

# ERRATUM SLIP

## Colville Primary School

Unique Reference Number: 100481  
Contract Number: 706523  
Date of inspection: 18 October 1999  
Reporting inspector: Mr Robert Bonner  
25384

### INSPECTION REPORT

**Please note the change of a word in this paragraph (in bold). This paragraph follows ‘The parents’ views of the school’ table in the main findings of the report and the parents summary report.**

Inspection evidence supports the positive view that parents have of the school. The school has attractive plans for developing the school playground. The school has clear procedures for dealing with any complaints. A **small minority** of pupils display challenging behaviour. Teachers manage the behaviour of these pupils well. There are good procedures that have been developed for promoting discipline and good behaviour in school. A home-school partnership in learning is being successfully promoted by the setting of regular homework in addition to reading. Parents generally support the school’s homework policy and the essence and spirit of the home-school agreement and made good contributions to the document now in place.

# INSPECTION REPORT

**Colville Primary School**

London

LEA area: Kensington and Chelsea

Unique Reference Number: 100481

Headteacher: Ms Sheila Wiggett

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Reporting inspector: Robert Bonner

25384

Dates of inspection: 18-22 October 1999

Under OFSTED contract number: 706523

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant, Junior and Nursery
Type of control:	County
Age range of pupils:	4 to 11 Years
Gender of pupils:	Mixed
School address:	Lonsdale Road Portobello Road London W11 2DF
Telephone number:	0171 229 6540
Fax number:	0171 243 3193
Appropriate authority:	Governing body
Name of chair of governors:	Ms Melinda Libby
Date of previous inspection:	13 - 17 March 1995

## **INFORMATION ABOUT THE INSPECTION TEAM**

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Robert Bonner, RgI	Information technology Physical education	Attainment and progress Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Teaching Staffing, accommodation and learning resources
Sue Pritchard, Lay Inspector		
Judith Clarke	History Music	
Anna Dawson	Under fives Science Geography	Curriculum and assessment
Anthony Tallack	Mathematics	Pupils' spiritual, moral, social and cultural development Efficiency
Nina Bee	Design and technology Art English Religious education English as an additional language Special educational needs Equal opportunities	

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# MAIN FINDINGS

## What the school does well

- Children achieve well above average standards in English, mathematics and science when compared with pupils in similar schools.
- The leadership and management of the school are very strong and effective.
- Teaching is good for the children who are under five and for the pupils in both key stages.
- Pupils enjoy good relationships and have positive attitudes towards their work.
- The school provides a wide range of rich cultural opportunities.
- The school provides a very good focus for community activities.

## Where the school has weaknesses

- Standards are below the national average in information technology.
- Attendance is poor. A significant number of pupils arrive late.
- The school development plan lacks detail and budgetary allocations are not tightly focused
- Current arrangements for the management of the off-site nursery class are unsatisfactory.

The school has many strengths. The weaknesses are outweighed by what the school does well, but they will form the basis of the governors’ action plan, which will be sent to all parents and guardians of pupils at the school.

## How the school has improved since the last inspection

The school leadership has responded effectively to the last inspection report. The key issues have all been tackled, and as a result, there have been positive developments in all the areas identified. Standards at the end of Key Stage 2 have risen in the core subjects of English, mathematics and science. They are now broadly average when compared with national standards and well above average when compared to similar schools. Comprehensive planning policy ensures coverage of the National Curriculum subjects and religious education. Effective assessment procedures are in place and there has been an improvement in assessment being used to inform planning. There have been improvements also in the provision for the development of investigative skills in mathematics and science. The quality of teaching has improved, particularly in Key Stage 2. It is good for the children who are under 5 and it is also good at both key stages. Basic English language and literacy skills are soundly promoted across the curriculum and teachers of English as an additional language use their linguistic expertise extremely well to help pupils learn technical language. There is good evidence of curriculum-focused work to develop speaking and listening in many subjects. All support staff are now well deployed and have access to training on a rota basis. The good provision for pupils’ spiritual, moral, social and cultural development reported in the last inspection, has been maintained. The school is in a very good position to make further improvements.

## Standards in subjects

The table shows the standards achieved by 11 year olds in Year 6 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	



English	C	A
Mathematics	C	A
Science	D	A

<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

In 1998 at Key Stage 2, results in the National Curriculum tests showed that the percentage of pupils achieving Level 4 and above was close to the national average in English and mathematics but below this standard in science. Inspection evidence indicates attainment by the time pupils leave the school at the age of 11 is broadly average in English, mathematics, science and religious education, but below this standard in information technology. When these overall results are compared with those of similar schools, the results in English, mathematics and science are well above average.

In the other subjects of the curriculum, pupils' progress is good in art in both key stages and in design and technology at Key Stage 2. It is satisfactory in geography, history, music and physical education in both key stages. There is insufficient evidence to judge progress in design and technology at Key Stage 1.

• **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Good
Information technology		Insufficient Evidence	Insufficient Evidence
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Good

The quality of teaching is overall good and makes a significant contribution to the achievements of the children. In sixty one per cent of lessons observed, the quality of teaching was at least good, eighteen per cent of these lessons were very good. The quality of teaching in all other lessons was satisfactory. There was no unsatisfactory teaching observed during the inspection. The quality of teaching for the under fives is exceptionally good with thirty six per cent of lesson seen being very good and ninety three per cent of lessons being good or better. In both key stages teaching is good. In Key Stage 1, it is good or better in fifty two per cent of lessons and in Key Stage 2 teaching is good or better in fifty seven per cent of lessons. Teaching has improved tremendously from the position at the time of the previous report where almost half of the lessons observed were unsatisfactory.

*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	Overall, pupils' behaviour is satisfactory. When their interest is engaged, pupils work well. When they are not supervised, a small minority finds it difficult to behave well.
Attendance	Attendance is poor. A significant number of pupils arrive late for school in the morning. The school has a much higher than average rate of

	unauthorised absences.
Ethos*	The ethos of the school is good. Most pupils have positive attitudes towards their work and the school is committed to raising standards.
Leadership and management	The school is very well led and managed.
Curriculum	The curriculum is broad and balanced. It reflects a wide range of cultural experiences to meet the needs of the pupils. There are good procedures in place to assess pupils' work.
Pupils with special educational needs	Provision for pupils with special educational needs is good and they make satisfactory progress in relation to their prior attainment.

Pupils with English as an additional language	The provision for pupils with English as an additional language is good and they make good progress
Spiritual, moral, social & cultural development	Good overall. There is satisfactory provision for the promotion of pupils' spiritual development. Pupils know the difference between right and wrong. Good social habits are taught through expectations of mutual respect of pupils' rich cultural inheritance.
Staffing, resources and accommodation	Staff are well qualified to teach the National Curriculum. A significant number of teachers in Key Stage 2 are new to the school. Resources to support the curriculum are satisfactory. Spacious accommodation supports the pupils' learning.
Value for money	The school provides satisfactory value for money.

\* *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	What some parents are not happy about
<p>I. Their children like coming to school.</p> <p>II. There are good relationships amongst pupils.</p> <p>III. The school plays an active part in the local community, particularly through music.</p> <p>IV. Staff are approachable.</p>	<p>faci</p> <p>com</p> <p>som</p> <p>hon</p>

Inspection evidence supports the positive view that parents have of the school. The school has attractive plans for developing the school playground. The school has clear procedures for dealing with any complaints. A significant group of pupils display challenging behaviour. Teachers manage the behaviour of these pupils well. There are good procedures that have been developed for promoting discipline and good behaviour in school. A home-school partnership in learning is being successfully promoted by the setting of regular homework in addition to reading. Parents generally support the school's homework policy and the essence and spirit of the home-school agreement and made good contributions to the document now in place.

#### **KEY ISSUES FOR ACTION**

In order to remedy the weaknesses observed, the headteacher, governing body and staff should:

- .Raise standards for all pupils in the core subject of information technology at both key stages. (*see paragraphs: 26,34,41,149,161,171,173,174,175,176,178,185,204,210*)

- .Improve rates of attendance until they are at least at the national average, and improve punctuality. (*see paragraphs: 28,42,43,44,52,84,146,158* )

- .Improve the school development plan so that it contains clearly focused targets for development and provides a secure framework upon which the school can financially plan effectively. (*see paragraphs: 102,113,116*)

- .Improve the arrangements for the management of the off-site nursery class. (*see paragraphs: (85,101,108,118,137)* )

## · INTRODUCTION

### · Characteristics of the school

1. Colville Primary School is situated in the Portobello Market area of the Royal Borough of Kensington and Chelsea in West London. It is housed in a listed building that is over a hundred years old. The school is arranged on three floors each with its own hall. It has two nursery classes, one of which is housed in a building that is quite a distance from the school. The intake of pupils reflects the rich multi-cultural diversity of the area and is drawn from the complete spectrum of social, ethnic and economic groups with a high proportion coming from disadvantaged backgrounds. Local housing includes large owner occupied dwellings, local authority housing and temporary accommodation. There are many council flats near the school and it is from these that many of the pupils come. There is little green space near the school.
2. At present there are 239 pupils on roll - 132 boys and 107 girls, which is a slight decrease since the last inspection. 98 pupils come from homes where English is not the first language – 41% of the school population; Arabic, Bengali, French, Albanian and Farsi are among the first languages of these pupils. 44 pupils are supported through the single regeneration budget. The school's admission policy is clearly expressed in the prospectus. The admission arrangements and standard number are set by the local education authority and approved by the governing body of the school. Nearly all pupils have participated in some form of pre-school education, including a nursery, which operates on the school site. At the time of the inspection eight out of the 20 children in the reception class were five. The majority of children enter the reception class with attainment that is below that expected of children of this age. By the time they are five in the reception class, most children have achieved the Desirable Learning Outcomes for young children, and a minority is working within the early stages of the National Curriculum.
3. There are currently 55 pupils are on the school's register for pupils with special educational need which is broadly in line with the national average. Of these pupils, 6 have statements – 23% of the school population. 128 pupils are known to be eligible for free school meals – 55.8% of the school population, which is well above the national average. There were 5 fixed period exclusions from school in the last year.
4. There are 15 full time qualified teachers including the headteacher. The current headteacher has been in post since September 1998. The deputy headteacher was appointed in April 1999. Five new members of staff, including one newly qualified teacher joined the school in September.
5. **Ethos**
  - Everyone entering the school is treated with respect, fairness, sensitivity and courtesy.
  - Every individual's role and contribution is valued.
  - Support, encouragement and enthusiasm is offered to everyone involved in our school to promote a positive school ethos.
  - We have high expectations of both our children's academic performance and behaviour.
1. **Statement of Aims**
  - To encourage children to work hard and offer them the opportunity to achieve to the best of their ability.
  - To create a positive learning environment in which children feel secure and valued.
  - To motivate pupils to develop their skills, knowledge and understanding.
  - To encourage children to develop an independent and positive approach to their work.
  - To develop in children a sense of pride and responsibility for themselves as individuals, and for their school, as part of the community in which they live.

- To prepare children for the future, including secondary school and the world of work.

1. **Priorities from the School Development Plan**

- To continue to raise standards in the school with a wide range of target setting including for individuals.
- To improve achievement in information technology.
- To continue to develop community links.
- To build on the existing behaviour strategy to improve children's behaviour.
- To use on-going assessment to inform future planning.

**Key indicators**

1. **Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	16	21	37

8. <b>National Curriculum Test/Task</b>		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	13	13	14
	Girls	13	14	15
	Total	26	27	29
Percentage at NC Level 2 or above	School	79	82	88
	National	80	81	84

8. <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	13	14
	Girls	13	13	13
	Total	25	26	27
Percentage at NC Level 2 or above	School	76	79	82
	National	81	85	86

2. **Attainment at Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	15	14	29

9. <b>National Curriculum Test</b>		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	7	7	9
	Girls	11	8	11
	Total	18	15	20
Percentage at NC Level 4 or above	School	62	52	69
	National	65	59	69

9. <b>Teacher Assessments</b>		English	Mathematics	Science

Number of pupils at NC Level 4 or above	Boys	6	6	7
	Girls	10	10	9
	Total	16	16	16
Percentage at NC Level 4 or above	School	57	55	55
	National	65	65	72

10. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		4.4
	Absence	National comparative data		5.7
	Unauthorised	School		6.8
	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	18
	Satisfactory or better	100
	Less than satisfactory	0



## 12. PART A: ASPECTS OF THE SCHOOL

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

#### 12. ATTAINMENT AND PROGRESS

##### Attainment

3. Provision for the under fives is in two nursery classes and one reception class. Another reception class will be joining the school after the Christmas break. At the time of the inspection the majority of the children in the reception class were under five. Children's attainment when they enter the nursery is below what is generally found among children of their age.
4. By the time they are five, children's overall standards of attainment are broadly in line with national expectations as set out by the Qualifications and Curriculum Authority. Most children have reached average standards in literacy, mathematics, knowledge and understanding of the world and a small minority attains standards above what is expected by age five. Children's speaking skills in English are, however, variable, and the level of attainment for the majority is below that expected of children of this age. A contributory factor is the significant number of children who have English as an additional language. Most children attain the expected standards for personal and social development by the age of five. They understand and follow class routines, put out and tidy away their equipment and work together harmoniously. They enjoy first-hand experiences and purposeful play and are attentive and eager to learn. Children's attainment in language and literacy is similar to the expected standard, except in speaking skills in English, where standards are below this level. Children are willing to talk about what they do and enjoy listening to stories. Children who have English as an additional language and a minority of other children have under-developed speaking skills in English. They speak in single words and some are reluctant to speak at all. Children handle books with care. They enjoy reading Big Books, becoming immersed in the story as they read the print. Children in the reception class are beginning to recognise their own name in print and write it for themselves. They connect sounds with letters and write lists in the home corner. In mathematical understanding, most children's attainment by the age of five is in line with what is found nationally, The majority match and sort and can count and order numbers accurately up to ten. Some higher-attaining children work with numbers to ten using addition and subtraction. Most recognise basic shapes and have some idea of volume and length. Standards in creative development, knowledge and understanding of the world and physical development are in line with those expected of children of this age.
5. In 1998 at Key Stage 1, results in the National Curriculum tests showed that the percentage of pupils achieving Level 2 and above was at the national average in reading and writing and mathematics. Teacher assessments in science indicated standards that were below the national average at this level. Results at the higher level (Level 3) were close to the national average in reading and above this level in writing and mathematics. The proportion attaining Level 3 in the teacher assessments for science was average.
6. When these overall results are compared with those of similar schools, those in reading were above average and those in writing and mathematics were well above this standard. Comparison with previous years' tests shows a maintaining of standards close to, or slightly below the national average in all areas from 1996 - 1998.
7. There were no national comparative figures available for the 1999 tests at the time of the inspection, but the results indicate that results for 1999 in English, mathematics and science are similar to those for 1998.
8. In 1998 at Key Stage 2, results in the National Curriculum tests showed that the percentage of pupils achieving Level 4 and above was close to the national average in English and mathematics but below this standard in science. At the higher level (Level 5), results were close to the national average in

English but well below this standard in mathematics and science. Comparison with the past three years shows a gradual rise in attainment with standards at slightly below the national average in all three subjects.

9. When the 1998 overall results at Key Stage 2 are compared with those of similar schools, the results in English, mathematics and science were well above the national average.
10. There were no national comparative figures available at the time of the inspection. The results of the 1999 tests at Key Stage 2, show an improvement in standards in English due to the emphasis placed on literacy and in particular in the development of speaking and listening skills in the lower part of the school. The introduction of the 'literacy hour' has been very positive and has had a positive impact on pupils' attainment. There have been significant improvements in mathematics when compared with the 1998 figures. This is because of substantial changes in teaching staff at Key Stage 2 and the effects of the implementation of the National Numeracy Strategy. In science there has been a significant rise in the number of pupils reaching the higher levels of attainment at Level 5. This is the result of an improved and intensive revision programme in Year 6. Additionally, pupils have worked consistently well at home to consolidate their learning in the classroom. The more able and targeted pupils have taken advantage of the facilities offered by the Learning Club after school. This has had a significant and positive influence on pupils' progress and attainment.
11. The school analyses the results of optional and a range of other tests and good use is made of this analysis. For example, groups of pupils in Years 2 and 6 were identified to receive extra help prior to this year's National Curriculum tests, to increase their likelihood of achieving Level 2 and Level 4. Similar target groups are identified across the school. The optional National Curriculum tests for Years 3 to 5 are used and results are analysed in a similar way. Governors are kept fully informed of these analyses and targets.
12. Tests are also analysed focusing on pupils' gender and ethnicity. There is strong evidence in the National Curriculum test results of 1998 and in particular 1999 to suggest that girls significantly outperform boys in English at both key stages, and in science and mathematics at Key Stage 2. This is partly explained by the fact that by far the majority of the pupils who were on the register of pupils with special educational needs were boys.
13. Inspection findings indicate that pupils' attainment in English is average at both key stages. By the end of Key Stage 1 pupils talk confidently and listen well to instructions. Pupils with limited English talk and communicate with less confidence in classes but most communicate appropriately with each other. Most pupils read with confidence and with satisfactory understanding. They identify the title and author of the books they read and begin to use their knowledge of sounds to help them. Most are able to predict what might come next in the stories they read. Pupils write in sentences and most have a sound idea of when to use a capital letter and a full stop. They spell familiar words independently and confidently. Pupils begin to form letters correctly and most begin to join their letters. By the end of Key Stage 2, pupils speak with confidence and develop their ideas thoughtfully. Most are able to read with good expression, enjoyment and for information. They understand what they are reading at higher levels of comprehension. Pupils write for a wide range of purposes and audiences and are also able to write expressively and imaginatively. By the end of the key stage most pupils write with a fluent and legible cursive script. There are a satisfactory range of opportunities for pupils to use their literacy skills in other subjects such as history, religious education and science. These findings corroborate the National Curriculum test results.
14. Inspection findings indicate pupils' attainment in mathematics is broadly average at the end of each key stage. By the end of Key Stage 1, they have a satisfactory knowledge and understanding of number patterns and place value and can carry out simple calculations to levels expected for their age. Some work accurately on elementary algebra and most pupils know the names and properties of common shapes. Average attaining pupils use coins in different combinations to add and subtract to pay for and calculate change for items up to 50 pence accurately and higher attaining pupils carry out transactions up to £1. Lower attaining pupils use coins to find different combinations that total 10 pence. By the end

of Key Stage 2, pupils show familiarity with units of measurement and secure understanding of place value as they convert weights or measurements such as kilogrammes to and from grammes. They use decimal points accurately to aid their mental calculations. Most have secure knowledge of mathematical tables and higher attaining pupils use this in combination with place value awareness to calculate  $150 \times 6$  mentally, for example. Pupils apply knowledge satisfactorily to practical mathematical tasks. Knowledge of shape and space is satisfactory. These findings corroborate the National Curriculum test results.

15. Inspection findings indicate that pupils' attainment in science, at the age of seven and eleven is broadly in line with the national average. By the end of Key Stage 1, pupils have an appropriate level of knowledge and scientific vocabulary for their age, and appreciate science as part of a wider range of topics. Pupils have a clear understanding that materials can be sorted according to their properties. They understand the difference between living and non-living things and are able to name some living creatures. These findings give a similar picture to that given by teacher assessments for the National Curriculum testing. By the end of Key Stage 2, pupils know that objects have weight because the force of gravity attracts them to the earth and that objects have more than one force acting upon them. They understand how switches are used to control the flow of electricity. They use their scientific skills and vocabulary well to make predictions, investigate and make hypotheses, relating their findings to their understanding of everyday life. However, there are a minority of pupils who find it difficult to generalise and apply what they have learnt to a range of contexts. These findings corroborate the National Curriculum test results.
16. Attainment in information technology, at the end of both key stages is below the national average. By the end of Key Stage 1, the majority of pupils have developed satisfactory levels of mouse control but their keyboard skills are generally under-developed. The majority knows how to turn the computer on and off and how to load, save and print out their work using a familiar program. They control a floor robot, making it go forwards, backwards and turn around by entering a series of commands. They construct pictures and patterns using a painting program and use music centres independently. They construct block graphs using data collected about the weather. There are, however, insufficient opportunities for pupils to use computers to explore aspects of real and imaginary situations or to use them to support learning in other subjects. By the end of Key Stage 2, pupils can open and close files, change text and font, save and print their work. They move around the screen using the scroll bar and move text by highlighting, clicking and dragging. They produce club and newspaper reports using different styles, sizes and colours of font and import images from clip art to illustrate their work. They can control a screen robot by entering a series of commands. They analyse weather data displaying their information on block and line graphs and pie charts. There are insufficient opportunities for pupils to use simulation programs, to use computers to monitor external events or to use them to support learning in other subjects.
17. By the end of both key stages, pupils attain standards in religious education, which are in line with the Locally Agreed Syllabus. In Key Stage 1, pupils discuss special journeys people have made and relate these to ones they make with their own families. They learn about festivals and the celebrations that are linked to them. In Key Stage 2, pupils begin to identify how beliefs and values can affect lives of individuals and groups. Most recall facts about other world faiths such as Hinduism, Buddhism and Judaism. Pupils identify major rules and regulations of groups and communities for example family rules and school rules and discuss how these relate to society. They sensitively and maturely discuss the importance of allowing individuals to make their own choices in life.

#### Progress

18. Pupils of varying ability generally progress at a similar rate. Average, lower and higher-attaining pupils are generally given tasks that match their needs and they make satisfactory progress. However, the high level of absences and the frequency that some pupils are late for lessons are having a detrimental effect on their progress. In addition, there is a significant minority of pupils who exhibit unsatisfactory and sometimes poor attitudes towards their learning and the progress that these pupils make is impeded.
19. Pupils with special educational needs make good progress in relation to their previous abilities when

they receive support in their classes. However, when work is not matched accurately to the needs of the pupils or when they do not receive adequate guidance from their teachers, they make unsatisfactory progress during the lessons. Pupils with English as an additional language make very good progress with the consistent very good quality support they receive from the specialist teaching staff. This is an improvement since the last report. Adults in the school work hard with pupils who have English as an additional language. They promote basic language skills well. However, when they are unsupported in the classroom progress is sometimes hindered when teachers do not give them work matched accurately to their abilities.

20. Children who are under five make good progress overall, in the nursery and reception classes. In personal and social development children make very good progress. They enjoy working together and clear up after their lessons. In language and literacy children make good progress. They discuss how they are going to decorate a cake and read their stories into a tape recorder. They make good progress in their reading and they are beginning to connect sounds with letters. They make good progress in developing their mathematical skills. They develop their numeracy skills through number rhymes and their knowledge and understanding of capacity improves as they play in the water tray. They make good progress in their knowledge and understanding of the world as a wide range of planned experiences extend their early concepts in science, design and technology, geography, history and information technology. They progress well in their physical development as they use a range of equipment indoors and outside. Children make good progress in their creative development through opportunities provided for their art work and music lessons.
21. Pupils make satisfactory progress in English through both key stages. In Key Stage 1, pupils make sound progress in developing their speaking and listening skills. A few pupils have limited basic vocabulary and they have difficulty extending their ideas when answering questions. However, the good promotion of speaking and listening skills throughout the school and the extra support pupils with special educational needs and English as an additional language receive enable them to develop confidence. Pupils in Key Stage 2, generally talk with more confidence and most listen carefully, making suitable responses. Pupils in Key Stage 1 generally make satisfactory progress in reading. They learn how words are used, begin to extend their vocabulary and most develop a sound understanding of sentences. More able pupils use the sense of the sentence to guess new words. As pupils progress through Key Stage 2, they read with a growing understanding of the text and read with growing confidence and fluency. A few lower ability pupils have developed limited reading strategies to help them decipher unknown words. Most pupils make satisfactory progress in writing. They demonstrate the confidence to write independently from an early age. Progress is sometimes restricted in handwriting when teachers do not give appropriate guidance in basic letter formation. Pupils write for a wide range of different purposes such as poems, instructional writing, diaries, and plays, stories and letters. Pupils develop good dictionary skills and use them with confidence.
22. Pupils are making satisfactory progress in mathematics lessons through both key stages. Pupils at Key Stage 1 make satisfactory progress overall. Pupils make good progress in using and applying their mathematical experiences effectively to other areas of the curriculum. Pupils at Key Stage 2 make satisfactory progress overall. Scrutiny of work from last year indicates that progress was uneven through the key stage, but is heightened towards the end of the key stage by effective teaching. Lesson observation shows that pupils in Year 6 are receiving enhanced provision to ensure that they make good progress. This is of particular benefit to pupils with special educational needs and those who have not made sufficient progress in earlier years.
23. Pupils make satisfactory progress in science throughout Key Stage 1, and good progress in Key Stage 2. The pupils with special educational needs make satisfactory progress as they are appropriately supported in the class by the teachers and support staff. Pupils with English as an additional language, make satisfactory progress, overall, and good progress when they are supported by specialist teachers. Their written recording of their work shows an increasing complexity and accuracy as they progress through the school. During Key Stage 1, pupils develop a basic understanding of testing ideas, they look at materials and sort them appropriately. Pupils in Key Stage 2, build upon the enquiry skills the pupils have developed earlier and experiment with a variety of substances, for example working out which materials will let light pass through.

24. Progress in information technology is unsatisfactory. Pupils have spent insufficient time on the development of such skills as data handling, word processing, research skills and control and modelling. Computer programs have not been used effectively to support and enrich other areas of the curriculum such as English, mathematics or history. The recent development of a whole school scheme of work, the provision of additional computers and software, and the focus on teaching skills are beginning to have a significant impact on the progress that pupils make.
25. In religious education progress is satisfactory as pupils move through the school. In Key Stage 1, pupils record their work in the form of pictures and brief written accounts that show sound understanding of facts they have learnt. Pupils continue to make steady progress as they move through Key Stage 2. There is evidence of pupils formulating their own questions to ask visiting speakers. Most develop good listening skills and articulate well what they have learnt. Many pupils, especially in Key Stage 2 are better at explaining their ideas orally than in their written work, which is hampered by the accuracy of their spelling and punctuation, as well as the untidiness of their handwriting. Pupils study different religions and visit different places of worship such as the Christian Churches and the Hindu temples.
26. In all the other subjects of the curriculum, progress is good in art in both key stages and in design and technology at Key Stage 2. It is satisfactory in geography, history, music and physical education in both key stages. There is insufficient evidence to judge progress in design and technology at Key Stage 1.

### 36. **Attitudes, behaviour and personal development**

27. The last inspection found pupils keen to learn. The school has maintained pupils' good attitudes to their learning whilst their behaviour remains at a satisfactory level. Most pupils try hard to do their best and show a good interest in their work. The youngest pupils apply themselves well to their tasks and are enthusiastic and eager to learn. Parents confirm that the supportive induction programme, which includes home visits, helps ensure that children under five start their school career in a positive frame of mind.
28. Pupils, including those with special educational needs, like to please their teachers and classroom assistants and to earn their praise for work well done. They are keen to extend their knowledge and understanding of the work they and others are doing by posing questions to teachers and adults in school. In lessons where the teaching is particularly good, pupils' response is spirited and enthusiastic. An example of this was seen in a Year 3 science lesson where effective planning, preparation and direction by the teacher resulted in a high level of pupil response and involvement in the lesson. Lessons are often enlivened by pupils' perceptive comments, as are their informal discussions with adults. However, in some classes pupils often call out of turn or leave their seats to speak to the teacher rather than raise their hands.
29. Most pupils respond well to the first warning given on their behaviour. They know what they should do to improve their conduct and they are aware of the consequences of further sanctions. During the year prior to the inspection the headteacher issued five fixed term exclusions to stop certain pupils disrupting the learning of others. There were no pupils permanently excluded from the school. On the rare occasions when they are not under the direct control of a teacher or supervisor, a small minority of pupils find it difficult to exercise self-discipline and control. When lessons are over, some pupils run rather than walk sensibly in corridors or on stairways. The noise levels in these areas and in the dining hall are sometimes high. Pupils enjoy their playtimes and play well together. Playground arguments are few and are largely due to this level of high-spirited energetic play rather than any determinedly unkind behaviour towards one another.
30. Pupils form good relationships at all levels in school. The school has an important aim of encouraging positive attitudes towards our multi-ethnic society through an understanding of, and delight in, its cultural richness. This is reflected through art, music and out of school activities and the well attended play scheme. The school has maintained and further developed these positive aspects since the last

inspection and these are well supported by parents. Pupils are friendly and courteous to visitors and happily discuss their reading habits with them. Pupils value each other's progress and achievement. By thoughtful exchange of ideas and knowledge, they help each other keep up with the work expected of them. This was particularly evident in a paired reading session between older and younger pupils. In assemblies, pupils heartily applaud the success and achievements of their friends.

31. Pupils' personal development is satisfactory. Pupils' participation in educational visits, assemblies and out of school activities widens their personal and social experiences. Pupils of all ages are keen to be chosen for specific tasks in the classroom such as tidying resources or delivering registers. In Year 6 they act as prefects on the stairways. The school council provides a good structure where pupils discuss and negotiate new initiatives in school with a fair and reasoned sense of responsibility for themselves and others. It was at the pupils' suggestion that coat hooks were clearly labelled and a rota was arranged for the use of the football pitch at lunchtimes. However, opportunities for pupils to extend their personal study skills through the use of information and communication technology are limited.

#### 41. Attendance

32. The attendance rate of pupils is poor having declined considerably since the last inspection. It is now well below that achieved nationally with a high level of unauthorised absences. Unauthorised absences are due to the high incidence of parents failing to provide authoritative reasons for their child's absence from school. Very few families take extended holidays during term time. The school works hard to convince parents of the need for their children to attend school regularly and punctually. Nevertheless, a significant number of pupils often arrive very late for school, frequently missing the important introduction to their numeracy or literacy lessons.
33. Teachers are usually aware from their dealings with families, why certain pupils have a poor attendance record or tend to be late for school. They find that, without additional in-class support, pupils with poor records of attendance and punctuality make slower progress in their lessons and achieve lower levels of attainment. Staff make considerable efforts to obtain an authoritative reason for each pupil absence. However, registers in all classes show too many instances where the school has no official record of why a pupil was not in school.
34. Despite efforts made by staff to minimise the disruption caused by those who regularly arrive late, the poor punctuality of a significant number impedes on an otherwise smooth start to the day. Registers for both morning and afternoon sessions are marked promptly and in accordance with the statutory guidance printed in registers.

44.

#### 44. QUALITY OF EDUCATION PROVIDED

##### 44. Teaching

35. Since the last inspection there have been significant changes in teaching staff. Six teachers are new to the school this term are new to the school this term. The quality of teaching is overall good and makes a significant contribution to the achievements of the children. In sixty one per cent of lessons observed, the quality of teaching was at least good, eighteen per cent of these lessons were very good. The quality of teaching in all other lessons was satisfactory. There was no unsatisfactory teaching observed during the inspection. The quality of teaching for the under fives was exceptionally good with thirty six per cent of lesson seen being very good and ninety three per cent of lessons being good or better. In Key Stage 1, the overall quality of teaching is good with fifty two per cent of teaching being good. Most of the unsatisfactory teaching observed in the previous inspection was in Key Stage 2. There are five new teachers in the school this year, three of whom are in Key Stage 2. The quality of teaching in this key stage is good; with fifty seven per cent of lessons judged to be good or better. Teaching throughout the

school has improved tremendously from the position at the time of the previous report where almost half of the lessons observed were unsatisfactory.

36. The quality of teaching for the children under the age of five is good. Teachers have very good subject knowledge and understand very well the needs of children of this age. The teachers provide a wide range of interesting and stimulating activities to intrigue and interest the children. An example of this is in the nursery where the children learn about the properties of cornflour mixed with water and food colouring. The teachers work hard to extend and develop the children's vocabulary and speaking skills. The emphasis of the children's work in all classes is through carefully structured and thought out play activities. The lessons are very well organised and the children are well supported in their work. This was seen in a physical education lesson where a child was reluctant to join in and with careful and positive support was encouraged to make a contribution to the lesson. Parents are encouraged by the teachers to make a significant contribution to their child's education. During the inspection a parent came into one of the classes to read a story in her first language of Arabic.
37. In Key Stage 1, the overall quality of teaching is good with fifty two per cent of teaching good. There was no unsatisfactory teaching observed. Eleven per cent of lessons were very good, forty two per cent good and forty eight per cent satisfactory. In Key Stage 2 seventeen per cent of lessons were very good, forty per cent good and forty three per cent satisfactory. Pupils with special educational needs receive good teaching and their work is generally well matched to their individual needs. They make good progress in the lesson where they are specifically supported by the special educational needs teachers or withdrawn in groups. Overall their progress is satisfactory as their work in class is not always at an appropriate level for them. The teaching for the pupils who have English as an additional language is very good. This is specifically in those lessons where they receive additional support and where the work is well planned and carefully matched to an accurate measure of their prior attainment and also to their specific language requirements. Where pupils are not supported by specialist teachers, their progress in lessons is less secure, as the work in class is not always targeted to their specific needs.
38. In the lessons observed, teaching was good overall in art and history. In Key Stage 1, teaching was good in English, in Key Stage 2 teaching was good in mathematics, science and design and technology. Insufficient teaching was observed in information technology at both key stages, design and technology at Key Stage 1 and geography at Key Stage 2 to make a judgement. Teaching in all other subjects was satisfactory. The teaching of music throughout the school is by a member of staff who is a specialist music teacher and she is supported by a number of visiting specialists who teach guitars and steel pans. The extra provision that these visitors make has a positive impact upon the attainment of the pupils in the school.
39. The teaching of literacy and numeracy is satisfactory overall. Teachers' planning is clearly linked to the requirements of the Literacy and Numeracy Strategies. The teachers plan their lessons well and in most lessons work is well matched to the individual needs of the pupils. However, in some lessons, work is not well matched to the levels of prior attainment of the pupils, they are kept too long in the initial part of the lesson and the pace of the lesson is too slow. In the best lessons, the lesson objectives are shared with the pupils, the teachers' expectations are high, and the pupils are encouraged to assess the quality of their own work at the end of the lesson.
40. In both key stages, teachers have a good knowledge and understanding of the subjects they teach. They use appropriate subject based language to develop the pupils' knowledge and understanding of the subject. This was particularly evident in science, mathematics and music where specific technical language is used well, for example in Year 3, the pupils were learning about, transparent, translucent and opaque materials.
41. Teachers' expectations are generally satisfactory as they question pupils well and work is well matched to the individual needs of the pupils. In some lessons staff find it difficult to provide suitably challenging and appropriate work for those pupils for whom English is an additional language. Occasionally the work is too easy and not accessible enough in relation to their specific language levels, as these pupils are not necessarily lower-attainers. In the early years, the children are encouraged to be independent as

they work, and they clearly understand that they have to get on with their task whilst the class teacher and the nursery nurses work with other groups. They do this well and this has a positive impact upon their levels of self-esteem.

42. Teachers' planning is satisfactory, over the long and medium term. Short term planning is inconsistent with some members of staff planning set tasks in detail and others in a very brief way. Planning is carried out in the parallel classes so that the pupils are taught the same lessons and their entitlement is assured. Planning is complicated by the high levels of absence and lateness of a significant number of pupils. Support staff are involved in the planning procedures and in the best lessons they have a clear picture of their exact input into the lessons. This is clearly seen in the early years where the teachers and nursery nurses plan well together, and the support staff are very clear about their roles in the classroom. Support staff take on responsibility for observations in the classroom, for example, in relation to which children answer questions as they monitor the class for gender issues.
43. The teachers organise their lessons well. The staff use the format of the literacy and numeracy lessons well to support teaching in other curriculum areas. This was seen in an information technology lesson in Year 3, where in the plenary session, at the end of the lesson, the teacher asked the pupils what they had learnt and used this effectively to develop the pupils' understanding. In music, good links are made in lessons and the music heard by the pupils during the assemblies and themes are generally well developed throughout the school. In art, the pupils look at the work of William Morris in support of their work on the Victorians. Pupils in Year 2 develop a clear understanding as they look at photographs of Chembakolli, a village in India, and of London that these two places are very different. They relate to the differences well, as they are so profoundly different to their own lives in London.
44. The management of the children in the under fives is very good. The children are encouraged to work together and to share resources. Even when they find this difficult, they are managed in a very supportive and positive manner. The management of pupils throughout Key Stage 1 and 2 is satisfactory and many of the pupils work in a thoughtful and quiet manner. However, there are a significant minority of pupils who find it difficult to behave well. Teachers generally manage behaviour problems appropriately and some have good strategies for dealing with these pupils. All use the agreed school behaviour policy in a consistent manner. There are pupils throughout the school who have special educational needs in relation to their behaviour and these are well supported by the staff and appropriate strategies are identified in their individual education plans.
45. Lessons are well organised and time and resources are used effectively to keep all the pupils on task. Most lessons move along at a brisk pace, but there is also time for the pupils to consolidate their work and think about the tasks set. Resources are used well to support the learning in the classrooms. The teachers prepare good quality worksheets on the computers for the pupils to use.
46. The quality of day-to-day assessment is satisfactory. Teachers use the information from the previous lessons to inform and modify their plans for the next lessons. The teachers monitor the pupils' work well in class giving support and advice, as the pupils need it. Work in the pupils' books is always marked but only occasionally does this marking move the pupils learning on, or target the next stages in their learning. Marking is therefore supportive but not informative.
47. Homework is used well to support the pupils' learning in the classrooms. The pupils have formal homework at the end of the week and it is designed to consolidate work achieved in the class during the week. It is therefore a good extension of the work done in school. Reading and spellings are also part of the homework set by the teachers.
48. The school has made a significant improvement in the quality of teaching since the previous inspection. With the new teachers in place it is well placed to make further significant improvements in the quality of teaching. The school has plans to review its teaching and learning policy and to disseminate the good practice that is in the school.



49. Teachers are aware of pupils with special educational needs but do not consistently refer to individual needs in their planning. Individual education plans contain specific targets and good documentation is kept on each pupil. The specialist teacher and the teaching assistants who work with pupils with special educational needs give at least satisfactory support and sometimes good. The previous report stated that support staff lacked sufficient focus on individual pupils' needs and that some pupils with behaviour difficulties disrupted some lessons. All staff keep good quality and detailed records on the pupils they support. Pupils with behavioural difficulties are dealt with well. Guidelines are followed systematically and teachers and learning assistants do not allow pupils to disrupt lessons.
50. The specialist teachers who teach the children with English as an additional language assess all pupils on their acquisition of basic language skills. They target a number of children each term and provide very good support to the class teachers and the pupils during lessons. They work confidently and competently with whole classes, groups and individuals. Accurate assessment is made of all pupils with English as an additional language, and those who need specific help are targeted for close monitoring. The teachers keep informative individual records. However, when unsupported in the classroom pupils with English as an additional language do not always receive work matched accurately to their individual needs.
- 60. The curriculum and assessment**
51. The curriculum provided for children in the off-site nursery, and the nursery class and the reception class in the main school is broad and well balanced. It makes good provision across all the areas of learning -personal and social development, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. The curriculum provides a good foundation for learning essential early skills and the children make good progress in all classes. There is an appropriate strong emphasis on personal and social skills and on literacy and numeracy and the curriculum is planned effectively to lead children into the early stages of the National Curriculum in the reception class. Pupils with special educational needs are identified early and the school ensures they get the help they need. Soon after entry to the reception class, the teacher assesses the children. This assessment plus teachers' own day-to-day assessments, effectively informs staff about the attainments of the children which are then used to plan daily activities. The medium-term and short-term planning provides a clear focused curriculum for the children. The procedures for assessing children's progress are good overall. They set targets for their future learning and clearly indicate what the children have achieved. Although individual children's records are completed and passed on to the next teacher, there is currently no overall effective overview of the achievements of the class as a whole.
52. The school provides a curriculum in Key Stages 1 and 2, which is broad and well balanced and promotes pupils' spiritual, moral, social and cultural development. It meets statutory requirements to teach all of the National Curriculum subjects and religious education. The school gives appropriate emphasis on literacy and the wider English curriculum. The Literacy Strategy is well established and the Numeracy Strategy has been implemented in the current year. The core subjects of English, mathematics, science, information technology and religious education have an appropriate allocation of time. Sex and health education and an awareness of the misuse of drugs are delivered through science and personal and social education. There is appropriate provision for the arts curriculum through the teaching of music and dance. The pupils' dramatic skills are promoted principally, through the English curriculum, school productions and their involvement in the Notting Hill Carnival. A strength in the curriculum is the reflection of the wide variety of the cultural traditions of its pupils. The cultural backgrounds of the pupils are celebrated throughout the curriculum, for example, through the reading books and literature studied as part of the literacy hour, the appreciation of major world religions in religious education, the many visitors into school and the development of effective community links.
53. The oldest pupils are prepared for the next phase of their education by well-established links with the local secondary schools. Pupils meet teachers of the schools to which they will transfer and sample some lessons during a preliminary visit. Additionally, the pupils in Year 6 complete homework as an extension to the work carried out in lesson time in English, mathematics and science. Classes outside

their lesson time at certain times of the year are offered, which are designed to boost their knowledge and understanding of the curriculum. A Learning Club is provided to enable the more able and those who need extra help. This extra provision has a positive impact on pupils' attainment and progress. Pupils learn to reflect on others' needs as they collect for well-known charities. A paired reading programme where the older children read to the younger ones, their prefect duties and small responsibilities such as setting out the hall for assembly, contribute to their personal development and help them to prepare for responsibilities that will be asked of them in the future.

54. The school's literacy curriculum follows the guidelines of the National Literacy Strategy and provision throughout the school is good with formal literacy sessions taught each day. The Literacy Strategy is having a positive impact upon the attainment of the pupils. Literacy is established across all the subjects of the National Curriculum and the provision for reading is particularly well developed. The school has made a good start to the implementation of the Numeracy Strategy and the increased time for the teaching of mental mathematics is beginning to have a positive impact on pupils' ability to solve problems and see the relationship between numbers.
55. The school has developed effective policies and has adopted schemes of work or guidance for all subjects. The more detailed schemes, for literacy and numeracy provide the most effective guidance for teachers' planning. There is a consistent format across the school for the long and medium-term planning of subjects, which ensures that the pupils build upon previous knowledge and make appropriate progress through the curriculum. However, there is some inconsistency in the short-term planning, as specific objectives linked to the National Curriculum are sometimes missed from teachers' daily plans, which reduces the effectiveness of the lesson.
56. Discussion or circle time and religious education give the pupils opportunities to reflect, think about their own opportunities, learning, and personal development. For example, pupils in Year 5, during their circle time, as they listen to a story, reflect on the consequences of their own actions and those of others and discuss how their everyday conversations build pupils' self-esteem or diminish it.
57. The school has effective systems in place for monitoring and reviewing the curriculum. An annual cycle is established to ensure the development and monitoring of curriculum subjects. The co-ordinators, many of whom are newly appointed from September, have produced action plans and are effectively beginning to monitor their subjects. Governors regularly visit the school and receive reports from members of staff and the headteacher. Thus co-ordinators are in a position to help and advise colleagues.
58. The curriculum generally provides equality of access and opportunity for all pupils to make progress.
59. The school makes good provision for pupils with special educational needs and fully complies with the Code of Practice. Good improvements have been made to the curriculum and assessment since the last report and the issues that were identified have been resolved.
60. Basic English language and literacy skills are soundly promoted across the curriculum and teachers of English as an additional language use their linguistic expertise extremely well to help pupils learn technical language, particularly in English. There is good evidence of curriculum-focused work to develop speaking and listening in many subjects such as religious education. The support assistants demonstrate that pupils with English as an additional language have good access to the curriculum as they translate during sessions. Assessments are completed termly on the acquisition of basic language skills.
61. The provision for extra-curricular activities is good. There are opportunities for the pupils to extend their skills by attending the Learning Club or through the clubs for football, keyboards, guitar, steel pans, Arabic, art and choir. The development of music is a particularly strong feature. Parents, teachers and adults with specialist expertise willingly give up their time to the pupils. There are significant numbers of boys and girls who attend the activities. The school has no playing field and sporting activities are limited. However, the pupils take part in the local schools' competitions for swimming,

athletics and football. Educational visits such as to Hampton Court extend the pupils' knowledge and understanding of the natural world, the past and present world and make a positive contribution to the curriculum and their social development. The older pupils visit a residential centre in Devon. Parents are generally appreciative of the development of the curriculum since the last report.

62. The coordinator has worked hard to improve assessment procedures which are now good. The school fully complies with the requirements to administer statutory tests at the end of the key stages. The pupils' attainment in the core subjects of English, mathematics and science are assessed each term and recorded systematically. Staff are beginning to compare pupils' samples of work and assess them for achievements in attaining desired levels in the National Curriculum. This has a positive impact upon the quality of teacher assessments and ensures that the pupils' progress is clearly charted and pupils are targeted for improvement. This precise and regular updating of information from national and internal tests ensures that each teacher has a clear picture of the pupils' progress and their strengths and weaknesses. The foundation subjects are regularly assessed and evaluated by the class teacher, which are then passed onto the next class at the end of the academic year. A yearly assessment cycle has been devised, which enables staff to identify trends, and monitor pupils' progress over time. Assessments for pupils with an additional language are completed termly on the acquisition of basic language skills.
63. The school is at an early stage of development in its assessment procedures and has yet to evaluate the full impact on the curriculum provision. The analysis of test results, including optional national tests, and gender issues are systematically carried out. They are evaluated and these results are used to target groups of pupils needing extra help. These initiatives are beginning to have a positive impact on their progress and attainment, through the Learning Club or booster classes and additional help in class. However, the assessments are less effective in the short term, when the day-to-day lesson planning is insufficiently linked to specific targets in the National Curriculum. The school's overall good assessment procedures of pupils' progress means that effective records are maintained for individual pupils which are used to plan their work as they move up the school from class to class.

### **73. Pupils' spiritual, moral, social and cultural development**

64. The last inspection found that provision was sound overall, and good in many respects. The maintenance and development of good standards was a key issue for action. The school has successfully developed its provision since the last inspection. Overall, provision is now good and there are many strengths. The school is successful in meeting the aims to promote pupils' personal responsibility as set out in its policies for personal and social development, behaviour and teaching and learning. Provision to promote pupils' spiritual, moral, social and cultural development pervades most aspects of school life and the contribution of the arts is particularly rich. Most parents support the values and attitudes that the school promotes.
65. Provision for pupils' spiritual development is sound. Assemblies are of good quality and stimulate pupils' reflection on the natural world and their place in it. For example, during the inspection week pupils were given good opportunities to think about and comment on the reasons for the changes that autumn brings, and their reaction to them. Through a study of major world religions, pupils are provided with opportunities to gain insight into the similarities and differences in the way in which the spiritual element of life is expressed by adherents of faiths other than their own. The basic curriculum is effectively reinforced by visits from adult representatives of major religions. For example, a member of the Salvation Army co-ordinated pupils' harvest festival gifts to the needy and a parent came to tell pupils about Islamic rituals and celebrations connected with birth. There are some opportunities for reflection but some opportunities are missed.
66. Pupils are given good guidance on understanding the principles that distinguish right from wrong. The school makes its values clear in all aspects of its day-to-day life. Expectations of pupils' good moral behaviour are high and appropriate to pupils' ages and stages of development. There is a strong emphasis on helping pupils to understand how their good moral behaviour is in their own interests and

enables them to establish good relationships and self-respect. Pupils are helped to gain insight into the thoughts and feelings of others by well structured activities such as 'circle time', when teachers ensure by sensitive guidance that pupils listen carefully to each other and have opportunities to contribute to discussion. There are good systems, such as the headteacher's awards, to celebrate examples of the standards expected publicly, and teachers are careful to give value to pupils' contributions in lessons. Pupils are actively involved in setting rules and codes for behaviour in classrooms and around the school. Negotiated rules are displayed in classrooms and a school council involves pupils in formulating rules and negotiating arrangements to ensure that the school runs happily and smoothly. These systems are effective in helping pupils to understand why rules are needed, how they evolve rules and how they have a personal responsibility for the well-being of their own school community. By the end of Key Stage 2, pupils are expected to set targets for self-improvement, which include taking responsibility for the effect of their behaviour on others. The school makes good use of external agencies to support its basic provision, such as awareness of the misuse of drugs.

67. Arrangements to help pupils to develop positive social attitudes are good. There are appropriate opportunities for pupils to take responsibility. For example, the youngest pupils help teachers by taking registers to the office and with classroom routines; the oldest act as prefects to help teachers to supervise pupils at break times and as they move about the school. Photographs of older pupils working with younger on sports day provide an example of the positive way the school promotes good social attitudes by encouraging co-operation between pupils of different ages. Teachers often organise lessons so that pupils have opportunities to co-operate to achieve a common goal. The school council gives pupils from Reception to Year 6 opportunities to take responsibility for the quality of day-to-day school life by direct involvement in decisions that improve the quality of school life. They also gain insight into how and why staff members make decisions in pupils' interests. The school is strongly involved in its local community. For example, pupils participate actively in the Notting Hill Carnival and are involved with activities at the Tabernacle Community Arts Centre. Pupils support charities and help other members of the community by contributing goods as part of harvest festival celebrations, for example. The school provides further opportunities for pupils to gain social experience through extra-curricular activities such as lunchtime and after school clubs, educational visits including annual residential trips, musical performances and sporting activities with other local schools.

68. Provision for pupils' cultural development is very good. Pupils come from a wide range of cultural backgrounds and the school builds very successfully on the experiences they bring from home to enable pupils to value and respect the contributions made by their own and other cultures. There are many examples of the rich cultural diet that pervades the curriculum and the daily life of the school. Classrooms and public areas are enlivened by pictures, textiles and artefacts from a wide range of cultures and traditions. Pupils at both key stages learn something of Arabic and Bengali number names and symbols and at Key Stage 2, pupils learn about the significant contribution India has made to mathematical knowledge. Notices and labels around the school reflect languages that many pupils speak in addition to English. Pupils learn about British traditions effectively through history lessons and provision for the arts. For example, during the inspection week, pupils were learning about Edward Elgar and his contribution to British music. Visits and visitors are used effectively to reinforce and extend learning. The range of languages spoken is effectively demonstrated in a display of multi-cultural stories following a visit to the Chelsea Physic Garden and illustrations of Arabic story-telling traditions after a visit to the local library. Adults from the local community provide effective support as they share their own experiences, by teaching Caribbean playground games and rhymes, for example. Regular visits to the Tate Gallery and participation in its educational programme are organised and one class from the school produced an exhibition for display at the local library. These visits are followed up by work at the galleries and in classrooms. Opportunities to work with adult artists are a feature of the provision for art.

78. **Support, guidance and pupils' welfare**

69. The overall provision for the support, guidance and welfare of pupils is satisfactory. Opportunities for the informal support of pupils and their families are plentiful, due to the approachability of the headteacher and staff. Parents have a good deal of confidence in the staff who show a genuine interest in, and concern for, their children's personal needs. Pupils are relaxed and confident with adults in

school and are encouraged to talk about anything that is troubling them. The trust they have in the security and support the teachers provide helps them concentrate on their learning. This was established as a positive feature of the school in its last inspection.

70. Day-to-day assessments made of children in the nursery and reception class are good and provide good information for the pupils' personal profiles and discussions with parents. In Key Stage 1 and 2 the school is at an early stage of development in its assessment procedures and has yet to evaluate their full impact on the curriculum provision. The pupils' attainment in the core subjects of English, mathematics and science is assessed each term and recorded systematically. Staff are beginning to compare pupils' samples of work and assess them for achievements in attaining desired levels in the National Curriculum. This has a positive impact upon the quality of teacher assessments and ensures that the pupils' progress is clearly charted and pupils are targeted for improvement. This precise and regular updating of information from national and internal tests ensures that each teacher has a clear picture of the pupils' progress and their strengths and weaknesses. The foundation subjects are regularly assessed and evaluated by the class teacher, which are then passed onto the next class at the end of the academic year. A yearly assessment cycle has been devised, which enable staff to identify trends, and monitor pupils' progress over time. Early identification is made of pupils who may need additional support with their learning and the support given is effective and valued by parents. Language support for pupils acquiring English as an additional language is good.
71. Procedures to monitor pupils' personal development are satisfactory and supported by the good relationships that exist in school with staff who know their pupils' personal circumstances well. Staff listen carefully to pupils' oral responses so that they can acknowledge and rectify their mistakes and misunderstandings. Initial home visits provide appropriate opportunities for parents to discuss their child's needs with a teacher. In the early years, considerable emphasis is placed on furthering the pupils' personal and social development and skills, and recording the progress made in these areas. The youngest children are therefore suitably prepared for the rigours of more formal education. Procedures for pupils to monitor their own progress against targets they have set for their personal progress are in the very early stages of development but have been introduced for some pupils with specific learning or behavioural problems.
72. Teachers manage the behaviour of pupils well when staff follow the good procedures that have been developed for promoting discipline and good behaviour in school. Early preventative work carried out by specialist teachers in behaviour management programmes is having a positive effect on the behaviour of pupils who find it difficult to comply with normal school rules. The school rules are applied consistently by most teachers but very occasionally, a teacher deploys ineffective methods in dealing with disruptive behaviour. The midday supervisors are generally able to maintain an acceptable standard of behaviour in the playground but their methods of maintaining good order in the dining hall are inconsistent with those most often used by teachers. There is little evidence of midday supervisors insisting on good table manners or a tidy dining area. Teacher intervention at appropriate points during the day makes a significant contribution to raising the pupils' awareness of what constitutes good behaviour and the contribution it makes to the smooth running of the school.
73. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. Incidents, such as bullying and harassment, should they occur, are dealt with effectively and consistently by all staff. Good records are kept by the headteacher of any incidents of poor or unacceptable behaviour displayed by pupils. Effective use is made of these records to monitor and to eliminate the possible recurrence of such conduct. Teachers use class time, assembly themes and school council meetings to support and guide pupils into behaving in an acceptable and responsible manner.
74. Overall, the procedures for monitoring and promoting attendance and punctuality are satisfactory. The school has established set procedures for monitoring and promoting regular attendance and good records are kept when pupils arrive after the bell has gone. Although the staff sustain an open and friendly relationship with parents, there are still a number of parents who will not respond to either verbal or written requests as to why their children were absent from school. Procedures for monitoring lateness are good but still fail to promote an acceptable level of punctuality amongst pupils. A number of parents

appear to be unconcerned about their children arriving late for lessons. Appropriate use is made of the educational welfare services where families have particular problems in getting their children to school.

75. The school meets the legal requirements for health and safety by the policy it has in place. Frequent risk assessments are made of the school site and buildings in order to eliminate and control potential risks to the health and safety of school users. Regular fire drills and appliance testing take place. The appropriate authorities have been notified of the concerns the school has regarding a wall adjacent to the environmental area and the slippery floor surfaces in the off-site nursery. Although inspections have been carried out on the highlighted areas, the potential risks to the health and safety of site users remain. The school has recently introduced effective systems to record all those on the premises at any one time during the school day. Very good records are kept when pupils suffer an accident or injury at school including the contact made with parents. Procedures for administering first aid are also very good and are carried out efficiently by suitably qualified and caring staff. All areas of the school show the keen commitment of the site manager and his team in providing a safe learning environment for pupils.
76. Governors and parents have approved the programmes of sex education and drugs education taught in science and in personal, social and health lessons across the school. Parents are confident that the school deals with their children's questions on these topics in a legitimate yet sensitive manner. Not all midday supervisors are yet fully acquainted with the school's systems for dealing with and monitoring suspected child abuse. The headteacher recognises the need to provide more training for all staff in what constitutes good practice in this area.
77. The school ensures that no pupil misses out on any school-organised activity because of a family's financial circumstances. By their fundraising and valuable help in school, parents, governors and volunteers make genuine efforts to support pupils in their access to educational opportunities.
78. In its provision for pupils with special educational needs the school has responded to the national Code of Practice and a policy is in place which refers to a staged referral system. Procedures for the identification and assessment of pupils are good. All pupils identified have an individual education plan. Parents are invited into school for reviews, which are well documented. Pupils with special educational needs are monitored well through their individual education plans and regular review meetings. Outside agencies are used appropriately when required. There is appropriate support available from learning assistants and specialist teachers to enable all to access the curriculum equally.
79. Pupils with English as an additional language are well monitored when the specialist teachers teach them. During these sessions they receive very good quality support. However the system is not rigorous enough and the work the pupils complete in classes is not monitored adequately. This results in some pupils receiving work, which is either too hard or too easy for them.

#### **89. Partnership with parents and the community**

80. Links with parents and the community are good. The links established at the time of the last inspection have been maintained and in some cases extended. Teachers are committed to keeping open lines of communication with parents and do this very well. Every effort is made to maintain relaxed, friendly and supportive relationships with parents and with visitors to the school who are all made very welcome. Meetings prior to school entry are felt by parents to be reassuring and informative. The nursery and early years' classes provide a family atmosphere where all are warmly welcomed and where staff work hard to build links with all sections of the community. As parents deliver and collect their children, they comfortably exchange information with teachers and staff.
81. Parental involvement in their children's learning is good. A home-school partnership in learning is being successfully promoted by the setting of regular homework in addition to reading. Links with community projects for example through literacy activities or those linked to behaviour management

programmes, promote the supportive role parents can play in their children's access to educational opportunities at home and in school. Parents support the school's homework policy and the essence and spirit of the home-school agreement and made good contributions to the document now in place. Open evenings, sessions explaining the school's methods of teaching literacy and numeracy, class assemblies and school concerts attract a keen level of parental interest and support. Their attendance helps pupils feel the work they do in school is important and valued. Parents expressed their views via the questionnaire and meeting held prior to the inspection. The interest shown by many parents in the education of their children has a positive impact on the pupils' attitudes to work and their progress in lessons.

82. Governors and staff, in particular the deputy head and parent governors, have made considerable efforts to improve parental involvement. This is now at a good level. The school has a loyal core of parents who now regularly assist not only with fundraising but also by giving their views on curriculum initiatives and policies. Parents willingly help with educational journeys and for specific out of school events such as an international food evening. They bring in resources from home such as the toys for a class museum in Year 1. Parents offering their help in the nursery are properly assisted in the work they are expected to do. For example, parents may be asked to focus their attention on sharing books with boys. A playground action committee has recently been established. Detailed plans have been drawn up, estimates have been sought and parents have already raised money to go towards their suggested improvements. The school appreciates efforts made by parents in contributing towards the costs of educational visits and their support for the charity appeals.
83. The quality of information available to parents is of a good standard. The school uses a number of ways to communicate with parents. On entering the school building parents and visitors share the buzz and excitement of learning that the school successfully promotes through colourful displays and exhibits of the work, activities and experiences of the pupils. Parents find the annual reports on their children's progress useful but would like to see more information on what their child needs to do to improve their rate of academic progress. During parent and teacher consultation sessions, teachers initiate discussion on the personal and academic targets set for their children and parents find this information valuable. Parents also appreciate the verbal information they receive on their child's progress during informal chats with their child's class teacher. Parents of pupils with special educational needs are appropriately involved in the early identification of their child's needs and in the subsequent review meetings to discuss the progress made.
84. The current edition of the governors' annual report omits certain information that must be given to parents. For example, there is no reference to the school's arrangements and facilities for admitting children with disabilities. A new prospectus is in draft form. Together with the weekly newsletters, this is used as a convenient point of reference by new and existing parents.
85. The school interacts very well with the local community and their involvement in various aspects of school life is actively encouraged and demonstrated. Over the course of the year, visits locally to places of educational interest, visiting theatre groups, musicians, authors and others add interest to the pupils' lessons and assemblies. The pupils' participation in school productions, sporting events, music and drama workshops and particularly the Notting Hill Carnival help pupils appreciate the value of arts in the community. Their spiritual, moral and social development is furthered by the worthwhile links made with charitable organisations and their visits to local places of worship. Links with other local schools and community groups, in particular a subsidised project enabling pupils to take part in a wide range of after school activities at low cost, have continued to flourish since the last inspection. Good working links with the local secondary school assist pupils as they move to the next stage of their education. Because of the good relationships the school has with its neighbours, pupils have the use of an enclosed hard-surfaced football pitch for their club training sessions.
86. Parents of pupils with special educational needs speak very highly of the school. They are pleased with the provision their children receive and are happy with the progress they make. They generally feel very well informed.

## 96. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 96. Leadership and management

87. Overall, the leadership and management of the school are very good. The headteacher provides strong, positive leadership and, with the effective support of the governing body, gives a very clear direction for the development and improvement of the school. The quality of education owes much to her leadership and the effective support of a hard working and committed team of staff and governors. Together they have succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to achieve the highest educational standards and equality of opportunity for all pupils.
88. The headteacher maintains a good balance between the strategic, administrative and monitoring elements of her role. In all of these she is well informed. She is committed to staff development and raising of standards. She has developed a comprehensive programme that provides a clear structure for the monitoring of standards and new initiatives, and facilitates staff to oversee developments in their management areas. The results of this monitoring are fed back to her and discussed at senior management team meetings and feed into the school development plan. She monitors the work of teachers in the classroom and provides relevant feedback in order that staff might improve their performance. She has professional development interviews with all staff, as a result of which targets are set. She samples pupils' work and monitors standards. She has developed an agreed teaching and learning policy with staff and they are clear about what is required. She monitors teachers' planning files and discusses any points raised and works alongside colleagues on a formal and informal basis.
89. She is very well supported by an enthusiastic and committed deputy headteacher who has a clearly defined management role and takes the lead in many aspects of school life. The headteacher, deputy headteacher and key stage co-ordinators work effectively together in their roles as members of the senior management team. Key stage and subject co-ordinators all have appropriate job descriptions and work hard in their roles. Each of them has produced action plans that form the focus for their work and the development of their curriculum or aspect area. They are provided with release time, dependent on the priority given when they focus on a specific part of their action plan. Many of the subject co-ordinators are new in post. Their role is being further developed and opportunities are being provided for them to work alongside colleagues and monitor pupils' learning in the classroom.
90. The contribution of the governing body to the effective running of the school is very good. Governors take their responsibilities seriously and are committed to raising standards in the school. They attend relevant courses and keep themselves well informed. The Chair works very closely with the headteacher to provide clear educational direction for the work of the school. The school's aims are clearly expressed and have been collaboratively developed and agreed. These form the basis of a shared sense of purpose that is evident throughout the school. All governors' committees have appropriate terms of reference, they meet regularly and report back to the full governing body, as appropriate. There are governors for literacy, special educational needs, numeracy and information technology, all of whom are knowledgeable and very supportive of the work in the school. The governing body fulfils all of its statutory obligations, apart from some minor omissions in the governors' report to parents regarding provision for pupils with disabilities.
91. There are significant problems relating to the efficient management of the off-site nursery that are not of the school's making. The class teacher is not able to gain, if she should need it, immediate access to the headteacher or any other senior member of staff. The support staff that work alongside the nursery teacher are not employed by the school and so are not managed by the school.. This creates problems with training and management. The building and administrative staff are not managed by the school and so if there are any problems with these areas the school is powerless to solve them, for example if the midday assistant is absent. This results in the class teacher not always having an appropriate break at lunchtimes.



92. The school development plan is a useful working document and is based on a thorough audit of the school's present position. The involvement of both staff and governors means that the educational priorities identified are highly relevant. Targets are set for each year and efficient procedures are in place for monitoring and evaluating the extent to which these priorities are achieved. In its current form, however, it lacks rigour. Targets are not specific enough and the criteria by which the school is to judge its success are not always sharply defined. In addition, this document does not provide a secure framework upon which the school can financially plan effectively, or judge value for money.
93. The school's commitment to raising achievement is exemplified by its targets that have been set for cohorts of pupils in Years 2 and 6 for the improvement in standards in English, mathematics and science. Groups of pupils in Years 2 and 6 are identified to receive extra help prior to National Curriculum tests, to increase their likelihood of achieving Level 2 and Level 4. Similar target groups are identified across the school. The voluntary National Curriculum tests for Years 3 to 5 are used and results are analysed in a similar way. Governors are kept fully informed of these analyses and targets.
94. The management of procedures for meeting the needs of pupils with special educational needs is good. In its provision for pupils with special educational needs the school has responded to the national Code of Practice and a policy is in place which refers to a staged referral system. The co-ordinator for special educational needs is enthusiastic and leads this area well. She has developed a successful system since her recent appointment. The management of procedures for meeting the needs of pupils who have English as an additional language is satisfactory. The school has developed an effective system in which the two specialist teachers work closely with all the pupils concerned.
95. The school leadership has responded effectively to the last inspection report. The key issues have all been tackled, and as a result, there have been positive developments in all the areas identified. Standards at the end of Key Stage 2 have risen in the core subjects of English, mathematics and science. They are now broadly average when compared with national standards and well above average when compared to similar schools. Comprehensive planning policy ensures coverage of the National Curriculum subjects and religious education. Effective assessment procedures are in place and there has been an improvement in assessment being used to inform planning. There have been improvements also in the provision for the development of investigative skills in mathematics and science. The quality of teaching has improved, particularly in Key Stage 2. It is good for the children who are under 5 and it is also good at both key stages. Basic English language and literacy skills are soundly promoted across the curriculum and teachers of English as an additional language use their linguistic expertise extremely well to help pupils learn technical language, particularly in English. There is good evidence of curriculum-focused work to develop speaking and listening in many subjects such as religious education. All support staff are now well deployed and have access to training on a rota basis. The good provision for pupils' spiritual, moral, social and cultural development reported in the last inspection, has been maintained. The school is in a very good position to make further improvements.

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

96. All staff are appropriately qualified for the posts they hold and between them they have the expertise to meet the demands of the National Curriculum. There are a good number of teachers to the number of pupils in the school and this has enabled the school to ensure that all classes have relatively small numbers of pupils. At present there are five new teachers in the school, three of whom are in Key Stage 2 classes. Specialist teachers for pupils with special educational needs and English as an additional language make a positive contribution to the work of the school and they are well qualified. Staff work closely together and share their expertise which is particularly effective for the teaching of music. In music, for example, the pupils benefit from the expertise of the music specialist and a number of well qualified adults who give expert tuition in the playing of steel pans and guitars.
97. In the previous inspection, a key issue reflected the need to train the support staff, ensure that they dealt

consistently with the pupils and to review their deployment. All these issues have been addressed; the support staff are well deployed. They all have access to training on a rota basis. They all treat the pupils in a consistent manner and make a good contribution to the work of the teaching staff. The support staff know the pupils well and are valued by the staff for the effective support they give all pupils and especially those pupils with special educational needs and English as an additional language. Arrangements for staff development are good. In-service training is linked to the needs of the school and the professional development of staff. The support staff attend in-service training with the teachers and although they are not paid for the time, the special education support staff usually also attend. Appraisal of teaching staff is at present being reviewed, but the headteacher conducts professional development interviews with all staff annually. There are detailed job descriptions in place, which effectively and clearly illustrate curriculum responsibilities. There is a good policy for induction of new staff, to ensure a smooth transition into the life of the school and continuing professional development. The newly qualified member of staff is well supported by her school mentor and by the local education authority.

98. The building provides good accommodation for the number of pupils and provides a welcoming and stimulating environment for them. It is very well maintained and cared for. There are plans to modify and improve a number of areas in the school including attractive plans for an area of the school playground, to include the provision for an environmental area and a pond. The accommodation in school is light and airy and there is a large music suite across the school playground. The walls and display areas are enhanced by the many attractive and interactive displays of pupils' work. The outdoor accommodation is satisfactory, with a hard surface playground and an area for the youngest children to play in. There is no field for the pupils to enjoy sporting activities. The location of the off-site nursery away from the main school is unsatisfactory.
99. There are satisfactory learning resources to support the subject areas of the National Curriculum. Resources to support the development of literacy are satisfactory. There is an adequate range of fiction and non-fiction texts, which have been carefully chosen to develop pupils' awareness and understanding of a range of other cultures and traditions. There is a satisfactory range of books to support the curriculum in the central library and these are supplemented well from the local authority loan service. Resources are very good in music and satisfactory in all other subjects. There is however, a shortfall in the provision of gymnastics mats for use in physical education lessons. In information technology, the number of computers in school is sufficient for the number of pupils in school, but the range of software across the curriculum is limited and this impacts upon the use of information technology. There are satisfactory resources to support pupils with special educational needs and English as an additional language. Resources for the early years are satisfactory but some of them are in need of replacement. All resources are accessible, stored appropriately and managed satisfactorily. The school makes good use of visits to museums, local places of interest and loan services for library books, to enhance pupils' learning experiences.
100. The previous report mentioned that there was a small number of male staff and those from different ethnic groups. This is no longer an issue.
101. Resources for pupils with English as an additional language are satisfactory. A loan system is available for all staff to use.

#### **111. The efficiency of the school**

102. Overall, resources are managed efficiently and effectively, but there are weaknesses.
103. Day-to-day administration is efficient and the administrative assistants have established good routines. Effective action has been taken to comply with requirements identified by the most recent audit report. The headteacher maintains appropriate oversight of financial management and is ably and effectively supported by the governing body through its finance committee. The satisfactory standards of

monitoring for cost effectiveness noted by the last report are being maintained. Together, the headteacher and governors check expenditure and monitor the effectiveness of spending by reference to educational standards. However, long-term financial planning is weak because it is not precisely linked to long-term and clearly defined educational objectives.

104. Staff are effectively deployed. The governors have decided to allocate sufficient funds to provide enough teachers to maintain small class sizes, and this has a positive effect on educational provision and standards. The last report found that there was some inefficiency in the deployment of learning support assistants. This is no longer the case. There are sufficient learning support assistants to provide adequate support for pupils with special educational needs and with English as an additional language, and they are effectively deployed. The accommodation is used effectively, is treated well by pupils and is very well cared for by the site manager and his staff. The accommodation is enhanced by displays of a high standard. The management of educational resources is good. They are well organised and there are suitable plans for their enhancement and renewal. Teachers ensure that pupils treat school property with respect and that wastage is kept to a minimum. When possible, used resources are re-cycled.
105. Under local arrangements, the local education authority provides for pupils with special educational needs and those with English as an additional language from central funds in addition to delegating some to the school. However, the school provides from allocated funds the costs of one additional teacher and appropriate funds for resources for special educational needs, and resources for teaching pupils with English as an additional language. Funds for pupils with special educational needs are therefore spent appropriately.
106. Over the last seven years, the school has accumulated a surplus of £70,000 and has deposited this amount at interest with the local education authority. Some of this money has been held in reserve to meet possible increased costs arising from expected changes to the formula for delegating financial responsibility to schools. The governors also have plans for spending the accumulated surplus on building works and other capital investment, such as information technology equipment. The governing body keeps parents fully informed of its financial position and its intentions for the surplus funds. These were approved at the last annual meeting for parents. However, at the time of the inspection, estimates had not been obtained and there were no clear, precise plans to indicate how this money was to be spent on educational objectives.
107. The school carried over a well above average surplus at the end of the last financial year. This is satisfactorily accounted for as the governors had approved a significant underspend in anticipation that the incoming headteacher would need to set her own spending priorities on taking up her appointment. This surplus has since been spent appropriately to fund planned educational priorities.
108. Under a local arrangement, the school is responsible for a proportion of the running costs of an off-site nursery. However, it is not always clear what the school is expected to pay for because information from invoices is insufficient. This arrangement is unsatisfactory.
109. Taking into account pupils' satisfactory progress, attainment, attitudes and behaviour and their good personal development together with the good quality of educational provision set against the comparatively high unit costs, the school gives very sound value for money.

119.  
**CURRICULUM AREAS AND SUBJECTS**

**PART B:**

119.  
**LEARNING FOR CHILDREN UNDER FIVE**

**AREAS OF**

110. The majority of children enter the reception class with attainment that is below that expected of children of this age. By the time they are five in the reception class, most children have achieved the Desirable Learning Outcomes for young children and a minority are working within the early stages of the National Curriculum. The children's speaking skills in English are however, variable, and the level of attainment for the majority of children is below that expected of children of this age. In this area, a contributory factor is that there are a significant number of children in the reception class who have English as an additional language. Judgements of the children's attainment is based on the children's work at present, at the beginning of their time in the reception class and the scrutiny of the last year's reception classes' books.
111. At the time of the inspection there is one reception class, with another class joining the school after the Christmas break. There are good induction procedures in place to support the children as they begin their full time education in the two nursery classes and the reception classes. One of the nursery classes is accommodated in the school and is called the on-site nursery and the other nursery class is off-site. The children who attend the off-site nursery attend full time and are generally the youngest children; the older nursery children attend the on-site nursery class, which also provides full time provision. The majority of the children in the on-site nursery attend the reception class, but not all the off-site nursery children accept places in the school. There are twenty children in the reception class and eight of the children are already five years old. The previous inspection indicated that the early years' teachers planned well together and the quality of teaching was sound and generally good. The staff have built upon this good foundation and their teaching during the present inspection was consistently good and often very good.
112. In personal and social education by the time they are five, most children attain standards that are in line with that expected for this area of learning; children make good and often very good progress. The children understand and follow the class routines; they put out their own equipment and in all classes the children try hard to tidy away their materials. The youngest children have fish badges to remind them which area they are helping to tidy. The children walk along the corridors and climb up and down the steps well. The children in the on-site nursery class give out the milk and hand around the fruit snack in a very sensible and caring manner. They are all able to sit in their own space quietly. The reception class can undress themselves for physical education and carefully dress themselves afterwards. They work well in a group, individually or in a pair and generally co-operate well together; children work together in a harmonious manner. In circle time they think carefully about problems that have arisen in the class such as how to ensure that the tops of the felt pens go on the correct bottoms. The youngest children consider why people may need to use a wheelchair, glasses and hearing aids and begin to consider other people less fortunate than themselves. The children enjoy working together and share the trains so that all can have a turn with them. They tidy up the classroom at the end of the session and treat games; equipment and work with care and respect. They talk to each other and form friendships; they respond well to the class teacher and support staff, listening carefully to what they have to say.
113. The teaching of personal and social education is good. All staff are patient and consistent with the children. The class routines and organisation are very similar in each of the classrooms, the children learn good habits and know exactly what is expected of them. The staff are all very consistent in their approach so that the children gain a very clear picture of what is acceptable and what is not. The result is a calm working environment in which the children feel happy and secure. Teachers and support staff are very good role models for the children; they are unfailingly polite and caring towards the children. They ensure that all children, and especially those children for whom English is an additional language, are well supported and helped in a very positive manner. Children are encouraged to work independently and to approach their tasks with confidence. The staff use circle time well to talk through class and wider world issues in a sensitive and caring manner.

114. In language and literacy, by the time they are five, most children attain standards that are in line with that expected for this area of learning except in speaking skills, where the children's attainment is below that expected; children make good progress. The children with English as an additional language make good progress as they are well supported in the class by the support staff and the class teachers. The children are willing to talk about what they are doing. They discuss how they are going to decorate their biscuits and are clear that if you are an adult and wish to work in the water with them then you must wear an apron. The children read their stories into the tape recorder and are confident in their work. Some children for whom English as an additional language, and a minority of others, have under developed speaking skills in English and they speak in single words or are reluctant to speak at all. The children listen to instructions, stories and rhymes. They enjoy saying rhymes such as "Five speckled frogs," and enjoy listening to the story "Just Like Jasper". In the off-site nursery the children enjoyed listening to the story of "The Mixed up Chameleon" in Arabic read by one of their mothers.
115. The children handle books with care, holding them correctly and turning the pages one at a time starting from the front. They enjoy reading the Big Books and "The Rainbow Fish" is a particular favourite in the on-site nursery. The children put the book on the stand and become immersed in the story as they read the print. In all the classes the children enjoy having stories read to them becoming engrossed in the story. In the off-site nursery the children are completely captivated as they use their pictures to sequence the story as it unfolds. The children in the reception class use the picture clues well in their group reading and enjoy the reading scheme books. The children in the reception class are beginning to recognise their own name in print and write their name. They are beginning to connect sounds with letters and when they looked at the letter "s" they knew that a number of familiar words start with "s". The youngest children are encouraged to write for a range of purposes and with a range of tools; they write their names on their pictures and in books; they write on the white board with felt pens and they write lists in the home corner for their lunches. The reception class children have reading books, and the nursery children also have access to books to share at home. At present the children in the reception class are learning to write their individual letters and their name correctly.
116. The teaching of language and literacy is good. The staff all converse with the children as they work. They encourage the children to hold their pencils correctly and talk about the letters and the marks the children are to make. They encourage the children to be aware of letters and sounds and relate these to familiar words. They respond to the children's ideas, praising them and encouraging involvement. The teachers encourage the children to look carefully at the pictures in the books and use these to tell the story. In the on-site nursery the class teacher modelled reading a story into the tape recorder with great expression and enthusiasm and the children were encouraged to read their stories with the same enjoyment and expression. In role-play, there is usually an adult present to extend and involve the children in their play; this has a positive impact upon the experiences of these children. All staff work hard encouraging the development of spoken language and no opportunities are lost to extend the children's spoken language. The children who have English as an additional language have not yet been targeted for additional support from the specialist teacher as it was considered best to allow the children to settle into the life of the school as a priority. However, the staff in the classes give good support.
117. In mathematical understanding by the time they five, most children attain standards that are in line with that expected for this area of learning; children make good progress. Children in the off-site nursery know the names of familiar shapes and they work in the water tray filling the containers, watching the water drain away through a range of straws. In their outdoor play they ask the teacher to hold the hoop higher or lower and so learn a range of words to articulate spatial awareness. In the on-site nursery they learn number songs and rhymes "Five speckled frogs" being a particular favourite. They work with tubes and containers in the water tray and learn the language of full and empty. Reception class children count to ten and work out what one more will be from a given number. They sort a range of pictures of cutlery and organise them in columns on their sheets. They construct a tally chart of the colours of the cars parked along the road. By the time they were five, the majority of pupils know the names of some shapes, for example square, triangle and circle. The higher-attaining pupils work with numbers to ten using addition and subtraction.

118. The teaching of mathematical understanding is good. Teachers take every opportunity to develop the children's understanding of number through rhymes, activities and play. A wide range of activities and experiences are planned for the children to develop and extend their awareness of number, sorting, shape and mathematical language. The children are taught how to record numbers and encouraged to talk about the information shown by their chart of colours of cars and such is their involvement that the children decided to make up other charts independently. The staff use a wide variety of resources and strategies to support the mathematical understanding of the children and they use these effectively.
119. In knowledge and understanding of the world, by the time they are five most children attain standards that are in line with that expected for this area of learning; children make good progress. A wide range of activities are provided, which are planned to extend early concepts in science, design and technology, geography, history and information technology. The children in the on-site nursery class looked carefully at cornflour and discussed what would happen when they added pink food colouring and water. They mixed them all up with their hands and thought carefully about what the mixture felt like and what had happened to the three separate ingredients. The children in the reception class had planned which biscuits they were to make after looking at a wide range of different sweet and savoury types. They then planned the shape of their biscuit and after they were made, planned how they were to be decorated and what was to be used. They then decorated them to their design specification. They order the days of the week and know that Thursday follows Wednesday. They order photographs of themselves as a baby, a toddler and as they are now and know that they have changed and developed tremendously over the five years of their lives. They listen to stories on the tape recorder and record their own stories. The children in the on-site nursery use the computer to dress Ted whilst the children in the off-site nursery enjoy putting arms and legs on a picture of a torso on the computer. The children are able to control their movements appropriately by using the mouse. In the reception class the children are able to switch on the computer and access the program they wish to use and at the end of their session close the computer down correctly.
120. The teaching of knowledge and understanding of the world is good. The teachers work effectively to involve the children in the tasks set for them. They plan their work and organise their tasks well. They bring into the classroom actual resources that will support this learning. The finished products are displayed well so that the children can celebrate their work and their interest is well maintained. The children are shown how to work the computers and listening centres and they are encouraged to be independent and careful in their use. The staff work hard to effectively develop the children's general knowledge and speaking skills in this area of learning.
121. In physical development, by the time they are five, most children attain standards that are in line with that expected for this area of learning; children make good progress. The children use a range of equipment and materials in their work and their skills develop well. They work with coloured playdough and roll, squeeze, push and knead the dough before they cut out shapes. Paintbrushes, pencil, felt pens and crayons are used efficiently and safely in their creative activities. In outdoor play the children in both nursery classes use the equipment provided well; they climb, balance, and walk along the climbing frames and tracks. They play with balls and use a tray imaginatively to pretend that it is a boat. In physical education lessons the children jog, bend and stretch as they move around the hall taking great care not to bump into other children. They stand on the benches and balance on them well. The children in the reception class have access to a climbing frame during their periods of outdoor play.
122. The teaching of physical development is good. The staff show the children how to use the wide variety of equipment that is available to them. They engage the children in their activities and take the opportunity to develop their speaking skills through their work. They show the children how to hold the scissors and cut successfully when making their Jack in a box. In outdoor play a wide range of activities are provided for the children to use to develop their skills. In physical education lessons teachers give good demonstrations to the children to help them to improve their work. Children that are not confident are well supported and encouraged to become independent.
123. In aesthetic and creative development, by the time they are five, most children attain standards that are in line with this area of learning; children make good progress. The children in the reception class

studied a range of portraits painted by a number of different artists and then used this input well when they painted or coloured their own self-portraits. The children have worked together to create a collage of a seascape with the rainbow fish swimming in it. They used a range of colours to create the sea and stuck shiny silver pieces on their fish to create the rainbow fish. The children in the off-site nursery use paint and sticky paper to make effective bonfire pictures, whilst the children in the on-site nursery class, use a wide variety of fruits to print their pictures. The children enjoy painting and they paint a range of pictures to reflect their ideas and thoughts. The children show pleasure in their work and are pleased with the results. The children's work is valued and displayed well. The children enjoy their music lessons with the specialist music teacher. There is an imaginative play area and this provides the children with a valuable opportunity to use their skills to communicate and co-operate with each other.

124. The teaching of aesthetic and creative development is good. The staff provide opportunities for the children to develop their creative ideas through drawing, painting and model making. The teachers encourage the children to express their feelings and provide a range of materials to challenge and develop the children's learning. The children use clay to make animal figures, fruit for printing and drew pictures of the local environment.
125. The children in all the classes have made a very positive start to their full time education. They are prepared to behave well. They listen carefully and try hard to achieve the targets and tasks set for them. They concentrate on the activity presented to them and persevere even if they find it hard. When the children are allowed free choice in their activities they remain with the task they have chosen for an appropriate length of time.
126. The children receive a broad and balanced curriculum, which contributes to the good progress made throughout the early years in the six areas of learning defined by the Qualifications and Curriculum Authority. This curriculum successfully guides the children into the lower stages of the National Curriculum. In their first weeks in the reception class, the children are assessed using a baseline assessment. This provides the class teacher with information on the children's attainment. Staff evaluate and assess children's progress on a daily basis throughout the early years and build up a comprehensive profile on each child's attainment. The teachers do not at present link the child's attainment against specific criteria in the Desirable Learning Outcomes, but the early years' team plan to do this in the near future. This should enable the teachers to be able to measure accurately the progress that the children make.
127. The classrooms for the reception and the on-site nursery class are large and have a good range of facilities in or near to them. The quality, range and quantities of resources are satisfactory and the school has exciting plans for the further development of the outdoor play area in the school playgrounds. The off-site nursery is situated in a building, which is quite a distance from the school. This causes the school a range of problems and difficulties, which the headteacher and the governing body have tried hard to resolve. However, these significant problems have not yet been resolved. The management of a class that is dislocated from the school is unsatisfactory, as the class teacher is not able to gain, if she should need it, immediate access to the headteacher or any other senior member of staff. The effective support staff that work alongside the nursery teacher are not employed by the school and so are not managed by the school. This creates problems with training and management. The building and administrative staff are not managed by the school and so if there are any problems with these areas the school is powerless to solve them, for example if the midday assistant is absent. This means that often the class teacher does not have an appropriate break at lunchtimes. The amount and manner of payment of money from the budget is unpredictable and imprecise and so the school can not accurately budget or manage the costs incurred by the nursery class. The care, dedication and hard work of the nursery staff are undeniable, as are the good intentions and support of the headteacher and governing body, but the manner in which the off-site nursery is managed and budgeted for, is unsatisfactory.
128. The teachers and the support staff in the nursery and reception classes, work well together. They have regular meetings to discuss areas of concern or to share expertise. They understand the importance of parental involvement in the children's education and work hard to foster good supportive links.

138. **English**

129. The results of the 1998 assessment, at the end of Key Stage 1, show standards to be in line with the national average in reading and writing. When compared with similar schools it was above average in reading and well above average in writing. The proportion of seven-year-olds that reached higher standards was average in reading and above average in writing. Test results at the end of Key Stage 2, indicate that standards in English were average. The proportion of pupils who reached the higher standard (Level 5) was close to the national average. Standards were well above average when compared with similar schools. The trend over the past five years shows a considerable rise in standards. The attainment of boys and girls was broadly similar at the end of Key Stage 1, but girls attained higher than boys at the end of Key Stage 2. There were no national comparative figures available for the 1999 tests at the time of the inspection, but the results indicate that results for 1999 are similar to those for 1998 in Key Stage 1 and slightly higher in Key Stage 2.
130. Inspection findings indicate that the school is successfully maintaining the level of improvement that has been evident over the last five years. This is due to the emphasis placed on literacy and in particular in the development of speaking and listening skills in the lower part of the school. The introduction of the 'literacy hour' has been very positive and has had a positive impact on pupils' attainment. At present the teachers with English as an additional language specifically target Years 1 and 2 during the literacy hour. At Key Stage 2 analysis of tests show that boys achieve lower standards in English than girls do. The school has begun to address this by monitoring performance during lessons. The overall standards in English are average nationally.
131. By the end of Key Stage 1, pupils' attainment is in line with the national average. They talk confidently and listen well to instructions. Pupils with limited English talk and communicate with less confidence in classes but most communicate appropriately with each other. Most pupils read with confidence and with satisfactory understanding. They identify the title and author of the books they read and begin to use their knowledge of sounds to help them. Most are able to predict what might come next in the stories they read. The majority of pupils are not familiar with the recently refurbished school library. Pupils write in sentences and most have a sound idea of when to use a capital letter and a full stop. They spell familiar words independently and confidently use word banks to help them spell unknown words. Pupils begin to form letters correctly and most begin to join their letters. Handwriting generally shows consistent size of letters and is well presented.
132. By the end of Key Stage 2, pupils' attainment generally meets the nationally expected levels for the age group in speaking, listening, reading and writing. Pupils speak with greater confidence and develop their ideas thoughtfully. They use their skills to justify their viewpoint and most demonstrate careful listening by responding accurately to questions. Most are able to read with good expression, enjoyment and for information. They understand what they are reading at higher levels of comprehension. Pupils write for a wide range of purposes and audiences and are also able to write expressively and imaginatively. For example, they changed an historical drama into a comedy. By the end of the key stage, most pupils are able to write with a fluent and legible cursive script. Presentation of work is variable. A large number of pupils do not consistently pay enough attention to the presentation of their work.
133. In Key Stage 1, the majority of pupils make good progress. They make good progress in developing their speaking and listening skills. They usually listen carefully and respond appropriately. A few pupils have limited basic vocabulary in English and they have difficulty extending their ideas when answering questions. From an early age, pupils develop basic skills in exploring text to gain information and understanding. They learn how words are used, begin to extend their vocabulary and most develop a sound understanding of what a sentences is. By the end of Key Stage 1 most pupils read showing a basic



understanding of the text and some expression. They learn familiar words and initial sounds. Pupils use the pictures and the sounds to guess new words. More-able pupils use the sense of the sentence to guess new words. Most pupils make good progress in writing. Handwriting is taught systematically to all age groups. Pupils demonstrate the confidence to write independently from an early age. Progress is sometimes restricted in handwriting when teachers do not give appropriate guidance in basic letter formation.

134. Pupils in Key Stage 2, make sound progress. The older pupils generally talk with more confidence and most listen carefully making suitable responses. In Year 5 pupils develop ideas thoughtfully as they discuss the poem 'The Convergence of the Twain'. Teachers ensure that all pupils have the opportunity to speak to develop these skills during discussions. Opportunities are given in assemblies for pupils to speak or read out poems. A good example was observed when a Year 3 girl read out a poem called 'Capture', which she had written. Pupils in the upper part of the school articulate well their knowledge of skills they have learnt such as defining nouns, verbs and adjectives. All teachers encourage pupils to listen carefully. At the beginning of Key Stage 2, pupils read with a growing understanding of the text and usually reasonable expression. As they get older pupils continue to develop reading skills and read with growing confidence and fluency. Higher order reading skills such as predicting events develop as they get older. A few lower ability pupils have developed limited reading strategies to help them decipher unknown words. When reading they rely on sight words they have learnt or sound words out in a limited way. As they get older pupils learn how to use texts with reasonable accuracy to find out information. They talk about fiction and non-fiction books but a few pupils in most year groups are confused between the two. Classes use the non-fiction library to develop library skills. It has recently been refurbished and is now timetabled for each class to use. Each week older pupils read with younger pupils in 'paired reading sessions'. Pupils write for a wide range of different purposes such as poems, instructional writing, diaries, and plays, stories and letters. Words aimed to improve the standards in spelling are learnt in both key stages. Pupils develop good dictionary skills and use them with confidence. They develop appropriate skills in drafting and re-drafting work as they move through the school.
135. The good promotion of speaking and listening skills throughout the school and the extra support pupils with special educational needs and English as an additional language receive enables them to develop confidence. These pupils generally make satisfactory progress in reading.
136. In most year groups a very small number of pupils make unsatisfactory progress due to work not being accurately matched to the pupils' individual needs. Progress is slightly affected because a significant minority of pupils do not get to school on time and disturb the lesson when they do arrive. Pupils who speak another language at home other than English make satisfactory progress with the extra support they receive. Pupils with special educational needs make satisfactory progress in relation to the targets set for them on their individual education plans. Most pupils with behavioural difficulties make sound and often good progress with the sensitive support they receive from the learning assistants and the specialist teacher who is involved with the Inclusion Project.
137. Pupils' attitudes to learning are positive in both key stages. The vast majority of pupils enjoy their lessons and respond well to tasks they are given. Most settle quickly to work when they move from a whole class situation to group work. They generally behave well and sustain concentration. Pupils work well together and develop good relationships with each other and other adults. They generally work with good independence.
138. The quality of teaching in the 'literacy hour' and during other English lessons is good at Key Stage 1 and sound at Key Stage 2. All teachers have good subject knowledge and have worked hard to implement guidance and materials of the National Literacy Strategy into their teaching. Support staff are used well. Activities are usually well matched to the pupils' needs. However, lower ability pupils and pupils with language difficulties sometimes receive work, which is not accurately matched to their individual needs. Most teachers manage their classes well and have high expectations regarding behaviour. However, they do not always promote the presentation of work adequately or promote literacy skills consistently when teaching other subjects. The best examples of marking show the pupils what they need to do in order to improve. However, this is not consistent throughout the school.

Displays in classrooms celebrate the work of the pupils and in the best instances reinforce literacy skills taught. Resources such as word banks and dictionaries are used well. Teachers are in the early stages of keeping sound day-to-day assessments on individual pupils. Teachers keep consistent detailed reading records showing when they hear pupils read. Records show useful notes of observations of individual pupils during reading sessions. The best identify the particular aspect of reading that pupils are finding difficult. At the parents meeting a few parents showed concern about their children not being heard to read. This is not an issue. All pupils have regular reading tests, which measure progress over time. Pupils are given sound guidance regarding the books they read and all pupils read books suitable for their differing abilities and ages.

139. The co-ordinator has only recently been appointed. At present she monitors the planning and the progress of individual pupils is tracked throughout the school. Resources are adequate to teach the literacy hour. The library contains information books and each classroom has a varied selection of storybooks. In Key Stage 2, standardised testing is completed for all year groups and this information is used to develop ability groups for teaching. There is little evidence to show that information technology is used to support the subject. Pupils have the opportunity to visit a local library where they listening to Arabic stories and complete exciting activities. Others visit the Chelsea Physic Garden where they listen to stories from different cultures. The subject makes a good contribution to the promotion of pupils' spiritual, moral, social and cultural development.

#### 149. **Mathematics**

140. The school's results in the 1998 National Curriculum tests and teacher assessments at Key Stage 1 indicate that standards in mathematics were close to the average compared to all schools nationally. The percentage reaching the expected Level 2 or above was close to the national average and the percentage reaching the higher Level 3 was above average. When compared to results for schools where pupils come from similar backgrounds, the percentages of pupils reaching the expected level and the higher Level 3 were both well above average. Taken over a three-year period, the performance of girls in mathematics at the end of Key Stage 1 is broadly in line with national averages overall, but boys' performance is slightly above the national average. There were no national comparative figures available for the 1999 tests at the time of the inspection, but the results indicate that results for 1999 are similar to those for 1998.
141. These results are consistent with inspection findings. Pupils make satisfactory and sometimes good progress, so that by the end of the key stage, their standards are in line with and sometimes above the national average. At Key Stage 2, results in the 1998 National Curriculum tests indicate that the percentages of pupils reaching the expected Level 4 and the higher Level 5 are both below the national average. However, the results are well above the averages for school where pupils come from similar backgrounds. Results over the last three years show that girls are out performing boys. Girls reached standards close to the national average, but boys' standards are well below the national average.
142. There were no national comparative figures available at the time of the inspection, but the results for 1999 show a significant improvement when compared with the 1998 figures. This is because of substantial changes in teaching staff at Key Stage 2, the effects of the implementation of the National Numeracy Strategy and the fluidity of the pupil roll.
143. The inspection findings confirm results in the tests and in trends over the last three years. In lessons, girls generally show better attitudes to their work, make better progress and achieve higher standards.
144. By the end of Key Stage 1, pupils have a satisfactory knowledge and understanding of number patterns and place value and can carry out simple calculations to levels expected for their age. Some work accurately on elementary algebra and most pupils know the names and properties of common shapes. The increased teaching emphasis on mental work is leading to increasing confidence and speed in calculating answers and in committing to memory many of the number bonds between 1 and 50 and

beyond. In lessons in Year 2, pupils make links to real-life situations effectively as they simulate shopping activities. Average attaining pupils use coins in different combinations to add and subtract to pay for and calculate change for items up to 50 pence accurately and higher attaining pupils carry out transactions up to £1. Lower attaining pupils use coins to find different combinations that total 10 pence.

145. By the end of Key Stage 2, pupils are reaching standards of attainment broadly in line with national expectations, although there are indications that girls continue to reach higher standards than boys. In Year 6, pupils show quick mental recall as they compare metric measurements. They show familiarity with units of measurement and secure understanding of place value as they convert weights or measurements such as kilogrammes to and from grammes, for example. They use decimal points accurately to aid their mental calculations. Most have secure knowledge of mathematical tables and higher attaining pupils use this in combination with place value awareness to calculate  $150 \times 6$  mentally, for example. Pupils explain the process they use in clear, accurate mathematical language. Pupils apply knowledge satisfactorily to practical mathematical tasks. For example, pupils handle data by compiling graphs and explain what they do by using mathematical terms such as mode and range correctly. At this early stage in the school year, most pupils are already working at levels expected by the end of year, and some higher attaining pupils are working at a higher level. Knowledge of shape and space is satisfactory, but pupils' knowledge and understanding of information technology do not make the impact they should on their attainment in mathematics.
146. Overall, pupils are making satisfactory progress in lessons at Key Stage 1. However, their rate of progress varies from barely satisfactory to very good depending on the quality of the teaching. When tasks provide appropriate challenge by being matched precisely to pupils' prior attainment and teachers ensure that the lesson proceeds at a brisk pace, pupils make very good progress. When this is not the case, potentially higher attaining pupils complete tasks quickly but do not use extra time productively or lower attaining pupils become confused by work that is too difficult and does not help them to progress by building sufficiently on what they already know. Pupils are making good progress in using and applying their mathematical experiences effectively to other areas of the curriculum. For example, they consolidate their knowledge and understanding of shapes and number as they count and record the shapes they use when they make prints in art lessons.
147. Pupils at Key Stage 2 make satisfactory progress overall. Scrutiny of work from last year indicates that progress was uneven through the key stage, but is heightened towards the end of the key stage by effective teaching. Lesson observation shows that pupils in Year 6 are receiving enhanced provision to ensure that they make good progress. This is of particular benefit to pupils with special educational needs and those who have not made sufficient progress in earlier years. The last inspection found that pupils did not maintain sufficient progress throughout Key Stage 2. Examination of pupils' work since the beginning of the school year and progress in lessons indicates that pupils across the range of ability, including those with special educational needs and with English as additional language, are now making at least satisfactory and often good progress. This is because of the quality of the teaching and the structure of teachers' planning in response to the requirements of the National Numeracy Strategy. However, lesson observations show girls making better progress than boys because they show better attitudes to their learning.
148. At both key stages, pupils with special educational needs and those with English as an additional language are supported through the mathematics curriculum and the majority makes sound progress overall. On the rare occasions when an individual educational plan indicates specific weaknesses in the subject, work is usually well targeted, and effective support is given in the classroom by the teacher or learning support assistant. The high level of absences and the frequency that some pupils are late for lessons are having a detrimental effect on their progress.
149. Pupils' response in lessons at Key Stage 1 is never less than satisfactory and is sometimes very good when teachers maintain a brisk pace of learning and match the tasks they set to pupils' prior attainment. Pupils listen carefully to their teachers and confidently volunteer answers to their questions in mental mathematics sessions. Most settle quickly to individual tasks, show interest in their work and generally

sustain sufficient concentration to make satisfactory or better progress. Most pupils behave well in lessons and co-operate to share resources and to compare findings. At Key Stage 2, pupils' response ranges from unsatisfactory to very good. When response is unsatisfactory it is the result of the challenging behaviour of a small minority of pupils, which distracts others and makes concentration difficult. It is also apparent that girls' response is generally better than boys' and that girls make better progress. When there is a high level of additional adult support, pupils respond well and make satisfactory and sometimes very good progress.

150. The quality of teaching is satisfactory overall at Key Stage 1, although there are examples of very good teaching. Teaching is slightly better at Key Stage 2, where teaching is good in half the lessons. Scrutiny of work from last year and the improved rate of pupils' progress indicate that the quality of teaching is improving as a result of recent appointments and effectively targeting of support for pupils with special educational needs and with English as an additional language. There are also indications that the rigorous application of the school's behaviour policy is having a positive effect on the climate for learning. All teachers have at least satisfactory and frequently good mathematical knowledge and understanding. All are thoroughly conversant with the recommendations and requirements of the National Numeracy Strategy and this is reflected in the sound quality of weekly planning. Teachers of parallel classes in year groups plan lessons jointly to ensure consistent lesson content. However, sometimes variations in the pace of teaching results in some inconsistencies in what pupils are offered in practice. In the good and very good lessons, teachers maintain brisk pace and use assessment effectively to plan lessons that enable pupils to build securely on what they have learned earlier. In these lessons, expectations are appropriately high and tasks set provide challenge for potentially higher attaining pupils and necessary support for pupils who need it. In most lessons, teachers use questioning effectively to stimulate pupils to solve mental mathematical problems. When teaching is at its best, teachers have effective strategies, such as the use of number fans in Year 6 to ensure that all pupils are involved at all times in mental mathematics sessions. When teaching is less successful, the pace is too slow or assessment is not used sufficiently to plan tasks with an appropriate level of challenge. This sometimes results in abler pupils not making the progress they should and lower attaining pupils being frustrated by tasks that are beyond them. Teachers establish good relationships with pupils and manage them well. As a result, the large majority of pupils respond well to the teaching and are able to make sound and often good progress. Teachers use a combination of informal and formal assessment effectively to guide longer-term planning and to set targets to help groups and individual to improve.
151. The curriculum provided for mathematics is good and the subject is well managed. All attainment targets for the subject are covered. Although the National Numeracy Strategy has been recently introduced, there is strong and early emphasis on mental work and numeracy in general, while richly maintaining pupils' experiences in other areas of mathematics. Teachers are adept at identifying opportunities for pupils to use and apply their numeracy skills across the curriculum. For example, pupils at Key Stage 1 count and name the shape they print in art lessons and pupils at Key Stage 2 use graphs to collate information on noise from the Westway as part of a local study. The co-ordinator has been recently appointed, but has already evaluated provision for mathematics and has made a good start on identifying areas for development. For example, he has carried out an audit of learning resources, provided staff training on the National Numeracy Strategy and made arrangements to monitor the effectiveness of the implementation of the numeracy strategy. Resources are satisfactory, although the co-ordinator has rightly identified the need for additional information technology software to improve on the present weakness in the use of information technology within mathematics.

#### 161. Science

152. Inspection evidence indicates pupils' attainment by the age of seven and eleven is broadly in line with the national average.
153. The pupils' attainment at the age of seven in science is broadly in line with the national average. This is an improvement from the results of the teacher assessments of seven year olds in 1998, where the percentage of pupils attaining the expected Level 2 and the higher Level 3 was below average. Since

then, weaknesses such as investigative skills have been analysed and the teaching has improved, with careful revision for each topic studied, which is having a positive impact on pupils' attainment. Differences in attainment are due in part to differences in the varying attainments of individual cohorts of pupils. The inspection findings are consistent with the teacher assessments.

154. In comparison with pupils in similar schools, the pupils do well to achieve well above average standards across the school. There are no significant differences between the attainment of girls and boys.
155. Pupils' attainments by the age of seven from the time of the last report have been maintained and significantly improved by the age of eleven where standards were judged to be unsatisfactory.
156. The results of the Key Stage 2 National Curriculum tests in 1998 indicated that the percentage of pupils aged eleven, reaching the expected Level 4 is in line with the national average and the percentage of pupils reaching the higher Level 5 was above the national average. The performance of the boys and girls in science overall is close to the national average. The trend in science over the previous years have shown a small steady improvement overall, from 1996 to 1998. However in 1999 there has been a significant rise in the number of pupils reaching the higher level, Level 5, rising from 3 per cent in 1998 to 29 per cent in 1999. This is the result of an improved and intensive revision programme in Year 6. The more able pupils have taken advantage of the facilities offered by the Learning Club after school, where they work independently, with the assistance of teaching staff, to devise and investigate their scientific interests. This has had a significant and positive influence on pupils' progress and attainment.
157. By the age of seven, pupils have an appropriate level of knowledge and scientific vocabulary for their age, and appreciate science as part of a wider range of topics. By Year 2, pupils have a clear understanding that materials can be sorted according to their properties. They understand the difference between living and non-living things and are able to name some living creatures. In their study of forces, the pupils in Year 2, understand that objects are moved by different forces such as pushes and pulls. In rolling a car down a ramp, pupils know that the steeper the ramp, the farther the car will travel. However, most are less sure about how to make this a fair test by controlling all the variables except one. They use graphs to accurately record their results.
158. By the age of eleven, pupils in Year 6 in their study of forces, investigate that objects have weight because the force of gravity attracts them to the earth and that objects have more than one force acting upon them. They understand how switches are used to control the flow of electricity. They draw and interpret circuit diagrams to show series and parallel circuits and understand how varying a current in a circuit can make bulbs dimmer. Most pupils clearly understand how to make a test fair and use tables and line graphs to represent their results. For example, they make and test structures for waterproofing as they build a doll's house to withstand the weather. They use their scientific skills and vocabulary well to make predictions, investigate and make hypotheses, relating their findings to their understanding of everyday life. For example, pupils make and test their own circuit boards to light a bulb for a toy car or to make a doorbell for someone who is deaf. However, there are a minority of pupils who find it difficult to generalise and apply what they have learnt to a range of contexts.
159. Pupils make satisfactory progress in science throughout Key Stage 1 and good progress in Key Stage 2. The pupils with special educational needs make satisfactory progress as they are appropriately supported in the class by the teachers and support staff. Pupils with English as an additional language make satisfactory progress overall and good progress when they are directly supported by specialist teaching. Pupils use a variety of methods to record their results including graphs, charts and diagrams. Their written recording of their work shows an increasing complexity and accuracy as they progress through the school. During Key Stage 1 pupils develop a basic understanding of testing ideas, they look at materials and sort them appropriately. Pupils in Key Stage 2 build upon the enquiry skills the pupils have developed earlier and experiment with a variety of substances, for example working out which materials will let light pass through. The pupils use numeracy skills effectively as they record the results of their experiments carefully. However, there is little evidence of them using information technology to support their work. At the end of Key Stage 2, pupils take home additional science work, which

accelerates learning, and pupils make good progress. All the areas of science are taught equally through topics and pupils are assessed on their progress at the end of every half term. In the last report, where investigative skills were judged to be weak, they are now strength, which is a significant factor in the improved attainment at Key Stage 2. Teachers use their assessments well to assess areas of weakness such as forces improve them to further pupils' progress. The pupils with special educational needs benefit from their additional support and make satisfactory progress on their targets. Those for whom English is an additional language benefit from the team teaching from the experienced staff that make sure that pupils understand new vocabulary through signs, pictures and words so they may access the curriculum and make similar progress to other pupils.

160. Pupils enjoy investigating and concentrate during lessons. They are motivated by the practical nature of tasks set and are prepared to work carefully and think about their work. The behaviour of pupils is satisfactory overall. Most behave well, but there are a small minority, who are disruptive but are effectively brought in line by the staff. Pupils, record their work well, taking pride in their finished presentation. Most listen quietly to the class teachers' instructions and persevere when they find tasks hard. Pupils work well together as well as on their own and most sustain good relationships with each other and the members of staff.
161. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. In lessons with very good features for example in Year 3, the teachers plan effectively with every lesson having a clear learning objective. Lessons have good pace, which ensures that the pupils' interest is maintained and they remain on task. The teachers have high expectations of the pupils and ensure that all tasks are carefully matched to their prior attainment. Effective questions are posed to stimulate the pupils' thinking and learning. The teachers have good subject knowledge and always use the correct scientific language. This ensures that the pupils develop a good scientific vocabulary and understand and use the correct terms. There is good provision for investigative work throughout the school. In Year 6, pupils' progress is accelerated as additional work is set for pupils to follow up at home. The teachers in both key stages mark pupils' work and encourage them to do well but are less focused on telling them how to improve their work except in Years 5 and 6 where assessments are more informative. When teaching is satisfactory, rather than good, the lessons lack pace and teachers spend too long introducing the lesson, which minimises the time pupils learn to investigate and draw conclusions from their work. Resources are satisfactory and accessible to staff in a central storage room. Support staff are used effectively to support all pupils especially those with special educational needs or those for whom English is an additional language. The teachers promote the skills of investigation well and use a planning grid throughout Key Stage 2, which effectively prompt the pupils to predict, observe, investigate and draw conclusions from their work. Furthermore, the skills of numeracy are reinforced effectively with accurate measurement and recording of data in pupils' work. However, insufficient use is made of computer programs to support pupils' learning in this subject.
162. The requirements of the National Curriculum are met at both key stages. There is a helpful science policy and a detailed scheme of work to guide staff as they plan their lessons. Procedures are good for assessment at the end of each topic and pupils are assessed frequently on their levels attained in the National Curriculum. Staff are beginning to use their information to target groups of pupils needing extra help but the school is at the early stages of using data and as yet some procedures have not had sufficient time to have an impact upon standards. The science co-ordinator is new in post and has an action plan to monitor the subjects across the school.

**SUBJECTS OR COURSES**172. **Information technology**

163. Pupils' attainment is below the national average by the end of both key stages. The school has recognised the need to raise standards in this subject and have spent a substantial amount of money on computer hardware and software and has very recently opened a computer suite. There have been a few opportunities for pupils to work in the new suite already and the work that they have produced has been of a good standard. However, the pupils at both key stages, have had insufficient opportunities to develop their skills, knowledge and understanding to the appropriate levels. As a result, despite the good progress currently being made, pupils' attainment remains below average at the end of each key stage. The school has recently made good progress in tackling the issues raised in the last report, and is in a good position to make further progress.
164. By the end of Key Stage 1, the majority of pupils have developed satisfactory levels of mouse control but their keyboard skills are generally under-developed. Higher-attaining pupils, use the keyboard confidently, selecting the letter, backspace, space bar and caps lock keys efficiently. Average and below average pupils are unsure of where some of these keys are and what they do. The majority knows how to turn the computer on and off and how to load, save and print out their work using a familiar program. They control a floor robot, making it go forwards, backwards and turn around by entering a series of commands. They construct pictures and patterns in the style of such artists as Mondrian, using a painting program. They draw lines and correct their errors using a rubber displaying sound mouse control. They click on tool bars choosing different size brushes and colours, and employ different techniques to paint in the shapes they have created. Pupils independently use music centres, putting story cassette tapes in and operating the start, stop and eject buttons. They construct block graphs using data collected about the weather. There are, however, insufficient opportunities for pupils to use computers to explore aspects of real and imaginary situations or to use them to support learning in other subjects such as mathematics.
165. By the end of Key Stage 2, pupils can open and close files, change text and font, save and print their work. They move around the screen using the scroll bar and move text by highlighting, clicking and dragging. They produce club and newspaper reports using different styles, sizes and colours of font and import images from clip art to illustrate their work. They can control a screen robot by entering a series of commands. They analyse weather data displaying their information on block and line graphs and pie charts. They sometimes draft their written work onto the computer. Again, there are insufficient opportunities for pupils to use simulation programs, to use computers to monitor external events or to use them to support learning in other subjects such as English, science or mathematics.
166. Progress over time in both key stages is unsatisfactory. Pupils have spent insufficient time on the development of such skills as data handling, word processing, research skills and control and modelling. Computer programs have not been used effectively to support and enrich other areas of the curriculum such as English, mathematics or history. The recent development of a whole school scheme of work, the provision of additional computers and software, and the focus on teaching skills are beginning to have a significant impact on the progress that pupils make. In Year 1, pupils develop their mouse skills as they attach limbs to a torso on a modelling program. During a Year 2 observation, pupils were making good progress in using a painting program to develop designs in the style of Mondrian. In a Year 3 lesson, pupils made good progress in developing their word processing skills and their ability to use tool bars and icons to edit their work. In Year 4, pupils edit text, changing the size of the font and underlining words, and in Year 5 they create symmetrical pictures using dots. Pupils were provided with opportunities to develop computer graphics while on a visit to the 'Making Place'. They worked on their own designs with adult professionals to produce a group frieze.
167. Pupils generally have good attitudes to work and enjoy working on the computer. They are enthusiastic and interested in their tasks. The youngest pupils work together in pairs and take turns fairly when using

the computer or the listening centre. Pupils enjoy their lessons and learn from one another effectively as they sit in small groups or pairs to do their work. For example, pupils collaborate well as they create their pictures in the style of Mondrian.

168. It is not possible to make an overall judgement on the quality of teaching in view of the small number of lessons observed in Key Stage 2. In these lessons resources were very well prepared. Teachers displayed good subject knowledge through clear explanations and demonstrations. In the best lesson, there was excellent pace, effective links were made with developing literacy skills and there was an effective plenary session which reinforced learning objectives and assessed what the pupils had learned. The degree of teachers' expertise and subject knowledge is variable across the school. The school has recognised the need for further staff development and has succeeded in securing funding for this aspect of the school's work.
169. The co-ordinator is knowledgeable and enthusiastic and has worked extremely hard to raise the profile of information technology in the school. He has produced an action plan for the development of this subject over the next four years and has a clear view of its potential. He has conducted an audit of resources as a result of which new computers and software have been purchased. The school has adopted government guidelines for the teaching of this subject and the co-ordinator has produced an overview of what is to be taught in each year. The development of the computer suite is a measure of the school's commitment to raise standards in this subject, and the co-ordinator has worked hard in support of its development. In addition, there are network ports throughout the school with a server in the headteacher's office. Amongst other benefits, this will enable pupils throughout the school to access the internet. The number of computers is sufficient although still more are needed in the information technology suite for pupils to work effectively as a class, whilst retaining some for use in classrooms.

#### **179. Religious education**

170. By the end of both key stages, pupils attain standards in religious education, which are in line with the Locally Agreed Syllabus.
171. A strength in the attainment of the pupils in Year 6 is their ability to sensitively and maturely discuss the importance of allowing individuals to make their own choices in life. They begin to identify how beliefs and values can affect lives of individuals and groups. Most recall facts about other world faiths such as Hinduism, Buddhism and Judaism. Pupils identify major rules and regulations of groups and communities for example family rules and school rules, and discuss how these relate to society. Younger pupils in the key stage learn about the importance of caring and helping others. They then identify these points in stories they hear. Pupils in Year 3 listen with good concentration to visitors who are invited into the school. They learn and later confidently recall facts about the Islamic rituals surrounding birth. In Key Stage 1, pupils discuss special journeys people have made and relate these to ones they make with their own families. They learn about festivals and the celebrations that are linked to them.
172. Progress is satisfactory as pupils move through the school. In Key Stage 1, pupils make satisfactory progress as they learn from listening to stories and information. They record their work in the form of pictures and brief written accounts that show sound understanding of facts they have learnt. In lessons they develop a caring and a more reflective approach to life as they discuss special journeys and relate them to stories they hear such as 'Abraham's Journey'. Pupils visit different places of worship such as the Christian Church and the Hindu temple. They explore the building, which gives them an insight into the different religions they are to study as they get older. Pupils recall facts about festivals such as Easter, Christmas and Diwali. Pupils continue to make steady progress as they move through Key Stage 2. There is evidence of pupils formulating their own questions to ask visiting speakers. Most develop good listening skills and articulate well what they have learnt. Many pupils, especially in Key Stage 2 are better at explaining their ideas orally than in their written work, which is hampered by the accuracy of their spelling and punctuation, as well as the neatness of their handwriting. There are few opportunities for re-drafting work, which is often recording of facts. Pupils with special educational



needs and those who speak a language other than English at home usually make sound progress but are occasionally given tasks which are not accurately matched to their individual needs. This hinders their progress during the lesson.

173. The pupils' response to lessons is overall good. Most show enthusiasm for the wide range of tasks that are offered to them such as watching videos, listening to speakers, discussing issues and taking part in visits to local places of interest. They generally concentrate well on the tasks they are given. When given the opportunity they co-operate well in groups. They confidently talk in whole class situations about their own experiences, such as special journeys they have made or about devising their own 'Modern Day Commandments'.
174. The quality of teaching is sound. Teachers build on previous learning and questions are used well to challenge thinking. Timed tasks are given to older pupils. This gives these lessons a good pace. Planning is generally sound but often brief. The best planning identifies assessment opportunities. Teachers do not promote literacy skills well during lessons that involve written tasks. This results in poor presentation of written tasks. Work is generally matched correctly to pupils' abilities but, some pupils receive work that is either too easy or too hard for them.
175. Provision for religious education meets with statutory requirements. The coordinator is enthusiastic and has a clear action plan for the subject. She is aware of the need to start monitoring teaching and learning. The policy is due for review and she is currently developing a scheme of work that should provide useful guidance for teachers and ensure the systematic teaching of skills knowledge and understanding. Resources are generally sound but the co-ordinator is aware that there has been no recent audit and she is in the process of developing them. The subject promotes the pupils' spiritual, moral, social and cultural development well.

185.

#### **Art**

176. At both key stages, pupils are offered a rich, broad and well-balanced curriculum. As a result, they are making good progress, both in the skills of making art and in knowledge and understanding of artists from different cultures and traditions. Work on display in public areas is of a good standard and demonstrates confident use of key skills such as drawing, painting and printing together with an understanding of how the work of adult artists can be used effectively to improve pupils' own work. As one of many examples, the display of pupils' work in connection with a visit to the Serpentine Gallery to see a Bridget Riley exhibition combines originality with understanding of technique. Displays also include examples of good quality computer graphic work carried out on a visit to the 'Making Place' where pupils worked on their own designs with adult professionals to produce a group frieze.
177. Pupils make good progress in learning basic skills. Over the half term in which the inspection took place, the focus has been on printing at Key Stage 1. Pupils look at the work of William Morris to discover how the design of wallpapers and fabrics is often based on repetition of motifs before making their own designs. They are beginning to grasp the principles of printing as they progress from using ready made blocks to experimenting with making their own printing plates from polystyrene tiles. They use the skills they have acquired effectively as when they produce a block printed sheet of fabric in a Year 1 class to be used in a display. Pupils evaluate their results effectively and demonstrate through drawing how they could be improved. At Key Stage 2, pupils develop such earlier learning as they design rugs to set criteria, such as suitability for a baby's room. Pupils use their understanding of the repetition of motifs and combine this effectively with mathematical concepts, such as reflective symmetry to produce lively designs. They refer to the work of William Morris as they create their own original designs and make connections with their current study of the Victorian period in history. Pupils are developing good observational skills. For example, as pupils in a Year 3 class examine a Picasso portrait, the supporting drawings they produce are accurate and informative.
178. The open ended nature of tasks set in art ensures that pupils across the ability range are provided with

suitable opportunities to make sound and often good progress in relation to their prior attainment. Pupils with special educational needs and with English as an additional language make similar progress to other pupils. However, some pupils with behavioural difficulties sometimes find difficulty in concentrating adequately on their work and when they are not sufficiently supported, their progress is unsatisfactory.

179. Pupils at both key stages enjoy their work and most are careful to produce their best. Most lessons are characterised by a buzz of activity from pupils eagerly comparing results and celebrating others' achievement. This discussion has a positive effect on pupils' confidence and enjoyment of the subject and contributes significantly to their progress. Pupils are justly proud of the good results they achieve.
180. The quality of the teaching is good. Teachers have satisfactory subject knowledge and understanding overall, but sometimes their unfamiliarity with technical processes limits the extent to which they can advise pupils on what they need to do to improve. When subject knowledge is strong, teachers are able to combine encouragement with a critical appraisal that helps pupils to understand how to improve their work. All teachers set clear tasks and provide work that is well planned to help pupils to learn by building securely on knowledge and skills they have acquired earlier.
181. Art has a high profile in the school. The policy is very good and it is supported by an excellent scheme of work that provides teachers with a secure framework on which to base their planning. Key skills have been identified clearly and the scheme offers very good guidance for teaching key skills to each year group to ensure that pupils are building progressively on earlier work. There are helpful suggestions for lesson content, key teaching points and supporting activities. The school takes full advantage of its opportunities for pupils to learn first-hand from artists and from specialist teaching. Pupils visit national institutions such as the Tate and Serpentine Galleries to learn from their education staff and are involved with the local Tabernacle Community Arts Centre, where they visit exhibitions and work with adult artists. At the time of the inspection, the co-ordinator was negotiating with an artist to work with pupils in school. Displays are of very high quality, give value to pupils' work and are carefully annotated to explain how the results have been obtained. Much in evidence are focused displays of artefacts such as textiles and reproductions of work produced by adult artists from many cultures and traditions and this has a very positive influence on pupils' appreciation of their own and other cultures. Pupils are given opportunities to develop and extend their school work by extra-curricular activities such as the Year 3 drawing club and are encouraged to participate in community arts activities at the Tabernacle.
182. The co-ordinator is new to the school and to her role. Nevertheless, she has made a strong start in building on the work of her predecessor effectively by evaluating current practice and identifying necessary further development, such as extending assessment procedures to include examples of high quality work by pupils and training for colleagues. She is setting a very good example through her own practice and her influence on the quality of displays. Resources are satisfactory and are well managed and very well organised.

192.  
**technology**

**Design and**

183. Because of the school's timetable for the week, it was not possible to observe any lessons at Key Stage 1 and only two lessons could be observed at Key Stage 2. There is little evidence from past work to make secure judgement on pupils' progress or the quality of teaching at Key Stage 1. However, the limited evidence and pupils' use of skills, such as cutting out shapes with scissors in mathematics lessons and their use of small tools when making printing plates in art, suggests that pupils are making at least satisfactory progress.
184. By Year 6, pupils have made satisfactory progress and show competence in basic design and technology skills. For example, pupils in Year 6 design, make and evaluate model dolls' houses to design criteria set by their teacher. Their preliminary design drawings show that they can work to a design brief, take

account of the fitness of their design for its purpose and plan ways to evaluate their finished result. When pupils design tests to evaluate their dolls' houses they apply scientific knowledge effectively to ensure that their tests are based on fair testing principles. They understand how tests need to be realistic and graduated if necessary. For example, when pupils discussed how to test the strength of their house, they noted that to stand on it and break it would provide only one piece of evidence. Whereas, breaking it by repeatedly dropping a football on it from a given height would provide information that could be quantified and represented graphically. When pupils design and make a pop-up book in Year 4, they make satisfactory preliminary plans and show good awareness of design processes.

185. Pupils are interested in their work. In Year 6 in particular, pupils are very interested in how other pupils have solved design problems and exchange ideas co-operatively. They watch their teacher's demonstration of evaluation methods with great interest and listen carefully as health and safety considerations are explained. Their questions and observations indicate that they think and reflect deeply on what they do.
186. It is not possible to judge teaching at Key Stage 1, as there were no plans to teach the subject during this half of the term. In the two lessons observed at Key Stage 2, teaching was satisfactory in one case and good in the other. Teachers have secure knowledge and understanding of the requirements of the subject and plan suitable work to challenge pupils of all abilities. They pay due attention to all aspects of the subject and emphasise health and safety issues well. Opportunities for pupils to use literacy skills to plan and record activities, numeracy skills to measure and science skills to evaluate are taken well and contribute positively to pupils' progress. Teachers' use of questioning is effective and helps pupils to maintain appropriate focus on key design and evaluation processes. Demonstrations are well presented and help pupils to clarify their understanding of tasks effectively.
187. There is a policy and scheme of work of sound quality. The co-ordinator is experienced in her post and is well-qualified. She has suitable plans for the development of the subject when it becomes a priority in the school development plan. Resources are plentiful, well organised and well cared for.

197.

### **Geography**

188. Two lessons in geography were observed from Key Stage 1. Scrutiny of pupils' work and discussions with staff and pupils indicate that the pupils make satisfactory progress by the ages of 7 and 11, and attain standards usually expected for pupils of similar ages. There is an improvement from the last report at Key Stage 2, where standards were below average.
189. By the age of seven, pupils understand simple maps and describe the main features of different geographical locations and identify mountains and rivers. They make their own simple maps of the locality and know something of the world beyond the British Isles. In their study of India, they effectively use photographs to compare and contrast the similarities and differences between London and Delhi. They understand that, for example, the transport in Delhi is not as modern and that the people are dressed differently as the climate is hotter.
190. By the age of 11, pupils investigate the local landscape and locate well-known features on their local maps. They study the course of a local river and identify reasons for communities settling in different locations. They make use of a variety of sources such as maps, topic books and visits to find out about their local area and a residential centre in Devon to gain knowledge about a contrasting environment. The pupils' learning is broadened as they study St Lucia in the Caribbean and contrast the weather, climate and local industry with that of London. Pupils begin to understand how the climate and natural resources affect the industry and the way of life in a community such as St Lucia.
191. Pupils make satisfactory progress overall during both key stages. The work pupils have covered by the age of 7, gives them an understanding of how the physical features, and local settlements and industry are related. As pupils get older, they begin to understand more about direction and how to locate features on a map. In Years 5 and 6, pupils become more confident in their geographical understanding

and vocabulary as they build on their previous learning. By Year 6, they study the local area in detail and pupils give sensible explanations of how the course of a river changes, and of settlement patterns, and how they change over time according to economic activity. Pupils with special educational needs make satisfactory progress overall in their knowledge and understanding and with help record their work appropriately according to their set targets. Pupils with English as an additional language also make similar progress and benefit from the specialist teaching they receive.

192. Most pupils enjoy their work and concentrate well in lessons. They are keen to find things out. Pupils enjoy their visits to the local area, their interest and knowledge and understanding of a contrasting area is broadened by their residential visit to Devon, which makes a positive contribution to the development of pupils' personal and social skills.
193. Of the two lessons in geography, which were observed for pupils in Year 2, the quality of teaching was satisfactory. However, this is insufficient evidence to make an overall judgement for the teaching of the subject throughout the school. The work was planned and organised appropriately. Clear objectives were set and resources tailored by the teachers to meet the needs of the children. Effective questioning and monitoring of pupils' work promotes thinking and learning and assists planning for lessons. Pupils working in small groups are encouraged to use the correct vocabulary and to give reasons to explain their findings. However, the pace of learning slows when some pupils are not fully involved in their task or encouraged to answer to the teachers' questions.
194. There is a helpful policy and scheme of work for the subject, which allows for the development of skills according to the National Curriculum requirements. The co-ordinator has recently been appointed and has a plan of action to monitor the subject across the school and audit the resources. Standards have improved since the last report, even though there is less time spent on the subject than previously. This is mainly due to the whole school planning and co-ordination to ensure that skills, knowledge and systematically taught to an appropriate standard across the school. However, insufficient use is made of computer programs to support pupils' learning in this subject. The quality and quantity of resources are satisfactory and accessible to staff in a central resource room. Effective use is made of resources, such as the specialist expertise of the visitors into school sharing their varied cultural backgrounds, and visits to places of interest.

204.

## **History**

195. Pupils attain standards that are similar to those generally found in pupils of similar ages and make satisfactory progress during both key stages. This is an improvement from the previous inspection report where standards in Key Stage 2 were below the level expected.
196. By the end of Key Stage 1, pupils have satisfactory historical skills. They study the houses in the local area and consider that some are newer than others. They look carefully at the mews houses and develop an understanding that horses were kept there at one time. They record differences between houses by drawing them. Pupils place in sequence and order a range of toys from different times; they recognise that some are old and some are new. They draw them to make a catalogue of all the toys they have collected. They identify the pop-up clown on a stick as the oldest toy on their display and a mobile phone toy as the newest. They know the stories of a range of people from the past, for example, Guy Fawkes and understand that he put barrels of gunpowder under the Houses of Parliament. By the end of the key stage, pupils have a good grasp of the concept of 'then' and 'now', directly related to themselves. Most pupils, make satisfactory progress in their learning of historical skills and in their knowledge of famous men and women and past events from the history of Britain.
197. By the end of Key Stage 2, pupils have a good knowledge and understanding of past events and people's lives. This includes the Ancient Greeks, the Victorian era, the invaders and settlers to the British Isles and life in Britain since the Second World War. For example, pupils in Year 6 study the impact of moving from the Caribbean in the 1950's, to London, and the feelings and thoughts of the people who

came here to settle. They use a range of source materials compiled by the people involved. Year 5 pupils in their study of the Victorian era found out about Dr. Barnardo and the impact he had on the poor children of London. Year 3 pupils clearly understand that Boudicca was a very brave queen who tried hard to expel the Romans from her husband's lands. They describe her as, a tall lady with strikingly long red hair. Pupils are developing a good awareness of history, and make satisfactory progress in the acquisition of knowledge about specific periods. Pupils select historical information and study reference materials in a satisfactory manner. Pupils with special educational needs and English as an additional language, also make satisfactory progress at both key stages, as they are supported well in lessons.

198. Pupils have good attitudes to work. They listen carefully, and are interested and eager to find out about the past. The interest and enthusiasm that pupils have for the subject is clearly apparent. Pupils work hard, often concentrating on their tasks for considerable periods. They enjoy learning about the lives and feelings of people from the past. Pupils' behaviour is generally good, and they work co-operatively with their teachers and each other.
199. Teaching is generally good across the school. The quality of medium-term planning is good and clearly follows the scheme of work. Lessons are taught with enthusiasm and interest, which engender a lively response from the pupils. Teachers' subject knowledge is good, and lessons are very well planned, prepared and structured. Resources are used well to interest and intrigue the pupils. Visits to the local area, museums and places of interest are organised well to complement and enhance the pupils' learning. The school has access to first-hand experiences of London in the 1950's seen from the eyes of people new to the country and it uses these opportunities well. Teachers are clear in their explanations, and have good questioning skills to promote pupils' thinking. Teachers are hampered in their planning by the absences of pupils, which makes it difficult to build securely on their knowledge and understanding. Pupils are encouraged to behave well in all classes. Marking is up to date and positive comments encourage the pupils.
200. There is a useful policy and scheme of work for history, which helps teachers to plan their lessons. The school's resources are satisfactory. Book loans effectively supplement the school provision. There is a satisfactory provision of school topic and library books. However, insufficient use is made of computer programs to support pupils' learning in this subject. The subject is well coordinated by a teacher who is new to the school. She has already highlighted areas for the development of the subject and has constructed a promising action plan.

210.

### **Music**

1. Pupils make satisfactory progress overall in music. Some of the pupils in Key Stage 2 make good progress in music, which is mainly due to the expert individual tuition from the music co-ordinator and a number of visiting expert musicians.
2. By the end of Key Stage 1, pupils perform simple rhythmic patterns to accompany their songs. They sing together " There was a princess", and perform the actions as they sing. They clap slowly and fast and are able to put the sounds together to make a pattern. They accompany a familiar story with percussion instruments and gain much enjoyment from their input. Pupils demonstrate good listening skills, enjoy singing and talking about the music. Pupils' singing of hymns and well-known songs, throughout the school, is confident and melodious. They are able to vary volume and sing in parts to create different effects.
3. By the end of Key Stage 2, pupils recognise music played on the music centre as being similar to music they have heard earlier in the day played on the piano. They recognise that many countries have folk music and they know and sing a range of folk songs. They know that George Gershwin wrote a range of music and that he was particularly interested in rhythm. They know that "Porgy and Bess" and "Summertime" were both written by him. They understand that jazz is an improvisation around a theme and begin to understand about syncopation. They know the values given to notes such as crotchets and use this well when studying music to learn about the effects of syncopation. Some of the pupils learn to play a wide range of musical instruments, including steel pans, guitars and keyboards. Some of the

pupils achieve high standards particularly in their guitar work. The pupils are often asked to play the steel pans for concerts and in the local Carnival.

4. The pupils enjoy music and they become increasingly aware that attention to detail will produce a rewarding level of quality in their singing and music making. The majority of pupils enjoy singing in lessons and in singing assemblies. They learn new songs and enjoy singing favourites. They are able to put complicated rhythms together but do not always concentrate enough during lessons. They answer questions and on the whole listen carefully to what the music teacher has to say. A number of pupils are engaged in music making through instrumental lessons and they show great enthusiasm in these lessons. Pupils are involved in performances in school concerts. These experiences give pupils confidence and self-esteem, which has a positive influence on their personal and social development.
5. All the lessons observed were taught by the music teacher. Overall, the quality of teaching is satisfactory. Class teachers do not teach music lessons in the classroom. The lessons are clearly based on a very secure foundation of subject knowledge and good music-making expertise from the co-ordinator. The teacher matches the lesson objectives well to National Curriculum requirements, and provides a variety of structured learning activities, in which she works hard to motivate pupils of all musical abilities to bring them success in performance skills, development of musical knowledge and appreciation of their musical heritage. However, in some lessons the pace of learning is slow and the pupils find it difficult to engage as the learning is consolidating previous learning and repetitive in nature. Pupil absence also impacts upon the progress that they make in music as they do not build their music skills systematically enough.
6. The co-ordinator manages music in the school well. There is a good policy and a well-planned scheme of work, which have a very positive influence on the quality of music within the school. The music co-ordinator works in the school on a part time basis; she is effective in providing a wide range of extra-curricular lessons, including choir and keyboard lessons. Some of the pupils' knowledge and understanding of music are enriched by their extra lessons from visiting specialists. The school has a specialist music room, a very wide range of tuned and untuned musical instruments and a set of steel pans. Music makes an important contribution to pupils' social and cultural development, as well as to the good ethos of the school.

#### 216. **Physical education**

7. Due to timetabling arrangements during the inspection, only two lessons were observed in Key Stage 1 and three lessons in Key Stage 2. Based on observations made in these lessons, and the planned curriculum, progress is judged to be sound in both key stages.
8. Pupils in Year 1 hop, jump and run on the spot. They travel in different ways, running, hopping and jumping. They move at different speeds and in different directions, dodging in and out of other pupils and markers, showing a sound awareness of space. They throw a ball in the air and catch it and roll a ball accurately across the floor to a partner. They understand the importance of exercise and display an ability to sustain energetic activity over an extended period of time. Pupils in Year 2 dribble a ball in and out of cones displaying satisfactory levels of control and throw and catch accurately over short distances. Pupils understand the importance of warming their bodies before exercise.
9. In Key Stage 2, pupils learn skills of weight bearing and transferring weight from one part of their body to another. In Year 3, pupils transferred their weight from hands to feet rotating their bodies, linking one movement to another into a sequence. They practised and refined their movements and performed their routines to music, several of the pupils showing a good sense of rhythm. Pupils in Year 4 displayed sound levels of co-ordination as they accurately served and returned tennis balls. In Year 5 pupils accurately threw and caught a large ball as they moved up and down the playground. Pupils in Year 6 displayed a satisfactory range of skills and control as they linked balances to jumps and rolls on the floor and apparatus. There is sound provision for the development of swimming skills and by the time pupils leave the school in Year 6, the majority swim for 25 metres and many swim further

distances.

10. The quality of teaching ranges from satisfactory to good in both key stages but is satisfactory overall. In the best lessons, there is an appropriate warm up and resources were very well organised with a good range of activities being provided. There is a good level of management and control, and pupils are well organised. Teachers give clear instructions and intervene at appropriate times to reinforce teaching points. In these lessons teachers give clear demonstrations and use pupils effectively to illustrate good practice. These lessons move at a good pace, which maintains the pupils' interest.
11. Pupils' attitudes towards this subject ranged from good to satisfactory, but were satisfactory overall. In the best lessons, pupils are well behaved. They display good relationships by being supportive and appreciative of each other's performance. They work independently in groups, and collaborate effectively. They have positive attitudes towards this subject and work hard with sustained interest to improve their performance.
12. There is a school policy and a scheme of work for this subject on which teachers base their medium and short-term planning. The school provides additional training in football and competes against other schools in 7-a-side football, athletics and swimming. There are plans to establish a dance and a netball club. The co-ordinator is very enthusiastic and keen to develop this subject further. The provision of resources is satisfactory overall, although there are insufficient gymnastics mats. The school is set in a built up area with no access to playing fields. There is a playground that has been resurfaced and has been marked out for games. It is the school's intention to provide opportunities for older pupils to attend a residential centre where they will be able to partake in a range of sporting activities.

222.  
**INSPECTION DATA**

**PART C:**

222.  
**INSPECTION EVIDENCE**

**SUMMARY OF**

1. The inspection was carried out by a team of 6 inspectors, two of whom spent 4 ½ days in the school, and 4, one of whom one was the lay inspector, spent 4 days.
2. During the inspection:
  - 83 lessons or parts of lessons were observed;
  - discussions were held with the pupils, the staff, governors and parents;
  - a sample of 30 individual pupils were heard reading for a period of a total of 4 hours 25 minutes;
  - various assemblies and registration sessions were attended;
  - samples of work from pupils in all classes and subjects were inspected;
  - a range of school documents, including the school development plan, schemes of work and teachers' plans were examined;
  - attendance registers, the records kept on the pupils and their reports examined;
  - the budget figures and other financial data were analysed;
  - a pre-inspection meeting was attended by 22 parents;
  - 81 questionnaires were completed by parents, and their responses were analysed.

• **DATA AND INDICATORS**

213. **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	239	6	55	128
Nursery Unit/School	42	0	4	7

213.

214. **Teachers and classes**

214. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	16.10
Number of pupils per qualified teacher:	14.84

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

Total number of education support staff:	11
Total aggregate hours worked each week:	273



214.	<b>Qualified teachers (Nursery school, classes or unit)</b>	
	Total number of qualified teachers (full-time equivalent):	2
	Number of pupils per qualified teacher:	21

214.	<b>Education support staff (Nursery school, classes or unit)</b>	
	Total number of education support staff:	2
	Total aggregate hours worked each week:	64
	Average class size:	21.7

215. **Financial data**

Financial year:	1998/99
	£
Total Income	784755
Total Expenditure	763758
Expenditure per pupil	2767.24
Balance brought forward from previous year	50250
Balance carried forward to next year	71247

215.

216. **PARENTAL SURVEY**

Number of questionnaires sent out:	280
Number of questionnaires returned:	81

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	55	5	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41	50	4	4	1
The school handles complaints from parents well	22	48	22	9	0
The school gives me a clear understanding of what is taught	23	62	7	7	0
The school keeps me well informed about my child(ren)'s progress	30	55	9	6	0
The school enables my child(ren) to achieve a good standard of work	28	57	9	4	2
The school encourages children to get involved in more than just their daily lessons	30	49	11	9	1

I am satisfied with the work that my child(ren) is/are expected to do at home	26	49	12	11	2
The school's values and attitudes have a positive effect on my child(ren)	35	50	11	2	1
The school achieves high standards of good behaviour	23	50	16	10	1
My child(ren) like(s) school	67	26	2	4	1