 2, pupils show a good awareness of places beyond their own locality. They locate Mexico on an atlas and use geographical vocabulary to describe its position in relation to the United Kingdom. Pupils ably find similarities and differences between aspects of their own life and a family in Tocuaro, a Mexican village. They use photographs and informative texts as sources of information for geographical enquiry. Pupils have a satisfactory awareness of location and are able to describe and map their journey from home to school. They talk effectively about features of the environment for example changes in the weather. Pupils' ability to differentiate between

physical and human features is less well developed, for example when describing features such as the sea and the harbour.

129. In Year 4, pupils are able to label accurately maps of Egypt and identify features such as the Nile Delta and Mediterranean Sea. They describe and compare well the physical and human features of Egypt and identify similarities and differences between the environment of Cairo and London including the climate.
130. By Year 6, pupils show a good knowledge and understanding of places in different parts of the world. This was particularly evident when pupils had drawn on their knowledge to produce holiday posters for St Lucia, emphasising effectively the natural geographical features such as mountains, beaches and sulphur springs. Pupils explain how people can damage or improve the environment and give good reasons for these changes including tourism and pollution. Pupils are less able to describe physical processes including erosion and deposition. There was no evidence of pupils' use of ICT to help in geographical investigations in the lessons observed or work seen.
131. In the lessons seen the quality of teaching was good overall. Teachers set interesting tasks designed to develop pupils' study skills and made effective use of the resources provided. In a good lesson in Year 3 the teacher made effective use of questioning, enabling pupils to draw conclusions from a comparison of jobs in two localities. Where teaching was less successful it was as a result of insufficient support for lower attaining pupils or a lack of challenging activities for more able pupils. In the work samples seen, marking stated clearly whether the aims of the lesson had been met and gave appropriate points for development, however, there was an emerging reliance on the use of worksheets in Year 2.
132. Geography is managed well by the co-ordinator who monitors teachers' planning and use of resources to ensure that the scheme of work is being followed consistently. The co-ordinator actively encourages teachers to attend any relevant training courses and gives feedback from regular inter-school co-ordinators' meetings. The co-ordinator has organised a new residential visit to Trewern for Year 6 pupils. This change will take place from the next academic year and will provide more focused support for the new curriculum. The co-ordinator has rightly identified the need to introduce a portfolio of work and a system to assess pupils' attainment and progress against National Curriculum levels.

HISTORY

133. Standards in pupils' knowledge, skills and understanding are judged to be in line with expected levels throughout the school. The school has adopted the Barking and Dagenham Borough's scheme of work for history to support teachers in their planning. The planning ensures that historical skills are systematically developed throughout the school.
134. By Year 2, pupils understand clearly the difference between fact and fiction and how to find information from books. They have a developing good sense of chronology and are able to recall knowledge from previous units such as 'Toys and Transport'. Pupils show a lively interest in the past and can identify changes in their own lives and in the lives of familiar adults. Pupils then go on to acquire good knowledge about people and events in the more distant past. They are able to identify well similarities and differences between school life now and in Victorian times.
135. Pupils in Year 4 are beginning to carry out independent historical enquiry. For example, they produced an interesting account of an aspect of life in Anglo-Saxon Britain, drawing on a range of sources of information. However, only the highest attaining pupils were able to interpret rather than copy information and no use was made of ICT as a

research tool. Pupils in Year 5 are beginning to identify effectively some of the different ways in which the past is represented, including ideas and beliefs from the past. During their study of Britain and the wider world in Tudor times, pupils explored what life was like for Henry VIII's wives. Pupils effectively selected and combined information from different sources in order to ask and answer questions about the past.

136. By Year 6, it is clear that pupils have a great enthusiasm for history. They talk animatedly about previous units such as Romans, describing the main events, people and changes. Pupils have a well-developed sense of chronology and the higher attaining pupils are able to recall specific dates accurately. While pupils are able to explain the reasons for change, they need encouragement to link cause and effect, for example to explain the impact of frequent air raid warnings on children's lives during the Second World War.
137. The quality of teaching is good. Teachers make good use of historical artefacts to bring the past to life. For example, a Tudor display was enhanced by a life-size replica costume that had been produced by a parent. In a good Year 6 lesson, pupils were provided with a range of stimulating materials promoting interest in a historical enquiry of World War Two. There was also evidence of extended activities for higher attaining pupils in the lessons observed. Teachers in parallel classes plan carefully and co-operatively to ensure continuity of development, with pupils' learning building satisfactorily on their earlier experiences. There was no use of ICT, or the library, to support learning in the lessons observed.
138. Management of the subject is good. The co-ordinator shows great enthusiasm for the subject and this is reflected in the interesting and challenging tasks designed to develop pupils' study skills. The introduction of Black History Month and continued visits to educational venues, including the British Museum and a Tudor manor house, has contributed much to the development of pupils' historical understanding. The co-ordinator has further raised the profile of history through its agreed inclusion in the school development plan. The co-ordinator has rightly identified the need to update the portfolio of work and to introduce a system to assess pupils' attainment and progress against National Curriculum levels which is currently not done.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

139. Standards in ICT are in line with national expectations throughout the school.
140. Pupils of all attainment levels, including those with special educational needs make good progress in learning basic skills and are confident to use these skills to record and present their work. The school has adopted the Barking and Dagenham Borough's scheme of work to support teachers in their planning. As a result there is a balanced curriculum and specific subject skills are developed in a structured and systematic manner as they move through the school. The school makes good use of the new computer suite which provides Internet access and opportunities for research and independent learning. The ratio of pupils to computers is 10:1. Pupils talk enthusiastically about their use of ICT both inside and outside school. Funding has also provided training for teachers and learning support assistants and has improved their knowledge of the subject.
141. By Year 2, pupils use computers with confidence. They are able to open, save and print work independently. In English they use wordprocessing to write lists of instructions including rules for games. They select the font style and colour of text for themselves. Pupils are able to edit passages adding full stops, capital letters and line breaks using the cursor keys and enter. Art and design programs are used well for drawing and pattern making. Pupils use a variety of different tools including brushes and spray cans and are able to fill shapes with colour producing images in the style of Mondrian and

Pollock. There was, however, little evidence of pupils' use of data handling programs to collect and display information or support work in other subjects.

142. By Year 6, pupils are using spreadsheet modelling to solve a variety of mathematical problems, including calculating the area and perimeter of rectangles and calculating average goal scores for football teams. They are able to present and interpret information from spreadsheets graphically as pie and bar charts. When wordprocessing they use fonts appropriately according to the audience, for example when designing a Victorian menu or the homepage for a website. Pupils are able to use CD-Roms and the Internet effectively as research tools and have evaluated a range of educational websites. Pupils use more sophisticated graphics packages to produce geometric designs in the style of Matisse. There was little evidence of pupils using the computer as a control tool although it is now included in the curriculum.
143. The quality of teaching in the lessons observed was good overall and the benefits of the improved curriculum and teacher confidence are becoming evident in the standards achieved by the ages of seven and eleven. Planning shows improvement since the previous inspection and includes opportunities for ongoing assessment. The direct teaching of ICT seen was of good quality as a result of teachers' good subject knowledge and effective use of resources. In Year 2, pupils were taught to produce wrapping paper with a repeating design using the stamp and tile tools. A good demonstration and clear explanation were given by the teacher to the whole class. The pupils were attentive and were keen to discuss and evaluate their work as it was displayed on the large screen monitor. Where teaching was less successful it was as a result of lost teaching time due to a small number of disruptive pupils. Pupils with special educational needs were supported effectively by both learning support assistants and their peers in mixed ability pairs. While less able pupils were well supported there were too few opportunities for more able pupils to extend their work, other than by level of achievement.
144. Curricular links are promoted during the direct teaching of ICT, but there are too few opportunities for pupils to use computers in other subjects, particularly English, mathematics and science. During the inspection week ICT was only observed supporting one lesson and the classroom computers were not used at all. The Barking and Dagenham Borough schemes of work for the foundation subjects do include opportunities for use of ICT, for example use of the Internet or CD-Roms for research in history. However, this was not evident in the lessons observed.
145. Management of the subject is satisfactory. The co-ordinator is recently appointed and has not yet had the opportunity to impact greatly on the subject. There has been a recent audit of teachers' skills and the Borough's advisory teacher has worked with each year group. Teachers are able to apply directly for additional training over the Borough Intranet, which also provides a range of resource materials for teachers and pupils linked to all areas of the curriculum. There is a clear action plan for raising standards and the school is planning to develop a website, which will give general information about the school. An Internet safety policy is in place, which is signed by all parents. Internet access is software filtered and inappropriate sites are barred effectively. There is no portfolio of work and the co-ordinator has rightly identified the introduction of a system to assess pupils' attainment and progress against National Curriculum levels, as an area for improvement.

MUSIC

146. Standards in music are above those expected for pupils at the end of Years 2 and 6. Pupils achieve very well in their lessons, and in the wide-ranging musical activities that take place across the school. Music is a strength of the school, providing many

enriching experiences for the pupils and contributing significantly to pupils' enjoyment of school life.

147. Younger pupils in Years 1 and 2, enjoy their music lessons. They sing with enthusiasm and use their voices expressively as they sing together in the hall. They listen carefully to instructions and show that their aural memory is developing well as they copy and reproduce new sounds accurately. They sing hymns with feeling and a deep sense of spirituality as they show how pitch and tempo can create different moods. They recognise and explore how sounds can be made, and can name and classify groups of instruments. During a hymn practise for all pupils in Years 1 and 2, there was an atmosphere of enjoyment shared by all, including the staff. Gospel songs and hymns were sung with enjoyment and great vigour, both in the English and in African languages. Pupils sang rhythmically with very strong spiritual feeling and with great gusto.
148. Older pupils in Years 3 to 6 begin to learn about the influence of dynamics to create effect. In Year 3, pupils showed good understanding of how the change in a beat altered the mood of a piece of music. They were able to tap time accurately to music by Vaughan-Williams, changing the dynamics to create an effect. By Year 5, overall standards are high; the consistently very good teaching leads to very good achievement in singing and music-making. For example, in one lesson, pupils sang an African greetings song, adding three lines of texture as the lesson progressed to give the song more depth. They benefited from very high quality demonstrations by the teacher which helped them to succeed. They were able to perform by ear and from simple notation. They listened carefully to the Pachelbel Canon to hear the effect that texture can have on orchestral music. Their high standards resulted in very good quality singing, playing and listening. By Year 6, pupils show high levels of independence in music. They adopted a mature approach as they talked about the mood and tempo of a Christmas Carol they were learning and used accurate technical vocabulary to describe musical elements. The very high standards that pupils from Years 3 to 6 achieve during choir and orchestra club times are real strengths. Pupils adopt a professional approach to singing and work very well together as a group. They show very good understanding of the routines of performing together and follow the conductor carefully. They read from musical notation, performing significant parts from memory, making subtle changes in their own performances to fit in with others.
149. The quality of teaching and learning in music is very good. It is particularly good when taught by the specialist music teacher. At these times, standards and achievement rise significantly because of the excellent teaching of basic skills that pupils receive. Very high quality modelling and demonstrations of singing and playing, help to improve pupils' performances. For example, during hymn practice in both Years 1 and 2 and Years 3 to 6, the excellent skills and enthusiastic approach of the specialist teacher fostered very high levels of involvement and development of musical understanding. The very good range of learning activities keeps pupils interested and keen to join in. Because of this, their behaviour and attitudes in music are very good.
150. Leadership of music has changed recently and the new co-ordinator is developing appropriate systems to meet the requirements of the curriculum and to maintain the high standards. A major strength of the provision is music's contribution to the spiritual, moral, social and cultural development of pupils. The spirituality evident in the singing particularly, creates a focus for positive community relationships to flourish and promotes very high levels of enjoyment and pleasure for all involved.

PHYSICAL EDUCATION

151. It was not possible to observe any physical education lessons in Years 1 and 2 and, therefore, to make judgements on standards achieved, or on the quality of teaching in

these years. By the end of Year 6 standards in physical education are in line with expectations. Teachers are knowledgeable about the subject and the quality of teaching is good overall. Most pupils show good attitudes to their learning. Consequently, pupils, including those with special educational needs, generally achieve well. Teachers successfully include all pupils in lessons. During the inspection lessons in dance, games' skills and swimming were observed. No lessons in gymnastics were seen, but this aspect of physical education is covered well in teachers' plans.

152. Pupils in Year 3 achieve well in dance when they learn to compose and choreograph a sequence of movements to carefully chosen music. The lesson was linked appropriately to a story studied in their English lessons. When pupils prepare for exercise they join in the 'warm up' routines, showing good awareness of themselves and others moving around them. The quality of their work is enhanced by opportunities to evaluate both their own and others' performance and by helpful comments from their teacher. In the Year 3 lessons observed, the teacher had very good subject knowledge, used time and resources well. The same teacher taught both Year 3 classes. Whilst relationships were generally good and the majority of pupils responded well to the teacher's and high expectations of behaviour, in both classes a minority of pupils were a little unco-operative. This was more marked in one class and in this lesson pupils' behaviour was unsatisfactory and it was due to the teacher's considerable skill that a satisfactory level of teaching and learning took place. In the other Year 3 lesson, behaviour was good overall, therefore pupils made good progress in the lesson and achieved high standards.
153. In the very good dance lesson in Year 4, the teacher recapped on pupils' previous learning very well and structured the lesson to build on skills previously taught. The teacher used pupil demonstration well to motivate and inspire the rest of the class. The tasks were pitched at exactly the right level and most of the pupils were well motivated to learn, although the teacher needed to use firm discipline to ensure the pupils behaved well. The lesson moved on at a brisk pace. The children moved swiftly from working in pairs to a group of four and successfully combined two sequences of actions to music to make a complex dance. The standards attained were high and children communicated their ideas effectively, not only in words, but also through their movements. Through skilled teaching the pupils were able to rise to and meet the challenges posed by the teacher and all the learning objectives of the lesson were fully achieved. Both lessons in Year 4 were well planned and the content of the lesson similar; in the other lesson, however, the pace was slow and the lesson objectives not fully met.
154. In Year 5, a very good games lesson took place in the playground. In this lesson the quality of teaching and learning were very good and the pupils behaved well and achieved satisfactory standards in the lesson because of the teacher's very good subject knowledge and high expectations of both behaviour and learning. The lesson moved at a brisk pace and the teacher set challenges to which pupils rose well. The rules of health and safety are well known by the pupils and, when a minor accident occurred, they immediately obeyed the command to stop what they were doing.
155. Swimming is taught systematically to all pupils from Year 2 to Year 6 and, by the time pupils leave the school, 90 per cent of them can swim 25 metres. A lesson was observed in Year 6. Swimming takes place at the local leisure centre and is taught by specialist teachers employed there. The standards of teaching are good. Anyone who misbehaves has to get out of the pool immediately. This effective method of behaviour management helps to ensure the safety of the other pupils. Most pupils however, enjoy swimming, they behave well and try hard to improve their skills.
156. Year 6 pupils are also privileged in having tutors and students from Barking Abbey

Sports College coming in to school to work with them and their teachers to develop skills in physical education. The curriculum is further enhanced by a variety of extra-curricular clubs. These include football, netball and running. The clubs are very well attended by a total of approximately 75 pupils. Pupils have entered for two football cups. They also have a 'six-a-side' team. The netball club plays against various local schools and the running club went on a cross-country run at Chingford. This was very well attended.

157. The quality of the leadership and management of the subject is good. The teacher has very good subject knowledge. The policy has recently been rewritten in line with the changes made to the curriculum. The scheme of work is based on nationally recommended guidelines. Very good attention is paid to health and safety procedures. The co-ordinator has been on many courses and provides advice and in-service training for staff. Teachers' plans are checked to ensure that the curriculum is being systematically followed. So far, he has had no opportunity to monitor the quality of teaching and, as yet, there is no whole-school system for assessing the progress of individual pupils except in swimming. Resources for the subject are good and very good use is made of all available space, including the green area beyond the school boundary, which is used by the football club.