

INSPECTION REPORT

HALLSVILLE PRIMARY SCHOOL

Location: Canning Town

LEA area: Newham

Unique reference number: 102724

Headteacher: Mr. S. Ahmed

Reporting inspector: M. J. Weaver
9352

Dates of inspection: 25 - 28 November 2002

Inspection number: 246237

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Radland Road Canning Town London
Postcode:	EL6 1LN
Telephone number:	020 7476 2355
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Tempest
Date of previous inspection:	November 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9352	Mr M J Weaver	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
11041	Mr M Moore	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
30724	Mrs D Hiscock	Team inspector	<p>English</p> <p>Geography</p> <p>History</p>	
21066	Mr B Bowen	Team inspector	<p>English as an additional language</p> <p>Religious education</p>	
8696	Mr A Maula	Team inspector	<p>Science</p> <p>Art and design</p> <p>Design and technology</p> <p>Educational inclusion</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
16773	Mrs R Arora	Team inspector	<p>Foundation stage</p> <p>Information and communication technology</p>	

20457	Mr B Fletcher	Team inspector	Mathematics Music Physical education Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Canning Town in the borough of Newham. It forms part of the Education Action Zone and also benefits from Excellence in Cities funding. The school serves an area where there is much social and economic deprivation. The housing is almost exclusively rented, some of it temporary. The area is undergoing a regeneration to help improve living standards. There are 410 boys and girls on roll from a wide diversity of 20 ethnic origins. A further 60 boys and girls attend the nursery part time. Almost two-thirds of pupils come from homes where English is spoken as an additional language, a little over one quarter having little English language skills, including many who are refugees. This is very high compared with other schools. Almost one quarter of pupils is on the register of special educational needs covering a wide range of needs. Four pupils have statements of special educational need and three other pupils have exceptional needs. Almost twice the national average of pupils join the school after the normal starting time and leave before the end of Year 6. A little over two-thirds of pupils are eligible for free school meals; this is well above the national average. Pupils' attainment on entry to school is very low, particularly in communication, language and literacy in English.

HOW GOOD THE SCHOOL IS

This is a very good school in which most of its aims are fulfilled very well. Strengths in the education provided include provision for pupils with special educational needs and English as an additional language, teaching and care for pupils' welfare, health and safety. Pupils make good progress in their learning and, by the time they are 11, achieve standards in line with the national average, and above average when compared to similar schools. The leadership and management of the headteacher are excellent, giving very clear direction for children's education: senior managers and governors support his work very effectively. As a result, the school gives very good value for money.

What the school does well

- Teaching and learning are good, enabling pupils aged 11 to achieve standards that are above those of similar schools in science and well above in English and mathematics.
- Leadership and management are very effective; they give very clear educational direction and ensure that grants and funding are used very well.
- Provision for pupils with special educational needs is very good and good for those with English as an additional language.
- School systems for checking children's learning and progress are very effective.
- Pupils' behaviour, their relationships and their social and moral development are very good.
- School governors are very effective in their role of critical friend and know the school's strengths and areas for development very well.

What could be improved

- Continue to raise standards in infant classes and geography in junior classes.
- Provide more balance to some non-core subjects.
- Extend the efficient assessment procedures to all non-core subjects.
- Further improve the level of attendance.

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 by two of Her Majesty's Inspectors, at which point it was agreed that the school had made sufficient progress to enable it to be taken out of special measures. Since then the quality of teaching has continued to improve so that it is now good overall with a high proportion of very good and some excellent teaching. Standards have improved further in mathematics in infant classes and in English in particular in junior classes. Standards are above average in science and well above average in English and mathematics when compared to similar schools. All subjects are taught adequately but a broader approach to some non-core subjects is required. The school has excellent commitment and capacity to improve further.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	C	A
Mathematics	D	C	D	A
Science	D	C	D	B

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

The above table shows that in the national tests in 2002 pupils reached standards that were average in English but below average in mathematics and science. When the results are compared to similar schools, based on the number of pupils who are eligible for free school meals, standards were above average in science and well above average in English and mathematics. The overall trend in test results since 1999 has been better than the national trend. The targets set for 2003 are realistic.

Inspection findings based on current Year 6 pupils are that standards are now broadly average in all three subjects. Pupils make good progress in these and all other subjects, except for geography in junior classes where they do not have sufficient time to develop their knowledge and understanding in some aspects. English and mathematics are promoted well across the curriculum and effectively help pupils, including those speaking English as an additional language, to develop their language and problem-solving skills well. Overall this represents good improvement since their time in the infants.

In national tests in 2002, infant pupils achieved standards in reading and writing that were well below average and below average in mathematics. Compared to similar schools, they were above average in reading and writing and well above average in mathematics. Inspection findings show that standards in reading, writing, mathematics and information and communication technology are currently below average, but are average in all other subjects of the curriculum. Infant pupils similarly make good progress in achieving these results based on their very low attainment when they start school in the nursery.

Children in the reception classes make good gains in their learning and, by the time they enter infant classes, they are achieving in line with national expectations in creative and physical development. Their personal, social and emotional development is below national expectation and well below in their knowledge and understanding of the world, in communication, language and literacy in English and in mathematical development. Children with special educational needs receive well-focused support that enables them to develop at the same rate as their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work hard in lessons and are keen to succeed.
Behaviour, in and out of classrooms	Very good throughout the school. Pupils relate very well to one another and are courteous and polite to each other, and to adults and visitors.
Personal development and	Very good. Pupils' personal development is good. They are keen to fulfil

relationships	roles of responsibility and take initiative. They treat one another with respect but some opportunities are missed in pupils' developing their own problem-solving skills.
Attendance	Below national average as too many pupils have extended holidays in term time, while others in reception classes do not always attend school regularly.

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 quality of teaching is good overall, with some that is very good or excellent. Teaching is strong in all aspects, including teachers' knowledge and understanding, planning, expectations and the teaching of basic skills. Teachers' management of pupils is very good, as is their use of time, classroom assistants and resources in school. Despite creative planning in teaching art and design and design and technology, more time is required to fully develop pupils' knowledge and understanding and their problem-solving skills in mathematics and science and geography. The teaching of pupils with special educational needs and English as an additional language is good. Pupils are taught to speak and use English effectively and make good gains in their learning overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Children in the foundation stage undertake learning that is well planned to meet their needs. The curriculum covers all subjects in infant and junior classes overall, but more time is required for art and design and design and technology in infants and for geography in junior classes.
Provision for pupils with special educational needs	Very good. Teachers are very adept at supporting these pupils and develop effective individual education plans for each child.
Provision for pupils with English as an additional language	Good. Good improvement has taken place since the last inspection and standards of attainment have risen. Levels of staffing have been increased, especially among classroom assistants, and more staff members are bi-lingual. This helps pupils make good strides in their confidence and ability to use English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is very good for pupils' moral and social development. Provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	Good overall. The home-school liaison worker supports the school well. Very good procedures are in place for recording and tracking pupils' learning and enable staff to plan effectively for future lessons. Procedures for child protection are very good. The partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and gives a clear educational direction to the school's work. Senior managers are very effective but some subject non-core co-ordinators have yet to begin to monitor teaching and learning in classrooms.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils all statutory requirements. It acts as a very effective critical friend to the school, knowing the school's strengths and weaknesses very well.
The school's evaluation of its performance	Very good. The school is making increasingly good use of all assessment information when evaluating teaching and standards of all pupils. Monitoring of teaching and learning is particularly strong in English, mathematics and science.
The strategic use of resources	Very good use is made of funding and support staff. Governors very effectively pursue the principles of 'best value' in all of the school's work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy the school. • Teaching is good. • The school helps their children become mature and responsible citizens. • Children learn well. • Teachers expect children to work hard. • Behaviour is good. • The school is well led and managed. 	<ul style="list-style-type: none"> • A closer relationship with parents • More after-school activities • Better information about their child's progress • Homework

The inspection team agrees with parents' positive views of the school, but does not support parents' views regarding the need for more after-school clubs, information about the progress children make, where detailed reporting is given, or the amount or frequency of homework, which is well defined and given regularly. The school is seeking to continually improve its links with parents and provide a community school atmosphere.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The raising of standards in the core subjects of English, mathematics and science has been at the top of the headteacher's agenda since he was appointed almost five years ago. Since that time he has implemented a wide range of initiatives that have ensured that pupils' learning is developed systematically. This has resulted in substantial improvement in pupils' achievement and in standards by Year 6. The principle strategies have been to set realistically challenging targets, raise the quality of teaching and teachers' expectations and introduce robust procedures that enable the school to track pupils' progress regularly.
2. When children start in the nursery at age 3, their attainment is very low, particularly as almost two-thirds of the children speak English as an additional language. School data, benchmark information and inspection results show that, by the time children move into reception classes, children of all abilities make satisfactory progress particularly in their creative and physical development. Their attainment in their knowledge and understanding of the world, in communication, English language and literacy and, in mathematical development, however, remains very low. The good teaching in reception classes enables pupils to make smooth transition into full-time education. Pupils make good progress in their learning and, by the time they enter Year 1, the majority attain standards that are broadly in line with national expectations in their creative and physical development. Their standards of attainment remain below expectation in their personal, social and emotional development and well below in their knowledge and understanding of the world, communication, language and literacy and mathematical development.
3. Since the last inspection, there has been steady progress in reading and writing and an improvement in mathematics in the infants' classes. In the national tests in 2002, pupils achieved standards in reading and writing that were well below national average and below average in mathematics. When compared with similar schools, however, their achievement was above average in reading and writing and well above in mathematics. The improved standards in mathematics were achieved by a higher number of pupils than average attaining the higher Level 3 in number and algebra and to a lesser degree in shape, space and measures. Teacher assessments in science indicate that pupils' achievement was well below the national average at the expected Level 2 and higher Level 3 in 2002.
4. Inspection findings show that pupils in Years 1 and 2 are making good progress in reading, writing, mathematics and science: this builds effectively on the good teaching in reception classes, although pupils are likely to attain standards that remain below the national average by the end of Year 2. In all other subjects of the curriculum, pupils are achieving standards that are in line with the expected average.
5. Junior pupils of all abilities, ethnic origin and gender make good progress. This is evident in the results of national tests in 2002, where pupils attained standards that were in line with the national average in English and below in mathematics and science. When compared with similar schools, however, they were well above average in English and mathematics and above average in science. This good achievement was the result of a greater proportion than average of pupils achieving the higher Level 5 in English, mathematics and science, with one pupil achieving a Level 6 in mathematics. Inspection findings show that pupils' achievement is broadly in line with the expected average in all three subjects. This shows that the low standards identified at the last inspection have been fully addressed, resulting in the school's exceeding the targets identified at that time.
6. The school targets for 2002 were planned to improve pupils' learning progressively. This has largely been achieved. Two factors account for this; firstly, the rigorous tracking of pupils'

attainment and progress and the use of the information to plan for future lessons, leading to clearly identified target setting for pupils of all abilities, ethnic origin, special educational needs and those with English as an additional language. Teachers very fully and conscientiously apply the system of monitoring, which identifies pupils' strengths and weaknesses and guides teachers in planning effectively for specific groups of pupils in their classes. Secondly, teachers' expectations have been raised and teachers are effectively supported by senior staff monitoring planning and the quality of teaching and learning in classes and of pupils' work in books.

7. Inspection findings show that pupils' achievement is also in line with the average in all other subjects except for geography, where insufficient coverage has not enabled pupils to develop their skills in areas such as mapping or their understanding of different areas and countries. The difference in attainment between boys and girls in the 2002 national tests has been successfully addressed with no difference being evident during the inspection. This is as a result of the school's addressing areas of weaknesses such as providing more appropriate reading books for boys and more opportunities to develop pupils' enquiry skills in mathematics and science.
8. By the age of seven and eleven, pupils achieve average standards in religious education, art and design, design and technology, history, music and physical education. Although infant pupils achieve average standards in geography, junior pupils attain below average standards as a result of insufficient subject coverage. The literacy and numeracy strategies have been implemented effectively. The great majority of pupils demonstrate confidence in speaking, whilst their writing is presented to a high standard with ideas being clearly expressed.
9. Provision is now good in all strands of information and communication technology; the school has successfully addressed the weaknesses identified at the last inspection. Junior pupils make good progress in all other subjects except for art and design, where it is satisfactory as a result of fewer opportunities being provided for pupils to develop their observational skills.
10. The school's analysis of national test results shows that pupils with special educational needs exceed the targets set for them. Pupils make good progress against the targets set in literacy and numeracy and behaviour in lessons, and very good progress in small withdrawal groups. The quality of individual education plans is very good. They are accessible and easy to read, which enables class teachers and education assistants to plan the support programme to meet individual and exceptional needs. Individual targets are carefully set to match pupils' needs. They are realistic, and progress towards them, in small steps, is measured and recorded in detail. There are clearly recorded gains in pupils' reading, writing, spelling, numeracy and behaviour. The school has set more modest but realistic targets for 2003, taking into account the wide range of abilities and needs of the current Year 6 pupils, including those who are gifted or talented.
11. The standards attained by pupils with English as an additional language across the school are good. In Year 6, most pupils reach standards that are in line with the national expectation, and many reach the higher Level 5 in speaking and listening. This is part of the overall trend towards higher attainment that is evident in the school as a whole. By the age of 11, the most natural and common form of spoken communication for all pupils in classes, and at play, is English. Although skills in written form remain limited for pupils aged up to seven, by the time they are 11, the majority have a clear understanding and grasp of the many forms of writing, including extended stories and factual accounts.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to the school are good, irrespective of gender, ethnicity, special educational needs or having English as an additional language. This reflects the findings of the last inspection. The school is an extremely orderly community, where pupils demonstrate very good behaviour and have very good relationships with each other and staff. Pupils are enthusiastic about lessons, greatly enjoy coming to school and show maturity and interest in their learning. They are very keen to participate in the many opportunities the school provides, including the many extra-curricular activities. In the overwhelming majority of lessons seen, pupils worked extremely hard, related very well to one another and adults and enjoyed the company of visitors.

- Pupils play extremely well together at lunch and playtimes. Pupils are consistently friendly, courteous, keen to show visitors around the school and speak of their achievements, and show their pride in their work.
13. Pupils' behaviour is very good. The school rules are understood and respected by pupils, and their very good behaviour reflects the strong efforts made by staff to instil into pupils respect and consideration for one another. The personal, health, social education and citizenship programme, which is regularly taught well, has a strong influence on pupils' behaviour and their attitudes. Pupils realise that good behaviour has a positive impact on relationships and they respect and understand the beliefs and feelings of other people. Pupils have a respect for their own belongings and for school and other people's property. Pupils treat school equipment, books, computers and other learning resources with great care and respect. The findings support the overwhelming majority of parents who believe that behaviour at the school is very good. The school is free from vandalism or graffiti. There have been no permanent exclusions during the past year and only four fixed-term exclusions.
 14. Pupils' personal development is promoted well. Relationships between pupils and staff are very good. Pupils work well together in shared tasks, such as in an excellent Year 1 lesson where they discussed their perception of the role of individual family members, demonstrating a good knowledge and understanding of the role of parents and the responsibility they carry. In a Year 5 physical education lesson, pupils worked well in pairs to create a 'bridge', followed instructions closely and successfully developed their ability to work collaboratively.
 15. The school gives pupils ample opportunity to take initiative and personal responsibility. Year 6 pupils are appointed as mentors with responsibility for some supervision in the playground at lunchtime. Lunchtimes are pleasant, social occasions where Year 5 and 6 pupils play with and guide younger pupils, help them with games and are pleased to look after them. Other pupils fulfil roles of responsibility effectively, including tidying the computer room, delivering registers to the school office and collecting litter. School council representatives from each class meet regularly to discuss and debate, in a mature manner, items that they wish to bring to the attention of the school, such as repairs to the playground.
 16. Attendance at the school is unsatisfactory as it is below the national average. Compared with the borough, however, it is higher. Unauthorised absence is higher than the national and borough average. This is largely due to parents of reception children not appreciating the need for full-time attendance and to pupils' having extended holidays and visits abroad. Punctuality is satisfactory and most lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Teaching is good overall in the foundation stage, infant and junior classes. It has improved significantly since the last inspection when it was judged to be satisfactory overall with 45 per cent of lessons being good or very good. Of the lessons seen during this inspection 98 per cent were satisfactory or better. Of these, 39 per cent of lessons were good and 32 per cent very good or excellent. Only two lessons were unsatisfactory.
18. The school has focused on improving the quality of teaching in order to drive up standards and has been successful in this. The assessment systems, previously identified as good, have since improved and are more effective now in tracking and monitoring the attainment and progress of all pupils irrespective of gender, ethnicity or ability. Teachers have high expectations overall; these are satisfactory in the nursery and good throughout the rest of the school. Teachers use their information on pupils' learning well in planning to meet the widely differing needs in their classes. One impact of this has been the strategy to put pupils into ability sets in Year 6 for English, mathematics and science to more effectively target pupils' learning. This has helped standards to rise.
19. In the lessons that were of high quality, the teaching was stimulating, challenging and imaginative, enabling pupils of all abilities to raise their learning significantly. Good examples

were also seen of effective introduction and final plenary sessions that challenged pupils' mental recall skills and ensured that the learning objectives for the lessons were reviewed. The two unsatisfactory lessons were, in one case, the result of one teacher's having too high an expectation, whilst in the other lesson the class management was too confusing for pupils to follow. Teachers' knowledge and understanding of the curriculum and the needs of pupils are good. This enables them to provide work according to most pupils' level of attainment, although on some occasions the work set did not meet the needs of all pupils. Teaching of basic skills is good in English and mathematics, with some good links across a range of subjects, particularly in writing and using history, for example, as a vehicle for developing pupils' writing skills. Literacy and numeracy are taught well.

20. The headteacher has developed a strong team of senior managers around him and, together with the deputy headteacher, has firmly established a range of effective systems and strategies for achieving greater consistency in teaching and learning across the school. He has implemented a secure platform for senior managers to monitor teaching and learning in the core subjects, but there has been less consistency in extending monitoring to all subjects or to all subject co-ordinators. Teachers, however, are very open to receive feedback to improve their own practice, and some team teaching is helping to disseminate good practice across the school.
21. The turnover of staff has been very high over the last two years, primarily due to teachers being promoted to positions in other schools. As a result, the headteacher has placed a high priority on developing both new and longer established teachers' skills to build effective teams and to enable them to be aware of what their pupils are able to achieve. This is good practice and ensures that all teachers have the necessary support and assistance required. Newly qualified teachers receive good help and support in their first term in school from their tutors and mentors, which helps them to develop their teaching and to learn from experienced staff.
22. Due to the high number of pupils with English as an additional language, the school has wisely invested heavily in providing a large number of educational assistants to support these pupils both in class and in withdrawing pupils to focus on developing their reading skills. Teachers use the classroom assistants well so that pupils who have difficulty grasping ideas and mathematical concepts, for example, can play a full part.
23. Teachers' management of pupils, time, support staff and resources is very good, enabling pupils of all abilities and gender to receive the help they need. The use of day-to-day assessment is satisfactory overall; the greater majority of teachers are conscientious in evaluating how well pupils achieved in lessons when compared with the planned learning objectives and generally use this information well to plan future lessons.
24. All subjects of the curriculum are taught, although some subjects are squeezed for time due to the school's high focus on core subjects. The school is aware of this and has planned creatively to ensure that all pupils receive teaching in all non-core subjects. This includes the Year 6 pupils' visit to the Learning Centre that focuses on outdoor aspects of science and geography including orienteering. Whilst this provision is good, it does not fully ensure the systematic development of pupils' skills. History is used well to develop pupils' literacy skills.
25. Teachers are good at ensuring that all pupils are fully involved in lessons and build very well on the very good relationships they have with pupils. Many good teaching strategies help the pupils to enjoy their work and this encourages them to be attentive, work with concentration and co-operate successfully in pairs when required. The marking of pupils' work is good and gives pointers for improvement. Homework is set consistently across the school, with clear expectations given to pupils and parents for the amount of work they are expected to do each week in English and mathematics. Most parents mentioned the keenness their children show for homework, particularly as it builds well on their learning in classes.
26. The teaching of pupils with English as an additional language is good. The school's policy is to ensure that the pupils are fully integrated and included in all normal class activities. This is achieved from the earliest age, supported by classroom assistants, a number of whom are

themselves bi-lingual, who work very well with children in one-to-one or small group situations. The everyday medium of teaching is English, but the teachers consistently plan into their delivery of lessons strategies that relate to the needs of the pupils. These include collaborative working in pairs, an emphasis on role-play and drama to develop speaking and listening skills, the use of pictures and objects as aids to learning, and ensuring that the pupils' activities are relevant to their cultural background. In this they are clearly successful and pupils develop very positive attitudes to the school and often a sophisticated use of language. Year 6 pupils talk about their favourite lessons using words and phrases such as 'comprehension exercises, role-play, dissolving materials, developing my imagination, solid and plane shapes'. This in itself is clear evidence of the effectiveness of the teachers' concentration on developing pupils' language skills.

27. Teachers are also effective in ensuring that pupils are well adjusted socially. For example, one Year 6 pupil stated. 'Bullying is not now an issue because, if we are provoked, we now know how to resolve matters'.
28. The quality of teaching in the classroom for pupils with special educational needs is good. It is very good in withdrawal groups for literacy and numeracy. Class teachers and the education assistants work very closely together to provide precise, targeted support for individual pupils and groups. Teachers and education assistants make detailed support plans and carefully assess progress to aid all future planning. Education assistants are well trained and several have specialist qualifications. All adults have very positive attitudes towards pupils with special educational needs and this markedly increases pupils' confidence and self-esteem. Pupils are eager to learn and to progress. They are proud to demonstrate what they know and can do. They are well integrated in classroom activities and well regarded by their peers.

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

29. The school's curricular provision fulfils statutory requirements and is well supported by national guidelines. This is largely similar to the situation at the last inspection. Subject policies have been developed from the guidelines, with the exception of some schemes of work, which fully encompass the direction and expectation for those subjects. Arrangements for the teaching of religious education are consistent with the requirements of the locally agreed syllabus. Acts of collective worship meet requirements.
30. Curricular provision whilst broad, is not fully balanced. The school has been creative in planning for 'block teaching' of subjects such as art and design and design and technology in alternate terms, but this does not ensure the systematic development of pupils' knowledge and skills in these subjects. Good strategies are in place for the use of literacy and numeracy across the curriculum. The school has realistically focused on literacy and numeracy in its effort to raise standards, but recognises the need to provide further opportunities for pupils to develop their knowledge, understanding and skills in all foundation subjects. There are some fairly strong cross-curricular links, though these are not yet part of a planned approach. All pupils have access to all areas of the curriculum.
31. The provision for pupils' personal, social, health education and citizenship is good although it is at an early stage of development. Pupils receive sex education and are made aware of the use and misuse of alcohol and drugs. The regular provision of homework makes a good contribution to pupils' learning and attainment. The provision for pupils with English as an additional language is good, especially when selected pupils are taught by the specialist teacher.
32. The provision for pupils with special educational needs is very good in numeracy, literacy, behaviour and in a wide range of other needs, including speech and language and muscular dystrophy. Good provision is made for pupils with statements and those who have exceptional needs. The school is well served by visiting specialists who work closely with the co-ordinator. Good provision is made for supporting pupils' reading and extra support for pupils who have

particular learning difficulties, such as dyslexia. Pupils are put into ability sets for numeracy in Years 3 to 6 and literacy, numeracy and science sets in Year 6. This is a significant factor in pupils' good progress as support is targeted effectively. Learning resources are good, easily accessible and well used to support pupils' learning, including a soft play area for younger pupils. The use of computer programs is developing well but does not fully match the needs of the pupils. The development of information and communication technology is part of the school's special educational needs action plan.

33. The principle of inclusion is a very strong factor in the organisation of the school. Pupils with English as an additional language enjoy full access to all aspects of the curriculum. Many take advantage of the wide range of extra-curricular activities organised by the teaching staff. Pupils in the drama club have reached a very high standard of performance. Although the school has some teaching aids such as tape recorders and CD-ROMs, there is room for more use of technology and personal computers in developing individual learning for pupils whose grasp of language skills is not as developed as the majority of their class. However, the pupils contribute well to the spiritual, moral, social and cultural life of the school. At playtimes, pupils of all origins mix together well. The Black Heritage topic week develops an appreciation of how minority ethnic groups contribute well to British and international culture.
34. A very wide range of extra-curricular activities including clubs, holiday schemes and visits to places of interest enriches the curriculum. The contribution of the community to pupils' learning is good. Relationships with linked secondary schools are well established and these contacts support pupils' overall progress.
35. The school makes good provision overall for pupils' spiritual, moral, social and cultural development. This is an improvement since the last inspection. Provision for pupils' spiritual development is good. Pupils' spirituality is developed mainly through assemblies and collective worship. The strong ethos of the school fosters care and self-esteem, enabling pupils of many faiths and cultures to integrate effectively into the life of the school. Assemblies also celebrate pupils' achievement, and opportunities for reflection are provided in assemblies and lessons; this was evident in a Year 6 history lesson which involved pupils' reflecting on the impact of changes in some aspect of British life. A science activity involving learning about sources of light created a genuine sense of 'awe and wonder' for Year 1 pupils, and a group of Year 6 pupils were similarly awe-struck when they first saw some exquisite Islamic designs in a lesson. There is evidence to suggest that opportunities for pupils' experiences in art, music and literature similarly heighten their spiritual awareness. However, these opportunities are not always part of a planned approach to enrich the spiritual dimension of pupils' experience.
36. Provision for pupils' moral development is very good. The school has a strong moral code which sets boundaries for acceptable behaviour. This framework of values enables pupils to distinguish between right and wrong. Classroom activities and assembly themes often raise moral issues concerned with drugs and bullying with good examples consistently set by adults. The school's expectations of behaviour are high and pupils are constantly encouraged to reflect on the consequences of their actions. This is largely due to the strong efforts made by staff to promote good behaviour, the successful implementation of the behaviour policy and the strong wish by the overwhelming majority of pupils to achieve well and to please their teachers. As a result, the majority of pupils respond positively to school rules and show respect for each other and property. Most parents are happy with the values and principles that the school promotes.
37. Provision for pupils' social development is also very good. The school fosters very good relationships and pupils are encouraged to work well together in class; they are given many opportunities to enjoy each other's company in extra-curricular activities. A range of activities relating to the comprehensive personal, social and health education programme and visits and links with other schools contributes well to this aspect of pupils' education. The school provides some opportunities for pupils to take initiative and responsibility, such as those taken by pupils in Year 6 for leadership of the school council and younger pupils as council members. They learn to become good citizens, contributing well to the profile of the school in the community.
38. Provision for pupils' cultural development is good. Pupils have opportunities to develop an understanding and appreciation of their own cultural heritage through art, music and literature. For example, two pupils with exceptional singing skills receive extra singing tuition. Pupils learn about festivals and, to some extent, different customs and traditions through history, geography and religious education lessons. The school has made a good start in raising pupils' awareness of cultural diversity. Further benefit could be gained, however, from the rich cultural diversity represented by the wide range of ethnic origin within the school.

39. Religious education, assemblies and the daily act of collective worship are major contributory factors in the promotion of pupils' spiritual, moral, social and cultural development. The school's success in this respect is largely due to the leadership and personal commitment of the headteacher.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Procedures for child protection and ensuring pupils' welfare are very good. Staff know pupils well and provide a high level of support and assistance. All teaching and non-teaching staff display a high level of care and concern for pupils and, as a result, pupils make good progress in their daily life at school. They thrive in the strong learning climate. The headteacher is the designated member for child protection and has appointed an administrator for child protection: he has also bought in the services of an independent child protection advisor. As a result, all staff receive regular training and are fully conversant with the child protection policy which is detailed, concise and reflects the aims of the area policy. Records of all relevant concerns are very good, as is liaison with the social services.
41. Accidents are well recorded together with full details of treatment given to pupils. The school has an adequate number of staff trained in first aid. All other health and safety procedures are relevant and up to date. The school's premises officer, who is also the link governor for health and safety, carries out regular health & safety audits of the school and has introduced full training for all staff in fire precaution. He keeps excellent records of health and safety matters, and fire alarm tests and fire drills are carried out regularly.
42. The school has good procedures for the monitoring and recording of attendance. Registers are marked accurately and neatly and fully comply with legislation. Absences are followed up well by the school attendance officer who monitors pupils' attendance regularly and contacts parents on the first day of absence. She liaises well with the recently appointed education welfare officer. Attendance, however, is below the national average, but above the borough average. The school is to investigate ways of further promoting attendance and informing parents of the impact on their children's learning resulting from their absences.
43. Pupils receive good educational support and guidance. Staff know pupils well and pupils are able to relate to them and know whom to go to for guidance and support. The school regularly assesses pupils with special educational needs and provides a good deal of information that is well recorded to help identify pupils' attainment. Information gained is used effectively to provide suitable work for the pupils.
44. The school has effective procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour. The school rules are prominently displayed in each classroom and are well known and understood by pupils. They are based on reward and sanction and are consistently and fairly applied by all staff. Where incidents of challenging behaviour or bullying occur they are rapidly dealt with by staff in a very appropriate manner. As a result, pupils feel that they are safe and secure in school. During the inspection, no incidents of challenging behaviour or bullying were observed, and pupils interviewed confirmed that they felt secure in the school and that staff were consistent in the handling of any inappropriate behaviour. Pupils are well supervised over lunch and in the playground. Because of the care and concern shown to pupils and the successful mentoring arrangements of younger pupils by older pupils, they are able to develop very good relationships.
45. Assessment arrangements are of a high quality and provide a powerful tool for improvement. This is an improvement since the last inspection. There is a rigorous check on the standards reached and the achievement gained in English, mathematics and science. The assessment co-ordinator takes a strong and energetic lead in using information to improve the quality of pupils' learning by following up any areas where pupils are making less than expected progress. Further sessions or additional support are put in place as required and the impact is thoroughly checked against expected gains in progress. Precise scrutiny of data from test results ensures that pupils make

enough progress. These procedures provide teachers with a strong base on which they can plan the next learning steps for all pupils, including children for whom English is an additional language and those who have additional or different learning needs. Where children have a statement of educational need, teachers make very good use of the assessment information available. The school has plans underway to fine-tune arrangements to meet the increasing range of needs in the school.

46. As a result of these assessment measures, most teachers have a clear view of what pupils know, understand and can do. Teachers assess what is learned in literacy at the end of lessons and use the information well to plan the next activities. It is not used as consistently in mathematics and science and, as a result, some loss of pace in learning occurs. Pupils are becoming skilful at checking for themselves how much they have learned by looking back at the learning intentions at the start of each lesson. Teachers use this feedback well to identify where misconceptions lie. In nursery and reception years, observations about children's achievement are building up good profiles of progress. These observations are linked to the 'stepping stones' in the six areas of the foundation stage curriculum.
47. Pupils' overall progress is closely tracked in all elements of English, mathematics and science and the information is used to set targets for each pupil, groups of pupils and year groups. To reach these targets, additional 'booster' sessions are taught regularly in Years 2 and 6 to improve reading, writing and number skills. Overall, the school has high expectations of what pupils should achieve over time. Continuous progress is assured because vigilance is built into the assessment arrangements for core subjects. Arrangements to measure how much pupils learn in the foundation subjects have not been developed. The school is aware of the need to devise useful ways to track progress from Year 1 to the end of Year 6 to ensure that pupils gain a better balance of skills and knowledge in the foundation subjects than at present.
48. The school has good procedures for monitoring and supporting pupils' personal development. Regular staff meetings are held at which pupils' attitudes, behaviour and welfare are discussed and pupils' personal development is monitored. Staff know pupils very well and effective hand-over meetings are held when pupils move to their next year groups so that their personal development is carefully tracked and recorded.
49. Pupils who come to the school with English as an additional language are well cared for. Their competence in understanding and using English language is quickly assessed by the co-ordinator responsible for ensuring that their needs are met. As they progress through the school, the normal pattern of assessment through tests and reviews of completed work is used to measure their progress, with further targets for learning being planned. The majority of pupils become quickly able to use English as a natural form of communication. The headteacher and assessment co-ordinator monitor the outcomes of reviews to measure the progress of the pupils on a year-group and whole-school basis. Areas that need special attention are identified and action is decided upon. This has been successful in raising achievement overall, but especially in junior classes where last year the targets in English, mathematics and science were all exceeded. The school has already partially implemented the advice given, following a visit from one of Her Majesty's Inspectors, to review the attainment of specific minority ethnic groups. This should also be extended to cover all significant groups of pupils in school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents value the school highly. The school works extremely hard to develop a strong relationship with parents and makes every effort to involve them in all aspects of their children's learning. A significant majority of parents who responded to the pre-inspection questionnaire reported that: their children like school and make good progress, that teaching is good, they feel comfortable about approaching the school with questions or a problem, and believe that the school works closely with parents. A large majority also approved of the range of activities outside lessons, how well the school is led and managed and the amount of homework that their children receive. Inspection findings confirm these positive views. The school warmly welcomes parents into

school to help although only a very small number of parents do so. They help in the nursery in listening to children read, accompany pupils on school visits and help with school productions. Their work is valued by the school.

51. The quality of information provided to parents about their children's progress is very good. This finding does not support the concern of some parents who feel that insufficient detail is given. Pupils' annual reports are extremely well written, are clear and give precise and concise information for each subject on pupils' progress, target setting and explanation of their achievement. The well-presented school brochure is easily read and gives much information about school policies and aims of the school. Monthly newsletters give full information about events and activities promoted by the school. The very comprehensive arrangements that the school has made to inform parents about their children's education have a very positive impact on the progress that pupils make.
52. Two parent consultation evenings are held each year, with targets for pupils' progress being set in the autumn and reviewed and modified in the spring. Meetings are held for parents of nursery children prior to admission and further meetings held with the headteacher and foundation stage co-ordinator for parents of reception age children transferring from the nursery. Meetings for parents of Year 5 and 6 pupils help parents to prepare their children for the national tests.
53. The school has appointed a home-school liaison officer who regularly visits parents to discuss matters of concern, contacting them by letter or telephone in the event of the school's wishing to inform parents of concern or praise for children. Parents are invited to the regular 'Well done' assemblies. The school also holds a number of workshops for parents in information and communication technology as a support to developing parents' own skills and their children's reading. The school takes a particularly responsible approach to encouraging a community spirit by regularly providing a fruit and vegetable co-operative shop in school for parents.
54. Good arrangements are in place for the admission and the transfer of pupils to the next stage of education. Parents of children due to enter reception are invited to school for a 'taster day' and the school encourages parents to stay with their child until their child settles into a routine. This enables them to make a good start to school life. Good arrangements are in place for staff at secondary schools to meet Year 6 children, and parents are given full information about these schools and the various opportunities available to them.
55. Parents of pupils with special educational needs are fully involved in their children's education and are actively encouraged to visit the school for formal and informal discussion. Parents receive a copy of their child's individual education plan and are invited to comment on it. Parents of pupils with statements of educational need are invited to the annual review meeting to take part in target setting. The co-ordinator responsible for pupils with English as an additional language works well with their parents to ensure that they are well settled into school. She is well known and respected by the parents. Parents are regularly informed about their children's progress and given help to know what homework their children should be completing. This results in parents generally providing sound support for their children and using the home-school diary as a very effective means of two-way communication with the school. Some members of staff, including the headteacher, assist with translations for parents when necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The overall leadership and management of the school are very good. The headteacher's leadership is excellent. These findings reflect those found at the last inspection. He has very high expectations of his staff and pupils and has set the tone for the ethos of the school, focusing on good achievement and very positive relationships in which pupils can achieve according to their individual abilities. His strategic overview of the school is excellent. He has successfully built a strong and co-ordinated staff team that is particularly committed to fulfilling the school's aims and has committed itself to strengthening the already very good management systems in the school. He provides a very clear educational direction to the school. His delegation to senior staff is successful, and effective follow-up ensures that all management responsibilities are completed well.

57. The deputy has been very effectively involved with the headteacher in bringing the school out of special measures and in developing the management systems to which all staff work. Senior managers have a very clear understanding of their roles of responsibility and contribute very well to the management of the school. The headteacher and senior management team regularly review the strengths of the school and the areas requiring further development. Leadership and management by subject co-ordinators are good overall. The school's information systems in supporting these reviews are very good.
58. Governors are very effective and play a key role in helping to chart the school's direction. They attend strategic management meetings with the senior management team in which the school development plan and actions from the last inspection are reviewed in detail and future actions are planned for. This ensures that they have a very clear understanding of the strengths and weaknesses of the school. They fulfil all their statutory requirements.
59. The systems and process of school improvement planning are very comprehensive. Very effective reviews of the progress of all pupils by gender, ethnicity and of those with special educational needs and English as an additional language take place and give staff the information needed to address areas of weakness. The information has enabled staff to target particular groups of pupils well, resulting in high standards being achieved in comparison with similar schools. The priorities for the school are fully appropriate for moving the school forward. The school development plan is carefully costed and includes all essential aspects of planning including the maintenance and development of initiatives over the medium term. The plan is used well by staff and governors.
60. Systems for monitoring and reviewing the work of the school are very good. Frequent monitoring of teaching takes place for literacy and numeracy lessons, and the monitoring of some other subjects is also undertaken. Regular feedback is given to teachers on their teaching and planning, and they are keen to improve their teaching to further develop pupils' learning. The good teaching is well supported by the very effective assessment procedures and teachers' use of the information gained. All subject co-ordinators are involved in monitoring teachers' planning and pupils' work, but only senior managers currently monitor teaching. This has been very effective in ensuring that standards rise, but it is necessary for subject co-ordinators to monitor teaching and learning and delivery of their subject responsibility. The school is aware of this need and is planning to extend the monitoring process to all staff with subject responsibility.
61. Staff turnover has been very high over the last two years, the great majority being promoted to posts in other schools. This has resulted in the senior management team focusing closely on gaining suitable staff. The school seeks to employ both skilled staff and newly qualified staff to replace those leaving. The school gives high priority to the development of its staff, and performance management is very effectively threaded through the school's management systems. This ensures that all new staff, newly qualified teachers and graduate trainees are very well inducted into the school and receive effective support through the mentor and tutor system. All new staff value the help they receive. Particularly effective is the help given on the graduate training programme in developing the planning and teaching skills of its graduates.
62. The provision for pupils with special educational needs is very well organised by the co-ordinator, learning support teacher and learning mentor. All are well qualified and committed to ensuring that high priority is given for the successful inclusion of all pupils. The education assistants, who give invaluable support to pupils, are very well led and work as members of a team committed to raising standards and ensuring that all pupils are equipped with basic life skills. Education assistants have good access to training and meet regularly to share their concerns and the progress of their pupils. The designated budget is carefully managed and underpins the aims of the school's comprehensive action plan. Staff show their commitment to inclusion by employing two young people from the local 'First Chance' employment scheme for school leavers with learning difficulties to support pupils' learning.
63. The school is fully committed to racial equality and equality of opportunity for all of its pupils. This includes a wide range of ethnicity, special educational needs and English as an additional language. The school is effective in meeting these aims well and is fully inclusive, resulting in

harmony amongst pupils and freedom from any racial concerns. The provision for pupils with English as an additional language is effectively managed. A part-time member of staff has the day-to-day responsibility for ensuring that the pupils' needs are assessed, often by releasing the class teacher to enable this to take place. She works in the classroom assisting pupils in small group situations, making sure that the appropriate resources are available. Training is given to all members of the staff, including the educational assistants. The co-ordinator has developed an action plan to ensure that the range of activities and resources are consistently improved. She has a calm, friendly manner with pupils and has spoken to Year 6 pupils about the conditions she met herself as a newcomer to Britain and was listened to with enjoyment and interest.

64. Finances are managed very effectively, including specific grants from the Education Action Zone and Excellence in Cities. The latter, for developing the work of gifted and talented pupils, has been identified by Her Majesty's Inspectors as being good practice. The recently appointed co-ordinator for gifted and talented pupils is continuing to develop a comprehensive programme of provision to support the relevant pupils; the school development plan includes an action plan for this work. Funding for special educational needs pupils is spent effectively and is closely monitored for the spending impact on pupils' learning. All recommendations of the recent financial audit have been implemented. The headteacher and governors pay very good attention to the four principles of best value of consultation, comparison, competition and challenge.
65. The accommodation is good, enabling the full curriculum to be delivered, with an adequate number of classrooms that are suitable to accommodate the numbers of pupils on roll. The school is well maintained and has a large number of excellent and well-presented displays that celebrate pupils' achievement. The school has adequate storage space. The newly resourced library is spacious and adequately stocked with a large number of new books that are used by pupils to enhance their reading. There is a good quality computer room with a good ratio of computers to pupils and an interactive whiteboard. Both nursery and reception areas have safe areas for outdoor play with good provision of climbing and balancing equipment, toys and other resources appropriate for children's personal, social and physical development. The school field is used well. Resources are satisfactory for most subjects but are good in science and music and very good in information and communication technology. All resources are used well to support children's and pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to improve the quality of education further, the headteacher, staff and governing body should:
- (1) Continue to raise standards in Years 1 and 2, particularly in English, mathematics, science and information and communication technology (*) by:
 - developing pupils' reading for understanding;
 - ensuring that all mental mathematics sessions are brisk and demanding and that pupils' investigation and problem-solving skills are developed;
 - ensuring pupils further develop their investigation and recording skills in science;
 - ensuring that all pupils have equal and adequate opportunities to use computer technology equipment, particularly pupils with English as an additional language.
(paragraphs 84-91, 95-98, 105, 106, 128, 130)
 - (2) Continue to raise standards in geography in Years 3 to 6 by:
 - providing more effective subject coverage to use pupils' knowledge of the world to develop their understanding of differences and similarities;
 - ensuring that pupils of all abilities make appropriate progress.
(paragraphs 119, 120)
 - (3) Provide a better balance to the curriculum to ensure all non-core subjects receive adequate time to systematically develop pupils' skills.
(paragraphs 30-33)

- (4) Extend the assessment procedures to incorporate all non-core subjects.
(paragraphs 112, 120, 125, 136, 141)
- (5) Take further steps to improve the level of attendance. (*)
(paragraph 16)

Items marked (*) are already planned to be pursued by the school.

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

67. There are no main issues for action, but the school should consider the following minor points:
 - (1) Increase the use of technology to provide 'fast-track' opportunities for pupils to develop their language skills;
 - (2) Refine the identification of strategies in teachers' planning to cater for pupils' needs on an individual or group basis;
 - (3) Further analyse the attainment by all significant ethnic groups.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	22	35	24	2	0	0
Percentage	7	25	39	27	2	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	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	410
Number of full-time pupils known to be eligible for free school meals	0	267

FTE means full-time equivalent.

Special educational needs	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	253

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	1.9
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	29	29	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	26
	Girls	22	24	24
	Total	45	47	50
Percentage of pupils at NC level 2 or above	School	78 (78)	81 (71)	86 (78)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	26	24
	Girls	22	24	24
	Total	44	50	48
Percentage of pupils at NC level 2 or above	School	76 (72)	86 (74)	83 (86)
	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	30	29	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	24	22	26
	Total	43	42	46
Percentage of pupils at NC level 4 or above	School	73 (79)	71 (82)	78 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	15
	Girls	22	23	17
	Total	38	42	32
Percentage of pupils at NC level 4 or above	School	64 (67)	72 (75)	54 (74)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
165	4	0
4	0	0
7	0	0
7	0	0
5	0	0
0	0	0
0	0	0
2	0	0
1	0	0
35	0	0
0	0	0
15	0	0
128	0	0
0	0	0
7	0	0
4	0	0
0	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: Y1 – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	22.1:1
Average class size	27

Education support staff: Y1 – Y6

Total number of education support staff	0
Total aggregate hours worked per week	0

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30:1
Total number of education support staff	2
Total aggregate hours worked per week	66
Number of pupils per FTE adult	10.1:1

Financial information

Financial year	2001/02
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	£
Total income	1,347,776
Total expenditure	1,380,242
Expenditure per pupil	3,081
Balance brought forward from previous year	83,220
Balance carried forward to next year	50,754

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	7
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Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	410
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	17	1	0	0
My child is making good progress in school.	75	21	1	0	3
Behaviour in the school is good.	67	29	3	0	1
My child gets the right amount of work to do at home.	66	25	3	3	3
The teaching is good.	77	21	1	0	1
I am kept well informed about how my child is getting on.	57	30	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	66	25	3	5	1
The school expects my child to work hard and achieve his or her best.	78	17	1	1	3
The school works closely with parents.	54	31	8	7	0
The school is well led and managed.	57	34	1	3	5
The school is helping my child become mature and responsible.	68	28	3	0	1
The school provides an interesting range of activities outside lessons.	42	38	8	5	7

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

68. The provision for children in the foundation stage is good. No comment was made on this provision at the last inspection. Children are admitted to the nursery in the term after their third birthday and to the two reception classes in the September and January following their fourth birthday. At the time of inspection, most children in the reception classes were under five.
69. On entry to the nursery, the attainment of the majority of children is very low in their creative, physical, personal, social, emotional and mathematical development and in their knowledge of the world but particularly low in their English communication, language and literacy skills. Children achieve well overall. By the time they join the reception classes their attainment remains well below expectation in most areas of the early learning goals. Most of the children have English as an additional language and many speak little or no English when they first start school. Due to the provision of a well-structured programme of work and the wide range of opportunities for developing good quality English language skills, children show very good gains in learning, and most children reach the expected goals in their physical and creative development by the time they are due to start Year 1. Children also do particularly well in their personal, social and emotional development and most are on course to achieve many of the standards in this area. However, due to their very low attainment, the overall standards remain below national expectation in communication, language and literacy, mathematics and knowledge and understanding of the world by the end of the foundation stage. Children with special educational needs receive well-planned support that enhances their learning. Children who are learning English as an additional language receive well-focused support and soon acquire enough spoken English to function adequately within the classroom.
70. The nursery and reception staff plan effectively to provide activities that are relevant, imaginative and enjoyable and include all aspects of the foundation stage curriculum. The activities planned in the nursery are suitably linked to early learning 'steps' for 3 and 4 year olds, but the adults do not sufficiently focus on the learning outcomes when supporting children, in order to link with reception class planning. The curriculum in the reception classes closely links with the work children will follow in Year 1, such as the work based on the literacy and numeracy strategies. Teachers' short-term planning in reception classes includes clear learning objectives for all areas of learning with a suitable balance of child-initiated and teacher-directed activities. The outdoor provision is good in the nursery and satisfactory for the reception classes. Due to the nursery and reception classes being housed in separate buildings, staff cannot share resources.
71. The procedures to monitor and assess children's progress on a regular basis are satisfactory and well established as part of planning in nursery and reception classes. The information gained from assessments is used well to link work with what children can and cannot do.
72. The overall quality of teaching is satisfactory in the nursery, good in reception classes and sometimes excellent. In the best lessons, staff carefully plan to provide an imaginative range of activities with clear intentions. Their expectations of work and behaviour are appropriate and tasks are well matched to children's level of attainment and skill in most lessons. Teachers show good knowledge of how young children learn and adopt a stimulating approach to teaching. They use time effectively to reflect and consolidate children's knowledge. In most lessons there is good emphasis on encouraging and developing speaking through children's role-play and teacher interaction. For example, the 'home-corner' and 'Nativity corner' in the nursery and role-play and dressing-up area in the reception classes provide opportunities for children to discuss what they are doing and acquire new vocabulary. Teachers skilfully manage children and give praise and encouragement appropriately. Parents are fully involved and effectively guided prior to the school admissions. Homework in the form of borrowing books is used particularly well in the reception classes to enhance children's progress in reading.

Personal, social and emotional development

73. Children in the nursery settle down quickly and feel happy and secure. A significant number of children are on course to successfully attain the national expectations by the end of the foundation stage. This reflects good achievement and skilful teaching. Children make good progress as they learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of learning situations such as sharing refreshments daily in both nursery and reception classes. Children of different backgrounds work and play in harmony, a good example being observed in the reception class where children were role-playing 'The Noisy Monkey' story alongside each other. Children are taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and for each other. Staff are good role models and explain clearly what is expected of the children. Children are helped to form good relationships with others through many good opportunities to work in pairs or as part of a group. Most children are attentive and eager to learn, and enjoy sharing their work with an adult. Staff create a supportive atmosphere where each child feels very special.

Communication, language and literacy

74. The large proportion of children at an early stage in English language development means that only a small minority of higher-attaining children are expected to reach the early learning goals by the end of the reception year. The overall attainment in this area is well below average.
75. Appropriate emphasis in the nursery is given to developing children's speaking and listening skills. Instructions for activities are very practical. Demonstration and use of visual information enable children, including those new to English, to understand what they have to do. The adults develop children's communication by providing good role models in the way they talk to each other and to children. Staff question children in small groups and individually, listening carefully to what they have to say. Children learn the new vocabulary and the appropriate way to say something. As a result they are not inhibited to talk to each other or adults as they play. Some good strategies, such as collecting name cards for registration in the morning, effectively support children in their early literacy development. Children regularly practise writing their names and most are still at the early stage of making marks on paper.
76. Effective support for speaking and listening continues in reception classes. Teachers plan well to develop children's talk and extend their vocabulary. All resources are carefully labelled to show children where everything goes. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes. Excellent learning was noted when children listened to the story of a monkey and were then encouraged to re-tell the story using appropriate vocabulary. A range of good quality resources is used to support children's understanding. Teachers consolidate children's knowledge of phonics and enable them to form letters correctly through good direct teaching. Reception children start to link sounds with letters through language games. They name most letters of the alphabet and through daily practice learn and consolidate new sounds each day as part of literacy sessions. Staff show that they value children's efforts at communicating. Most children talk interestingly about their experiences and develop new vocabulary at the same time. Children are effectively supported to form letters and words correctly. Very good progress is made when adults work in small groups or in one-to-one situations to give children individual attention.
77. Most children in reception classes are gaining satisfactory control in developing early writing skills. They draw and paint with increasing control. A few children write their own name without help, while others produce strings of letters, forming some of these correctly. Parents in the reception class are encouraged to share books with children daily and record their comments. The system of regular exchange and sharing of books effectively enhances children's love for books and ability to recognise words. By the end of the reception year, a few begin to recognise simple everyday words.

Mathematical development

78. Most children make good progress from the low level on entry. A significant few are on course to achieve some of the early learning goals; nonetheless, the majority are not expected to reach the early learning goals by the end of the reception year.
79. In the nursery, children match, sort and count using everyday objects. They recite number rhymes and sing songs to help them learn numbers. Children do not yet know basic shapes or count accurately due to their limited English language, but a few are adept at jigsaw puzzles. Children gain some knowledge of capacity and weight from practical experiences with sand and water. They learn about 'big' and 'small' from following the story, 'Can't You Sleep Little Bear'?
80. In reception classes, they learn about the basic two and three-dimensional shapes. They make repeat patterns using beads and shapes. Children learn to make simple comparisons and use phrases such as 'bigger than', 'smaller than' and 'middle sized'. Most children do not yet describe objects by position, shape, size, colour and quantity when working with large and small construction equipment. A few children count and order accurately up to six and a few recognise numerals by the end of the reception year. Teachers provide opportunities to count people or objects, such as in counting children present or the number of milk cartons needed. However, most children demonstrate limited knowledge and understanding of how to solve simple problems involving the use of vocabulary such as 'add one more' or 'take one away', 'how many altogether' and 'how many left'. The effective use of number rhymes and songs such as 'Five Little Ducks' and 'Ten Green Bottles' further enhances pupils' learning.

Knowledge and understanding of the world

81. While the children are getting good experience for developing this area of learning, the poor level of knowledge on entry of many children remains a major factor in their overall achievement. Most children have had very few experiences of the wider world, their lives being centred on their homes and families. Adults support children's understanding through opportunities to explore everyday objects of interest in the home corner and play-kitchen and encourage learning of how children have grown since they were babies. Teaching is particularly good for exploring and investigating, such as in gardening. Nursery children are encouraged to think about sources of light, with a few knowing how to make a bulb light up. They thoroughly enjoy the experiences of working with sand, water and play-dough. Children have little understanding of the change to materials. Opportunities such as cooking are not a regular feature. Reception children are well prepared to use their senses to recognise the smell and the taste of substances. The practical activities such as making and tasting buttered toast are much enjoyed by children who begin to talk interestingly about their experiences. They use paint and mix different colours, but most do not yet name basic colours correctly. The displays in nursery and reception classes are attractive and interactive. Children use different materials, such as paper and textiles, to develop cutting, joining, folding and building skills. They have opportunities to build with construction materials such as Lego and Duplo, but have insufficiently developed skills in asking questions to find out how things work. Most children demonstrate computer skills appropriate for their age and show increasing control in using a mouse to move items on the screen. Effective adult intervention and encouragement help children to explore new ideas.

Physical development

82. Children are on course to meet the early learning goals in this area. Outdoor provision in the nursery and reception classes is used effectively. Children in the nursery have free access to outside play. The range of large and small outdoor resources such as bikes and bricks, as well as the fixed climbing frame, is used well to promote children's physical skills in the nursery. In the school hall, children learn to develop an awareness of space, co-ordination and control in movement. By the time they reach the reception classes, children have learnt to use space well and have gained good control over their bodies. Good teaching promotes children's physical development effectively. This was noted in a dance lesson where children were skilfully

encouraged to follow a dance routine. Children are encouraged to undress independently, managing buckles and buttons, and to put shoes on the correct feet. Reception children play with construction toys and most children demonstrate reasonable hand and eye co-ordination. They hold a pencil correctly and paint carefully with brushes. They are developing confidence in the use of different tools, such as scissors, and joining materials such as glue. The range of opportunities is suitably planned to provide for progression of skills. Teachers always provide calm and sensitive support and show very good understanding of how young children learn. They have a sensitive awareness of children's safety.

Creative development

83. Teachers provide good opportunities for creativity and most children achieve the early learning goals by the end of the reception class. Nursery children draw, paint and make collages. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work successfully with a range of materials. Some examples of collage work produced by reception children, using a variety of materials such as sequins, textile, pasta and lentils, are particularly good. Children sing and clap nursery rhymes and express enjoyment. Teachers ask relevant questions to extend children's vocabulary. In both nursery and reception classes, children develop good control of singing, enthusiastically singing the songs they know well. Most children show obvious enjoyment, take pride in their work and talk with interest about what they are doing. The quality of displays of children's artwork, for example the 'puppet show' and 'lanterns' using different media, is good.

ENGLISH

84. Standards of work are close to average at the end of Year 6. This reflects the findings of the last inspection. The 2002 test results show that a high proportion of pupils reached the higher Level 5. This bodes well for the future, although the current Year 6 has fewer higher-attaining pupils. In Year 2, standards in reading and writing are below average. Substantial improvements since the last inspection include: very strong subject leadership, rigorous use of assessment, use of drama to develop pupils' understanding and speaking skills, the good range and quality of literature, effective methods to raise achievement in reading and writing, boys' achievement, and positive attitudes to reading.
85. By Year 6 pupils' use of language in speaking is broadly average. Pupils show confidence and many can present their work at length in front of others. Although standards in speaking at the end of Year 2 are below average, the good progress made in Years 1 and 2 is galvanised by the successful use of drama. Theatrical moments bring greater understanding for pupils at the early stages of literacy. Additionally, junior pupils reap benefits from regularly talking in pairs, an approach which provides opportunities for pupils to clarify their thoughts and rehearse what they want to say. The award-winning drama club provides further opportunities for interested and talented pupils to develop performance skills for larger audiences. Most pupils listen well in their lessons.
86. The school promotes the early development of literacy skills very well and there are appropriate links across other subjects such as history and science. Pupils get off to a strong start in their school life as readers and writers. The school checks that pupils make at least good progress and, where progress is less effective, additional sessions or resources are promptly given to ensure that pupils move on swiftly. The literacy strategy is effectively used with some adaptation to match pupils' learning needs. A high proportion of curriculum time and priority are rightly given to the subject.
87. The great emphasis the school places on reading is lifting standards in literacy and makes a strong contribution to boys' achievement. Although fewer boys than girls choose to browse in the newly established library, boys enjoy the books they read and show determination in learning to read. No differences in boys' and girls' achievement were seen during the inspection.

88. Standards in reading are below average in Years 1 and 2, but pupils achieve well in the early stages of reading letters, words and sentences. Many pupils take books home and some read at home regularly. All pupils read with an education assistant and this practice makes a significant contribution to their positive reading habits and skills. The school's 'read-act-retell' approach to daily literacy supports pupils particularly well, including those for whom English is an additional language. However, more could be understood if pupils were taught to use a wider range of clues when reading the books assigned to them.
89. Standards in reading at the end of Year 6 are close to average. Junior pupils achieve well but particularly so where the teacher is a subject specialist and in Years 5 and 6, where there is consistently very good and some excellent teaching. Pupils thoroughly enjoy reading and can explain the effects that authors create because teachers show pupils how to 'get under the skin' of a character. Also, thoughtful use of drama and poetry helps pupils to gauge the meanings of small, complex phrases. On one occasion, lower-attaining Year 6 pupils improvised the grimaces of the nasty character from the story 'Mathilda'. Also, the systematic approach to additional sessions to guide readers helps to accelerate the pace that improves pupils' skills. The school tackles underachievement, aims high and continually looks for ways to support pupils better. This includes opportunities to use the computer to read and browse. In addition, the very good range of quality books prepares pupils for living in a world with many cultures. However, too few Year 6 pupils know how to research information for themselves and this is partly due to limited opportunities, particularly in subjects such as geography and history. The recent opening of the new library is set to make some headway with this gap in pupils' study skills.
90. Standards in writing are below average at the end of Year 2, even though pupils make consistently good progress in Year 1 and 2. Teaching is consistently good with some that is very good or better. Some thoughtfully planned sequences of activities, from a shared experience to discussion and acting out, followed by direct teaching or games involving the key words of the experience, and ending with pupils' drafting their writing on small whiteboards, are effective. Early priority is given to correct letters formation in Year 1 so that, by the end of Year 2, most pupils write several sentences with ease although not in a fully joined style. Good emphasis is given to key words and spellings to ensure that most pupils use recognisable phonetic sounds. A learning target for each pupil and a higher than average rate of progress are expected. Half-termly progress checks are carefully scrutinised by management.
91. As a result of the good provision, most Year 2 pupils write sentences and some use speech and exclamation marks. In the writing seen during the inspection, many Year 1 pupils know about full stops and capital letters and are beginning to use them in their own sentence writing.
92. Standards in writing are average at the end of Year 6. Teachers continue to build well on the firm set of writing skills in Years 3 to 6. Learning momentum is greater in Years 5 and 6 where teachers set challenging work and mark pupils' work in a way that tells them how they may improve. As a result, pupils' progress sprints on. High standards are expected and robust plans are put into place to ensure that pupils do well. For example, opportunities for extended writing focus on developing, improving and refining pupils' work. Where possible, teachers use ideas for writing that inspire and are likely to bring some richness to their writing. Historical facts, re-telling of stories and poetry often feature in pupils' writing displayed across the school that contributes well to pupils' spiritual development.
93. The quality of teaching is good overall with strengths in early language work, subject knowledge and high expectations of pupils' achievement. The school now has a high proportion of very good teaching and some excellent teaching. Teachers make very good links between assessment results and their planning. This key factor assures that learning rarely dips. Where teaching is less effective in some Year 3 and 4 lessons, management is active in finding ways to develop teaching skills whilst ensuring that pupils do not lose too much momentum in their learning. This includes the deployment of extra teachers when necessary. Pupils' progress is enhanced by the commitment of the education assistants who demonstrate enthusiasm and knowledge. Teachers manage pupils well. Pupils know what is expected of them and relationships are often very good. Pupils with special educational needs are well catered for and supported very well. These pupils

are expected to make a similar rate of progress to other pupils and, where supported by education assistants, their needs are addressed well. Information and communication technology is used to support the subject, although further planning to include computer use is required across the school.

94. Leadership and management are very good and reflect the effective work of the co-ordinator and deputy headteacher. Checks in pupils' progress and the quality of teaching are followed up by the subject leader who guides planning and helps to tailor solutions to overcome any shortfalls found. This assures consistently good achievement across the school and has addressed the previously identified shortcomings of the last inspection.

MATHEMATICS

95. Pupils in Year 2 attain standards that are just below those expected for their age in numeracy and in other areas of the mathematics curriculum, including shape, measure and data collection. Since the previous inspection, pupils' have made good progress in developing basic number skills, largely through the use of mental and oral work at the start of each lesson. Pupils continue to make good progress in junior classes and, in Year 6, the large majority attain standards that are in line with the national average in most aspects of the mathematics curriculum. Additional classes are arranged after school to support the further development of skills and their application to solving simple problems.
96. The 2002 national test results paint a similar picture at the end of Year 2, where standards are just below the national average but well above the results of similar schools. At the end of Year 6, pupils' results are marginally below the national average but well above the results of similar schools. Notably, the proportion of pupils reaching the higher levels is above the national average. Overall, standards are rising.
97. Inspection findings show no discernible differences in the performance of boys and girls, clearly indicating that teachers are taking previous differences into account in their lesson planning. Given that pupils' attainment on entry to the school is well below the national average, they make good progress and achieve well. Pupils with special educational needs and with English as an additional language make good progress against the personal targets set for them, but there is evidence that higher-attaining pupils in Year 6 are not always sufficiently challenged by the content and pace of the work set.
98. By the age of seven, pupils have a sound knowledge of counting, ordering and adding numbers. They count forwards in ones, fives and tens with developing confidence but are more hesitant when counting backwards. Many find subtraction difficult. Pupils recite the tables for two and ten confidently but are less sure when asked individually to increase or decrease numbers by two and ten. Most pupils know how to double and halve numbers to 20 and higher attainers have a developing knowledge of place value. Pupils apply their number skills to working out the correct change from 50 pence and one pound and also to telling the time on the hour and the half-hour. Pupils find telling the time on the quarter-hour more difficult and lower-attaining pupils sometimes muddle the days of the week or the months of the year. Pupils are reasonably confident in their use of simple metric measures and estimate the length of body parts in centimetres and confirm by measurement. Most pupils know the names of common two-dimensional shapes and accurately count corners and sides. Pupils collect information from each other about favourite fruits using a tally chart and illustrate the result on a colourful bar chart or pictogram. Since the previous inspection, pupils' mental skills have developed well and they now respond more readily to questions in the classroom, although there is still a need to learn by heart basic addition and multiplication facts.
99. Attainment in mathematics in Years 3 to 6 continues to show marked improvement since Year 2 as it did in the previous inspection. Pupils are allocated to classes on the basis of prior attainment and this has a significant, positive effect on their achievement. Pupils generally work

- at the level that is most suited to them, gain in confidence and make good progress. Occasionally, work is not as well matched to need as it might be and higher-attaining pupils spend time repeating work in which they are already competent. Standards could rise still further by the more frequent use of investigational tasks where pupils work independently of the teacher.
100. By the age of eleven, pupils are well prepared for secondary school. They know about games of probability and chance, they conduct experiments using coins and dice and locate events on a probability line. Pupils are able to identify patterns in number such as odds, evens and multiples and illustrate the pattern on a Venn diagram. Pupils apply number skills to problem solving but, although they are able to select the relevant details, they have some difficulty in setting out the work in logical order. Pupils know about symmetry and identify lines of symmetry in classroom objects. Higher-attaining pupils are able to reflect and rotate shapes on a number grid and correctly identify the co-ordinates of each point.
101. Pupils use number skills satisfactorily in other subjects. In science, pupils use measuring skills in preparing and conducting experiments. In physical education, pupils measure pulse rates, and in history they chart historical events on a time line. Dedicated lessons in the computer room enable pupils to confirm skills in number, shape and data processing, but information technology is used too little in the classroom as an expected part of everyday mathematics.
102. Overall, the quality of teaching and learning in the school is good although variable, ranging from satisfactory to excellent. There were no unsatisfactory lessons and many lessons had very good features. Teachers are very enterprising in teaching basic skills, taking care to sustain the interest of the pupils by a variety of well-judged methods. For example, good use is made of questioning to confirm learning and pupils are frequently called upon to explain their answers. Teachers take time in listening to pupils and give careful answers. Pupils are very well managed, which creates the background for secure and confident learning. Relationships are very good and are based upon mutual respect. Teachers ensure that pupils are involved in their own learning by sharing learning objectives and by asking at the end, 'What have you learnt today?' In the good and better lessons, teaching is clear, precise and sequential and mental activities are brisk and demanding.
103. Day-to-day assessment is good, enabling the teacher to start the lesson at the right place. Teaching moves at a good pace. Expectations of work and behaviour are high. Pupils know exactly what is required of them and they do not disappoint, applying themselves to the tasks with sustained enthusiasm. In the satisfactory lessons, pupils occasionally become restless because mental work is not brisk enough or the exposition is too long, or because they do not fully understand the task. Very occasionally, the work set is too easy for some pupils and therefore they do not have enough to do. In all lessons, education assistants give invaluable help to the teacher in supporting pupils with special educational needs and English as an additional language. The education assistants are knowledgeable and skilled in offering help at just the right moment. Pupils are equally valued and develop confidence and self-esteem.
104. Leadership and management are good. Mathematics is on an upward path and standards are rising. Test results are carefully analysed and used in planning that sets out to cater for the individual needs of pupils. Achievable targets are set and the progress towards them is carefully monitored. Good use is made of all available resources to help ensure that pupils reach their potential in skills and understanding. Teaching is monitored by senior staff but not yet by the subject co-ordinator. The quality of teaching could be more consistent if good practice were regularly shared. Overall, the school has made good progress in mathematics since the last inspection.

SCIENCE

105. Standards of pupils' attainment in science are broadly in line with the national average in Year 6, but below average in Year 2. This reflects an improvement on Year 2 pupils' performance since 2001 when their attainment was well below average. This also shows some improvement in the performance of Year 6 pupils whose attainment in the 2002 national tests was below average,

though their performance was well above average at Levels 4 and 5 in comparison with similar schools.

106. Many pupils in Year 2 participate in investigative activities relating to materials with particular reference to how they change when heated. A minority of higher-attainers demonstrate a developing understanding of how heat changes an egg and an ice cube. Many of the other pupils show some awareness of the concept of change caused by heat, but they are unable to explain their activity, and their recording skills are not yet fully developed. Many younger pupils show some understanding of where light comes from and that objects cannot be seen in darkness. In their work on electricity, Year 6 pupils, particularly higher-attainers, show a sound understanding of everyday symbols and their use in drawing circuit diagrams. Some pupils, including pupils with special educational needs and those with English as an additional language, are unable to identify why the current will not flow when one battery is removed, though some know that the brightness of a bulb in a circuit can change. Their knowledge of relevant vocabulary and understanding of fair testing are not well developed.
107. The quality of teaching throughout school is good with some very good features. Effective questioning rooted in very good subject knowledge promotes pupils' learning. This was evident in the majority of lessons observed. Teachers also place an emphasis on investigative learning and use a wide range of resources that hold pupils' interest. This was noted in a Year 1 lesson in which effective planning, preparation and teaching strategies engaged and sustained pupils' interest in the mysteries of science. Skilful questioning and explanation used in a Year 2 lesson ensured pupils' response. Teachers' careful demonstration of task and key words enabled many Year 3 pupils to experiment with materials, while their high expectations had a positive impact on pupils' behaviour and learning, as was observed in Years 5 and 6. Lessons are well organised and pupils are managed well. However, insufficient emphasis is placed on planning work to meet the needs of different ability levels, particularly of higher-attainers.
108. Teaching impacts on the quality of learning. Pupils throughout school respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those with English as an additional language, who make good progress overall in developing their scientific knowledge and understanding, if not their recording skills. High motivation on the part of many pupils enables them to apply skills learnt in subjects such as mathematics, art and design and information and communication technology in activities relating to science. There is no significant gender difference in pupils' learning. Pupils are co-operative, and many show well-developed collaborative skills while working in small groups. They relate well to each other and their teachers, demonstrating very positive attitudes and very good standards of behaviour. All of this enables younger pupils to make satisfactory progress and older pupils to make good progress overall, both in lessons and over time, in developing and consolidating their scientific knowledge, understanding and skills.
109. Leadership and management are good. Adoption of the national guidelines has enabled the school to offer a broad and balanced curriculum. Generous time allocation has recently raised the profile of the subject. There is also an increasing focus on investigative science, although there is room for further development in this respect. There is some evidence of cross-curricular links such as with mathematics. Resources are good. Good assessment procedures are in place, though tasks are not always matched appropriately to the full ability range. Pupils' recording skills, particularly in Years 1 and 2 are not well developed and opportunities are limited for pupils' involvement in the learning process in planning and evaluating their investigative activities.

ART AND DESIGN

110. Although no art and design lessons were planned during the week of inspection, evidence indicates that standards of attainment of most pupils are at least in line with expectations at the end of both Years 2 and 6, with some older pupils exceeding them.

111. The high quality of pupils' work on display represents a range of skills and techniques relating to drawing, painting and collage making. The media used include clay, paper, pastel and paint. Most of the work has been inspired by famous artists. For example, Year 1 pupils have successfully painted pictures in the style of Kandinsky while those in Year 2 have followed Vincent Van Gogh in their collage-making activities. Stained glass images, clay modelling and mosaic work produced by pupils in Years 3 and 4 and the multicultural art produced by Year 5 pupils clearly demonstrate the good impact on learning inspired by some local artists. Good examples of work produced by Year 6 pupils range from observational drawing in the style of Paul Cézanne to portraits, masks and needlework. All of this reflects good learning and progress overall.
112. Leadership and management are sound. The curriculum map and teachers' planning indicate that the provision is broad, if not fully balanced. The fact that the subject alternates with design and technology and is block timetabled does not fully ensure systematic development of pupils' knowledge, understanding and skills. However, the art week and the opportunity for pupils to study so many famous artists add richness to the curriculum. The subject has some cross-curricular links that make good contribution to pupils' spiritual, moral, social and cultural development, although no planning for using information and communication technology is in evidence. The display of pupils' work around the school enhances the learning environment and has a positive impact on pupils' attainment and progress. Resources are adequate and are satisfactorily managed. There is no whole-school art portfolio and opportunities for visits to art galleries are limited. Assessment procedures are yet to develop. The school has already identified the need for a policy statement and pupils' sketching skills to be further developed.

DESIGN AND TECHNOLOGY

113. Judgements are based on only two lessons, neither at the end of a key stage, other evidence displayed around the school and discussion with pupils. This indicates that pupils' attainment is at least in line with expectations at the end of Years 2 and 6. No comments were made on this subject at the last inspection.
114. Sound quality of work on display includes 'Winding up Wishing Wells' by Year 2 pupils and model homes constructed by younger pupils. Year 5 pupils have designed and made a range of musical instruments while pupils in Year 6 have been effectively involved in a range of activities using cogs, pulleys, gears and levers. Some older pupils demonstrate a sound knowledge of food technology with particular reference to variations in a wide range of breads. For example, they are aware of different ingredients used in making bread. They also know that different types of bread and the way they are eaten represent different cultural traditions. Most pupils show a growing understanding that bread products are an important part of a balanced diet.
115. Teaching observed on one occasion reflected effective planning, resourcing, organisation and management rooted in very good knowledge. This had an impact on pupils' learning which was characterised by pupils being highly motivated and involved in whole-class discussion about different types of bread and their nutritious value. The oral focus of the lesson enabled pupils, including those with special educational needs and those speaking English as an additional language, to make good progress. Teaching observed on the other occasion was satisfactory leading to satisfactory learning on the part of the pupils, though they had difficulty recalling the names of a wide range of breads included in the lesson. No significant gender difference was noted in pupils' learning.
116. The planned curriculum broadly meets statutory requirements. National guidelines have been adopted and resources are sufficient. Sound links are held with science, art and design and geography but there is no evidence of information and communication technology being planned to support pupils' learning. The subject makes a good contribution to pupils' multicultural awareness. Pupils benefit from a week-long focus on design and technology which takes place every two years. However, the subject alternates with art and its time allocation does not fully ensure the systematic development of skills. The subject is otherwise satisfactorily managed, and the co-ordinator is aware of the need to develop a policy, a systematic approach to assessment and appropriate matching of activities to the full ability range. He has already

identified the need to link with the school's Food Week.

GEOGRAPHY

117. The standard of pupils' work on display and discussions with pupils indicate that standards at the end of Year 2 meet expectations. No geography lessons were taught during the inspection. Standards at the end of Year 6 are below expectations. This judgement is based on a similar range of evidence, and an interview with six Year 6 pupils indicates that pupils' progress is uneven across aspects of the subject. No comment was made on the subject at the last inspection.
118. Progress by Year 2 is good. By following the national guidelines, pupils gain some understanding of geographical ideas and vocabulary from their study of the local area, an island home in the Caribbean and a seaside location. By making good use of photographic evidence using digital images, Year 1 pupils are able to have quality first-hand pictures for their literacy work, following a trip to the local rail station. Pupils make a good early start to the subject, learning about features of the land, the jobs of local people and different forms of transport. This includes children with special needs who make good progress with the help of education assistants. Children in the early stages of learning English as an additional language are particularly well supported through one-to-one adult support and some valuable role-play moments that bring understanding and confidence. This is further enhanced by the use of computer software that promotes understanding and skills in the 'Our Town' program. As a result, pupils set out a grid of roads, add houses, trees and some street furniture such as traffic lights.
119. Pupils make uneven progress in Years 3 to 6. Planning shows an adequate coverage of topics, and discussion with pupils indicates that between them they have a wealth of knowledge about countries of the world. Those pupils with the potential to achieve well in the subject offer detailed comparisons with city life in Newham. These examples demonstrate the missed opportunities to develop subject knowledge. Where pupils show some perception in the subject, their understanding is hampered by too little experience of geographical terms and of making comparisons, and limited mapping skills. The school is aware of this and recognises the gaps in provision. Pictures of families and their lives in different parts of the world are well portrayed in displays and these contribute well to the school's celebration of different cultures. Pupils with additional or different learning needs make a similar rate of progress as other pupils and are well supported by caring classroom assistants. Teaching resources such as world globes and the newly introduced 'Barnaby Bear' are generally sound with some good use of information and communication technology where computers support the subject.
120. In the limited range of work seen in junior classes, teaching is generally satisfactory but needs to be consistently better to raise attainment in the subject. In addition, pupils' skills could be better developed by building on those gained in previous topics. The relatively limited time for the subject means that pupils do not build well enough on previous learning. Additionally, the range and richness of geographical experiences of a significant number of the children are generally not used well enough to raise the achievement of all pupils. For example, in Years 5 and 6 the dominant features of topics, including water, rivers and mountains, are broad enough for pupils to make links between different landscapes and countries, but few connections are planned. Leadership and management are sound, the appointment of the new co-ordinator bringing renewed focus to the subject. Her initial checks on pupils' books and resources have revealed the need to raise the subject profile to ensure that standards rise.

HISTORY

121. Although no lessons were seen in Year 2, evidence from displays of pupils' work and discussion with pupils indicates that they are working at a level appropriate for their age. In Year 6, the standards achieved meet national expectations. This achievement is a result of the way that the school has sought to bring the subject alive for pupils by steadily building up their understanding

of the past through oral tradition, hands-on activities and pupils' writing.

122. By the end of Year 2, pupils have a growing sense of the passage of time by learning about historical figures and pivotal events in time and sequence. Pupils' knowledge and understanding are developed well through stories about people who have changed lives such as Mary Seacole, a pioneering figure of the 19th century. Pupils' writing shows an early understanding of the impact of events in the past on succeeding decades. This emerging awareness is brought about by a series of one-off theatrical workshops which help pupils to see the differences and similarities with their own lives. Pupils for whom English is an additional language make good progress in these sessions because of the strong story-telling and action-based approach. The topics covered follow the nationally suggested range of activities and ensure that pupils receive just enough to meet the requirements of the National Curriculum.

123. Pupils in Years 3 to 6 make satisfactory progress at the end of Year 6; pupils are amazed when they realise how different life used to be compared to their own lives. For example, in an interview about 'Britain since 1948' pupils were startled when a member of the school staff mentioned that as a young child she had not had a television. This good teaching develops pupils' understanding of the rapid decades of change from 1948 to today, allowing them to gain some insight into how key events and important people cause change and influence the next decades. In Year 3, pupils study the effect of the Vikings satisfactorily as part of their topic covering invaders and settlers. Year 4 pupils try to understand the events and significance of the Tudors, with Year 5 pupils comparing the changes and innovations of the Victorians. This builds an understanding of the sequence of events over time.
124. Pupils who have additional or different learning needs are very well supported and their understanding is heightened by the lively approaches teachers use to bring the subject to life. This includes labels, pictures, objects and primary sources of information. Pupils' literacy skills are well promoted through the subject and many pupils are stirred to write at length, sometimes as though they were present at critical moments in the past, witnessing events as they unfold.
125. The quality of teaching is generally good with some very good teaching seen in Year 6. Hands-on approaches to the subject benefit pupils greatly and these distinctive features have included first-hand experience of visitors and familiar adults talking about their experiences, such as being an immigrant from the Caribbean in the 1960s. These interesting sessions make history lively and relevant to the pupils. In many of these sessions, teachers prime pupils to raise thoughtful questions. Teachers generally have good subject knowledge and better teaching occurs where role-play and props are used to enrich stories from history. Children with special educational needs make good progress and this is ensured by the sensitive help of education assistants who successfully encourage them to take a full part in presenting their findings. Teachers make good use of 'talking buddies' and flip charts to show historical problems and solutions. In Year 3 for example, Henry VIII's troubles were mapped out alongside the list of actions used to solve his problems. As a result, pupils could clearly see the effects of Henry's actions. Assessments of pupils' work in lessons is satisfactory but there are no arrangements in place to measure how much pupils have learned in the subject.
126. Leadership and management are satisfactory. The new and enthusiastic co-ordinator has re-organised the satisfactory range of resources and audited the school-wide provision. The use of computer technology is at an early stage in the subject although some pupils are studying information gained from web pages.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. In Year 6, pupils attain standards that are close to national expectations for pupils of their age. This judgement indicates good improvement since the last inspection. Year 6 pupils now have a broader curriculum and are developing their skills across the full programme of study. Many pupils have computers at home. Where this is the case, particularly with pupils in Years 5 and 6, there are examples of high achievement. The school is well placed to achieve higher standards in future.
128. The standards for pupils by the end of Year 2 are still below expectation. In view of the low start, most pupils of all abilities achieve well and enjoy the regular use of the recently developed computer suite. In Year 2, pupils are learning word-processing skills, and some have successfully used a program to type out their poems about what they do in the playground. Pupils successfully learn to produce diagrams, such as Year 1 pupils' work about 'a healthy meal on a plate'. They have used paint programs effectively to compose pictures. In a very good lesson, Year 1 pupils use a program to produce their own town, adding roads and buildings. They effectively linked this to geography and their visit to the local town centre. Year 2 pupils were observed learning to use the 'search' tool. They were supported in the consolidating skills of how to log on and search for information. Most pupils show unsatisfactory keyboard skills. Many younger pupils have a limited knowledge of the basic methods of using a computer. They know

how to write words and draw simple pictures, but they are not confident in saving and storing their work.

129. Pupils in Years 5 and 6 have used desktop publishing well to present information such as for newspaper reports on the events of 11th of September. In a good lesson they were supported effectively to use the 'Claris draw' tool and create an image based on traditional Islamic designs. Some pupils have previously used the spreadsheet software to produce charts, graphs and perform calculations. Most pupils, however, are not yet competent when entering or changing data on spreadsheets. They do not know how to create tables or insert rows and columns. Pupils also have not learnt to confidently use the e-mail to send and receive messages. There are some good examples of artwork, geometric patterns and 'tessellation' on display, based on the use of drawing options of Claris Works. Opportunities such as participation in 'Techie's Club' provide good challenge to higher-attaining pupils that further enhances their progress.
130. The overall quality of teaching of the lessons observed was mainly good. It was very good in one-third of lessons. Most lessons are taken in the computer room. In the best lessons, the work is well prepared and resources are used to good effect. Pupils work as pairs on the computer, co-operating sensibly and handling equipment with care and sensitivity. However, they do not all take turns to use the computer and, as a result, some do not get sufficient opportunity for hands-on experience. Most pupils, although well motivated and excited about computer work, switch off and lose interest in these lessons. Pupils' progress is better where teachers organise their groups well and pupils are given plenty of opportunity to practise and improve their skills. Most teachers show good knowledge and understanding of the subject, and give clear explanation and demonstration of how to use control devices. In most lessons good use is made of the well-organised extra adult support. All pupils, including those with special educational needs and those with English as an additional language, are included well in the lessons.
131. Leadership and management are good. The new co-ordinator has clear direction for further development in the subject. A number of changes have already improved the provision for pupils. Improvements to hardware and software have taken place and are continuing. The school now uses the national guidelines that ensure appropriate coverage of all the strands of the curriculum. Satisfactory links have been established with other subjects, particularly art and design, geography, mathematics, science and literacy. Teachers have been trained and helped and the need for more training has been identified. Satisfactory assessment procedures have been in place from the autumn term to identify pupils' achievement against the key objectives by the end of the academic year. Portfolios of pupils' work are being developed in Years 2 and 6, which are levelled against all strands of the scheme of work. These more recent actions have not yet had time to make a significant impact on learning across the school but could further improve the good progress made so far. Monitoring of lessons has yet to become an established feature of monitoring, but the school is fully aware of this need and has plans to develop lesson observations.

MUSIC

132. Classroom music is not yet securely set in the curriculum, as music is taught for only one term in three to each year group. No comment was made on the subject at the last inspection. Although the quality of teaching is good, the lack of continuity in the teaching programme means that pupils do not make as much progress as they could in acquiring the basic skills of music. However, performance music is a strong part of the school's culture and this compensates well for the periodic pattern of classroom teaching. Provision is also made for three talented pupils to receive extra singing lessons.
133. Therefore, by the end of Year 2 and Year 6, pupils' attainment in music is broadly in line with that expected nationally. Pupils make satisfactory progress overall and many pupils progress well in performance. Pupils' achievements, related to age and prior learning, are satisfactory, except in singing where pupils achieve well and several gain high praise for their accomplished performances.

134. Pupils enjoy singing. They sing in tune and with great enthusiasm. They respond well to the mood and the rhythms of the music, clapping and swaying in time to the beat of the action songs. Pupils also understand that music creates an atmosphere and give a moving performance of a South American song, 'Due Tumba'. The musical highlight of the inspection week, apart from remarkable solo performances from local award winners, was the school's lively interpretation of 'This little light of mine –I et it shine'. It did. Musical performance significantly enhances the cultural life of the school.
135. Pupils in Year 2 listen well to the music of Villa Lobos and respond excitedly to the rhythms of 'Little Train of Caipira'. Pupils listen carefully to the changes in rhythm and tempo. They are expressive about what the music makes them feel, referring to lions roaring and fireworks. The explosive ending to this piece of music leaves the pupils gasping in delight. Pupils learn the words 'accelerando' and 'rallentando' and enjoy pronouncing them with an Italian flourish. Pupils in Year 3 learn effectively how the physical properties of instruments affect their pitch. Pupils listen first to the sounds of the forest and say, imaginatively, that they can hear elephants, birdsong, rain and wind. Pupils look at pictures of the instruments of the orchestra and consider and discuss how sounds are made. The lesson concludes with a jazz piece in which pupils are able to identify the different instruments.
136. In the two lessons observed, the quality of teaching and learning was good. The teacher is an accomplished and knowledgeable musician who knows how to communicate her love of music to the pupils. They respond with energy and enthusiasm, hanging on every word and taking a full part whenever they have the opportunity. Relationships are excellent and provide a good stimulus to music making. Pupils are well managed. The correct balance between creativity and control is skilfully negotiated. Some pupils' group performances are recorded so that progress can be assessed but, in general, assessment is insufficient to identify weaknesses and to inform planning. The overall scheme of work for the development of knowledge and understanding in music is good but there is too little curriculum time provided to make this a reality.
137. Leadership and management are satisfactory. It is informally co-ordinated by the deputy headteacher and the visiting music teacher. Resources are good and these include recent visits from a group of African drummers and sections of the LSO. No planning for the use of information and communication technology is evident. The prime resource, the rich diversity of the pupils' cultures, is well used and contributes strongly to the vibrant nature of the school. In recent years, the final term has concluded with a musical production, involving large numbers of pupils and teachers and well supported by parents. This year's production 'King of Beasts' earned high critical acclaim and raised the aspirations of all pupils who took part. This is fertile ground for the proper provision of classroom music.

PHYSICAL EDUCATION

138. Physical education has a firm place in the school curriculum. To maintain fitness and a clear head for schoolwork, all classes are expected to exercise for a minimum of ten minutes a day in addition to timetabled lessons. Pupils' attainment by the end of Year 2 and Year 6 is in line with that expected nationally. Pupils achieve appropriately for their age and make at least satisfactory progress in all aspects of the subject. Year 3 pupils make sound progress in swimming and most pupils reach the expected standard. Pupils with special educational needs and English as an additional language take a full part in all lessons and are well integrated into the class group.
139. Year 1 pupils warm up with aerobic exercises, where they stretch and bend to dance rhythms. Pupils move freely and energetically. They enjoy what they do. Pupils are introduced to rugby football and chant its name to aid the memory. They perform a number of demanding exercises working in pairs, learning how to handle and pass the ball. The lesson concludes with a vigorous team game in which pupils successfully demonstrate what they have learnt about body movement and ball control. Pupils in Year 2, continue to improve performance through practising skills, working alone and with a partner. They adopt the exaggerated body language of various

characters and there are several balletic portrayals of Mr. Angry, for example. Pupils are largely uninhibited in their movements and enjoy self-expression.

140. Year 5 and 6 pupils respond imaginatively to the various challenges they encounter in different areas of activity. Pupils are encouraged to make simple judgements about their own and others' performance. They discuss what happens to their bodies during exercise and are clearly interested in their quickening heart rate. Pupils show different ways of travelling on the floor and on the apparatus, which is set out like a junior obstacle course. They are imaginative in their movements although sometimes lacking in control. Pupils in Year 6 have a better than average understanding of body movements, and know about tension and balance, for example. They work in well-disciplined, independent groups and perform a series of linked actions to the critical acclaim of their peers.
141. Although teaching varies between satisfactory and excellent, it is good overall. In the excellent lesson, teaching was precise and sequential, very well planned and conducted at a vigorous pace. Pupils were active throughout and well challenged by their tasks. They knew exactly what was expected of them. All teachers manage their classes well and relationships are good. Lessons are conducted safely and a good balance is struck between creativity and control. This allows pupils to experiment safely and to discover their physical limits. Although teachers are aware of what pupils know, understand and can do there is no formal assessment of pupils' progress or the development of skills. This is a weakness. All pupils are valued equally. Their proudest achievements do not go unnoticed and effort is widely praised.
142. Leadership and management are satisfactory. Physical education is a positive experience for all pupils. The school year ends with a residential trip for pupils in Year 6 where pupils have the opportunity to meet the challenges of vigorous outdoor pursuits. Good resources are well used and make a positive impact upon pupils' learning including, for example, the use of video in a Year 2 movement lesson. Teaching is not yet monitored well enough to ensure that good practice is consistently shared.

RELIGIOUS EDUCATION

143. During the inspection, only a small number of lessons were observed, and in Year 2 classes only. Since the time of the last inspection there has been continuing good improvement, and standards of attainment match the expectations of the locally agreed syllabus for pupils aged seven and eleven. Pupils have a natural interest in, and respect for, the beliefs and practices of faith communities and they write well about the festivals, artifacts and religious leaders that they study.
144. Throughout the school, pupils achieve well. Year 1 pupils have visited the local church, made drawings of some of the ceremonies and identified features such as the font. They link writing about their own sad and happy feelings with stories from other religious traditions, including that of Rama and Sita. As part of the Black Heritage topic, Year 2 pupils study and relate in some depth the life of Mary Seacole. They learn about sacred texts used in religions such as the Qu'ran and the Torah. They learn that these are to be treated with respect. They make up their own 'rules for living' that are relevant to their own lives.
145. Year 3 pupils continue to learn about comparative religions, studying the celebration of Diwali, developing their comprehension of good and evil. They write about their idea of what form a God could take. They compare the special things in their lives with the revered artifacts of faith communities. Year 4 pupils learn about the life of Martin Luther King. They look at how the events of history have shaped the developments in religious practice, such as the effect that Henry V111 had on Christianity in England. Year 5 pupils develop a booklet covering the main aspects of life as a Muslim, including the Five Pillars of Islam, major festivals and religious buildings. Year 6 pupils further develop their understanding of the major world religions to include Judaism, Sikhism and Hinduism.

146. In class, all pupils generally complete work on the same topic. Pupils with special educational needs are well supported when listening to the teacher's introduction, and they complete their written work with help from the classroom assistant. They make good overall progress. Many of the pupils with English as an additional language have a developing knowledge of the Muslim faith community's beliefs and practices. They use this experience as a basis for further study of other major world religions, and they also make good progress.

147. In the two lessons observed, the quality of teaching was judged to be good in one and very good in the other. Teachers' marking and responses to pupils' completed work indicate that good teaching is generally the norm in the both key stages. Teachers have a good knowledge and understanding of the subject and they introduce and develop the pupils' studies in a manner that is relevant and sensitive to the practices of faith communities. They have high expectations of good behaviour and pupils respond to their enthusiasm by staying on task for extended periods of time. The teachers use well the range of research texts, artifacts and display material that has been developed.
148. Pupils' work provides evidence for the very good way in which pupils' skills in literacy are used and extended in this subject. This is especially evident in junior classes, with Year 3 pupils writing extended accounts of religious stories and Year 4 finding, identifying and using key words in historical accounts. Year 5 pupils write about their beliefs for a younger audience and Year 6 pupils develop these further, such as in developing play scripts and formal letter writing.
149. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. A local Christian group visits the school regularly to lead non-denominational assemblies. The school has held a 'Black Heritage' week to celebrate the achievements of black people in a variety of environments. Studies of art and music feature prominently. Pupils learn about the Hindu tradition of hand painting and, in assemblies, hymns are sung with great enjoyment.
150. Leadership and management are satisfactory. The introduction of the new co-ordinator has been handled well and she is effectively supported by a comprehensive action plan. In-service training is planned for the transition to take place smoothly. A number of teachers and educational assistants themselves come from Islamic backgrounds, and they serve as very positive role models for the pupils. Because of this, religious education is managed in such a way as to respect the beliefs and practices that are an important part of many pupils' home lives. No pupils are withdrawn by parents from religious education lessons and this is evidence of the confidence that they have in the school's provision. Resources are good.