

# INSPECTION REPORT

**Netley Primary School**  
London

LEA area: Camden

Unique Reference Number: 100018

Headteacher: Mr. Ivor Thomas

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Reporting inspector: Mr. Martin Beale

Dates of inspection: 18 - 22 October 1999

Under OFSTED contract number: 706502

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                    |
| Type of control:             | Community                            |
| Age range of pupils:         | 3 to 11                              |
| Gender of pupils:            | Mixed                                |
| School address:              | 30 William Road<br>London<br>NW1 3EN |
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| Appropriate authority:       | Governing Body                       |
| Name of chair of governors:  | Mrs. M. Double                       |
| Date of previous inspection: | 15 - 19 January 1996                 |

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|----------------------------|--|--|
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| Candy Kalms, Lay Inspector |  | Attendance<br>Pupils' spiritual, moral, social and cultural development<br>Support, guidance and pupils' welfare<br>Partnership with parents and the community |
| Angela Coyle               | Art<br>Music<br>Under fives  | The curriculum and assessment  |
| Angela Fraser              | Science  | Attitudes, behaviour and personal development  |
| Sibani Raychaudhuri        | Design and technology<br>Information technology<br>History   | Staffing, accommodation and learning resources   |
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## MAIN FINDINGS

### What the school does well

- Teaching is good enabling pupils to make good overall progress and reach satisfactory standards by the time they leave the school.
- The provision the school makes for pupils with English as an additional language and the support given in class is very good.
- The school gives good support and makes very good curriculum provision for pupils with special educational needs.
- The school benefits considerably from the strong leadership provided by the headteacher.
- Good provision is made for the pupils' moral, social and cultural development, and this has a positive impact on the pupils' behaviour, their attitudes to learning and the relationships that they establish with each other.
- Strong links have been developed with the local community to the considerable benefit of pupils and the school.

### Where the school has weaknesses

- I. The school's procedures for improving attendance and punctuality have not had sufficient impact so that there is a high level of unauthorised absence and several pupils are regularly late for school.
- II. The curriculum in reception does not build effectively on that in the nursery and takes insufficient account of the nationally recommended areas of learning for children of this age.
- III. Insufficient information is provided for parents about the curriculum taught.

**The school's strengths far outweigh its weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The action plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has made good progress in dealing with the key issues and other weaknesses highlighted by the previous inspection report. Although attainment at Key Stage 1 remains low it has risen overall in English at Key Stage 2. Standards have improved in information technology, religious education and physical education, all previously areas of weakness. Levels of attendance are higher, but are still below the national average. The management of the curriculum has improved, with subject co-ordinators now playing a leading part in supporting colleagues and monitoring standards. The quality of teaching and the range of strategies used have improved. School development planning has improved and financial planning now benefits from a longer-term income and expenditure forecast. Although the Governing Body has become more involved in planning and monitoring, they are not yet fully effective. The committee structure is stronger but relies for its success on a number of committed governors. The management of the school monitors standards and teaching rigorously and has taken action to improve both. The high quality of the leadership in the school means it is well placed to make further progress.

### Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools |                           | Key |
|----------------|---------------------------|-------------------------------|---------------------------|-----|
|                |                           |                               | <i>well above average</i> | A   |
|                |                           |                               | <i>above average</i>      | B   |
| English        | D                         | A                             | <i>average</i>            | C   |

Mathematics  
Science

C  
B

A  
A

*below average*  
*well below average*

D  
E



Overall results in all three subjects improved in 1999, particularly so in English. Attainment at the end of Key Stage 2 is now judged to be in line with national expectations in mathematics and science. It is below expectations overall in English. Although pupils achieve standards in reading and speaking and listening that are in line with national expectations, writing is weaker and is below that expected. Good progress is made, however, in all three subjects at Key Stage 2. Attainment at the end of Key Stage 1 is below average in science but well below average in English and mathematics. Standards are below expectations in information technology at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. Attainment in religious education is below that expected by the locally agreed syllabus at the end of Key Stage 1 but in line with expectations at the end of Key Stage 2. Some good standards are seen in music throughout the school. Pupils sing well at both key stages and instrumental playing is good at Key Stage 2.

Children make satisfactory progress in all areas of their learning in the nursery and reception but by the age of five standards are still well below average.

### Quality of teaching

| Teaching in            | Under 5      | 5 – 7 years  | 7 – 11 years |
|------------------------|--------------|--------------|--------------|
| English                | Satisfactory | Good         | Good         |
| Mathematics            | Satisfactory | Good         | Good         |
| Science                |              | Good         | Good         |
| Information technology |              | Good         | Good         |
| Religious education    |              | Satisfactory | Satisfactory |
| Other subjects         | Satisfactory | Good         | Good         |

Teaching is good overall and has a significant impact on pupils' progress. Teaching is satisfactory or better over 98 per cent of lessons. It is good or very good in 60 per cent. The teaching of children under five is satisfactory overall. There is a slightly greater proportion of the good and very good teaching at Key Stage 1. Staff employed to teach English as an additional language provide effective support for these pupils.

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

### Other aspects of the school

| Aspect                                | Comment   |
|---------------------------------------|---|
| Behaviour                             | Good: the majority of pupils behave well in lessons and around the school; a minority of pupils do not; more opportunities to exercise responsibility are needed.   |
| Attendance                            | Unsatisfactory: attendance is below the national average and there are high levels of unauthorised absence. Action taken does not ensure all pupils are punctual to school.                                     |
| Ethos*                                | Good: there is a positive ethos within the school; pupils develop good attitudes to learning and relationships are generally warm and used to establish an effective learning environment.                      |
| Leadership and management             | Good overall: the headteacher provides the school with strong and clear leadership, new initiatives are well-planned and successfully implemented.  |
| Curriculum                            | Good overall: the curriculum is well planned to ensure all aspects of the National curriculum are covered and pupils can make progress. The Literacy and Numeracy Strategies are being implemented effectively. |
| Pupils with special educational needs | The provision for pupils with special educational needs is very good, enabling them to make good progress.  |

|   |  |
|---|--|
| Spiritual, moral, social & cultural development | Good overall: the provision for pupils' moral, social and cultural development is good and has a positive impact on their behaviour and attitudes. The provision for spiritual development is unsatisfactory.    |
| Staffing, resources and accommodation           | Good overall: the school has a very good level of well-qualified staff, a good level of resources and satisfactory accommodation although outside play areas are limited for the number of pupils in the school. |
| Value for money                                 | Good: the school has a very high level of income but uses this well to enable its pupils to make good progress overall.  |

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

**What most parents like about the school**

- IV. They feel that standards have improved since the last inspection.
- V. They find teachers approachable.

**What some parents are not happy about**

- VI. There are no newsletters for parents.
- VII. Some parents are unhappy about the quality
- VIII. Playtime can be noisy and hectic with little

Only seven questionnaires were returned by parents and 13 parents attended the pre-inspection meeting. Inspectors support the positive views expressed by parents about the school. Information for parents was found to be unsatisfactory. There is a new homework policy which is in the process of being implemented, and some useful work was set during the inspection. The school playgrounds offer limited space but pupils generally play well together.

· **KEY ISSUES FOR ACTION**

To build on the good progress made since the last inspection and to raise standards further, the school should:-

- IX. improve the provision for all children under five by planning the curriculum in reception to build more effectively on that in the nursery, taking careful account of the particular needs of the children in the school and forthcoming national guidance; (paragraphs 37, 48 and 93)
- X. implement more rigorously the procedures for improving attendance and punctuality in particular, making clear to parents the importance of a punctual start to the school day; (paragraphs 35 and 65)
- XI. provide more information for parents on the curriculum taught, activities taking place and the school's achievements. (paragraph 68 and 69)

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

- XII. the provision of a daily act of collective worship; (paragraphs 56 and 78)
- XIII. ensure that the school prospectus and governors' annual report to parents are up to date and contain all of the required information; (paragraphs 69 and 78)
- XIV. ensure full compliance with the health and safety policy; (paragraph 67)
- XV. greater opportunities for pupils to take initiative and responsibility for their learning through research and

more extended tasks; (paragraphs 21, 103 and 121)

XVI. completion of a home-school contract. (paragraphs 67 and 78)

## · INTRODUCTION

### · Characteristics of the school

Netley Primary is a large school catering for pupils between 4 and 11 years of age with an attached nursery. It is situated in an area of largely local authority flats close to Euston Station in Camden. There are 356 pupils on roll in the main part of the school with an overall balance between the number of boys and girls.

1. The school has a standard admissions number of 60, with the majority of pupils transferring from the attached nursery situated on the school site. At the time of the inspection eight children in the reception class were under five years of age. Children enter the reception classes at the start of the year in which they are five.
2. There are 268 pupils for whom English is not the first language spoken at home and 320 are supported through funding for ethnic minority children. Sixty-seven per cent of pupils are eligible for free school meals, a figure which is well above the national average. Pupils come from a variety of backgrounds, but the vast majority are from economically disadvantaged groups. There is an increasing large refugee population in the area and the school also suffers from considerable pupil mobility with up to 30 per cent of pupils either entering or leaving the school during the year.
3. There are 100 pupils on the register of special educational needs in the main school, a figure which is above the national average. The school has identified 51 pupils at Stage 2 or above under the code of practice guidelines. Of these, eight pupils have a statement of special educational needs.
4. Overall standards of attainment on entry to the school are well below average compared with those found nationally, particularly in literacy and numeracy.
5. The school has agreed targets for Key Stage 2 National Curriculum test results with the local education authority that 68% of pupils will achieve at least Level 4 in English and 58% in mathematics in 2001.
6. The school aims as contained in the prospectus are:-
  - to provide a happy, stable, safe and stimulating environment where all children can learn together in friendship and enjoyment.
  - to have high expectations of all children and to establish high standards in the promotion of learning.
  - to enable each child to achieve their full potential, recognising that all children are individuals with varied needs and their own cultural background and experiences.
  - to provide a broad, balanced and relevant curriculum which takes into account the needs of each child.
  - to ensure every child is given full and equal access to the curriculum.
  - to provide opportunities for all children to explore concepts, gain knowledge and develop skills and positive attitudes across all areas of the curriculum.
  - to enable each child to develop an understanding of themselves and an awareness of, and respect for, others and the world in which they live.
  - to help each child develop the personal characteristics of confidence, self-discipline, responsibility, initiative, enthusiasm, co-operation, independence and adaptability.
  - to foster strong home school links, so that parents/carers can be genuine partners with school staff in their children's learning.

· Key indicators

1. Attainment at Key Stage 1<sup>1</sup>

| Number of registered pupils in final year of Key Stage 1<br>for latest reporting year: |  | Year | Boys | Girls | Total |
|--|--|------|------|-------|-------|
|  |  | 1998 | 32   | 13    | 45    |

  

| 8. National Curriculum Test/Task<br>Results   |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils<br>at NC Level 2 or<br>above | Boys     | 17      | 15      | 18          |
|   | Girls    | 11      | 12      | 9           |
|   | Total    | 28      | 27      | 27          |
| Percentage at NC<br>Level 2 or above          | School   | 62 (62) | 60 (71) | 60 (83)     |
|   | National | 80 (80) | 81 (80) | 84 (85)     |

  

| 8. Teacher Assessments                        |          | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils<br>at NC Level 2 or<br>above | Boys     | 16      | 18          | 16      |
|   | Girls    | 12      | 11          | 8       |
|   | Total    | 28      | 29          | 24      |
| Percentage at NC<br>Level 2 or above          | School   | 62 (71) | 64 (85)     | 53 (85) |
|   | National | 81 (80) | 85 (84)     | 86 (85) |

2. Attainment at Key Stage 2<sup>2</sup>

| Number of registered pupils in final year of Key Stage 2<br>for latest reporting year: |  | Year | Boys | Girls | Total |
|--|--|------|------|-------|-------|
|  |  | 1998 | 28   | 21    | 49    |

  

| 9. National Curriculum Test<br>Results        |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils<br>at NC Level 4 or<br>above | Boys     | 12      | 14          | 18      |
|   | Girls    | 14      | 15          | 15      |
|   | Total    | 26      | 29          | 33      |
| Percentage at NC<br>Level 4 or above          | School   | 58 (47) | 64 (73)     | 73 (86) |
|   | National | 65 (63) | 59 (62)     | 69(69)  |

  

| 9. Teacher Assessments                        |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils<br>at NC Level 4 or<br>above | Boys     | 15      | 16          | 19      |
|   | Girls    | 17      | 15          | 20      |
|   | Total    | 32      | 31          | 39      |
| Percentage at NC<br>Level 4 or above          | School   | 71 (53) | 69 (67)     | 87 (82) |
|   | National | 65 (63) | 65 (64)     | 72 (69) |

2

Percentages in parentheses refer to the year before the latest reporting year

10. **Attendance**

|   |              |                           |     |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: |              |                           | %   |
|   | Authorised   | School                    | 5.4 |
|   | Absence      | National comparative data | 5.7 |
|   | Unauthorised | School                    | 2.2 |
|   | Absence      | National comparative data | 0.5 |

10.

11. **Exclusions**

|  |              |        |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: |              | Number |
|  | Fixed period | 5      |
|  | Permanent    | 0      |

12. **Quality of teaching**

|   |                        |      |
|---|------------------------|------|
| Percentage of teaching observed which is: |                        | %    |
|   | Very good or better    | 16.0 |
|   | Satisfactory or better | 98.3 |
|   | Less than satisfactory | 1.7  |

## **12. PART A: ASPECTS OF THE SCHOOL**

### **12. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **12. Attainment and progress**

3. Children enter the nursery with well below average attainment in all areas, but particularly in language and literacy and mathematics. A large proportion of the children come from homes where English is not the main language spoken. A considerable number of pupils join late and are in the school for only a few terms before taking national assessments. This has a particularly significant impact in reducing overall standards at Key Stage 1. There is also considerable pupil mobility with up to 30 per cent of pupils either joining or leaving the school each year.
4. Overall attainment in National Curriculum Standard Assessment Tests (SATs) at the end of Key Stage 2 in 1998 was in line overall with the national average, but above that in similar schools. There were some differences between the core subjects. Results in English were below the national average but well above those in similar schools. The proportion of pupils achieving at least Level 4, the standard expected for their age, was below the national average, while the proportion achieving the higher Level 5 was close to the national average. Results in mathematics were close to the national average but well above those in similar schools. The proportion of pupils reaching at least Level 4 was close to, but the number reaching Level 5 was below the national average. Results in science were the strongest overall, being above the national average and well above those in similar schools. The proportion of pupils achieving at least Level 4 was close to the national average, but double the national average achieved Level 5.
5. There were some fluctuations in these results from 1996 to 1998. Results in English steadily improved, increasing at a faster rate than seen nationally. Mathematics and science results reached a peak in 1997 at a point well above national averages, but declined in 1998. With the exception of mathematics in 1997, girls' results have been consistently below those of boys, the difference being greater than seen nationally.
6. The 1999 results showed a further improvement in English with standards in reading being much higher than in writing. While there was a slight decline in the proportion of pupils achieving at least Level 4 in mathematics, the proportion at Level 5 more than doubled. Results in science in 1999 were similar to those in 1998. English results show an improvement over those reported at the last inspection, while those in mathematics and science are broadly similar. There was also some difference in the attainment of different ethnic groups in the 1999 tests with Bengali pupils achieving consistently better results than the school average.
7. The results of National Curriculum assessments at the end of Key Stage 1 in 1998 in reading, writing and mathematics were very low in comparison with all schools and well below the average for similar schools. The proportion of pupils achieving Level 2, the standard expected for their age, in both reading and writing was well below the national average, while none achieved the higher Level 3. The proportion achieving at least Level 2 in mathematics was very low and the number reaching Level 3 was below the national average. These results declined steadily for the three years to 1998. Boys achieved better results than girls over this period, with the exception being in the 1998 reading and writing tests. There was an improvement overall in both the reading and writing tests in 1999; however, although more pupils reached at least Level 2 in mathematics, fewer achieved Level 3. There were some differences in the results of the different ethnic groups in the 1999 tests. Bengali boys achieved consistently better results than the school average with Bengali girls achieving lower results. The school is now targeting the achievement of Bengali girls.
8. The science teacher assessments at the end of Key Stage 1 in 1998 were also very low for the proportion of pupils assessed to have reached at least Level 2, but close to the national average at Level 3. The

proportion at Level 2 and above increased in 1999 while the proportion at Level 3 decreased.

9. The children make satisfactory progress in the nursery and reception, but by the age of five few are achieving levels expected for their age. Attainment is well below average in language and literacy, mathematics, knowledge and understanding of the world and in the children's physical development. Attainment is below average in creative development and their physical development. Satisfactory progress is made in language and literacy development. Children listen carefully and develop an understanding of how to handle books. They can recognise their own names when written and develop early writing skills when forming letters. Numeracy skills develop satisfactorily. They begin to count and match numbers up to five. By reception some are able to order and count up to ten. The activities provided in both the nursery and reception enable the children to develop an understanding of the world around them. Children make good progress in their physical development. They become confident in their use of space and some can balance confidently on apparatus. They also make good progress in their creative development showing an enthusiasm for artistic and musical activities. Many colour their paintings and drawings confidently.
10. Pupils make satisfactory progress overall at Key Stage 1 although very often the teaching is good. The pupils start from such a low base that they are slower to consolidate new learning at this early stage. Many are learning English as an additional language, this and extended holidays have a significant impact on their progress at Key Stage 1. By the end of the key stage standards are well below average in English and mathematics and below average in science. Progress over time is good at Key Stage 2, partly because of the firm foundations for learning laid at Key Stage 1 and partly as a reflection of some good teaching. Standards rise rapidly as language difficulties are eliminated and the positive attitudes to learning of the majority of pupils support the progress they make. By the end of Key Stage 2 attainment is in line with national expectation in mathematics and science but below expectations in English.
11. Pupils make satisfactory progress in English at Key Stage 1 and good progress at Key Stage 2. Their speaking and listening skills develop well. At Key Stage 1 most are keen and enthusiastic to answer questions, but their responses tend to be brief. Confidence increases at Key Stage 2 and some pupils have lively and convincing communication skills. Reading standards are below average at Key Stage 1. Pupils can read simple texts and have a variety of strategies to help them with unfamiliar words. Progress in reading at Key Stage 2 is good and standards are in line with the national average by the end of the key stage. Pupils read fluently and accurately with some higher-attaining pupils using skills of inference and deduction. Most pupils use dictionaries well but are not familiar with how libraries work. Standards in writing are weaker than those in reading. Simple words are mis-spelt at Key Stage 1 and handwriting badly formed. Few pupils write at any length. There is a good variety of writing at Key Stage 2, although punctuation remains weak. The school has identified writing as an area for development.
12. The progress pupils make in mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. There are considerable weaknesses in the pupils' numeracy at Key Stage 1. Mental recall is hesitant and inaccurate and standards are low. Good progress is made at Key Stage 2 where the pupils develop a sharper recall of basic number bonds and use written methods of calculation accurately. They use fractions, decimals and percentages and can use their mathematics in the solution of simple problems. Pupils have a satisfactory understanding of the properties of shapes, and can handle and interpret data effectively.
13. Pupils make satisfactory progress in science at Key Stage 1 and good progress at Key Stage 2. They develop a good understanding of scientific principles and facts by the end of Key Stage 2; however, they are not always able to communicate their knowledge and understanding accurately due to weaknesses in English. Progress in the development of information technology skills is satisfactory at Key stage 1 but standards are below those expected nationally. The use of the new computer suite in addition to the opportunities provided for pupils to use information technology to support learning in several subjects, enables pupils to make good progress at Key Stage 2 and achieve standards in line with national expectations by the end of the key stage. Pupils make satisfactory progress in religious education throughout the school. Attainment is below that expected by the locally agreed syllabus at the end of



Key Stage 1 but in line with expectations at the end of Key Stage 2.

14. The progress pupils make in subjects where writing is the most important way in which knowledge is recorded is limited by weaknesses in written English. Progress at Key Stage 1 is further limited by weaknesses in speaking because many pupils are at early stages of language acquisition. These weaknesses offset the high quality of the teaching in the school. Progress in design and technology, geography and history is satisfactory throughout the school. The pupils make good progress in music throughout the school. They sing well and instrumental playing is good at Key Stage 2. Progress at Key Stage 1 is also good in physical education while it is satisfactory at Key Stage 2. Progress is satisfactory in art at Key Stage 1 but it is good Key Stage 2. The opportunities for pupils to undertake extended investigations in mathematics and science are limited as are those for pupils to research using the library. This restricts the pupils' ability to take responsibility for their learning and to show initiative.
15. Pupils with special educational needs are keen to improve. Their attitudes to work and behaviour in lessons are generally good. This has a positive effect on their learning and progress. They are usually well involved in their work, and show respect for teachers and support staff. Targets for improving behaviour are also entered in pupils' individual education plans. The good provision and well-focused support for pupils with English as an additional language enables them to make satisfactory progress in language acquisition at Key Stage 1 and good progress at Key Stage 2.

25. **Attitudes, behaviour and personal development**

16. The school's discipline policy has been agreed by governors since the last inspection. Pupils have positive attitudes to learning and behaviour is good in most lessons. Relationships between pupils are generally good, their personal development is sound, but pupils have limited opportunities for taking initiative.
17. The personal and social development of children under five is satisfactory. Many are interested in what they are doing and are able to concentrate well, but many lack confidence and are shy. The children are well behaved but at times are reluctant to contribute their own ideas.
18. Attitudes to learning are good at Key Stage 1 and Key Stage 2. Pupils are happy to come to school and are purposeful in most lessons. The youngest are very keen, enthusiastic and willing to engage in discussions with adults. They are positive and keen to answer. They concentrate well, persevering when they encounter difficulties. Pupils enjoy reading in class and like to listen to stories. They are delighted to try and solve scientific problems. Pupils at Key Stage 2 are sometimes reticent, but they contribute to discussions with good support from their teachers. They follow instructions quickly and take care to improve the presentation of their work. They use resources well and learn from them. Pupils' attitudes were very good when they were encouraged to take responsibility for their learning as in a Year 3 lesson in design and technology. Pairs of pupils took joint responsibility for preparing design sheets, reading together for the class at the end of the lesson.
19. Pupils with special educational needs are keen to improve. Their attitudes to work and their behaviour in lessons are generally good. This has a positive effect on their learning and progress. They are usually well involved in their work, and show respect for teachers and support staff. Targets for improving behaviour are also entered in pupils' individual education plans.
20. Pupils behave well in most school situations. They move around the school sensibly for assemblies and when moving to specialist rooms for lessons. They enter and leave the building in an orderly manner at breaks and lunch times. They are very well behaved when travelling to the local pool for swimming. They generally play well together in the playground, some in small groups, others quietly talking. Football is organised and well supervised by adults. Pupils are clear about the football rota, taking their turn fairly during the week. The space for play is cramped, occasionally giving rise to minor injuries. A small number of individuals are appropriately reprimanded for thoughtless behaviour by their inclusion

in the behaviour book.

21. Behaviour in lessons is good overall. The youngest pupils behaved very well in classrooms and during a trip to the school garden. They learn the conventions of class discussion and know they must not call out. Older pupils are familiar with the expectations of their teachers and usually respond well. They behave very well in the library, using computers with care, and follow the behaviour code that has been established for their use. There are occasions when a small number of older pupils take time to settle in lessons, demonstrating some silliness. Attitudes are unsatisfactory in a small proportion of lessons because pupils do not listen well while others engage in noisy interruptions.
22. A small number of individuals have difficulties which sometimes affect their behaviour in school. Adults are sensitive to their needs and the head teacher works effectively, helping them to adjust to lessons and cope more successfully. There have been five exclusions in total in the last year. These cover two pupils, both with serious health conditions affecting their behaviour, making it difficult for them to relate normally to others. Pupils and their parents have been well supported in both cases.
23. Relationships are generally good. Pupils are sociable with each other. They readily hold doors open for the rest of the class when asked to do so. A good learning atmosphere develops in most lessons, based on relationships of trust between adults and pupils. The pupils work together in small teams and talk together in groups; support teachers enrich the quality of discussion. In a good literacy lesson, a number of Year 4 pupils were able to share their difficult experiences of moving from another country to England, or from another town to London. Most pupils are courteous to adults, valuing their support in lessons, in the dining room and in the playground. Most pupils are kind and considerate to each other, but individuals in the playground occasionally show a lack of respect for each other's feelings by acts of unkindness.
24. Personal development is sound overall. The school provides good opportunities for younger pupils to grow in confidence and gain a sense of positive self-esteem as they become older. Pupils are receptive to ideas in assembly, expressing feelings of sadness and joy in their singing. They respond well to opportunities for showing responsibility, such as returning registers, helping the teacher leading assembly and clearing up at the end of lessons. Pupils are beginning to gain more independence through the use of computers in the library. Opportunities for problem-solving in science give them a sense of discovery, but they do not have sufficient opportunities for research and personal enquiry. In a small number of lessons individuals show a lack of responsibility for their own work. Examples were seen in Year 6 art, and pupils in Year 5 showed a disregard for musical equipment.

34.

#### 34. **Attendance**

25. Levels of attendance are unsatisfactory. Although there has been some improvement they remain below the national average. Patterns of attendance are inconsistent. They vary considerably between year groups, between classes in the same year group and between weeks in the same class. Overall attendance figures are affected by some pupils taking extended holidays during term time and by a number of pupils starting and leaving during the school year. Unauthorised absence remains very high. It is well above the national average. This is partly due to the difficulties that the school has in obtaining reasons for absence from parents. Punctuality is poor, and continues to be a major problem in the school with high numbers of pupils arriving late. There is an overall lack of urgency about arriving at school on time; many pupils dawdle into school well after the bell has rung, a significant number arrive after registration and some arrive after registers have closed.

### 35. **QUALITY OF EDUCATION PROVIDED**

35. **Teaching**

26. The quality of teaching overall is good and has a positive effect on pupils' attainment. Teaching was satisfactory or better in 98 per cent of lessons, and good or better in 60 per cent. The predominantly good teaching represents a significant improvement since the last inspection when teaching was reported as satisfactory. This improvement is directly linked to the school's successful response to key issues from the last inspection. These were to ensure that co-ordinators play a more influential role in the systematic monitoring and development of the curriculum, and to provide a better balance in teaching approaches. The initiatives introduced, together with the successful implementation of the National Literacy and Numeracy Strategies, are having a positive impact on the quality of teaching.
27. Teaching for children under five is satisfactory overall. There is no unsatisfactory teaching and almost a half is good or very good. Teachers and classroom assistants have a satisfactory knowledge and understanding of the needs of children of this age. Lesson planning in the nursery is good, but lessons are not sufficiently closely planned to the nationally recommended areas of learning in the reception classes. All teachers have high expectations of the children, both for their behaviour and the quality of work they demand. There is an appropriate emphasis on practical learning and skilful use of questioning. Teachers place a considerable emphasis on language and literacy, with a particular focus on the development of speaking and listening skills.

28. No unsatisfactory teaching was observed at Key Stage 1 and over 70 per cent was good or very good. The quality of teaching is good overall at Key Stage 2, but ranges from very good to poor. Teaching is good or better in 60 per cent of lessons and was less than satisfactory in only two out of the 62 lessons observed.
29. With the exception of gymnastics and history at Key Stage 2, teachers throughout the school have good knowledge and understanding of the subjects of the National Curriculum and religious education. In lessons in which teachers display insecure knowledge of the subject through over-dependence on their lesson notes, the pace of learning slows and there is a notable absence of inspiration. Through good recent training, all teachers are well versed in the requirements of the literacy and numeracy strategies, and have been successful in implementing both. This has increased the motivation and enjoyment of both teachers and pupils in English and mathematics. Teachers know their pupils well. They are generally fully conversant with the material they are teaching. In subjects that require it, such as science, physical education and design and technology, teachers show appropriate regard for pupils' health and safety. Good subject knowledge is a key factor in all of the good lessons seen, from the demonstration of techniques and skills in science, geography and art, to probing questions and clear explanations in English and mathematics.
30. Teachers' expectations are generally high. The provision for pupils with special educational needs and for those who have English as an additional language is a strength of the school. There is an insistence upon equal chances for all, providing support in class for the Literacy Hour, one-to-one reading sessions, and an overall programme to enhance the ways in which pupils regard themselves. The setting arrangements in mathematics for Year 5 and Year 6 pupils are an effective strategy in relating what is taught to pupils' attainment levels, and there is good provision of varied and appropriate tasks across the curriculum. There is occasionally some lack of challenge, as for example, in the Literacy Hour, where questioning in the whole class session fails to motivate or to challenge all pupils. Pupils in a very good Year 5 mathematics lesson were very effectively challenged in a well-paced mental arithmetic session and were expected to use the correct vocabulary when answering. Another example was seen in a Year 1 gymnastics lesson, where the work for individuals and small groups was precisely tailored to the teacher's established knowledge of what the pupils could do and how they could develop. Not all teachers in Key Stage 2 expect enough from their pupils in regard to taking responsibility for, and using initiative in their own learning.
31. The overall quality of teachers' planning is very good. Planning is undertaken collaboratively and outlines appropriate objectives for lessons. Teachers employed specifically to support the learning of pupils with English as an additional language are very effectively involved in planning of lessons and they share the teaching very efficiently. This is having a positive impact on the progress being made by pupils who have English as an additional language. Teaching assistants, who undertake their duties conscientiously, provide additional help. Their contributions to lessons are well planned and this is instrumental in helping lower-ability pupils to make progress. Teachers are effective in planning for pupils with special educational needs. They are familiar with the targets set for pupils within their individual education plans and work closely with the special educational needs co-ordinator and the learning support assistants.
32. Most lessons are organised and structured well. There is a good balance between whole class teaching, group and individual work. The lessons generally contain a good introduction and a conclusion to reinforce what has been learnt. In a minority of lessons, teachers allow some quiet pupils to play a passive role during whole class discussion. In these lessons, teachers do not employ appropriate strategies to include all pupils through effective, focused questioning. The best teachers manage to impart to their pupils their own enjoyment of what they are doing.
- 42.
43. Pupils with special educational needs are well-integrated into classes. Class teachers are aware of the needs of pupils with special educational needs and take account of these when planning their work. Support assistants are well used in lessons to support the learning of these pupils.
33. Teachers' classroom management skills are good at Key Stage 1 and satisfactory at Key Stage 2. Most

teachers throughout the school have established clear expectations for behaviour. These are generally positively and firmly enforced. Teachers make good use of praise and encouragement and establish positive relationships with pupils. A calm, orderly atmosphere prevails in almost all classrooms. In very good and good lessons, the objectives and content are clear, appropriate and interesting. Discipline is imposed unobtrusively, interventions are barely necessary, and any unacceptable behaviour is either nipped in the bud or effectively anticipated. However, in some lessons of a practical nature, such as physical education and art in Key Stage 2, teachers feel less confident, the pace of lessons slows, teachers begin to focus on individual examples of misbehaviour, pupils become demotivated, and the objective of the lesson is lost.

34. Teachers throughout the school make efficient use of time and resources. Most lessons are kept moving at a good pace, and teachers have a good awareness of time which ensures that lessons begin and finish punctually. In the best lessons, teachers give pupils a clear indication of how long they have in which to complete their tasks. In some gymnastics lessons at both key stages, time is not well used where pupils sit or queue for long periods as they wait to use the apparatus. Teachers organise and use resources effectively. These are prepared beforehand and are readily accessible when required by the pupils. In the best lessons, resources are used imaginatively and help to motivate the pupils. A very good example of this was observed in a Year 6 history lesson where the class teacher very effectively stimulated pupils' interest in researching the Victorian period by using films, documents, newspapers and literature from that era. Classroom assistants provide a valuable resource for the teachers, and contribute much to the progress of pupils. They are well briefed by teachers, have a clear understanding of their role and use their initiative. However, teachers throughout the school make insufficient use of the library as a resource to promote independent learning.
35. The quality of teachers' day-to-day assessment is good in both key stages. Most teachers are good at asking appropriate questions to ensure that pupils understand their work. Many lessons start with an effective review of previous work in order to ensure that pupils understand what has gone before. When pupils are working on their own or in groups, most teachers use their time profitably to assess what pupils are doing and to provide appropriate help and feedback. The closing sessions of the majority of lessons are used well to assess what pupils have learnt and to clear up any misconceptions. The starting points of the best lessons derive from a careful analysis of weaknesses observed in a previous lesson. The marking of pupils' work is good and written comments guide pupils' progress.
36. The use of homework is inconsistent and it is not yet effectively used to consolidate work done in school or to promote independent learning. The school is currently reviewing homework provision to ensure greater consistency of practice in order to help improve rates of progress and further raise levels of attainment.

47.

#### 47. **The curriculum and assessment**

37. The curriculum for the children under five in the nursery is firmly based on the desirable outcomes for children's learning, as specified in national guidance. Children are given good opportunities to develop their skills through effectively planned activities that are designed to provide a broad and balanced introduction to school life. In particular, teachers focus well on promoting children's personal and social development and their knowledge of English as an additional language. The children under five in the reception classes are provided with a broadly balanced curriculum. However, the curriculum for these children is not wholly appropriate because it does not relate specifically to the nationally recommended desirable learning outcomes for children of this age, but is mainly planned to the subjects of the National Curriculum. This is inappropriate as they are not ready to tackle the programmes of study in the subjects of the National Curriculum, especially as many have limited skills in language and number. Nevertheless, teachers work hard to ensure that the children are provided with appropriate play experiences and activities to encourage their personal and social development.
38. The school has improved its curriculum since the previous inspection. At Key Stages 1 and 2, the curriculum is broadly based and there is now an appropriate balance of time between the subjects of the

National Curriculum and religious education. Pupils are effectively prepared for the next stage of their education. The provision for pupils' personal, health and social education is currently being developed through the use of a recently introduced policy, which includes drug education. Sex education is taught appropriately throughout the school in the science syllabus and in specific lessons for pupils in Year 6.

39. The curriculum provides equality of access and opportunity for all pupils including those with English as an additional language and those with special educational needs. These pupils have the opportunity to follow the same curriculum and carry out the same activities. Careful joint planning between class teachers and support staff helps the pupils gain access to the curriculum. There is a clear procedure for the identification of the linguistic needs of pupils and the language and conceptual demands of the subjects where support is offered for English as an additional language. The systems and procedures for assessing pupils with English as an additional language are effective.
40. The curriculum meets the needs of pupils with special educational needs. The school has an appropriate policy and good systems for supporting these pupils, which are very effective in practice. Arrangements fully meet the requirements of the Code of Practice. The individual support provided for pupils is very effective in enabling them to make progress and in giving them full and equal access to the curriculum. Individual education plans contain clear and achievable targets to address pupils' specific requirements. They are regularly reviewed, and parents and teachers are involved in discussions about targets set.
41. The school has made good progress in curriculum planning since the previous inspection. The quality of long and medium-term planning is now good and there are schemes of work to guide teacher's planning for most subjects, except in art and music. The introduction of the National Literacy and Numeracy Strategies has been planned well and this is having a positive effect on pupils' achievements. Good links are made between subjects such as English, science and music. Information technology is used well to support all subjects of the curriculum.
42. The provision for extra-curricular activities is good overall. Pupils learn to play musical instruments, such as recorders, guitars and violins, and take part in computer and choir activities. Visiting speakers help to extend the curriculum and pupils make regular visits to places of interest, such as the Barbican and the Royal Festival Hall.
43. Assessment procedures are sound and are effectively used to help teachers plan future work. The teachers know the needs of individual pupils well and make appropriate use of informal assessments to plan their lessons. Since the previous inspection there has been a review of assessment procedures and these have been developed effectively in order to track progress across both key stages. For example, the school has introduced academic screening for pupils at Key Stage 1 and optional tests are used appropriately at Key Stage 2. Specific strategies, such as the 'Fifteen-minutes-a-day' reading programme help teachers and pupils to focus on individual targets for learning. The school has also introduced baseline assessments for children under five, and although these are not used consistently to help teachers plan the curriculum for children in the reception classes, they are used well to identify suitable targets for pupils to achieve by the end of Key Stage 1.

54.

**54. Pupils' spiritual, moral, social and cultural development**

44. The provision for the pupils' moral, social and cultural development is good. The provision for spiritual development is unsatisfactory.
45. The school provides insufficient opportunities for spiritual development. The school does not provide a daily act of collective worship for its pupils. Assemblies lack a sense of occasion and do not promote a sense of community or shared values. They provide little opportunity for pupils to reflect upon their own experiences and those of others and opportunities are missed to provide a sense of reverence, silence and worship. In one assembly, pupils listened to the story of *Androcles and the Lion*, and then considered how they could be friends to others, but no time was provided to think and reflect. Some elements of

spirituality are provided in other areas of the curriculum. Pupils are given opportunities to reflect on the wonder and beauty of music, art and literature. Spiritual development is fostered in some religious education lessons where issues are raised, and the main religious festivals of Christmas, Easter and Eid are celebrated in the school.

46. The school continues to promote moral development within the curriculum and the routines of the school. Most classes have negotiated their own rules and these are displayed along with the school rules and bullying guidelines. Most teachers use praise effectively. All staff set good standards of courtesy and they show respect for all. Pupils are constantly encouraged to relate well to each other, and considerable work has been done to assist pupils in achieving this. When pupils seriously infringe rules, the headteacher encourages an understanding of right and wrong. The school strongly emphasises the rights and responsibilities of pupils, teachers and parents; this creates and sustains a positive learning environment.
47. The good relationships between pupils and adults working in the school make a positive contribution to social development. In many lessons pupils are encouraged to work together in pairs and small groups. Pupils in Year 6 participate in a residential visit that promotes good social interaction. Some tasks of responsibility are given to pupils in classrooms but these are somewhat limited. The range of recently introduced after-school activities makes a positive contribution to social development. Performing in concerts and assemblies gives further opportunities for pupils to develop social skills. Some opportunities are provided for pupils to think of others less fortunate than themselves, for example raising money for national charities. Some classes use personal and social education to explore social issues.
48. A respect for cultural diversity is promoted effectively through the school's values and its emphasis on equality of opportunity. Many areas of the curriculum, for example art, English, science and particularly music, make a positive contribution to the pupils' cultural development. Pupils study the geography of the locality, they read poems by William Wordsworth and look at the work of famous artists such as Matisse. Pupils regularly visit places of interest including the British Museum. Lessons explore past cultures such as the Victorians and Romans and other areas of the world. Other faiths such as Islam are studied in religious education. The after-school community language classes that have recently recommenced show the school's commitment to cultural development.
59. **Support, guidance and pupils' welfare**
49. The school provides satisfactory support and guidance for its pupils. It continues to provide the caring environment identified in the previous report. The staff and the headteacher demonstrate a high degree of care and concern for pupils' welfare. The school has some appropriate policies and procedures in place to promote pupil well-being and to provide a secure learning environment.
50. Procedures for pupils entering the nursery are satisfactory. These include home visits. Transfer from nursery to reception is satisfactory, and provides suitable opportunities for pupils to become familiar with their new surroundings. Arrangements for pupils transferring to the local secondary school are good. Valuable links have been established, supported by the *Headstart* project. These links begin in Year 5 when pupils make their first visit. Opportunities are also provided for pupils to experience lessons, to meet staff and to have familiarisation visits.
51. Pupils with special educational needs receive good individual and group support. There is good liaison between the school and outside agencies who offer very good support. Medical supervision and therapy are provided as necessary.
52. The procedures for monitoring both the academic progress and personal development of pupils are good. The school has effective assessment procedures in place and target-setting has recently been introduced. Pupils' personal development is well supported through the ethos of the school. A programme of

personal and social education is in the early stages of development. This has the potential to make a significant impact on the promotion of pupils' personal development. Individual staff are aware of pupil needs. The Monday achievement assembly contributes towards promoting personal development by recognising pupils' good work and effort.

53. The procedures for monitoring and promoting discipline and good behaviour are satisfactory. Although the school does not have a consistent whole school approach to behaviour management, there is a clear expectation for pupil behaviour. Class rules are clearly displayed in most classes, and school rules displayed around the school. The brief behaviour policy outlines expectations for behaviour. There is a brief framework of suitable rewards and sanctions. Most teachers have effective classroom management skills and these have a positive influence on the high standards of behaviour in the classroom and around the school. Staff discuss any concerns about pupils' behaviour with the headteacher, but there is no formal method for class teachers to record or monitor incidents of inappropriate behaviour or to track individual pupils causing concern. The headteacher's book records serious playground incidents and bullying and has very few entries. Eliminating bullying has a high profile in the school, and appropriate procedures are in place to deal with occasional instances when they occur.



54. The procedures for monitoring and promoting good attendance are satisfactory. Since the previous inspection, the school has introduced systems to monitor attendance and punctuality. Registers are checked weekly by the deputy headteacher. The systems currently in place to follow up absence and poor punctuality have improved attendance levels but have not dealt effectively with punctuality to school.
55. The procedures for child protection are good. The school policy provides staff with some guidance on procedures to follow. Staff are aware of the designated person and procedures to follow in the event of any concerns. All teaching staff including the deputy headteacher, as the designated point of contact have received recent training.
56. The procedures to promote the well-being, health and safety of pupils are satisfactory overall. Day to day welfare is satisfactory; there are sufficient staff trained in first aid. The school liaises closely with the school nurse who visits twice each week. The procedures for promoting pupils' health and safety, however, are unsatisfactory. There is a detailed health and safety policy, supported by recent local authority policy but the school does not fully comply with all of its procedures. Regular safety checks of equipment are carried out and the building checked daily, but formal risk assessments are not fully in place or documented.

67.

**67. Partnership with parents and the community**

57. Overall, the school has satisfactory links with parents. The school, in conjunction with the *Headstart Project*, has begun a number of initiatives to encourage a partnership with parents. These include informal coffee mornings and classes for parents to learn English. Most parents are supportive of the school, although the number helping in classrooms and around the school is low. Four parents do, however, help to run the weekly toy library. There is no consistent approach to reading at home. Although pupils do sometimes take reading books home, only a few parents' share reading with their children at home. Reading diaries are not being used as a regular method of communication between the teacher and home. The school has recently introduced a new homework policy however, the setting of homework is unstructured and inconsistent, a point of concern shared by those parents who attended the meeting or completed the questionnaire. The requirement for a home/school contract to be in place has not been met.
58. The quality of information provided by the school for parents is unsatisfactory. The brief prospectus, is out-of-date, but does contain some useful information on school routines. Together with the governors' annual report to parents it lacks some important statutory information. Newsletters are not sent but occasional letters from the headteacher provide parents with some information on school matters and forthcoming events. Translations can be made available and assistance provided for those parents attending meetings whose first language is not English. Two formal consultation meetings are held and are well attended. The first enables parents to meet the new class teacher and the second at the end of the summer term is where parents receive and discuss annual reports. Parents still do not receive regular information on topic work and the curriculum, as identified in the previous report. Curriculum focus meetings are not a regular feature in the school although occasional meetings' have been held, for example to explain the Literacy Strategy. Annual reports are satisfactory. They provide information on what pupils can do, some include brief targets for individual development but they do not sufficiently inform parents about strengths and weaknesses. Parents of pupils with special educational needs are fully involved in their children's learning and in the targets which have been set by the school. They are invited to reviews of their children's progress.
59. The school has good links with the community and is involved in a number of community initiatives. The school has benefited from a number of initiatives funded by the Single Regeneration Budget. Until recently, a local policewoman heard pupils in Year 3 read. Pupils have performed in the Camden Dance festival. Pupils make satisfactory use of local resources to support learning. They visit local parks for example Regents Park, Camley Street Natural Park and, and local shops. Visit to places of interest such as the British Museum, the British Library and the Royal Institution support topic work, enhance the

curriculum and make a positive contribution to pupils' learning. Visitors to the school are limited but have included the Action Space Theatre Group. The residential visit for pupils in Year 6 to Shepherd's Hill House and the trip for pupils in Year 2 to Cuffley Camp make a positive contribution to their personal development.

## 70. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 70. Leadership and management

60. The school is well managed and well led. It has made good progress since the last inspection and is well placed for further improvement. The school benefits considerably from the clear and strong leadership provided by the headteacher. He provides a direction to the school and a commitment to all of its pupils, which enable the school to adapt to new initiatives and change with the minimum of disruption. He is well supported in this by a team of staff who share this commitment and work hard to achieve success for all in their care.
61. The school has become particularly adept at identifying its strengths and weaknesses. It evaluates effectively the quality of the education it provides and the standards achieved, putting in place strategies to eliminate any weaknesses. A carefully planned programme of monitoring is carried out which includes an examination of teachers' planning, a scrutiny of pupils' work and observations of teaching. This has had a considerable impact on identifying the areas of good practice within the school and improving standards. These approaches have led to the successful implementation of the recently introduced national strategies for literacy and numeracy. The role of the subject co-ordinator has been developed considerably. Co-ordinators now play a leading role in the management and development of their area of responsibility. They support their colleagues effectively in their planning and teaching in addition to monitoring the quality of work in the classroom. Regular non-contact time is provided to enable them to fulfil their role. This considerable investment has had a positive impact on enabling co-ordinators to develop the curriculum and raise standards.
62. Governors support the steps taken by the headteacher and the staff to improve all aspects of the school. Although the governing body has become more effective in its work since the last inspection it still has some way to go to fulfil its role to full effect. Its committee structure is more clearly defined but depends on a core of committed governors for its operation. Expertise has improved and the headteacher ensures that governors are kept up-to-date with developments both nationally and within the school. This has enabled governors to become more involved in scrutinising the work of the school and calling it to account for the quality of the education it provides and the standards it achieves.
63. The provision for pupils with special educational needs is very well managed. The special needs co-ordinator works very effectively with her team of support assistants. She liaises with classroom teachers and carefully monitors pupils' progress. There has been a named special needs governor who liaised with the co-ordinator and the headteacher. This governor has now been replaced on the governing body and a new link governor has been nominated.
64. The development plan is a useful document enabling the school to manage change effectively. Its priorities are appropriate for the needs of the school. The overall plan is supported by action plans for each area of the curriculum, which reflect the school's priorities. Target setting is now a major feature. Data is beginning to be used to predict future examination results and strategies have been put in place to ensure that they are met. The development plan is largely prepared by the headteacher and the deputy head following consultation and agreement of staff and governors. Although more active in this process than at the time of the last inspection, governors remain insufficiently involved in framing the future direction of the school.
65. The aims of the school are contained in the school prospectus. They underpin all of the actions and strategies undertaken by the headteacher, staff and governors. The commitment to high and improving standards is also a feature of all that the school does. The school is having considerable success in meeting most of its aims and ensuring that pupils are provided with the skills necessary for access to the full curriculum. There is a positive ethos within the school; pupils develop good attitudes to learning and relationships are generally warm and used to establish an effective learning environment.
66. Good progress has been made in dealing with the key issues and other weaknesses from the time of the

last inspection report. With the exception of the school's provision for spiritual development and the effectiveness of the governing body, all weaknesses reported have been eliminated. Other minor weaknesses have emerged, but the school is judged to be well placed to secure further improvements because of the rigour with which the management has tackled change, and the high quality and commitment of the teaching staff.

67. The school is fulfilling all of the requirements for the teaching of the National Curriculum and religious education. It is, however, failing to fulfil some of its statutory responsibilities. The school does not provide its pupils with a daily act of collective worship, it has not produced a home-school agreement and there are some omissions from both the school prospectus and the governors' annual report to parents.

#### **78. Staffing, accommodation and learning resources**

68. The school is very well staffed with suitably qualified permanent teachers who have appropriate qualifications and expertise. There is a good spread of experience amongst the staff and a good range of subject qualifications. Five teachers were appointed during the last two years; they have established themselves well and made a positive impact on the school. The teachers responsible for English as an additional language and special educational needs are also experienced and well qualified.
69. The number, qualifications and experience of education support staff are good. The deployment of support staff is effective. Bilingual classroom assistants and special needs assistants work closely with teachers and make a positive contribution to pupils' learning. All staff have job descriptions and their roles and responsibilities are clearly defined. Administrative, cleaning and midday staff work effectively and contribute to the smooth running of the school.
70. The special needs team, is well trained in this area of their work. The special needs co-ordinator gives class teachers good guidance on planning work for pupils. There is a good number of special needs support staff whose work is effectively monitored by the co-ordinator.
71. The provision for the professional development of all staff is good. There is a clear procedure for the identification of the professional development needs of all staff. Training for staff development is carefully planned to meet individual needs as well as those arising from the school development plan. The co-ordinators for literacy and numeracy have attended appropriate training and the rest of the staff have been trained by them. Support and non-teaching staff are fully integrated into the life and work of the school and receive regular training which is of good quality.
72. Newly qualified teachers are integrated fully and effectively into the school. They receive good advice and support from mentors and have a half-day training session every week. The two yearly appraisal cycle is on target. The headteacher and all the staff, except for those recently appointed have been appraised.
73. The overall provision of resources is good. They are well matched to pupil and curricular needs and sufficient to support learning in all subjects. Resources are very good in information technology, art and music. The book provision in the library has improved since the last inspection. It is now very good with fiction and non-fiction books for developing higher-order reading skills. The range and quality of small apparatus in physical education are good. Resources for special educational needs are good. Teachers make good use of visits and visiting specialists to enhance the quality of learning of pupils.
74. The school occupies a complex site with two buildings and playgrounds in the heart of central London. There have been extensive improvements to the buildings and playgrounds in recent years. Accommodation is satisfactory overall but there are variations in the size of some classrooms. Internally, the buildings are pleasant, clean and stimulating with colourful displays. There is separate accommodation for the library, information technology and physical education. The building is well managed and the way each key stage is allocated to an area makes efficient use of these facilities.

75. External accommodation is generally adequate. The play area for the nursery is small and does not have sufficient space for a range of equipment for creative play. Although the playgrounds look bleak the school has improved its outdoor spaces imaginatively creating picnic areas with greenery and wooden seats. The Key Stage 1 and Early Years playgrounds have climbing frames and swings set among safety surfaces. There are markings on the grounds for various games.
76. The school has made good progress in dealing with all of the issues identified in the previous inspection.

## 87. The efficiency of the school

77. The school has a very high level of income when compared both nationally and with other London schools. It uses this income well to meet its educational aims and to provide its pupils with a good quality of education. Much of this income is used to provide extra classroom staff to support pupils with English as an additional language and those with special educational needs. All staff are deployed very effectively within classrooms and are having a positive impact on pupils' attainment and progress. Financial planning is integrated well into the school development planning process. A three-year financial plan has been prepared in response to a weakness highlighted by the previous inspection report. The governing body has become more involved since the last inspection in financial planning, through its increasingly effective finance committee. Although a comparatively high surplus has been generated over the last few years, there are plans for its reduction to a more reasonable level. A programme of further building refurbishment is planned along with an increase in staffing to provide more non-contact time for co-ordinators.
78. The school has become adept at gaining funding for several projects from organisations and single regeneration budget grants. These extra resources have been used to establish and staff the homework club, to improve the landscape at the front of the school and to provide a new computer suite.
79. Good use is made of both the school accommodation and learning resources within the classroom. Corridors, classrooms and stairs are enhanced by stimulating displays which not only celebrate pupils' work but also support the particular topics being studied. Although some use is made of the library for lessons, its use by pupils as an area for independent study and research is under-developed. Provision for supporting pupils with special educational needs is very good. This has improved since the last inspection when it was reported as being good. Accommodation and resources are efficiently used to support the learning of pupils with special educational needs.
80. Financial control systems are good. Funds provided for pupils with special educational needs, for pupils with English as an additional language and for staff training are suitably allocated and spending monitored. The school enhances the funds available for pupils with English as an additional language from its own budget. The most recent audit, completed just before the inspection, highlighted only a few minor items to be dealt with. Regular monitoring reports are provided by the school's administrative officer for the headteacher and governors who between them keep a careful watch on all budget headings. Roles and responsibilities for financial matters are clearly defined and carried out effectively. The school benefits from well-organised and efficient administrative staff who support the smooth running of the school.
81. Pupils enter the school with levels of attainment well below those found nationally. The high level of income is used well to enable pupils to make good progress and achieve close to national expectations by the age of 11. The quality of teaching is good. The school is providing good value for money.

## 92. PART B: CURRICULUM AREAS AND SUBJECTS

### 92. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

82. Children enter the nursery class after their third birthday. Their achievement upon entry to the nursery is well below that expected for their age. A significant number of children learn English as an additional language. Children are admitted to the reception classes in the year of their fifth birthday and are accommodated in two separate classes. By the age of five, standards are still well below that expected for their age, but children make satisfactory progress in most areas of learning and good progress in their physical and creative development. Children who have special educational needs are identified early and helped to make satisfactory progress. Teachers and support assistants have a secure knowledge and understanding of the needs of the early years. The nursery staff plan the curriculum well from the nationally recommended desirable learning outcomes and ensure that their planning is translated effectively into practice, with a wide range of practical experiences and good use of play to extend learning. In the reception classes, teachers also plan effectively to promote children's learning; however, planning for these children is not specifically to the nationally recommended desirable learning outcomes, but to the National Curriculum subjects. This is inappropriate for many children who are not ready to embark on the more advanced programmes of study. A useful system for assessing what children can do upon entry to school has been devised and teachers make careful, detailed observations of individual children; however, records are not systematically passed from the nursery to reception classes in order to aid curriculum planning.

#### Personal and social development

83. In the nursery and reception classes, children make sound progress and develop their personal and social skills effectively through a wide range of activities. By the age of five, most children do not achieve the desirable outcomes for learning, but they are often interested in what they are doing and show good attitudes to learning. Children are able to concentrate for short periods and they listen reasonably well, but many lack confidence, are shy, and are reluctant to contribute their ideas. Children are often well behaved, even when an adult is not directly supervising them. The quality of teaching is sound overall. The caring attitudes of all adults make a positive contribution to the development of the children's personal and social skills. Children with special educational needs and those who learn English as an additional language are very well supported and make satisfactory progress. All teachers of the under-fives and supporting adults have high expectations of the children's behaviour and their relationships with the children are good. The very good quality team work between adults helps to provide a safe and secure learning environment. In particular, the bilingual assistants in the nursery and support teacher in the reception classes offer very good support to children in their development of language skills.

#### Language and literacy

84. Many children enter the nursery with little understanding of English. Several children have no knowledge of the language and a few have special educational needs; however, they all make satisfactory progress because teachers focus well on promoting this area. Children do not achieve the desirable learning outcomes by the time they are five, but their progress in all aspects of language and literacy is satisfactory. Children pay good attention to adults and listen carefully when being given instructions and guidance in their activities. All teachers of the under-fives see progress in speaking and listening as important and planning is effectively detailed; however, the provision of a whole literacy hour in the reception classes is not appropriate for many children who are not ready to undertake National Curriculum programmes of study. Nevertheless, every opportunity is taken to develop language skills in all the activities. In both the nursery and the reception classes, children enjoy stories, such as *Rosie's Walk* and *Raft Ride* and join in with rhymes and phrases they recognise. The children develop an understanding of how to handle books by observing their teachers, and soon begin to show basic pre-reading skills. They enjoy listening to stories, and are able to sit still and listen reasonably attentively for short periods. Many children like opening books from their class library and enjoy looking at the pictures. The quality of teaching is satisfactory overall, and sometimes good. Teachers place an appropriate emphasis on practical learning, and there is a satisfactory match of tasks to what children can do. There are good opportunities for role-play in the nursery. A few children in the reception classes recognise familiar words and try to follow a story in their reading books. They are beginning to

experiment with making their own marks on paper and many make successful attempts to recognise their own names. They trace or copy the teacher's writing and develop early writing skills effectively when forming letters. Provision is good, with book corners well displayed and a good range of high quality books accessible to the children. Writing materials are readily available and give a good choice of papers and writing tools.



## Mathematics

85. Standards are well below those expected by the time that the children are five, but they make satisfactory progress overall in the nursery and reception classes. Children in the nursery recognise some colours and match shapes, count long and short strips of paper, and compare lengths. They are beginning to count and match numbers up to five and are able to sequence the days of the week, sometimes with close adult guidance. They make satisfactory progress in colour, shape and number recognition. Children experience a good range of number and singing games as part of their daily routine. Number skills develop satisfactorily. In the reception classes, children can identify and create patterns and some are able to sort, order and count objects and use numbers up to ten. A few children are aware of simple addition and use appropriate mathematical language. The quality of teaching in this area is satisfactory. The quality of help from the support staff is good, and is having a significant effect upon children's learning. There is an appropriate emphasis upon activities that will promote numeracy, for example, through nursery rhymes and songs.

## Knowledge and understanding of the world

86. Although children achieve well below the expected outcomes by the time they are five, they make satisfactory progress in this area of learning. The activities provided in the nursery and reception classes help children to develop an understanding of the world around them. Children can talk about where they live, their families and their immediate environment and a few recall their experiences through a range and variety of role-play. They have good opportunities for a wide range of scientific experiences, including experimenting with kites on a windy day and the study of the local environment. Children are able to use the skills of cutting, joining and building, using a wide range of materials, such as paper and dried pasta. They have good access to a range of construction materials and make good attempts to explore equipment to find out how things work when stacking bricks for the house of *The Three Little Pigs*. There are useful opportunities for children to use information technology to support literacy and numeracy. Teaching is satisfactory overall, and sometimes very good. The teachers plan lessons together well and make good use of resources to stimulate the children's enthusiasm. They often use skilful questioning to develop children's knowledge and provide well-structured practical opportunities that encourage a sense of wonder at the world around them.

## Physical development

87. By the time they are five, children do not achieve the expected outcomes for their physical development.; however, they make good progress in handling scissors, glue-sticks, paintbrushes and crayons. Children in the nursery particularly enjoy manipulating grains of flour and salt when mixing them with water to form playdough. They use their hands, rolling pins and cutters imaginatively to push, pull, roll and cut the playdough into shapes which they have helped to colour with food dye. Children enjoy physical activities and are slowly becoming confident in the use of space. Teaching is good. Adults ensure that the children have regular access to a well-supervised outside play area and there are good opportunities for the oldest children to have physical education lessons in the school hall. During one lesson for example, good opportunities were provided for children to develop an awareness of space and some children were able to balance confidently on the apparatus. Children in the nursery particularly enjoy using the large climbing frame, although the outdoor area is too limited for them to use wheeled toys and tricycles energetically.

## Creative development

88. Although the children make good progress their creative development is below that expected for their age. Children show enthusiasm for artistic and musical activities, and are beginning to represent what they see and feel in a wide range of media. They learn to mix paint and can name a few colours when making handprints and self-portraits. They are beginning to model with scrap materials and make exciting collage pictures based on themes such as *The Very Hungry Caterpillar*. Many children use colour confidently in their paintings and drawings. For example, their experiences of a recent trip to Regent's Park are recorded vibrantly in colourful wall displays. They use their skills imaginatively in leaf printing and bubble-blowing activities. The quality of teaching in this area of learning is good overall, especially when activities are well-matched to the children's interests and abilities. The staff have worked hard to produce a stimulating learning environment, with many good displays of children's

artwork and photographs of children at play.

## 99. ENGLISH, MATHEMATICS AND SCIENCE

### 99. English

89. In the national tests in 1998, pupils' attainments in English were very low in comparison with the national average at the end of Key Stage 1. In comparison with schools with similar intakes, they were well below the national average. At Key Stage 2, attainment was below the national average, but was well above average when compared with similar schools. There has been an improvement in the reading and writing tests at the end of Key Stage 1 and in the overall English results at Key Stage 2 in 1999. It is recognised that a very large proportion of pupils with English as an additional language and a very high number who have special educational needs have an impact on these results. Between the last inspection in 1996 and the present, results of National Curriculum tests have dropped in Key Stage 1. Standards of attainment in reading and writing have shown a steady decline in Key Stage 1 between 1996 and 1998. Inspection evidence and the results of the 1999 tests indicate, however, that this decline has been arrested and that the school is back on course to meet its targets at both key stages. There has been significant improvement in attainment in English at the end of Key Stage 2 since the last inspection, with the number of pupils reaching the target Level 4 or above increasing by 20 per cent.
90. The school now closely monitors its results to identify weaknesses and has very successfully implemented the National Literacy Strategy. These initiatives, including the effective monitoring of teaching and recent in-service training for staff, are having a positive effect on standards.
91. In speaking and listening, pupils in Key Stage 1 are ready to concentrate and to respond when they are interested in the topic before them. Their responses show that they listen attentively to their teachers and to their peers in the classroom. The majority makes keen, eager contributions to lessons and answers teachers' questions readily and spontaneously. However, these responses do not show much extended thought or consideration, they tend to be brief and almost instinctive. The longer answer is rare. Even at the end of the key stage, the more formal situation of addressing or reading to the whole class, pupils are often hesitant and lacking in confidence. Pupils in both key stages show this hesitancy and lack of practice when required to perform orally. Nevertheless, at the end of Key Stage 2, the majority of pupils talk and listen with confidence in an increasing range of contexts. In plenary sessions of the Literacy Hour, when the content of the lesson is summarised and consolidated, some good examples of addressing groups of pupils were seen. When well rehearsed, pupils perform in a very convincing manner. This was seen in a very good Year 5 lesson, where pupils were creating and delivering whole class recounts. By Year 6, they show a well-developed ability to share experiences in a structured way, showing an awareness of the particular needs of a public situation. The highest attaining pupils show lively communication skills, and the standards achieved by the majority at the end of this key stage are close to the national average.
92. Standards of attainment in reading at the end of Key Stage 1 are below average overall but cover a wide range from very low to above average. Pupils of all attainment levels show enjoyment in reading. Most pupils can read simple texts and use a variety of strategies to help them make sense of unfamiliar vocabulary. Higher-attaining pupils are reading confidently and independently by the age of seven. Although pupils of average attainment have acquired reasonable phonic skills to help them sound unknown words out, they are still hesitant and need considerable help. Lower-attaining pupils show that they understand how books work, and they recognise how letters combine to make words. By the end of Key Stage 2, the attainment of most pupils is in line with the national average, and a significant number of pupils read to an above average standard, fluently and accurately. In the range of literature which they experience in school, the majority of pupils show understanding of significant ideas, themes, events and characters, and the higher attaining pupils are beginning to use inference and deduction. Pupils of average attainment are also reasonably fluent and confident, with good skills in decoding unfamiliar words. Those of below average attainment can read simple texts and correct misreadings, are growing in confidence and do not rely too much on help. When pupils were heard reading aloud, it was often confident and accurate but lacking in expression. Reference skills with dictionaries and thesauruses are good, and the majority of pupils can use these efficiently; however, they are not familiar with how libraries work, and how to use them effectively.

93. In writing, most pupils are attaining standards that are low by the end of Key Stage 1. They match and combine letters to make words, and many can make sentences, though capital letters and full stops are not used correctly. There is much mis-spelling of even simple words. By the end of the key stage, handwriting is often badly formed, and many confuse upper and lower case letters. The highest attainers write at some length, and can spell more usual words. They show a growing awareness of the need to choose their words for effect. Standards in writing are below average at the end of Key Stage 2. The content of the writing of most pupils shows an appropriate awareness of audience, for example in poetry and report writing. However, only the higher-attaining pupils make a consistent use of lively vocabulary to engage the reader's interest. Pupils are taught to use punctuation, but not all are secure in its use in their own writing and often forget to use commas and question marks in appropriate places. There is a good variety of writing: narratives, poetry, letters, and drama scripts. In Years 5 and 6, pupils are gaining a sound knowledge of the technicalities of writing and of the ways language can be arranged, with the result that by the end of the key stage, writing is becoming more structured. The school has identified writing as an area for development and teachers encourage pupils to use evocative vocabulary and expression within creative and descriptive writing. Presentation skills are good overall, and the majority of pupils is developing good, fluent, joined handwriting. Pupils throughout the key stage have opportunities to plan and to redraft their work using information technology, to improve the quality of their writing.
94. Pupils start statutory education at five with levels of attainment in English that are well below average. The majority of pupils come from homes in which English is not the first language, and start their nursery education with little or no English. Although they make good progress in the nursery and reception classes, standards of attainment are still well below average at the beginning of Key Stage 1. The progress that pupils make in lessons is good. Pupils who speak English as an additional language and those who have special educational needs are very well supported, and they also make good progress. Teachers place great emphasis on the teaching of speaking, listening and reading skills in Key Stage 1 and pupils make good progress in these areas. Progress in writing is only satisfactory, because of the amount of time given to these other elements. At this key stage, the progress of a significant number of pupils is slowed when they go on extended holidays.
95. Teachers in Key Stage 2 build effectively on the good work being done in Key Stage 1 and pupils continue to make good progress. The progress made by pupils with English as an additional language and those who have special educational needs is also good, as a result of the support provided in the National Literacy Strategy, in the one-to-one reading practice, and by the positive reinforcement they receive. The enjoyment of English, shared and promoted as it is by most teachers, is a valuable instrument of progress. Improvements are clear as pupils move from Year 3 to Year 6. Their handwriting is by Year 6, joined and legible. Their technical accuracy increases as they become more aware of the complex variety of components which make up language. Accuracy in spelling improves across a wide range of words. Punctuation also shows improving understanding, and by the end of the key stage, pupils can punctuate some variations of direct speech. With a widening vocabulary, speaking, reading and writing are enriched, and pupils' work becomes more adventurous as they decide to reject the obvious and go beyond it.
96. Attitudes to English and literacy are positive in both key stages. Pupils' responses are often lively, and they are eager to contribute to lessons from the earliest stages in their lives in school. Behaviour is almost always good; pupils collaborate with each other and with their teachers well, and they take care with books and other resources. In the Literacy Hour, most have developed the habit of getting on with their independent studies quietly and without disturbing the teacher. Throughout the school, pupils' good attitudes have a positive impact on the progress they are making.
97. The quality of teaching ranges from very good to satisfactory, with the majority being good or better. This is an improvement since the last inspection when teaching was mainly satisfactory. The good and very good aspects of teaching are good knowledge of the subject, good structure and sense of purpose, high expectations and challenge, and a positive, imaginative and stimulating style. A very good example of this was seen in a Year 5 lesson in which pupils were studying rules for forming plurals of words. In this lesson, the strong relationships established and very high expectations ensured that pupils

were fully involved throughout the lesson and made very good progress. Another very good example of stimulating teaching was observed in a Year 1 lesson in which pupils were all involved with the teacher in reading *We're Going On A Bear Hunt*. The great enthusiasm engendered by the class teacher, and the quality of her reading, ensured that all pupils wanted to read, which they did very enthusiastically. In both key stages, teachers' short-term planning is very good, and learning objectives are clearly stated.

Teachers employed to support pupils with English as an additional language are involved well in the planning of lessons and make a very positive contribution to pupils' learning. Support staff are very effectively used to support the learning of pupils' with special educational needs. While teaching is at least satisfactory in all lessons, the weakest areas are the management of pupils and teachers' expectations. Some pupils in a small number of classes, particularly in Key Stage 2, are allowed to play a passive role during whole class sessions. In these lessons, the pace of pupils' working on individual or group tasks is also too easily determined by the pupils' themselves.

98. The subject co-ordinator has worked hard with the headteacher, colleagues, and classroom assistants to ensure the successful implementation of the National Literacy Strategy. Procedures for assessing and monitoring pupils' achievement are good and teachers throughout the school use assessment information effectively when planning work for different groups of pupils. Targeting of Year 1 pupils for extra help is effectively raising standards in Key Stage 1. Results of national tests are closely analysed to identify areas of weakness, which are then targeted for improvement, for example in writing. The quality of marking is good throughout the school and this helps to ensure pupils' progress. Resources for reading have been increased to meet the requirements of the literacy strategy, and they are now good.
99. The development of literacy across the curriculum is good and subjects such as history and science are effectively used to extend pupils' writing and reading skills. English makes a good contribution to pupils' spiritual, moral, social development and widens their cultural horizons.

#### English as an Additional Language (EAL)

100. Netley Primary is a multi-ethnic school which serves a diverse community with pupils from a variety of cultural, religious and social backgrounds. Bangladeshi children form the largest ethnic minority group and main home languages are Bengali, Somali and Arabic. Approximately three-quarters of the pupils come from homes where English is not the first language, and about 90 per cent of the pupils are supported through the Ethnic Minority Achievement Grant for English as an additional language.
101. The provision for English as an additional language is very good. The school deploys its six part-time teachers and two full-time bilingual classroom assistants efficiently to provide ethnic minority pupils in all classes access to the curriculum. In addition, the school employs further teachers and bilingual classroom assistants from its main budget. The management and co-ordination of the support for ethnic minority pupils are very effective. Two teachers who share the co-ordination of the work are also part of the senior management team. They have clear, well-defined job descriptions. They are line-managed and their work is monitored by the headteacher.
102. The school closely monitors the results of Standard Assessment Tests and English fluency levels of ethnic minority pupils to raise their attainment. The school has been successful in raising the attainments of Bangladeshi pupils. The school's analysis of Standard Assessment Tasks in 1999 shows that Bangladeshi pupils are achieving better results in English, mathematics and science at Key Stage 2 than other ethnic groups. Currently, the school is aiming to raise the attainment of Bangladeshi girls at Key Stage 1 and of refugee pupils at both key stages.
103. All work is related to the school curriculum and offered in the mainstream. Teachers of English as an additional language provide support for developing beginner English learners' confidence in small groups. There are clear and well-formulated guidelines and strategies in place to provide effective support. Joint planning is good with a specific language focus for the subject or topic. All English as an additional language teachers work very effectively in partnership with class teachers and they often lead the lesson. There is a clear procedure for identification of the linguistic needs of pupils and language and conceptual demands of the subject. The quality of this work is good in both key stages with examples of very high quality support, very focused on language skills, providing good models of language for pupils. In the early years, where the bilingual classroom assistants share the same home

language as the children, they provide effective support to develop their self-confidence and self-esteem.

104. Monitoring pupils' progress is an essential part of the work. Both English as an additional language staff and class teachers take responsibility for assessment and monitoring pupils' progress. They use a range of records, which include observation records of specific activities, guided reading records and daily assessment notes which are then used to inform planning. Pupils' learning needs are identified through formative assessments which are systematic and effective. Throughout the school, pupils for whom English is an additional language make good progress, commensurate with their competence in English.
105. Despite all these strengths there is an area for development. Although planning has a clear language focus it is not sufficiently rigorous in identifying specific vocabulary, language functions and structures required for a topic or an activity.

## 116. Mathematics

106. The results of National Curriculum tests in mathematics at the end of Key Stage 2 in 1998 were close to the national average but well above those in similar schools. The proportion of pupils achieving at least Level 4 was broadly average, although less pupils reached Level 5 than nationally. There was a slight decline in the proportion of pupils achieving at least Level 4 in 1999, but a considerable increase at Level 5, resulting in an overall improvement in results. There has been some variation in results over the last few years with a peak in 1997. Overall, the results in mathematics are broadly similar to those reported at the time of the last inspection. There has also been a difference in results by gender. With the exception of 1997, girls have achieved lower results than boys with an analysis of the most recent results showing Bangladeshi girls' results being lower.
107. Attainment in National Curriculum tests at the end of Key Stage 1 in 1998 was very low compared nationally and well below the results in similar schools. The proportion of pupils achieving at least Level 2 was very low and well below average at Level 3. These results have shown a steady decline since the last inspection and although a greater proportion achieved Level 2 in 1999 the Level 3 figure was lower. As at Key Stage 2, boys have achieved higher standards than girls.
108. On entry to the school, standards are well below average. Pupils often make good, and at times very good, progress during lessons at Key Stage 1. This is because of the quality of teaching and support they receive. Lessons are carefully matched to the needs in the class and classroom assistants and teachers of English as an additional language provide further effective support. Pupils do not consolidate this good progress over longer periods of time. Many are learning English as an additional language and this, coupled with extended holidays, pupil mobility and the low levels of attainment on entry, limits their progress to satisfactory. Attainment by the end of Key Stage 1 is well below national expectations. The picture is considerably different at Key Stage 2 where these factors have less impact. The good and very good progress in lessons is consolidated well over longer periods of time. An examination of pupils' books shows that they make good progress at Key Stage 2. By the end of Key Stage 2 pupils are attaining broadly in line with national expectations.
109. The progress made by pupils with special educational needs and those learning English as an additional language is similar to others at each key stage. They benefit considerably from the high quality of the support they receive in lessons which enables them to have much individual attention, focused on their particular needs.
110. Standards of numeracy are weak at Key Stage 1. Pupils enter the school with limited mathematical knowledge and understanding. Satisfactory progress is made at Key Stage 1 in the development of number skills because of the careful attention paid to this aspect through the successful implementation of the daily mathematics lesson. Although a wide range of strategies is used by teachers for the development of mental skills these remain slow. Pupils in Year 1 can state the number before or after a given number, while those in Year 2 know how to halve and double numbers. Higher-attaining pupils can add and subtract mentally within twenty. Good progress is made in the development of number skills at key Stage 2. The successful implementation of the daily mathematics lesson is again having a positive impact on the pupils' progress. They gain greater confidence when handling mental and written calculations, using fractions, decimals and percentages accurately. Opportunities are provided for the pupils to use and apply their mathematics to the solution of problems and in short investigations; however, suitable opportunities for older higher-attaining pupils to undertake extended mathematical work are not provided. This limits their ability to work independently, show initiative and apply their knowledge to complex problems.
111. Other aspects of the pupils' mathematical development follow a similar pattern to their progress in numeracy, being satisfactory at Key Stage 1 and good at Key Stage 2. By the end of Key Stage 1 pupils can describe three-dimensional shapes by their number of faces and sides. By the end of Key Stage 2 they can identify the symmetries of common two-dimensional shapes, use angle measure and calculate the area of composite shapes made from rectangles. Pupils present, handle and interpret data well at Key Stage 2. Pupils in Year 6 had put data about their personal characteristics into the computer and

were using it to draw graphs and interpret the information they had retrieved.



112. The pupils' attitudes to mathematics are positive. They listen carefully to their teachers and the support staff, and are keen to answer questions posed. They work well in small groups at Key Stage 2, sharing ideas and discussing problems. Care is taken over the presentation of work and homework provided, particularly at the upper end of Key Stage 2 is conscientiously attempted.
113. Teaching is good overall, being better during the inspection at Key Stage 1. There is no unsatisfactory mathematics teaching and much that is good or very good. Lesson planning is good, involving both the class teacher and any classroom support staff. The structure of the daily mathematics lesson has been adopted well with some particularly good use being made of plenary sessions at the ends of lessons to ensure that pupils have understood the main points to be learnt. Some lessons are too long, causing the pace to slacken and some time to be wasted. A particularly positive feature is the use and emphasis put on the development of the correct mathematical vocabulary by all teachers and support staff.
- 124.
- 124. Science**
114. Attainment is below average at the end of Key Stage 1. At the end of Key Stage 2 it is in line with national averages. Both of these judgements are based on the results of recent National Curriculum assessments, observations in lessons and from an examination of pupils' work. Higher-attaining pupils reach good standards in knowledge and understanding and in scientific investigation by the end of Key Stage 2. Standards in writing are low in Key Stage 1 and below average in Key Stage 2. The main weakness is the inability of most pupils to express clearly the reasons why things happen during a science investigation. New resources for information and communication technology are beginning to have a positive impact on the standards pupils are able to reach in recording and analysing scientific information.
115. The results of the 1998 standardised assessments indicate attainment is very low at the end of Key Stage 1. When compared with similar schools, attainment is well below average. The 1999 assessments indicate a measurable improvement.
116. The national test results at the end of Key Stage 2 in 1998 were above national averages. The number reaching the expected Level 4 was below average, but the number achieving the higher Level 5 was high compared with schools nationally. Results were above average when compared with similar schools. This represents very good progress for pupils in Key Stage 2. The 1999 national tests and assessments indicate a slight decline. Any fluctuations in results over a period of three years are attributable to variations in the cohorts of pupils.
117. Pupils reach better standards in lessons than the national assessments indicate by the end of Key Stage 1. Year 2 pupils generate their own ideas for completing an electrical circuit. A small number solve the problem without any adult support, but many do not have sufficient background knowledge to use in the practical situation. The reason for the significant discrepancy between attainment in lessons and that recorded in national assessments is that the majority of pupils do not have sufficient acquisition of the English language to speak clearly, using scientific vocabulary, or to explain their knowledge in writing. At the end of Key Stage 2, pupils have much improved skills in speaking and reading English. The current Year 6 reaches appropriate standards recalling how the earth spins on its axis and how long it takes the moon to orbit the earth.
118. Pupils make satisfactory progress over time in Key Stage 1 and good progress in Key Stage 2. Year 1 pupils develop a sound understanding about differences between living and non living things, gaining good practical experience of differences by a visit to the school garden. Pupils make good progress in most lessons, and very good progress in investigations. Pupils with special educational needs progress as well as other pupils at each key stage. Several factors contribute to the improved progress in Key Stage 2. In Year 3, pupils improve their use of language by extended writing for information, producing good work on a range of insects and their features. Year 3 and 4 pupils make very good progress in considering how to keep a test fair, using knowledge gained from earlier teaching. The older pupils begin to understand the importance of changing only one variable whilst keeping others the same. Year 5 pupils develop good study skills, using language well in discussing the uses of water, while another class makes good gains in knowledge and understanding of life cycles of different animals.

119. Teaching is good. Teachers know the National Curriculum well; they appreciate the need for pupils to have good practical experiences and the need for good visual resources in order to understand scientific ideas. In Year 3, teachers make particularly good use of the literacy hour, in helping pupils to write for information. The teachers have realistic expectations, knowing the pupils well and the skills they still need to acquire. They use good open-ended questions in order to extend pupils' understanding and they use higher-attaining pupils very well to explain key learning points, extending the learning of the class as a whole. Teachers praise pupils for good achievement, managing behaviour well through positive discussion. They monitor the progress pupils make as they work, encouraging them to persevere and to take pride in their work. They assess pupils' progress regularly and systems for assessing progress over time are improving. They generally use resources very well but the limited resources for studying the Earth, Moon and Sun reduce the effectiveness of teaching.
120. Pupils have good attitudes to learning and behave well in every lesson. They are attentive, listening to questions well, but sometimes, being reticent to answer. Their rate of participation improves when teachers spend a good proportion of time asking a sequence of well-structured questions. They enjoy practical experiences, younger pupils becoming excited by personal discovery. Older pupils are totally engrossed in their investigation, working very well in teams of four. A good number of the oldest have gained maturity in learning and discuss homework in class, helping others to understand the benefits of using books for finding information.

131.  
**SUBJECTS OR COURSES**

**OTHER**

131. **Information technology**

121. Attainment is below national expectations by the end of Key Stage 1 and in line with national expectations by the end of Key Stage 2.
122. At the end of Key Stage 1, higher-attaining pupils retrieve stored work, highlight text and change the font and colour in order to make writing more attractive. Average and lower-attaining pupils need adult support to accomplish tasks and about half retrieve earlier work successfully.
123. At the end of Key Stage 2, pupils know how to restore a programme they have saved, some with support. They talk readily about the procedures, using correct terminology. They discuss problems encountered and how to overcome them. They transfer text into *Publisher* changing the font, the size and the layout of headings. Several pupils progress to manipulating the format of text for a report. Each pupil in Year 6 has taken a photograph using a digital camera and has added text about their interests.
124. Pupils make very good progress as teachers make very good use of the recent facility of a computer suite in the library. Computers continue to be used in classrooms to enhance learning. Year 1 pupils load *My World* with support, but do not readily remember skills they have learned earlier. They all develop the ability to use the mouse to drag and place items on the screen. Many learn how to log on independently, making good progress in the lesson. Year 3 pupils made very good progress in designing and printing an invitation to a party, successfully merging text and pictures. Year 5 pupils locate information about birds, identifying the size, features and habitat of the animal. Pupils in Year 6 learn the skills of linking pages of text, using the button facility of a multimedia package.
125. Teaching is good. Teachers are successful in using a range of very good contexts for learning new skills. Year 6, for example, are taught how to edit the first draft report of the death of Duncan in *Macbeth*. Year 5 produce a good range of bar charts to evaluate the taste, texture and colour of a range of breads made in design and technology. Other classes are learning to improve their writing and the overall presentation of a piece of work. Planning is good and teachers monitor successfully the progress that pupils make during the lesson. The use of assessment is currently under review, as pupils gain

increasing competence through regular use of the computer suite. Teachers manage the behaviour of pupils in the computer area very well, using the quiet productively to introduce new ideas and evaluate earlier learning.

126. Pupils are very motivated to improve their skills. They are attentive to instructions and enjoy their work, appreciating the new equipment. They work hard to finish tasks in the given time and are proud of their work. The youngest are very keen to learn, and listen to the teacher during a whole class demonstration. Pupils are rapidly gaining improved independence from the regular use of a very good resource.

## Religious education

127. The attainment of pupils in religious education meets the requirements of the locally agreed syllabus at the end of Key Stage 2 but it is below what is required at the end of Key Stage 1. In both key stages pupils including those learning English as an additional language and pupils with special educational needs make satisfactory progress. The school has made good progress since the last inspection when it was reported that religious education had an insecure place within the curriculum and there was underachievement in the subject. Religious education is now firmly established in the school. It is timetabled and taught every week
128. At the beginning of Key Stage 1, pupils listen to a story of the natural world, *Jonah and the Great Fish* and can suggest how they can take care of their environment and animals. They can talk about the right and wrong ways of treating the environment, and how litter can harm animals. For example, they record their understanding in pictures showing how a hedgehog is hurt by the sharp edge of a drinks can. By the end of Key Stage 1, pupils can name some key people and events in Islam and Christianity.
129. At the beginning of Key Stage 2, pupils learn about the holy books in Christianity, Islam and the Sikh religion. They listen to the story of the Prophet Muhammad and discuss the Islamic way of life. They understand the special features of the Qur'an and its importance in Islam. In Year 5, pupils read stories from the Bible, for example, the story of the Good Samaritan and compare experiences of people in the story with their own experiences. They thoughtfully discuss the moral in the story and how it could guide their behaviour. Pupils also understand the importance of places of worship and the meanings of common symbols used in Christianity. In Year 6, pupils study both Christian and Islamic traditions and festivals, and find out how they are celebrated. They also study the shared values in all religions. By the end of Key Stage 2, pupils develop a satisfactory understanding of Christianity, Islam and other major religions. Their knowledge of the customs, festivals and symbols of different religions is satisfactory.
130. Pupils' attitudes to the subject and to learning about different religions are satisfactory overall. They show respect for other people's beliefs and values, and can compare these with their own. Pupils relate to each other well and work in co-operation. There were lessons where the pupils showed enjoyment and enthusiasm in the subject, for example, the pupils in Year 5 were very much involved in discussing the importance of places of worship in Christianity or moral lessons in Biblical stories.
131. Teaching is always at least satisfactory and sometimes it is good, particularly in Key Stage 2. Teachers plan carefully and use resources effectively to develop pupils' knowledge and understanding of the subject. They also use pupils' experiences as a starting point in lessons. Classroom management is satisfactory overall. Where teaching is good effective questioning is used to promote learning through discussion, motivating pupils throughout the lesson.

## Art

132. Overall, standards are satisfactory at Key Stages 1 and 2. Pupils achieve particularly good standards in painting and observational drawing. By the time they reach Years 5 and 6, pupils are confident in their use of colour, form and shape. They use their observational skills well to analyse critically the work of famous artists, such as Van Gogh, and are able to interpret his techniques in their own work. Pupils produce good designs for their string printing work based on floral themes and are able to apply their knowledge in order to prepare materials for block printing activities. They produce good large-scale three-dimensional sunflowers, using dried beans and seeds. At Key Stage 1, pupils experiment successfully with colour when painting mini-beasts, fruit and vegetables. They have good observational skills, as shown in their studies of buildings and careful pencil drawings of plant life. The high standard of displays in classrooms contributes to the high standards attained in observational drawing. Pupils achieve a good standard in drawing self-portraits and observational studies, giving good attention to tone and shade in their representations. They tackle collage work with confidence and are able to complete pieces for class displays of cities and the countryside to complement their studies of the environment in geographical activities.

133. Pupils make steady progress at Key Stage 1 and good progress at Key Stage 2. Pupils who have special educational needs and those who learn English as an additional language are well supported to make good progress and a few attain good standards of artwork. Throughout the school, pupils' visual perception is improved through a good focus on recording observations. The development of printing techniques is a strong feature at both key stages. For example, in Year 1, pupils develop their skills by using vegetable-printing techniques whilst in Year 3, they produce imaginative designs based on the work of William Morris, using block-printing methods. Pupils' understanding of the methods and style of artists increases steadily throughout the school. Good links are forged between art and other curriculum areas which increase the pupils' knowledge for example, in the Year 4 historical work on Celtic design and in scientific studies of insects in Year 2. Cultural diversity is well represented throughout the curriculum, with a focus from both European society and world-wide multi-cultural themes.
134. The pupils' response in lessons is satisfactory at Key Stage 1, and generally good at Key Stage 2. Pupils usually enjoy their lessons and many show enthusiasm, sharing equipment effectively. However, the inappropriate behaviour of a small number of pupils at both key stages disrupts the work of others and occasionally results in poor progress.
135. Teaching is mainly good at Key Stage 2 and satisfactory at Key Stage 1. Teaching is sometimes very good in Year 5 because exciting activities focusing on the work of Van Gogh enable pupils to develop their imaginative skills. Generally, teachers are enthusiastic and have good subject knowledge. They plan their lessons well, although planning is sometimes too focused on the activities to be covered and not enough on the skills to be developed. Praise is used frequently to encourage pupils in their work and boost their self-esteem. The management of pupils is satisfactory in most lessons. Where there are weaknesses in teaching, the lack of clear learning objectives and poor management of pupils' behaviour have an adverse effect on their progress. There is no scheme of work to guide teachers' planning or ensure that the content of lessons is not duplicated in different year groups. Teachers make good use of the wide range of resources available to provide stimulating tasks for pupils. The provision and range of materials have improved since the previous inspection, but there is still a limited range of three-dimensional work and sketchbooks are not used consistently at Key Stage 2.

### **Design and technology**

136. It was only possible to observe two lessons during the inspection. Work on display supports the judgements made on the standards pupils reach and the progress they make.
137. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Year 1 pupils extend their knowledge of animals by making plasticene models and using construction kits to place them in a natural environment. Pupils in Year 3 talk about how they will make attractive packaging for a gift of apples, discussing the purpose well, analysing how they will protect the fruit and taking into consideration whom the gift might be for. Year 5 pupils have produced a good range of bread, using the recently completed food technology room. They have evaluated taste and texture and have expressed preferences for colour, recording and displaying their class results, using information technology. Pupils in Year 6 make good progress in strengthening a chassis for a model car, to be fitted with a motor and a switch. Work on display shows pupils have reached good standards in designing models, making choices for dimensions and shape. They use skills of measuring and improve their use of tools during Key Stage 2.
138. Insufficient teaching was seen to judge its overall quality, but it was good in the two lessons seen. Teachers use good discussion techniques to help pupils generate ideas for design. Pupils are expected to work independently, with very effective pairings of pupils in Year 3 to enable them to make good progress in writing a plan. Teaching in Year 6 gives pupils a good sense of what they are aiming for by an examination of models made by a previous group of pupils. Effective planning is beginning to ensure pupils make good progress over time. Teachers have worked well to improve the design elements, with a good range of scale drawings in Key Stage 2. Good links with science encourage pupils to apply their knowledge of electricity, thereby improving their understanding of scientific principles.

139. Pupils enjoy design and technology. They gain a good sense of purpose, working very well in pairs, enjoying good relationships with adults and sustaining concentration because of good support. They are very motivated by tasks and proud of their achievements. The oldest recognise that efforts made in developing skills improve the quality of their work. They take full responsibility for working safely with tools and clearing away equipment.

### **Geography**

140. Pupils at both key stages, including those with English as an additional language and those with special educational needs generally make good progress in lessons but their progress over time is only satisfactory. This is mainly because the pupils' do not retain or consolidate skills and knowledge acquired.
141. At Key Stage 1, pupils make satisfactory progress in studying their local area using mapping skills and relevant geographical vocabulary. Much of their learning is based on their first hand experience of a walk in the local area. Pupils extend their understanding of the world beyond their own locality, which is reflected in their work on *Our Amazing World - Africa, Asia and Europe*. Pupils in Year 2 make maps and plans of real and imaginary places using pictures, symbols and co-ordinates. They learn to describe physical and human features of an area and its transport through a story based approach. Pupils study the story of *Katie Morag and Big Boy Cousins* and identify types of transport used in an island location. Pupils' progress in the development of geographical skills and in the acquisition of geographical terms was good in the lesson observed.
142. In Key Stage 2, pupils' geographical skills are satisfactorily developed. Pupils in Year 3 develop geographical ideas and skills by studying their local area. They collect and record evidence, and they learn to use maps of different types. The pupils in Year 4 study how settlements develop, linking this with their study in history of Roman settlements. Pupils in Year 5 learn about water supply around the world, and try to understand the causes and effects of water pollution. They read a scenario of a real life pollution accident and question how to avoid the problem, creating a list of long-term and short-term solutions. Throughout the school pupils develop their geographical vocabulary satisfactorily and use it well in discussions.
143. Pupils have a positive attitude to the subject. They settle to activities well and show motivation. Their behaviour is generally good in lessons. They show enthusiasm and interest in the subject for example, the pupils in a Year 3 lesson made good contributions during discussions.
144. The quality of teaching is good in both key stages. Teachers have a secure knowledge of the subject and plan their lessons effectively using strategies that match their objectives. They provide tasks that are well matched to the needs of pupils. Lessons are usually conducted at a brisk pace and high standards are expected, particularly in Key Stage 2. Planning and teaching take account of the pupils' own experiences and knowledge of the world.
145. The school has made good progress since the last inspection. There is a policy and a scheme of work which contribute to pupils' learning and progress. Resources for geography are good in both quality and quantity. Visits take place for Year 6 to study contrasting localities within United Kingdom.

156.

156.

### **156. History**

146. During the inspection, history lessons were only observed in Key Stage 2. Judgements on progress are based on the evidence of teachers' planning, a scrutiny of pupils' previous work and discussions with the co-ordinator. In both key stages, the majority of pupils, including those with special educational needs, and those with English as an additional language make satisfactory progress but the pupils' progress is good towards the end of Key Stage 2.
147. At Key Stage 1, pupils gain valuable experiences in looking at the objects and events in the past using pictures and artefacts. For example, the pupils in Year 2 identify the differences between houses and

homes at present and those in the past. They also study the history of candles and lights. They learn to use common words and phrases relating to the passing of time.

148. Pupils at Key Stage 2 acquire satisfactory knowledge and understanding of some of the important periods in British history such as the Tudors and the Victorians. They also learn about ancient civilisations, for example, the pupils in Year 3 learn about the Ancient Greeks. The pupils in Year 4 study the Roman settlements and the life of ordinary people in Roman Britain. In Year 5, the pupils learn to give reasons for important events in the past, for example, they identify the reasons for and the results of Henry VIII's marriages to Ann Boleyn and Jane Seymour. By the end of Key Stage 2, the pupils' progress in developing the skills of historical enquiry is good. They develop knowledge of the past through pictures, photographs, documents, literary work and artefacts. They can describe the past in a variety of ways, for example through drawings, paintings, different forms of writing and discussions. They develop an awareness and understanding of change and can compare differences between societies in different periods. For example, the pupils in Year 6 discuss the life of a poor child both in the 1840s and that at the present time. Although pupils' progress in extended writing in history is restricted by their competence in English much of the work in history is integrated into art. There are good examples of art work related to the history curriculum in the school. There is a Victorian exhibition in a Year 6 class, where the pupils have displayed their pen and ink drawings of Victorian household objects and posed themselves a question about the difference between the modern versions and the old ones. Pupils in other year groups have drawn Tudor portraits and Greek vases.
149. It is not possible to make judgements about the quality of teaching at Key Stage 1. In Key Stage 2, the quality of teaching is good overall. Teachers have a secure knowledge and good understanding of the subject. They generally have high expectations of pupils' learning and behaviour and plan their lessons carefully so that pupils can learn through investigation. Activities are designed to match the needs and interests of pupils. Lessons are generally well managed and progress at a brisk pace.
150. Pupils show positive attitudes to the subject. They are interested in history and keen to learn about it. In most lessons, pupils behave well and remain on task; they contribute to the lesson effectively. Relationships are good and pupils listen to each other with respect during discussions. Pupils generally work well under supervision from adults but find it difficult to work quietly on their own in some classes.
151. Resources such as books, documents, photographs and artefacts are good and these contribute to pupils' progress in the subject. The curriculum is enriched by visiting storytellers, drama groups and a good range of visits to museums and places of historical interests. The school has developed good links with the British Museum through its work on the Egyptians using the Egyptian website.

### **Music**

152. Music is a strength of the school. Standards are good by the age of 11. Pupils in Year 6 understand the meaning of tempo, tone and texture and are able to identify melody and the number of beats in a bar when listening to, and appraising, music from the Tudor period. They use a wide range of technical vocabulary accurately when describing pieces of music from different eras and cultures. Pupils read graphic notation confidently and understand note-values, such as crochets, quavers and minims. The standards attained in singing are good. The pupils are able to harmonise skilfully with controlled phrasing, and synchronise their voices to good effect to produce a good standard of choral singing. Pupils have a satisfactory knowledge of famous composers. They use their percussion skills well to compose atmospheric music for their studies of Shakespearean literature, such as excerpts from *Macbeth*.
153. Standards are also good at Key Stage 1. The pupils in Year 2 enjoy singing songs such as *Down in the Jungle*. They understand the meaning of a steady beat and are able to follow an ascending and descending tune in melodies. Pupils can play simple untuned percussion instruments and appraise their compositions effectively to improve their performances. With adult help, they follow simple graphic notation well when playing descant recorders and attempt to follow scores using percussion instruments. Overall, standards have improved at both key stages since the last inspection.
154. All pupils, including those with special educational needs, make good progress at both key stages.

Throughout the school, pupils develop their musical vocabulary appropriately and most are keen to improve their performances through repeated practice. Pupils' attitudes to learning are good at Key Stage 1 and satisfactory overall at Key Stage 2; however, a few pupils in Years 5 and 6 display immature attitudes and do not pay enough attention to the tasks in hand. Generally, pupils participate well in lessons, showing enjoyment, and listen with interest and sustained concentration.

155. Teaching is good at both key stages because the specialist teacher who teaches all classes has excellent subject knowledge. Teaching is sometimes very good indeed when the pupils are particularly well managed and a great sense of fun is promoted within a structured ethos. For example, pupils in Year 2 achieved high standards when singing, *The Owl and the Pussy Cat* because the lesson was very well led by the specialist teacher, with good support from the class teacher. Lessons have an appropriate structure and are generally of a brisk pace. Percussion instruments are used imaginatively to improve pupils' performances and the teacher's demonstrations help to motivate pupils. Effective questioning is used to assess the pupils' knowledge and understanding of musical terms at both key stages and tasks provided match the differing needs of pupils. There are good links with dance when pupils are encouraged to extend their understanding of rhythm by interpreting sounds to movements. Good opportunities are provided for pupils to perform to an audience, such as in assemblies and in small group activities during lessons. Very good links are made with multi-cultural themes in songs, and there are good opportunities for pupils to take part in extra-curricular activities, such as choir, guitar, violin and recorder practice.



156. There is currently no scheme of work, although the co-ordinator successfully leads musical projects and helps to guide teachers' planning. Overall, resources are good and are used well. There is a very good selection of taped music from around the world that includes Bengali, African and English examples, as well as taped performances of pupils' musical achievements. Art is used well to encourage pupils' knowledge of musical instruments through painting, and computer technology is being developed to enrich the curriculum even further. Visits to places, such as the Barbican and Royal Festival Hall enable pupils to take part in performances and to extend their skills.

167.

#### 167. **Physical education**

157. Pupils enter the school with a wide range of attainment and soon begin enjoying activities that are designed to promote their physical development and social interaction. Pupils, including those with special educational needs and those who have English as an additional language, build on previous learning, improve their performances and make good progress through Key Stage 1. By the end of the key stage, they have increased their confidence in physical control and mobility. They perform a range of movements involving running and balancing, and are gaining an appropriate awareness of space and of each other. In gymnastics, for example, pupils demonstrate a satisfactory knowledge of their bodies as they explore long, thin and wide shapes when moving over, through and around the apparatus. In games lessons, they make good progress as they practise a variety of ways of sending and receiving a ball and in applying these skills when playing games in small groups.

158. Pupils enter Key Stage 2 with a satisfactory basis for further development and they make satisfactory progress overall. Progress in swimming is very good because of the very good quality specialist teaching they receive and the contribution of accompanying teachers. No lessons in games or dance were observed during the inspection. Although progress in gymnastics lessons during the week of inspection was satisfactory, overall, pupils' progress over time is unsatisfactory. Their ability to link and repeat a series of actions, both on the floor and using apparatus, lacks the refinement which comes from practising the basic actions. This shows that these skills are not being progressively developed as pupils pass through the key stage. A significant number of pupils by the end of the key stage, have not learned to work safely and with concentration, in pairs and in groups, and as members of a team.

159. Pupils' attitudes to physical education are good in Key Stage 1 and generally satisfactory at Key Stage 2. Pupils in Key Stage 1 respond well to high expectations, behave well and enjoy their lessons. These good attitudes have not been progressively built upon in Key Stage 2, and by the time they reach the end of the key stage, a significant number of pupils lack the self-discipline required for a successful physical education lesson. The immature behaviour of a significant number of pupils has a disruptive influence on the progress of others.

160. The quality of teaching in class lessons ranges from good to satisfactory at Key Stage 1 and is good overall. Teaching is satisfactory in Key Stage 2. The majority of teachers and support assistants set a good example by being appropriately and safely dressed for lessons. The good teaching is characterised by secure knowledge of the subject, explicit learning objectives and well-paced lessons which motivate pupils and add to their enjoyment. In these lessons, teachers' high expectations ensure a sustained effort by all pupils. A very good example of this high quality teaching was seen in a Year 1 lesson in gymnastics, where pupils were being trained to use the apparatus appropriately as they developed skills in linking actions together. Although all teachers plan their lessons well, teaching has shortcomings where teachers do not have the confidence, or the control, to allow pupils appropriate opportunities to use initiative, make decisions, or evaluate or extend their work. In many gymnastics lessons, pupils spend too much time queuing to use apparatus and skills are not systematically developed. Swimming instruction by the qualified instructors is very good and contributes strongly to pupils' confidence, enjoyment and progress.

161. Resource levels have improved since the last inspection and are now good. Although an outside specialist prepares pupils for the local Dance Festival which enhances their spiritual, social and cultural development, there is no provision for extra-curricular sport to enrich the curriculum.

172.  
**INSPECTION DATA**

**PART C:**

172.  
**INSPECTION EVIDENCE**

**SUMMARY OF**

162. The inspection was carried out by a team of six inspectors who between them spent a total of 25 working days in the school. The evidence in the report is based upon a total of almost 69 hours' inspection of classes in 119 lessons distributed across each year group. The evidence also includes:-

- over 7½ hours of listening to the reading of a sample of pupils selected from each age group to represent the range of attainment;
- 7 hours' inspection of the work of a sample of pupils selected by the teachers to represent the full range of attainment and a further scrutiny of books requested by the inspection team;
- almost 16 hours of interviews and discussions with the headteacher, teaching and non-teaching staff and members of the Governing Body about their roles and responsibilities;
- examination of the pupils' records, reports and teachers' planning documents;
- inspection of a range of other school activities including assemblies, break and lunch times, extra-curricular activities and registrations.

Before the inspection, a meeting of parents was held at the school to hear their views. 13 parents attended and 7 families returned a questionnaire giving their views about the work of the school.

174.  
**INDICATORS**

**DATA AND**

175. **Pupil data**

|              | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|--------------|---|---|--|---|
| YR – Y6      | 356   | 8                                       | 100  | 238   |
| Nursery Unit | 40.5  | 0                                       | 1  | 27  |

176. **Teachers and classes**

176. **Qualified teachers (YR – Y6)**

|  |    |
|--|----|
| Total number of qualified teachers (full-time equivalent): | 15 |
| Number of pupils per qualified teacher:                    | 19 |

176. **Education support staff (YR – Y6)**

|  |       |
|--|-------|
| Total number of education support staff: | 15    |
| Total aggregate hours worked each week:  | 254.5 |

|      |   |      |
|------|---|------|
| 176. | <b>Qualified teachers (Nursery school, classes or unit)</b> |      |
|      | Total number of qualified teachers (full-time equivalent):  | 1    |
|      | Number of pupils per qualified teacher:                     | 40.5 |

176. **Education support staff (Nursery school, classes or unit)**

|  |       |
|--|-------|
| Total number of education support staff: | 4     |
| Total aggregate hours worked each week:  | 101.5 |
| Average class size:                      | 25.4  |

177. **Financial data**

|  |           |
|--|-----------|
| Financial year:                            | 1998/99   |
|  | £         |
| Total Income                               | 1,115,040 |
| Total Expenditure                          | 1,096,385 |
| Expenditure per pupil                      | 3,678     |
| Balance brought forward from previous year | 77,515    |
| Balance carried forward to next year       | 96,170    |

177.  
**SURVEY**

**PARENTAL**

177. **Summary of responses**

1. Only seven questionnaires were returned by parents, and 13 parents attended the pre-inspection meeting. Those who responded feel that standards have improved since the last inspection. They find teachers approachable. Some parents are unhappy about the quality of homework and that there are no newsletters for parents. Some parents feel that playtime can be noisy and hectic with little for the children to do.