

INSPECTION REPORT

Christ Church Bentinck Primary School
Westminster

LEA area: 213 City of Westminster

Unique Reference Number: 101147

Headteacher: Miss Sarah Bourn

Reporting inspector:
Mrs. P. King

Dates of inspection: 11-14 October 1999

Under OFSTED contract number: 706462

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
Type of control:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	39 Cosway Street London NW1 5NS
Telephone number:	0171 641 4135
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. Barbara Godfrey
Date of previous inspection:	30 April – 3 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Pat King	English Special educational needs	Attainment and progress Teaching Leadership and management Staffing Efficiency of the school
Rosalind Hall	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Accommodation and learning resources Curriculum and assessment
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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The headteacher works closely with the staff and governors to provide very good leadership.
- The school is committed to raising attainment.
- The school's curriculum is of good quality and is planned to ensure that pupils build on their learning from year to year.
- Good teaching ensures that pupils make good progress overall.
- The provision for pupils with special educational needs is good.
- The school provides a secure and caring environment.
- Pupils have very good attitudes to learning.
- Procedures for promoting and monitoring attendance are good.
- Information provided for parents is of very good quality.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Pupils' speaking skills and some pupils' understanding of language are not developed sufficiently.
- II. The school does not do enough to promote pupils' cultural development.
- III. The staff and governors are not involved sufficiently in school development planning and evaluation, linked to financial expenditure.
- IV. The procedures for the management of English as an additional language are not effective in planning and checking the provision.
- V. The school's approach to promoting pupils' personal development is inconsistent across the school.

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 or guardians of the pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made satisfactory improvement since the last inspection. Pupils' attainment has been raised over the last four years in English, mathematics and science, particularly in Key Stage 1. Good procedures for assessment have recently been put into place but are not yet being used fully by teachers in their curriculum planning. Curriculum leadership is now satisfactory. Subject policies and planning documents offer good support for teachers in building on pupils' learning across the school. There has been some very good monitoring of the literacy hour but curriculum monitoring overall is still at an early stage of development. This term, however, strategies have been put in place to make monitoring more systematic across the subjects. The quality of teaching has improved significantly since the last inspection. The proportion of satisfactory or better teaching has been increased. The work of classroom support staff has been reviewed and they are now used effectively to offer good in-class support across a range of subjects. Their training is planned and has started with information technology. The school has continued to promote good behaviour and has put in place this term some good procedures for promoting and monitoring attendance. The governors' annual report for parents now complies with statutory requirements. In view of the recent very good improvements in meeting the key issues in the last inspection report, the school is judged to have a very good capacity to develop further.

STANDARDS IN SUBJECTS

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

Performance in	Compared with all schools	Compared with similar schools	Key	
English	E	B	<i>well above average</i>	A
Mathematics	C	A	<i>above average</i>	
Science	D	B	<i>average</i>	
			<i>below average</i>	D
			<i>well below average</i>	E

In Key Stage 1 over the last four years there has been an improvement in the national test results. This improvement has been most marked in mathematics and writing. The inspectors judge that standards have risen in this key stage since the last inspection in aspects of English, mathematics and science. Children make good progress from when they start school and by the age of seven their attainment is in line with national expectations across all subjects of the National Curriculum, with the exception of reading and speaking in which it is well below.

Over the last four years there has been an improvement in the national tests in English, mathematics and science at the end of Year 6. There have been fluctuations in attainment across the year groups but this is mainly due to changes in the numbers of pupils with special educational needs. In the national tests in 1998 pupils' attainment was well below average in English, below average in science and average in mathematics when compared to all schools nationally. However, when comparisons are made with schools taking pupils from similar social backgrounds, pupils' attainment in English and science is above average and in mathematics is very high. The inspectors find that when taking account of the range of pupils' work available, their attainment is mainly in line with what is expected for their age in mathematics, science and in all other subjects of the National Curriculum and below national expectations in English. Pupils' listening skills are good but their speaking skills are unsatisfactory. They generally read with accuracy and fluency but some pupils' understanding of what they read is limited.

QUALITY OF TEACHING

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

The quality of teaching of the under-fives is good overall. The quality of teaching in Key Stages 1 and 2 is mainly good. In just over six out of ten lessons seen the quality of teaching across the school was good or better and in about three out of ten lessons it was satisfactory. Just under one out of ten lessons was 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	Pupils' behaviour is good in class and around the school. They show respect for each other and the environment.
Attendance	Due to well-considered actions taken by the headteacher and external support agencies, attendance has shown a marked improvement and unauthorised absence has been reduced this term. Current attendance is satisfactory.
Ethos*	Pupils have very good attitudes to learning. They concentrate well and are keen to succeed. Relationships are good. Members of staff are committed to raising standards.
Leadership and management	The recently appointed headteacher offers very good leadership. The governors are very supportive of the school and are taking a more active role in monitoring its work. Monitoring of the curriculum is now more consistently planned for and implemented across the subjects, helping to identify areas for development. However, staff and governors have yet to be involved in drawing up a suitable school development plan so that they are informed more fully about the priorities and procedures for school improvement.
Curriculum	The school provides a good quality curriculum that includes all required subjects. Good assessment procedures are in place, which are beginning to be used by teachers when planning the curriculum.
Pupils with special educational needs	The provision for special educational needs is good and is managed effectively. These pupils' progress is often good, particularly in literacy and numeracy because of the quality of the adult support that is given.
Spiritual, moral, social & cultural development	The school promotes the pupils' moral development well and their spiritual and social development satisfactorily. The opportunities given for pupils to take initiative and responsibility vary across the classes. Provision for pupils' cultural development is unsatisfactory because work in the curriculum does not reflect the pupils' rich cultural diversity.
Staffing, resources and accommodation	An appropriate number of suitably qualified teachers, with sufficient expertise and experience provide a good quality education across the range of National Curriculum subjects. Primary assistants and administrative staff are sufficient to ensure that the headteacher and teachers are well supported and that the school is well organised. Staff professional development is not planned systematically to meet identified areas for school improvement. The accommodation facilitates delivery of the National Curriculum. Learning resources are good overall. In design and technology, they require significant improvement.
Value for money	Taking account of high school costs, good pupil progress, the good quality of education offered and pupils' good behaviour and attitudes to learning, the school offers good 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
VI. Parents are encouraged to play an active part in the life of the school VII. Members of staff are approachable and are willing to listen to parents' concerns and questions to do with their children VIII. Parental complaints are handled well IX. The school keeps parents well informed about what is taught and the progress that pupils make X. The school encourages pupils to take part in activities outside of lessons XI. Pupils are given appropriate homework XII. The school encourages pupils to achieve a good standard of work XIII. The school's attitudes and values have a positive effect on the pupils XIV. Pupils' behaviour is good XV. Pupils like school	XVI. Parental complaints are not XVII. The school does not provide XVIII. Pupils are not given sufficient d after school XIX. Homework given is inconsistent

Inspectors' judgements generally support parents' positive views of the school but not their concerns. The school has appropriate procedures for handling complaints. The administrative officer is very welcoming to parents and the school has a policy of valuing their contributions. The vast majority of parents are satisfied with the way that complaints are handled. The information provided for parents about what is taught is of good quality. The range of club activities available to pupils at lunchtimes and after school is good for a school of this size. Homework given to pupils is appropriate for their age and increases suitably as they move through the school. The homework policy is in a very early stage of implementation and this accounts for the small amount of variability in teachers' approaches. Homework given is good and at its best is very good.

KEY ISSUES FOR ACTION

In order to raise standards further the governors, headteacher and staff should:

XX. Improve pupils' attainment in English by:

- XXI. providing more opportunities for pupils to use their speaking skills in a wide range of contexts and to give full explanations when appropriate; (paragraphs 12, 96, 99)
- XXII. planning for pupils to understand and use a wide range of vocabulary, particularly subject specific vocabulary; (paragraphs 13, 35, 112, 117)
- XXIII. assessing and keeping records for those pupils who are in an early stage of learning English so that work can be planned and implemented regularly to meet their individual needs; (paragraphs 22, 38, 46)
- XXIV. increasing the range of strategies to improve pupils' comprehension of texts. (paragraphs 12, 98, 99)

XXV. Improve the management of English as an additional language by:

- XXVI. putting in place procedures for monitoring teaching, learning and pupils' progress; (paragraphs 46, 66, 100)
- XXVII. ensuring that all staff are involved in working as a team in the provision; (paragraphs 22, 38)
- XXVIII. providing training for support staff, particularly in ensuring that withdrawal groups receive good quality experiences that relate to the work of the classroom. (paragraphs 71, 72, 78, 79)

XXIX. Improve the cultural provision for pupils by:

- XXX. increasing the opportunities that pupils have across the curriculum for learning about a range of cultural traditions. (paragraphs 50, 59, 126, 127, 137)

XXXI. Promote pupils' personal development more consistently by:

- XXXII. preparing and implementing a policy for teaching and learning that includes pupils' personal development; (paragraphs 25, 28, 49)
- XXXIII. extending the opportunities that pupils have for taking responsibility within the school community. (paragraph 49)

XXXIV. Improve the strategic planning of the school by:

- XXXV. involving governors and staff more in school development planning; (paragraph 68)
- XXXVI. improving the format of the school development plan so that it is a more useful document for monitoring and evaluating the work of the school, which includes cost effectiveness. (paragraphs 68, 77)
- XXXVII. improving the systems for recording the progress of pupils with special educational needs so that the school is better able to monitor and evaluate the provision it makes for these pupils; (paragraph 46)
- XXXVIII. providing a systematic approach to staff appraisal and staff professional development (paragraph 72)

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

XXXIX. the cloakroom provision in one year group in Key Stage 2 where there is a safety risk.

INTRODUCTION

Characteristics of the school

1. Christ Church Bentinck is a Voluntary Aided Church of England School under the control of The London Diocesan Board for Schools. It has close links with the local parish church of St. Paul's. The headteacher has been in post since April 1999. There have been few changes of staff in the last two years but at the time of the inspection three teachers were on maternity leave and appropriate temporary replacements had been made.

2. A nursery was established in 1997, subsequent to the last inspection, to which children are admitted on a part-time basis in the term prior to their fourth birthday. Children transfer to the reception class on a full time basis in the term in which they have their fifth birthday. At the time of the inspection there were twenty children who were under five attending each morning and afternoon session in the nursery and ten children under five in the reception class.

3. The school, which is of average size for a primary school, has 185 pupils on roll, comprising 92 girls and 93 boys. It has a rich cultural diversity, with a very high percentage of pupils whose first language is not English. The main first languages are Bengali dialects or Arabic. Most pupils live in and around two major housing estates in an area of significant social need. The percentage of pupils eligible for free school meals is well above the national average. The percentage of pupils with special educational needs is above the national average. Forty Four per cent of pupils identified as having special educational needs require significant support with their learning. Seven of these pupils have a statement of educational need, which is well above the national average. Attainment on entry to the school is below average.

4. The school aims to create an atmosphere within the school that stimulates the personal growth and educational development of all the children and provide an environment where children may experience a sense of achievement, participate actively in the learning process, express their feelings, develop self-discipline and feel that they are valued as members of the school and the wider community.

5. The following priorities for school development have been identified recently pending the greater involvement of staff and governors in school development planning:

- raising standards in English, mathematics, science and information communication technology in Key Stages 1 and 2;
- improving attendance and punctuality of pupils;
- developing home/school links;
- improving the organisation and management of learning resources;
- using time more efficiently and effectively;
- ensuring the school offers value for money.

6. The school has set challenging targets for pupils' attainment at the end of Key Stage 2 for the Year 2002 as 64 per cent of pupils achieve the expected level or above in English and 65 per cent in mathematics. In addition the school has set targets to improve attendance. It is striving to reach 92 per cent attendance in 1999 and to reduce unauthorised absence to 6 per cent. This would bring the school much closer to the national average.

6. Key indicators

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	15	13	28

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	6	10	10
	Girls	9	12	11
	Total	15	22	21
Percentage at NC Level 2 or above	School	56	81	78
	National	80	81	84

6. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	10	12
	Girls	10	11	12
	Total	16	21	24
Percentage at NC Level 2 or above	School	59	78	89
	National	81	85	86

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	11	15	26

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	5
	Girls	8	8	9
	Total	13	14	14
Percentage at NC Level 4 or above	School	50	54	54
	National	65	59	69

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	7	7
	Girls	10	10	12
	Total	15	17	19
Percentage at NC Level 4 or above	School	58	65	73
	National	65	65	72

6.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	9.6
	Absence	National comparative data	5.7
	Unauthorised	School	3.9
	Absence	National comparative data	0.5

6.

6. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

6. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	16
	Satisfactory or better	91
	Less than satisfactory	9

6. PART A: ASPECTS OF THE SCHOOL

6. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

6. Attainment and progress

7. Attainment in the school is in line with national expectations overall.

8. The attainment of the children in the under-fives classes is below national expectations. They enter school with below average attainment. They make good progress to meet the desirable learning outcomes for personal and social development, physical development, knowledge and understanding of the world and creative development. Despite progress that is often satisfactory in mathematics and language and literacy, by the age of five pupils reach standards that are below those expected nationally.

9. Over the last four years there has been an improvement in the end of Key Stage 1 national test results. In reading, whilst there has been an upward trend, standards have remained well below the national average when compared to all schools. In writing and mathematics there has been a marked improvement and attainment was in line with the national average in the national tests in 1998 when compared to all schools. In the teachers' assessments in the same year science attainment was average. When comparisons are made with schools taking pupils from similar social backgrounds, attainment in reading in 1998 was average and in writing and mathematics was very high. The inspection findings are broadly in agreement with the national test results and teachers' assessments in science.

10. In Key Stage 2 over the last four years there has been an improvement in the national test results in English, mathematics and science. In the national tests in 1998 pupils' attainment was well below average in English, below average in science and average in mathematics when compared to all schools nationally. However, when comparisons are made with schools taking pupils from similar social backgrounds, pupils' attainment in English and science is above average and in mathematics is very high. The findings of the inspection are in broad agreement with the test results in English and mathematics. In science any differences reflect changes in what is a relatively small cohort and pupils' ability to perform in a wider range of contexts when observed in the classroom.

11. Pupils' listening skills are well developed in both key stages and this contributes significantly to the good progress that they make across the curriculum. They generally gain in confidence in speaking as they mature but progress in this aspect of their learning is still unsatisfactory. They find difficulty in offering full explanations unless they are working from direct practical experiences, such as in design and technology. Responses to adult questions are often brief. Pupils make good progress with their writing within Key Stage 1 and by the end of Year 2, their attainment is mainly in line with national expectations overall. Punctuation and spelling are satisfactory. By Year 6 pupils are able to write for a range of purposes, such as when they write play scripts. However, they do not often use interesting vocabulary and a wide range of punctuation. Their spelling of the vocabulary they use is satisfactory. Pupils make good progress with aspects of their reading, increasing their skills in recognising unknown words so that they mainly read with appropriate accuracy and fluency. However, their ability to comprehend the text, particularly some pupils with English as an additional language and those with special educational needs, is below what is expected for their age. Pupils present their work well and their handwriting is good by the end of both key stages. This shows a marked improvement since the last inspection when standards were found to be unsatisfactory in handwriting. Pupils use their reading and writing skills across the curriculum to improve their knowledge and understanding. By the end of Year 6 they make effective use of reference books, for example in history to make their own books about the British Museum. They write for a range of interesting purposes and in

a variety of styles to meet the requirements of different subjects, for example to record their findings in science, to write biographies in history and compose letters, stories, plays and poems in English.

12. In mathematics, pupils' attainment at the end of both key stages is in line with the national expectation in all aspects of the subject. This shows improvement in standards at the end of Key Stage 1 at the time of the last inspection when attainment was found to be unsatisfactory. Standards in numeracy are satisfactory. Pupils have sound computational skills when calculating in written form and, as a result of regular practice in the numeracy hour, are increasing the speed of their mental calculations. They use numeracy skills effectively to support work in other subjects, such as in history in Key Stage 1 to work out how long ago events happened and in Key Stage 2 to collect and record data in science. Progress in lessons is good in both key stages. However, on some occasions pupils at the early stages of language acquisition require more opportunities to use new mathematical vocabulary.

13. Attainment in science is satisfactory at the end of both key stages. This is an improvement since the last inspection when standards at the end of Key Stage 1 were judged to be below national expectations. Progress in science is satisfactory in both key stages. Throughout the school, pupils make good progress in investigational skills due to the many opportunities provided by teachers to experiment during lessons. Progress in other aspects of science is satisfactory but on some occasions a significant number of pupils with English as an additional language has some difficulty in learning the subject specific vocabulary.

14. In information technology pupils make good progress across the school and attainment is in line with national expectations. Recent rapid progress has been due to the installation of a computer suite and the available expertise of a computer technician. Pupils in Key Stage 1 develop satisfactory keyboard and word processing skills. In Key Stage 2 pupils develop satisfactory research skills using a CD-ROM and appropriate data handling skills to produce spreadsheets. Pupils generally do not have sufficient opportunities to use their skills to support work in other subjects of the curriculum.

15. Standards in art are in line with national expectations but special project work is often good, such as with the Serpentine Gallery when pupils create a very imaginative film story. In Key Stage 1 pupils draw effectively from their imagination using pastels and charcoal. They also paint in the style of Lowry, with good observational skill. In Key Stage 2 pupils do not always build enough on this early work in drawing from observation but satisfactory progress is evident in colour mixing. This variation in progress is mainly due to the fact that the school has not yet adapted the scheme of work used to match the available time for the subject.

16. In design and technology standards are in line with national expectations in the design process as well the acquisition of skills. Pupils make good recent progress due to the introduction of a scheme of work.

17. Attainment in history is generally in line with what is expected of pupils in Key Stage 1 and 2. At the time of the last inspection teachers' expectations were judged to be too low which led to poor quality and unfinished work. Currently teachers' expectations are appropriately high and pupils make satisfactory progress in acquiring historical knowledge and in developing a sense of chronology. However, some pupils are prevented from making appropriate progress because their acquisition of the English language is not sufficient to enable them to express their ideas fully and ask questions in enough depth.

18. Attainment in geography is sound overall. In Key Stage 1 pupils have satisfactory knowledge of local services and can express their opinions about their immediate environment. Pupils make satisfactory progress and in Key Stage 2 increase their environmental awareness and develop

appropriate map skills. The use of the local area for geographical investigations has remained a strength of the school since the last inspection but there continues to be limited opportunities for pupils to undertake enquiry. This is mainly because the school has not planned from the scheme of work how key skills are to be developed across the key stages.

19. Attainment in music is in line with national expectations and progress is good in all aspects of the subject. This is particularly evident when pupils have additional opportunities to compose and perform when they are taught by visiting specialist musicians. A wide range of musical activities that takes place out of school also contributes to the good progress that pupils make.

20. Attainment in physical education is in line with national expectations in dance, swimming and gymnastics. It was not possible to observe games or athletics during the inspection. Progress is satisfactory overall but is good in swimming because pupils have regular swimming lessons in each year group. A good range of extra-curricular activities enhances the pupils' ability to compete individually and as a team. The residential visit makes a significant contribution to pupils' progress, particularly in outdoor pursuits.

21. Overall, pupils with special educational needs make good progress, particularly when given a high level of adult support. Teachers are generally aware of the targets set for these pupils in their individual education plans and are often skilful in matching work to their needs. On some occasions however, pupils have difficulty in working independently within the class and their progress is unsatisfactory.

22. Pupils with English as an additional language make mainly satisfactory progress. Regular additional support is given in lessons across the curriculum but this is not frequent enough to ensure that pupils become independent learners as quickly as possible. Teachers provide for pupils satisfactorily when specialist support is available. However, not all teachers are aware of the targets set for these pupils and work is not always matched appropriately to their individual needs. As a result, on some occasions pupils do not make sufficient progress in developing their understanding of language.

23. The school is committed to raising standards and this is evident in the improvement since the last inspection and in the challenging targets set for pupils at the end of Years 2 and 6 in the Year 2000.

23. Attitudes, behaviour and personal development

24. Children who are under five settle well into school and are keen to learn. They behave appropriately. In the nursery children share and take turns but in the reception class they are not always able to work together in harmony. In both classes the children show care for their surroundings and begin to take responsibility for clearing away after themselves. In the nursery children are able to make independent choices from a range of activities. In the reception class, they make choices in activities that are most frequently teacher led.

25. In Key Stages 1 and 2 pupils have very positive attitudes to learning. They feel secure and valued as individuals and speak about their life at school with enthusiasm. They persevere to complete tasks and often strive to improve their work, particularly when the teacher's expectations are made clear. Pupils use the materials and equipment that they are given with care. Sometimes they select their own, such as dictionaries, reading books and textured paper and fabric for art. Pupils with special educational needs are confident when working with adult support and pupils with English as an additional language are especially responsive when such additional support is available.

26. Pupils behave well. They enter the hall for assemblies and move around the school in an

orderly and careful way. They listen attentively and take pride in their work. They generally respond positively to instructions and settle to tasks quickly. Pupils play well together at playtimes and lunchtimes. They enjoy chatting with each other as they eat their lunch and pupils of all ages mix well at these times. They take care of their surroundings and are appreciative of many aspects of their environment, such as the playground equipment and the new information technology room. One pupil was excluded for a fixed period in the year prior to the inspection and the exclusion rate has been static for the last three years.

27. From the nursery, pupils have good relationships with staff and with each other. There is a high degree of racial harmony and boys and girls work well together. They are able to work well in pairs or in groups, such as when pupils in Year 5 were writing and performing play scripts. They are generally good listeners but less competent speakers. This was evident during the circle time seen in a variety of year groups when pupils usually understood the conventions of the lesson and listened carefully but found it more difficult to speak about their own views. In these situations, however, the rest of the group is very supportive. On many occasions, including assembly, pupils were seen to appreciate the achievements of others. All respond well to the rewards given, such as certificates and house points.

28. Pupils respond confidently to the opportunities given to take responsibility, for example when taking registers to the office and acting as stair or class monitors. They carry out these jobs well. They are capable of using their initiative within class and older pupils are able to take increasing responsibility whilst undertaking tasks independently within groups, such as scientific investigations or negotiating roles for writing and performing. Whilst this aspect of their personal development is satisfactory overall, it is not consistently developed across the school.

28. **Attendance**

29. The attendance procedures have been reviewed in the last few months. Registers are completed accurately and parents of junior pupils are telephoned on the first morning of absence if no message has been received. A home-school liaison officer has been appointed on a part-time basis to develop links with families where absence or lateness give concern and to support the headteacher and the educational welfare officer in monitoring absence. Cups and certificates are awarded to classes and pupils for attendance and punctuality. As a result, this term there has been a dramatic improvement in attendance and a reduction in unauthorised absence. However, this has yet to show on the annual attendance figures. The current figures are satisfactory.

30. A few children are regularly late. A late book has been introduced and is completed and monitored daily. However, there are no significant differences as yet in the levels of punctuality. Sessions start on time.

30. **QUALITY OF EDUCATION PROVIDED**

30. **Teaching**

31. The good quality of teaching overall is one of the school's strengths. In the lessons observed across the school, in just over nine out of ten lessons teaching was satisfactory or better, it was very good or excellent in just over one in ten lessons and unsatisfactory in just under one in ten lessons. This shows a marked improvement since the last inspection. The school has increased the amount of satisfactory or better teaching.

32. The quality of teaching of the under-fives is mainly good, with some unsatisfactory teaching. In the nursery, members of staff organise a wide range of activities related to their particular topic

being studied, which reinforces the children's learning effectively. The staff and adults use their time well to talk and work with children in their choice of activity. In the reception class the teacher plans for literacy and numeracy following the national strategies and provides activities which are generally appropriate to the needs of the children. However, in the unsatisfactory teaching, lesson plans are not always followed through and teaching and learning are not purposeful enough.

33. The quality of teaching in Key Stages 1 is most often good, with some that is very good or excellent and a little that is unsatisfactory. In Key Stage 2 whilst the quality of teaching is similar in range, the percentage of good or very good teaching is lower. Teachers have secure subject knowledge across the range of subjects within the National Curriculum, with rapidly improving knowledge in information technology since the recent installation of the computer room. This is evident in teaching that is mainly good in almost all subjects. Teachers demonstrate appropriate knowledge of the Literacy and Numeracy Strategies in the generally successful implementation of the literacy and numeracy hours.

34. Teachers' lesson planning is good and particularly so in literacy and numeracy. A good feature of planning is that teachers are clear what pupils are to gain from the tasks. Their intentions are almost always made explicit to the pupils so that they know what is expected of them. However, in a few lessons in Key Stage 2 in literacy, the tasks are not explained fully enough so that pupils are not sure what they have to do and lose concentration and momentum in their work. Teachers usually build carefully on pupils' previous experiences and match work carefully to the learning needs of pupils to enable them to make good progress. However, in geography, whilst they build on the development of pupils' skills, they are not always sufficiently aware of how to take the pupils forward in the skills of enquiry.

35. Teachers generally employ appropriate methods and organisation to ensure that pupils acquire the relevant learning skills but there are some inconsistencies in the approaches used. Those used in numeracy and literacy are generally good and there is a good balance between explanations to the whole class and independent group work. Teachers often use resources well to achieve the lesson's planned objective across the subjects. They manage a range of group activities very effectively, making good use of additional adult support to achieve good behaviour and very positive pupil attitudes to learning. Teachers question pupils effectively to assess their understanding and often match their questions to the needs of individual pupils to ensure good progress. On some occasions questions are not open-ended enough to enable pupils to use the correct subject specific language in mathematics and to develop enquiry skills in geography. Teachers respond very encouragingly to pupils' answers to increase pupil confidence but too often they accept answers that are too brief because they are keen to ensure that lessons have a good pace. Pupils are given a good range of practical work in mathematics and music to enhance their understanding. In science, work is often interesting and stimulating so that pupils are motivated to show initiative in carrying out investigations, with a good level of independence in Year 6.

36. Teachers often assess pupils during lessons and use the information to plan for their future learning needs. However, they do not all make enough use of assessments carried out by the previous year's teacher to plan work for pupils at this early stage in the year. They mark pupils' work thoroughly and in English set individual targets for improvement, although these are not often referred to in lessons.

37. The teaching of pupils with special educational needs is good. Teachers make good use of additional adults to support these pupils' progress. There is clear focus on skills to be developed in individual and group work within the class and these are matched closely to targets in the pupils' individual education plans. Teachers are often very skilful in recognising when these pupils need support in whole-class activities and in modifying the work appropriately.

38. There are some weaknesses in the teaching of pupils with English as an additional language. The support from the specialist teachers is valued and recognised in the school. The skills of the teachers are used effectively in literacy and numeracy lessons and they are an integral part of the staffing structure. The work of the full-time teacher is planned well and good use is made of strategies to support the pupils' learning, such as providing visual aids and captions. However, this is less evident in the work of the part-time teacher where the lack of planning and awareness of the pupils' need limits progress. Both teachers work and plan with class teachers but planning and assessment are not carried out in enough depth to ensure that individual needs are addressed fully. Class teachers are given the pupils' targets by the co-ordinator but they do not use these consistently when planning work for the pupils. As a result pupils' progress is unsatisfactory on some occasions.

39. Teachers make good use of homework, which mainly includes reading and spelling in Key Stage 1 and a wider range of subjects and activities in Key Stage 2. It supports and extends the work of the classroom. The small variation in approach across the school is due to the recent introduction of the policy but homework given is generally good and at its best is very good.

40. The school has made good progress in improving the quality of teaching since the last inspection. This is evident in the increased teacher expertise in design and technology and in the good use of support staff for pupils with special educational needs. There has been insufficient improvement in teachers' planning for pupils with English as an additional language.

40.

40. **The curriculum and assessment**

41. The children who are under five receive a broad range of experiences that covers all the expected areas of learning for young children. The curriculum provides a secure base for the development of the National Curriculum. All children have access to all the activities available. Early assessment shortly after pupils are admitted identifies individual children's strengths and weaknesses and work is planned carefully to meet their needs. Children with special educational needs are supported well while those with English as an additional language are supported adequately to enable them to benefit from the curriculum. Teachers in both classes keep regular assessments of the children's attainment and a recent record sheet introduced in the nursery which sets individual targets for areas of learning will provide manageable records of the children's progress. However, insufficient recording showing areas the children have experienced means that some children may miss out on key areas of learning.

42. The school provides a broad and balanced curriculum for its pupils and meets the statutory requirements for teaching the subjects of the National Curriculum and health and sex education. Pupils are prepared adequately for the next stage in their education through the good coverage of all aspects of the subjects and the many planned opportunities to enhance the provision by good quality educational visits and interesting visitors coming to the school. The school promotes the intellectual, personal and social development of pupils successfully.

43. The school has appropriate policies in place for all subjects and these are reviewed regularly. Useful schemes of work for all subjects ensure that the subject content is delivered effectively. This is an improvement since the last inspection when weaknesses in specific aspects of some subjects were noted. The school follows the national Literacy and Numeracy Strategies. These have been well implemented and are having a positive impact on the progress made by pupils throughout the school. The weekly teaching time in Key Stage 2 of 22 hours 55 minutes is below the recommended minimum of 23.5 hours but the school still manages to deliver all subjects successfully with pupils receiving worthwhile experiences. Planning of the curriculum is good in both key stages and linked closely to the schemes of work. Long, medium and short term

planning is good and clearly identifies what the pupils are to learn. Planning of the literacy hour is particularly effective as it closely matches the work to the abilities of all pupils.

44. The curriculum is equally accessible to most pupils. A few pupils, mainly those with English as an additional language, miss some curriculum work in subjects such as music, by being withdrawn from lessons on some occasions for group work. Within the classroom they are given additional support in some lessons but teachers' curriculum planning does not address their needs fully enough. Pupils with special educational needs are well supported in their classes, have access to the full curriculum and teachers' curriculum planning takes their specific needs into account.

45. The curriculum is greatly enhanced by a commendable number of good quality educational visits and interesting visitors coming to the school. Pupils in all years go on visits to such widely diverse places as The London Planetarium, The National Gallery, Regent's Park, local shops and Chelsea Physic Garden. The residential school journey to Dorset for pupils in Years 5 and 6 was a very positive experience and proved to be particularly useful in developing skills in outdoor and adventurous activities linked to good work in information technology. For example, pupils were able to monitor their pulse rate during an abseiling exercise and later enter the data into a computer and analyse the results. Visitors to the school make a particularly good contribution to pupils' learning. Members of the Animation Workshop, currently working with Year 6 pupils, are developing skills in art, information technology and design and technology successfully as pupils are making their own animated films to be shown in a cinema. Links with Trinity College of Music give younger pupils good musical experiences in school, as does the work in Year 4 with the Children's Music Workshop, which has a science theme. The school provides extra-curricular clubs for pupils in football, rounders, recorders, needlecraft and choral singing. These are well attended and much appreciated by the pupils and their parents, as are the concerts held at Christmas and in the summer. The school choir participates in the annual Hallelujah Concert held at Wembley Arena.

46. Good assessment procedures are in place, which are beginning to be used effectively by teachers to inform their planning. This is a significant improvement since the last inspection when the quality of assessment was unsatisfactory. Assessments made in English are particularly good and are used to provide pupils with work closely matched to their prior attainment. The results of optional and end of key stage tests in English and mathematics are analysed to provide useful information to teachers by identifying areas which need to have more input to improve progress and raise standards. The data is also used to set targets for year groups and for individual pupils. The school keeps running records for each pupil, which build up year on year and provide useful information to monitor progress. Pupils with English as an additional language are assessed twice yearly and the register is updated appropriately. However, detailed assessments are not kept as the numbers of pupils that the specialist teachers work with during the week makes this impossible. The small steps which pupils make in language acquisition are not recorded satisfactorily. Good procedures are in place to involve class teachers in termly reviews of the progress of pupils with special educational needs. All adults who work with these pupils use these assessments when planning to meet their learning needs. However, records of progress are not kept systematically enough for the school to monitor progress over longer periods of time.

46. Pupils' spiritual, moral, social and cultural development

47. Provision for spiritual development is satisfactory. The school teaches pupils clear Christian values although there are limited opportunities for quiet reflection on their own and others' beliefs during the day. Pupils are encouraged to think about the environment and the effects that they have upon it in various curriculum areas, such as geography, science and English. Collective worship is planned well and presents a coherent programme introducing current events that have

relevance to the children, such as the Paddington rail crash. There are few opportunities for pupils to participate meaningfully in assembly and express their own ideas as questions often require limited answers. However, pupils are asked to consider how Jesus would behave in a number of circumstances and what he would think of people's behaviour.

48.Provision for pupils' moral development is good. The school teaches the principles of right and wrong and presents a strong moral code to the pupils. Pupils are asked to consider the impact of their actions on others during circle time and teachers talk with pupils about situations that arise in the classroom. There is a wide range of stories to assist teaching of moral issues. The behaviour code incorporates the Golden Rules and the house point and reward systems support this well. Pupils are eager to participate in all the reward schemes and take pride in receiving their house points, which are also awarded for responding to class rules. Members of staff are very aware that raising self esteem is the basis of securing good behaviour and have taken steps to develop this through the awarding of certificates for good work and good behaviour for even the smallest but very significant improvement.

49.Provision for the pupils' social development is satisfactory. The school uses a wide range of groupings in class which contribute to social development, such as friendship groups, ability groups and mixed ability groups for collaborative learning. Generally relationships are good, with pupils learning the social skills of turn taking, listening to others and sharing, beginning with the youngest children in the nursery. Pupils new to the school are awarded certificates in assembly to confirm them as part of the school community. However, there are few opportunities for pupils to take responsibility within the school. Pupils are eager to act as monitors at wet playtimes, lunchtimes, and in the corridors but there are missed opportunities for developing their responsibilities.

50.Provision for pupils' cultural development is unsatisfactory. The music curriculum covers music from around the world and there is a satisfactory range of instruments to support this work. The music in assembly is not used as a teaching aid to extend pupils' knowledge. In art, mathematics, science and technology there is little work to reflect the pupils' cultural backgrounds and the contributions that their cultures have made to developments in these areas.

50. Support, guidance and pupils' welfare

51.The procedures for ensuring pupils' welfare are good. The school promotes a very caring environment in which pupils feel respected and secure.

52.All members of staff know pupils well as individuals and use this knowledge to provide pupils with in-class support. Academic progress is monitored effectively through good assessment procedures and there are appropriate personal records. The new procedures for monitoring and promoting attendance are working well and having a positive effect as shown in the recent figures.

53.Good use is made of external agencies to meet the needs of pupils with special educational needs. All adults involved with these pupils have access to their individual education plans. Their progress is monitored at termly reviews and also a full annual review is held annually for pupils with a statement of special need.

54.Behaviour is promoted well through the positive role models provided by all who work at the school and the class rules known to all children. Rewards are given consistently and are appreciated across all year groups. Circle time has been introduced to raise levels of self esteem amongst pupils and develop their speaking skills. Lessons seen were of high quality and added to the provision in this area. Relationships between pupils are very positive. There is no evidence of bullying and the rare incidents of poor behaviour are dealt with very quickly, fairly and

effectively.

55.Procedures for the supervision of pupils at lunchtime are clear and this time runs smoothly. Pupils are well supported by all the adults involved and the playground equipment and pleasant environment ensure that this part of the day is a pleasant experience for pupils. They are encouraged to share, co-operate and take some responsibility when playing.

56.Child protection records are kept and appropriate procedures are in place. The school has good facilities for first aid and details of incidents are recorded appropriately.

57.The school complies with health and safety requirements and regular fire drills take place. The school is concerned about the use of a narrow corridor between two classrooms being used as a cloakroom area and has applied for funds to address this by converting some toilets into a cloakroom area. The present arrangements were seen to be a health and safety risk.

57. Partnership with parents and the community

58.The quality of the information provided by the school is very good. The prospectus is clearly laid out and has appropriate details about the curriculum. It is supplemented by termly curriculum plans made available to parents of each class. Many documents and letters for parents are translated into Arabic and Bengali and the school has devised a system of prize draws to improve the return rates of letters to parents. Parents have been given additional information about the literacy hour and homework and have been invited to a meeting about numeracy and the home-school contract. Reports to parents meet statutory requirements and sometimes include National Curriculum levels in English and mathematics. In some subject areas they often inform parents of what their children can do but in others the report is a list of topics covered during the year. Parents are suitably involved in annual reviews for pupils with statements of special need but the procedures for involving them in regular reviews of all pupils with special educational needs are not clear.

59.Parents are supportive of the school and their involvement in their children's learning is good. Many hear their children read regularly in all year groups and support the homework set by teachers. The school has produced a homework pack to give parents additional ideas to assist their children's learning at home. The benefits of this are difficult to gauge but overall the contribution made by parents in supporting reading and homework is positive. Whilst some parents help in the nursery, many help with swimming or on outings. There has been a satisfactory audit of children's home languages but the pupils' cultural traditions are not used widely to enrich the curriculum.

60.With the support of the College of Westminster and funding for a single regeneration bid, the school has set up a parents' group which meets weekly and is regularly attended by 15 parents. It aims to raise literacy levels amongst the parents, increase their understanding of their child's education and foster the home-school relationship.

61.The school has good links with the community. All classes make good, regular use of the local library to enhance the provision for literacy. The school is well supported by its links with the parish church. Employees of local business come into the school to hear children read. The school has obtained funding for a Millennium stained glass window project, which will involve all the children, parents and the local community in producing a window that will celebrate the culturally diverse community of Church Street ward.

62.All of these links enhance the delivery of the curriculum and have a positive effect on pupils' learning.

62. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

62. Leadership and management

63. The headteacher offers very good leadership and since her recent appointment has identified some very clear priorities for school improvement, which address many areas of weakness indicated in the last inspection report.

64. The governing body is very supportive of the school and meets all its statutory requirements. Key sub-committees meet regularly and report to the whole governing body. In monitoring the curriculum, the governors are taking a more clearly defined role. Governors with responsibility have monitored aspects of literacy, numeracy, special educational needs and English as an additional language. They are not yet sufficiently involved in discussion of policies and in evaluating the standards of attainment but have made satisfactory progress since the last inspection in improving their understanding of curriculum developments.

65. Curriculum leadership is satisfactory. This shows satisfactory progress since the last inspection report when curriculum monitoring was identified as a weakness. Subject policies and planning documents offer good support to teachers in building on pupils' learning as they move through the school. However, there is insufficient guidance for staff in the development of teaching and learning styles to promote more fully pupils' personal and social development. Monitoring and evaluation of teaching, learning and attainment have been very effective in literacy and have been influential in leading to higher standards, particularly in Key Stage 1. Monitoring is still at an early stage of development in other subjects, despite rapid progress having been made this term with the introduction of a timetable for all curriculum co-ordinators to undertake some monitoring to an agreed format.

66. The headteacher and deputy headteacher work as an effective senior management team. The deputy headteacher makes a positive contribution to the smooth running of the school. The staff are becoming increasingly involved in decision making. Curriculum co-ordinators are in place for all subjects, for special educational needs and English as an additional language. The English co-ordinator has been very effective in ensuring that the Literacy Strategy has been implemented fully. The mathematics co-ordinator has led the successful introduction of the Numeracy Strategy. The impact of other co-ordinators is more variable and this relates to the lack of clear subject action plans. The management of staff professional development and appraisal is unsatisfactory. The management of the provision of special educational needs is good. The special educational needs co-ordinator has a clearly defined role, both for teaching and administration. Individual pupil records are kept which show improvement since the last inspection but these do not provide an adequate picture of progress to enable monitoring of the effectiveness of the provision overall. Management of the provision for pupils with English as an additional language is unsatisfactory. Procedures are not in place to monitor the quality of teaching and pupil progress to ensure the effectiveness of the provision.

67. The school implements its policies well and its aims are largely met in practice. All adults contribute very successfully to providing an environment in which pupils can experience a sense of achievement, develop self discipline and feel valued as members of the school and wider community. Strategies for promoting personal growth and active participation in the learning process are not as well established across the school.

68. There has been insufficient improvement in school development planning since the last inspection when the plan was judged to have some significant weaknesses. The plan, which covers a three year period, contains success criteria but these are not precise enough in relation to teaching, learning and attainment to enable the school to evaluate the impact of actions taken.

Unclear procedures within the plan for monitoring and evaluation make it difficult for the school to know what has been completed. There has been little involvement of staff and governors in the preparation of the plan in order to give them a shared sense of direction to school improvement.

69. The school has a very good ethos. All adults work together to promote a secure and caring environment in which relationships are good and pupils generally have equality of opportunity. The school is committed to raising attainment and the atmosphere in classrooms throughout the school promotes good behaviour and positive pupil attitudes to learning. The headteacher and some staff have analysed the national test results and have used the information to plan curriculum changes. The impact of this has been evident in literacy. National tests have been introduced in Years 3, 4 and 5 and the results are currently being used by teachers to set end of year targets for attainment.

70. The school has made satisfactory progress in meeting the key issues in the last inspection report. Recent improvements have been at a faster rate and are more sharply focused.

70. Staffing, accommodation and learning resources

70. Staffing

71. The school has an appropriate number of teachers to provide the required curriculum for the under-fives and the two key stages and to meet the range of pupils' needs, including those with special educational needs and English as an additional language. All permanent teachers are suitably qualified and experienced. Currently, three teachers are on maternity leave and appropriate temporary teachers are in place. Teachers have sufficient subject expertise and experience to provide a good quality of education across the areas of learning for the under-fives and the range of National Curriculum subjects. The nursery nurse is suitably qualified. Six part-time primary assistants offer classroom support in the other age groups, which is about an average level of provision when compared to other schools. Although these staff have not received a high level of training, close liaison between teachers and support staff means that pupils benefit from working in small groups with work that is well matched to their learning needs. A well-trained part-time technician for information technology ensures that teachers are well supported in the use of computers.

72. The school does not have an induction programme for new staff but information for supply staff is available. However, the atmosphere of co-operation and the smooth running of the school on a day-to-day basis means that newly appointed and temporary teachers understand the routines quickly. Staff appraisal was discontinued at the beginning of this year in anticipation of new national guidelines; there is no structured programme of staff professional development. Teachers have had appropriate training in meeting the Literacy and Numeracy Strategies, which are national initiatives. They have also had opportunities individually to attend externally provided courses, both short and longer term. Training for the primary assistants and the part-time teacher for English as an additional language has been limited. Staff professional development is not linked closely enough to areas for improvement in the school development plan nor to the planned identification of staff's individual needs. The school has only recently begun to address the need for a more structured approach to staff professional development although this was a weakness identified in the last inspection report.

72. Accommodation

73. The accommodation is maintained to a high standard and offers a very pleasant environment for learning. All areas are clean and tidy. There is a rolling programme for repair and refurbishment and alterations have been made over the last few years, which enhance the provision. For example, the school has recently opened an information technology room to

provide more access for pupils and more scope for teaching computer skills. The school has plans to alter toilet space into cloakrooms to address a health and safety issue of a corridor between two classrooms being used as a hanging area for coats and bags. The playground is well maintained and attractive with trees and shrubs and quiet areas with seating. A climbing frame and other equipment add to the children's enjoyment at playtime. The nursery and reception class both benefit from an attractive and well-equipped outside area.

73. Learning resources

74. The amount, range and quality of learning resources are good overall. Resources for literacy are very good. The school has no central library but provides regular opportunities for pupils to use the local library. All classrooms have a good range of fiction books and sufficient non-fiction books are stored centrally to cover all subjects of the National Curriculum. Resources are good in range in mathematics and history. In information technology, the hardware and software are good but there is a lack of control equipment in Key Stage 2. In other subjects, with the exception of design and technology, resources are satisfactory, with some aspects in need of development or replacement, particularly in music and physical education. In design and technology the resources are inadequate to deliver the subject. Resources are accessible to teachers in the central stores and to pupils in the classrooms. They are well organised and labelled, with the exception of physical education and music.

75. The school has improved its resources in some subjects since the last inspection, particularly in response to national initiatives in literacy and numeracy. However, the strategic planning of learning resources to meet the changing needs of subjects and age groups which was a weakness identified in the last report has not been addressed fully because of limitations in the evaluation of the school development plan. However, this term the school is taking a very important first step of conducting an audit of resources in all subjects to determine future priorities.

75. The efficiency of the school

76. Financial planning is satisfactory. The budget is used to maintain good levels of teaching and administrative staff. Money has been allocated and used to meet priorities within financial years, such as the provision of additional resources for literacy and numeracy. Prudent spending over several years has allowed the school to address a longer-term priority to provide a computer suite. However, financial planning is not linked closely enough to school development planning to ensure that governors and staff are sufficiently involved in making financial decisions that support fully the school's intended developments.

77. The recently appointed headteacher understands the need to check that decisions relating to staffing, resources and accommodation are as cost effective as possible. As a consequence a review of the use of staff and an audit of resources is being undertaken. Success criteria in the school development plan are useful for checking that money has been spent on the agreed actions. However, they are often not precise enough to support judgements about the effects of expenditure on important aspects of teaching, learning and attainment. Monitoring is at an early stage of development: it is only beginning to contribute to overall evaluation of the impact of spending decisions.

78. Funds received for staff development have been used to support staff training, particularly for the introduction of national initiatives. The benefit of such training is evident in the effective implementation of the literacy hour and the successful introduction of the Numeracy Strategy. Funding for pupils with English as an additional language has been used to provide support

mainly within classrooms, with a very small amount of withdrawal for guided reading groups.

79. The school makes effective and efficient use of its staff and learning resources for the under-fives and for pupils in Key Stage 1 and 2. Teachers are deployed to make the best use of their experience and expertise. The teacher for special educational needs is used effectively, both to offer in-class support to groups of pupils and in administrative tasks. However, the deployment of one of the teachers for English as an additional language is inappropriate to ensure pupil progress. The primary assistants are deployed well to offer consistent support to classes in literacy and numeracy and in other subjects which involve practical work. They are used well to support pupils with special educational needs, either by working with small groups of pupils themselves or by releasing the class teacher to do so. This shows improvement since the last inspection when it was identified as an area for development. The school makes good use of all available accommodation. The hall is used regularly for physical education and the organisation of central resource areas ensures that learning resources are readily available to staff. The adults in the under-fives class make regular use of the outdoor area. Time is used efficiently throughout the school.

80. Financial control is efficient. It involves several staff in the implementation of financial procedures but those concerned are aware of their roles and responsibilities. Day-to-day administration proceeds with calm efficiency. Clear daily routines are understood. Appropriate training is currently being given to a newly appointed member of staff. The few recommendations of an external financial audit, which took place two years ago, have been met. Governors monitor financial expenditure at governors' meetings but the financial consultant, in discussion with the headteacher, has prepared a new format for presenting financial information so that it is more easily accessible to the governors.

81. Attainment on entry to the school is below average and the school has high costs when compared to other schools nationally. Balancing these factors against pupils' good progress overall enabling them to reach standards that are average at the end of Year 6, the good quality of education offered and pupils' good attitudes and behaviour, the school is judged to offer good value for money.

81. PART B: CURRICULUM AREAS AND SUBJECTS

81. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

82. The nursery offers part-time education to 40 children while the reception class at the time of the inspection has 10 children who are under five years old. The classes receive a new intake every term.

83. The attainment of the children in the under-fives classes is below national expectations. They enter school with below average attainment. They make good progress to meet the desirable learning outcomes for personal and social development, physical development, knowledge and understanding of the world and creative development. Despite progress that is often satisfactory in mathematics and language and literacy, by the age of five pupils reach standards that are below those expected nationally.

84. The quality of teaching of the under-fives is mainly good, with some unsatisfactory teaching. Members of staff in both classes have secure knowledge and understanding of the desirable learning outcomes for the six areas of learning and plan appropriately to meet the needs of the children. The quality of teaching is good in the nursery where the atmosphere is calm and the children have time to consolidate their learning, talking through their activities with the teacher or nursery assistant. The organisation and clear routines provide excellent support for them to become independent learners. Teaching in the reception class is more variable but is mostly satisfactory. Where this teaching has weaknesses, it is because the lesson planning is not met in practice so that teaching is not focused enough and pupils are not clear what they are expected to achieve.

85. The quality of teaching of pupils' personal and social development is good overall, although variable across the two classes. All adults place emphasis on promoting this aspect of the children's development. Children behave appropriately and are aware of good and inappropriate behaviour, relating it to stories and songs they have heard. In the nursery they are beginning to take turns and share. This is reinforced in the reception class but sometimes the highly charged pace leads to some children being involved in small disputes. In both classes children are taught appropriately to look after property and to tidy away activities with care. Some children are able to work at activities for long periods while others are developing this skill. Children are taught appropriately to be independent in dressing and washing their hands. In the nursery they are able to make independent choices from a range of activities while in the reception class choice is available within activities which are more teacher-led owing to the needs of the National Curriculum.

86. In the nursery, language and literacy skills are taught well through stories, songs, and rhymes such as "Five green bottles". The use of the big books enables all the children to participate in an appropriate activity at their own level as some children are able to recognise letters and other individual words. In the reception class children participate in the National Literacy Strategy and a range of appropriate activities is provided for the group session. Teachers in both classes give the children good opportunities to take part in role play in the home corner which is changed at regular intervals to extend their understanding of other settings. In the reception class some children are beginning to write their names with a high degree of accuracy but a high number of children have difficulty with writing individual letters correctly. The below average attainment level and the number of children with English as an additional language means that a high number of children do not meet fully the required level of language competency by the time they are five years old.

87. The teaching of mathematics is satisfactory. In the nursery the children are given appropriate activities that involve them in making patterns and increasing their understanding of number

through number rhymes and stories. In the reception class the Numeracy Strategy is introduced satisfactorily and appropriate group activities are planned. In both classes the children are able to use mathematical language appropriately to describe the size of objects and some name basic simple shapes. In the reception class most children can recognise numbers to five and some to 10. They are beginning to understand the use of addition.

88.The quality of teaching to promote pupils' knowledge and understanding of the world is satisfactory overall. In both classes children are encouraged to be inquisitive about the world and experience a satisfactory range of activities. In the nursery they learn about colour and shape and look for them in the environment. In the reception class in a geography lesson they learn about fruit and vegetables from different parts of the world. They are given the opportunity to feel the collected items and place them on a map of the world before tasting them. They look at animals and their babies, plant bulbs and in both classes are encouraged to make detailed observations and draw. They experience a satisfactory range of activities to promote their cutting skills with scissors and create interesting displays of work to support the topics being studied. The children in the nursery have the opportunity to use a computer with appropriate teaching software while in the reception class pupils visit the new information technology suite and begin to use the keyboard to find the letters of their name and to use the shift key.

89.The quality of teaching is satisfactory in promoting children's physical development. Children show an increasing ability to move confidently and with control. They use a wide range of equipment, such as balls, climbing frames and tricycles to develop their skills satisfactorily in both classes. They use an appropriate range of materials, including play dough and construction toys to develop their control of finer materials. They have experience of threading pasta to make necklaces and fruits to print patterns.

90.The quality of teaching is good in promoting the children's creative development. . Teachers provide good opportunities for the children to make models in clay, wood and recyclable materials for projects. Children make good progress in exploring sound through the singing of songs and playing of tunes on green bottles filled with differing levels of water and through playing the ukelele. They have opportunities to explore colour through painting and looking through coloured cellophane to discover changes. They show an increasing ability to use their imagination through role-play in the hospital, café or jungle in the role play corner.

91.Parents are encouraged to participate in the class activities in both classes but there is limited help. They receive useful reports at the end of the year and have the opportunity to speak to staff if a problem arises. However, at present there is no opportunity for parents to make a contribution to the assessments which members of staff make as children enter school.

92.All adults make good use of the resources available to promote the areas of learning and the indoor and outdoor accommodation is used effectively. All children are able to participate in all the activities. Children with special educational needs are supported well while those with English as an additional language are supported adequately.

92. **ENGLISH, MATHEMATICS AND SCIENCE**

92. **English**

93.Over the last four years there has been an improvement in the end of Key Stage 1 national test results. In reading, whilst there has been an upward trend, standards have remained well below the national average when compared to all schools. In writing there has been a marked improvement and attainment was in line with the national average in the national tests in 1998 when compared to all schools. When comparisons are made with schools taking pupils from

similar social backgrounds, attainment in reading in 1998 was average and in writing was very high.

94. In Key Stage 2 over the last four years there has been an improvement in the national test results in English. In the national tests in 1998 pupils' attainment was well below average in English. However, when comparisons are made with schools taking pupils from similar social backgrounds, pupils' attainment in English is above average.

95. At the time of the inspection pupils' attainment in both key stages was found to be very similar to the results in the national tests in 1998.

96. Pupils' listening skills are well developed in both key stages. They are able to listen attentively to the teacher and each other and this helps them to make good progress in knowledge and skills across the subjects of the National Curriculum. Almost all pupils respond enthusiastically to the teachers' questions within whole-class groups. Some pupils with special educational needs require much support to contribute even within small-group work. Pupils' speaking skills within both key stages are below average because they do not use a wide range of vocabulary and their responses are brief. They find difficulty in offering full explanations unless they are working from direct practical experiences, such as in design and technology.

97. Pupils' attainment in writing is average at the end of Key Stage 1 and below average at the end of Key Stage 2. They write for a range of different purposes across all subjects, using appropriate use of spelling and punctuation. For example, by the end of Key Stage 1 they write poetry, diaries and stories and by the end of Key Stage 2 they are able to vary their style to suit the purpose, such as when they produce play scripts. However, they do not often use an interesting vocabulary or a wide range of punctuation. Pupils present their work carefully and their handwriting is good. By the end of Key Stage 1 they join letters in handwriting lessons and by Year 6 they do so fluently within their independent writing. This shows a marked improvement since the last inspection when handwriting was unsatisfactory in both key stages.

98. Pupils' attainment in reading is below that expected nationally at the end of both key stages. The majority of pupils read with appropriate accuracy and fluency for their age. However, their understanding of text is not often as well developed.

99. Progress overall in Key Stage 1 and 2 is good in lessons seen and over time in some aspects of the subject. The progress that pupils make in both key stages with speaking is limited by the opportunities that they have for offering extended explanation. Across the key stages pupils become more independent in their writing by increasing their knowledge of irregular word and letter patterns and of how to use a dictionary. In Key Stage 2 they do not always extend their use of vocabulary and punctuation enough. They generally develop a wider range of strategies for reading although they do not always make enough use of context. They make some good progress with their appreciation of literature. By Year 6 pupils are able to recognise differences between the style of Shakespeare's plays and modern writing. In a few lessons seen in Key Stage 2 there was some unsatisfactory progress because pupils were not always challenged enough and the pace of work was too slow.

100. Pupils with special educational needs make mainly good progress, because of the good level of adult support that they receive. On a few occasions, they make less progress because they are unable to work independently of an adult when required. Pupils with English as an additional language make mainly satisfactory progress. These pupils make the least progress when the work is not focused enough over time on their individual needs.

101. Pupils use their reading and writing skills across the curriculum to improve their knowledge and understanding. By the end of Year 6 they make effective use of reference books, for example, in history to make their own books about the British Museum. They write for a range of interesting purposes and in a variety of styles to meet the requirements of different subjects, for example, to record their findings in science, to write biographies in history and compose letters, stories, plays and poems in English.

102. Pupils have good attitudes to learning and their behaviour is good in both key stages. They are attentive listeners, showing respect for each other's views. They are keen to respond to questions. They maintain concentration well in whole-class and group work and co-operate effectively in sharing resources. In the upper part of Key Stage 2 pupils collaborate well when writing plays and are confident performers. The average and higher attaining pupils show initiative in using dictionaries and confidence in writing independently. Pupils with special educational needs are able to use a range of strategies to support their writing, such as wordbooks and high frequency words on cards. Pupils are able to choose their reading books independently and to keep a record of what they read. They enjoy reading and many read regularly at home. They show enthusiasm for stories and poems and are able to give their opinions about a book, particularly when given much guidance by the teacher.

103. The quality of teaching in Key Stage 1 in the literacy hour and in other aspects of the subject is good with some that is very good or excellent. In Key Stage 2 it is more variable, being mainly satisfactory, with much that is good. The literacy hour is well planned and implemented, with objectives that are made clear to pupils so that they know what they are expected to achieve. Introductions to lessons include clear explanations and some good questioning to help pupils to develop their thinking. Suitable texts are selected to motivate pupils and appropriate emphasis is placed on teaching skills in word and sentence work. Most group work is well organised and pupils are set time limits for work so that the majority of lessons have good pace to ensure good progress. In the final part of the lessons teachers often give pupils the opportunity to contribute and sometimes build on the learning of the lesson. However, they often do not expect enough of the pupils in talking about what they have been doing. Teachers have good relationships with pupils and use praise effectively. Expectations are appropriately high in most lessons. In the less effective teaching in Key Stage 2, lessons do not have enough pace because pupils are not clear what they have to do and teacher expectations are not high enough.

104. Teachers and adults offer good support to pupils whilst they work in groups to develop their understanding. This shows improvement since the last inspection when pupils working individually were not supported enough. The teaching of pupils with special educational needs is good. Class teachers make effective use of additional teachers and support staff. Work is planned carefully to meet the targets in pupils' individual education plans and resources are matched well to support progress. The work is not as well focused on the identified individual needs of pupils with English as an additional language.

105. The teaching of handwriting and extended writing is mainly good. Skills are taught systematically and pupils are often given good frameworks for writing but the work given to pupils in the planning and redrafting of their work is not always well matched to their previous experiences.

106. Teachers make effective use of homework to extend the work in lessons, which increases appropriately as pupils move through the school. They make regular assessments and records of pupils' progress in all aspects of the subjects. Teachers set individual targets for pupils but little reference is made to these in lessons. Assessment procedures are good but they are not yet used enough when planning the curriculum, particularly from year to year.

107. The school's curriculum meets statutory requirements and enables pupils to have equality of access and opportunity. Leadership of the subject is very good. Teaching and learning have been monitored and evaluated and the curriculum co-ordinator has put in place appropriate strategies to meet planned priorities for development. The curriculum co-ordinator has analysed national test results and has used the information to make decisions about curriculum provision. Good written guidance is available to support staff in their planning and there are targets for what the majority of pupils should achieve at the end of each key stage. Learning resources for the subject are good and to meet the requirements of the literacy framework they are very good.

107. **Mathematics**

108. Pupils' attainment in mathematics is in line with national expectations at the end of Key Stage 1 and Key stage 2. Whilst the number of pupils who achieve Level 2 is well below the national average, the number of pupils who reach level 3 is well above the national average. The number of pupils who are working towards or at Level 1 is greater than national average. Over the past three years the school has continued to raise attainment at Key Stage 1. At the end of Key Stage 2 the numbers of pupils achieving Level 4 is close to the national average but well below for those achieving Level 5. Over the past three years the school's results have been close to the national average but there has been a significant fall in the number of pupils achieving Level 4 or above in 1999. Closer inspection of these results has revealed that the particular group of pupils contained a high number of pupils with special educational needs and a high number of pupils with English as an additional language. When the school's results in the national tests in 1998 is compared to that of schools taking pupils from similar social background, pupils' attainment is very high. The school works hard to maintain satisfactory attainment for all its pupils and the introduction of the National Numeracy Strategy effectively supports their work.

109. By the end of Key Stage 1 pupils can use numbers up to 100 and are able to use a number square to look for patterns. They add and subtract to 10 reliably. Pupils name two-dimensional and three-dimensional shapes and count the corners and sides and most pupils can draw them with a degree of accuracy. They are beginning to use standard units of measure for weight, time and length. Pupils use positional language with a high level of accuracy and describe the size of objects and shapes accurately. By the end of Key Stage 2 pupils can use their understanding of place value to find the number of tens or hundreds in a three digit number and they can use their multiplication facts up to 10×10 . Regular practice of mental arithmetic means that pupils are gaining a greater facility with numbers. Pupils understand equivalent fractions and the relationship between decimals and fractions, converting them with relative ease. They understand and use the language of probability and place fractions and percentages in appropriate places on the scale. They investigate the probability of achieving different colours using spinners and can interpret their data.

110. Progress is good at both key stages. Most numeracy lessons are well supported by additional teachers and other classroom assistants working with pupils with special educational needs or pupils with English as an additional language. Members of staff are used well and enable pupils to make good progress. Where a high number of pupils with special educational needs and in the early stages of language development have insufficient support, they have difficulty settling to work and are unable to grasp the concepts being taught. The appropriate focus on language acquisition enables all pupils to participate in lessons but pupils at early stages of language acquisition sometimes require more opportunities to use the new vocabulary within group work.

111. Pupils show very positive attitudes to mathematics. They are clear about the structure of the lessons and mainly work industriously during individual and group sessions. Pupils have good

relationships with their teachers and support staff and are confident in answering questions.

112. The last inspection report highlights variability in the quality of teaching which did not always build on pupils' previous experiences. Mathematical language was explained insufficiently and there was no support for pupils with English as an additional language. All these points have been addressed. The quality of teaching in both key stages is at least satisfactory and sometimes very good. In Key Stage 1 lessons are good or better. In Key Stage 2 all lessons are at least satisfactory, with six out of 10 lessons being good or very good. All teachers are secure in their subject knowledge and are clear about the requirements of the national Numeracy Strategy. They have high expectations of the pupils' behaviour and work. Teachers' planning is effective and shows clear objectives for what pupils are to gain from lessons. Where planning is very good, it highlights the key vocabulary and ensures pupils have the opportunities to ask and answer questions, using new vocabulary during the lesson. In Year 2 where pupils used the language of position effectively, they made good progress in their understanding. Teachers plan effectively for pupils' abilities and related extension activities are provided for all pupils. Teachers use a range of strategies and methods, such as individual work and paired work whilst focusing effectively on ability groups during lessons. Questions are used well to assess pupils' understanding but often they are insufficiently open ended to enable pupils to use the correct mathematical language and one word answers are given. Resources are planned well and teachers use them effectively to support pupils' learning. Time is used efficiently and teachers comply with the format of the national Numeracy Strategy. Assessment is satisfactory. Teachers keep records of pupils who have difficulty or who have found particular topics easy but it is unclear how these are used to develop the curriculum. Homework is varied and supports and extends pupils' experiences well.

113. The school has implemented the national Numeracy Strategy fully and effectively in all classes. This has helped to ensure that pupils receive appropriate challenges. This shows improvement since the last inspection when pupils were given undemanding worksheets. Practical work forms a part of all lessons. All aspects of the subject are covered but there is little evidence of data handling in all its formats. The subject is used to support other areas of the curriculum, such as the teaching of symmetry used in art, time lines and making three-dimensional pyramids taught in history, and coordinates learnt in geography. The use of information technology has only recently been introduced within mathematics and pupils use a number of programs in Key Stage 2. Such programs are not implemented fully in Key Stage 1. There is no evidence of pupils' cultural backgrounds being used to enrich the curriculum. Social skills are supported in collaborative learning and particularly in Year 3 where the teacher uses the strategy of asking pupils to discuss quietly with partners, encouraging them to share ideas and use mathematical language to find solutions to questions. This approach enabled a child to guess a semi-sphere as half a sphere and demonstrates the clear connections being made between pupils' previous learning and new vocabulary.

114. Leadership in the subject is strong. The co-ordinator is well qualified to lead the subject and expertise is shared by monitoring of teaching in other classes and by acting as a role model for other staff. Test results have been thoroughly analysed for pupil attainment in differing areas of the curriculum and particular areas of the curriculum have been targeted to raise pupil attainment. Resources have been recently audited to ensure that every class has the basic equipment required for the Numeracy Strategy which has raised the profile of the subject successfully. Central resources are well organised and labelled, with easy access for staff.

Science

115. Attainment in science is satisfactory at the end of both key stages. This is an improvement since the last inspection when standards at the end of Key Stage 1 were judged to be below national expectations. In 1998, the attainment at the end of Key Stage 1, based on teacher

assessment, was in line with the national average. The results of the 1998 national tests at the end of Key Stage 2 showed that the standards reached were below national averages although above the standards achieved by schools with pupils from similar backgrounds. Standards in science rose steadily between 1996 and 1998. Inspection evidence when taking account of lessons observed, talking to pupils and looking at pupils' books and teachers' planning, shows that attainment is in line with national standards in both key stages.

116. At the end of Key Stage 1 pupils can use scientific vocabulary with increasing confidence and understanding. They can record their observations accurately as seen in a Year 2 lesson where pupils were investigating the force of friction by rolling toy cars down a ramp covered with a variety of different materials. Many pupils understand the need for fair testing in the investigations they undertake. Higher attaining pupils can carry out investigations successfully with the minimum of adult supervision. Pupils can identify the different areas of the tongue which are sensitive to sweet and sour tastes and record their findings in ways suited to their abilities. At the end of Key Stage 2 pupils fully understand the importance of fair testing in experiments of their own devising. They can plan an investigation carefully, collect and record data and draw informed conclusions. An example of this was seen in a Year 6 class when pupils were finding out how much salt could be dissolved in a given amount of water to make a saturated solution. Pupils were most insistent that the experiment be conducted properly and were very accurate in their recording procedures. They have a good knowledge of the human body and the functions of the major organs. They know from their experiments how to separate mixtures by filtration and by evaporation.

117. Progress in science is satisfactory in both key stages. Throughout the school pupils make particularly good progress in investigational skills because of the many opportunities to experiment during lessons presented to them by their teachers. The progress in other aspects of the subject is sometimes unsatisfactory as a significant number of pupils with English as an additional language has some difficulty in learning and remembering the vocabulary specific to the subject. Pupils with special educational needs make good progress when they are given focused support by special needs assistants and teachers in their classrooms.

118. Pupils respond well to the subject and have a positive attitude to their work. They show a high level of interest in the activities provided for them and can concentrate for long periods of time. Pupils work well together as was seen in a Year 4 class investigating the effects of increasing the number of bulbs in an electrical circuit. These pupils shared the equipment fairly and without argument and showed a great deal of pride in their many successes. Behaviour in lessons is always satisfactory and often good with pupils listening carefully to their teachers and making sensible comments and suggestions. Relationships with each other and their teachers are good.

119. The quality of teaching is always satisfactory or better in both key stages. Teachers have high expectations of pupils' work and behaviour which can be seen in lessons where teachers give pupils opportunities to take responsibility for their own investigations. In the best lessons teachers have a good subject knowledge, are enthusiastic in their presentation and plan a good range of stimulating and interesting activities. Resources are used well to support learning and are well prepared in advance of lessons.

120. The school has a useful science policy and a scheme of work which ensure that all aspects of the subject are covered. In Key Stage 2 each aspect is revisited as pupils move through the school which gives good opportunities for consolidation of skills and knowledge as well as for moving pupils on to , although the end of key stage tests are not analysed to identify areas in need of improvement. Resources are adequate for the delivery of the full curriculum, are centrally stored in labelled boxes and are readily accessible to staff. Statutory requirements are met fully.

120. OTHER SUBJECTS OR COURSES

Art

121. Limited opportunities were available to see art lessons during the inspection. Judgments are based on pupils' work in displays, talking with pupils and looking at past work. The last inspection report stated that attainment is sometimes higher than expected at both key stages. Generally standards are satisfactory but special project work is often good. The work with the Serpentine Gallery where pupils hear sounds on tape and use them to create a film story produces good imaginative work. In Key Stage 1 pupils make observational drawings using pastels and charcoal and some achieve a high level of accuracy in line with what is expected of pupils of their age. They describe different textures on teddies and use paint to experiment with colour mixing and making representational drawings. They paint pictures in the style of Lowry, showing a high level of concentration and observational skill. In Key Stage 2 pupils continue to draw objects from observation. However, sometimes the standard is less than satisfactory as pupils' drawings lack development in the use of line, tone, and shading. Their drawings show insufficient attention to refinement. In Year 5 pupils refine their skills of colour mixing when they match shades with a high degree of accuracy. To develop three-dimensional work they make clay pots and use papier mache to make urns relating to their history topic. These are finished well and have interesting designs. Overall progress is satisfactory. Pupils have limited time to refine their work and the scheme of work used has not been adapted to ensure that skills are built on sufficiently to enable pupils to make consistently good progress across the school.

122. Pupils carry out tasks confidently and are able to assess their own and others' work at both key stages. They show enjoyment in their work and concentrate well on tasks. They particularly enjoy using the materials and feeling their qualities as in the project on teddies in Year 1 and when creating a background to a picture in Year 2.

123. Two lessons were observed in Key Stage 1. The quality of teaching in this key stage is at least good and sometimes better than good. Teachers have a sound knowledge of the subject and enable pupils to observe and develop their skills. High expectations result in pupils producing good pictures, which they can discuss in terms of what they like best about them and the effects that they are trying to achieve. The final part of the lesson is used well to share praise and identify details of pupils' work which they think are most effective.

124. The subject policy relates closely to the National Curriculum and the school uses a published scheme of work. This has not been adapted to meet the school's allocated time for the subject and the key skills, which the school requires to be taught, have not been identified. This leads to insufficient development in pupils' skills within certain areas, such as drawing. There is repetition of wax resist pictures in Key Stage 1 and 2, with few noticeable differences in skill development. Lowry is studied in Year 1 and Year 6. Assessment is limited to keeping examples of the work which pupils produce. Pupils' achievements are reported satisfactorily in the end of year reports to parents.

125. Art makes a significant contribution to other areas of the curriculum, such as the study of symmetry in mathematics, string prints and colour washes to support a water project in geography and fine observational drawings of plants for science. Pupils in Year 6 have created high quality illuminated scripts using a calligraphic style to present poems by Blake and Yeats, which support literacy.

126. Pupils study a number of artists, such as Van Gogh, Lowry, Matisse, and Manzoni. The Art Club adds significantly to the range of experiences which Key Stage 2 children have as they

make very good collages and appliques using silk paints and a range of textiles to illustrate scenes around London. The contribution the subject makes to the pupils' cultural development is limited as pupils' own cultures are recognised insufficiently in the curriculum. Many of the artists studied are European and there are few examples in evidence in the displays of African or Indian art and few artefacts relating to wood carvings or textiles from around the world.

127. Leadership in the subject is satisfactory. The co-ordinator works in an advisory capacity and collects examples of work from each year group, which are well organised to provide a resource for teachers. Resources are good and organised satisfactorily in a central resource for teachers' use. However, the range of work of other artists is primarily European and in the Impressionist style and not organised for easy access to information.

Design and technology

128. Only one lesson in design and technology was observed during the inspection but from this and a scrutiny of pupils' work, it is judged that pupils make satisfactory progress and achieve standards in both key stages that are in line with what is expected for their age. In Key Stage 1 pupils use design sheets successfully to plan their work and can make moving models of dragons powered by pneumatics to operate the jaws. In Key Stage 2 pupils' work includes designing, making, testing, modifying and evaluating when making models, such as rotating carousels with one or two movements. Many of their finished products are imaginative and presented attractively. Pupils make their own working bridges after studying Tower Bridge to see how it operates. They have a good knowledge of a variety of techniques for cutting and joining a range of different materials, including card and wood. Year 6 pupils, working on an animation project, understand the importance of planning and can make refinements and adjustments to the design to overcome problems encountered.

129. Progress is good through both key stages. Recent progress is particularly good as a new scheme of work has been introduced which gives teachers and pupils lots of good ideas for interesting and challenging work. Progress is good in the design process as well as in the acquisition of the skills required to make the finished product. Pupils with special educational needs are given full access to the work and make good progress with the support of their peers.

130. Pupils thoroughly enjoy their work and can discuss their designs and the problems they have encountered at length. They work well together in groups as was seen in Year 6 where pupils shared their ideas enthusiastically and were willing to listen to the opinions of others. Pupils concentrate well and do not give up when they have difficulties.

131. Teachers plan work in design and technology which is appropriate for their pupils. They have a secure subject knowledge and encourage pupils to produce good quality work.

132. The co-ordinator has recently introduced a new scheme of work and a curriculum map to ensure that all aspects of the subject are taught. Each class works on a specific design and technology project each term, which is timetabled over a few days to give pupils the opportunity to focus intensively on the work. Resources are unsatisfactory at present but the co-ordinator has plans to address this so that all the necessary resources are provided for future projects.

Geography

133. Limited opportunities were available during inspection week to observe lessons but evidence has been taken from displays and talking to children to support the judgment that standards in

geography are sound at both key stages. This attainment is similar to that reported at the time of the last inspection, with some improvement in Key Stage 1. At the end of Key Stage 1 pupils talk about visits to their local market and look at shops in their local area. They know about other services that they need, such as the fire service and hospitals. They discuss their likes and dislikes about the school environment and suggest improvements that they would make in the school. At the end of Key Stage 2 pupils understand coordinates and use four figure coordinates to locate positions on a map. They demonstrate satisfactory knowledge of the map of the United Kingdom and are able to locate countries on a map of the world. Pupils learn about substances which pollute water and take part in simple experiments to clean water. Progress is generally satisfactory at both key stages but is sometimes limited by the pupils' acquisition of English and their ability to express their ideas and ask questions.

134. Pupils in both key stages enjoy geography. They are interested in their work and strive hard to complete tasks. They are confident when showing their work to others and are proud of their achievements. They have few opportunities to take responsibility for collecting resources or developing their own study.

135. The last inspection report stated that pupils in Key Stage 1 were unable to cope when unsupported in lessons. During inspection week no lessons were seen in Key Stage 1 and only two in Key Stage 2. These lessons are well planned and clearly identify work for each group. Where experiments are taking place, there is good support for each group to ensure the tasks are completed. Teachers ask questions to assess pupils' understanding and where the quality of teaching is better, pupils are encouraged to talk about their existing knowledge and relate it to the new experience. Displays of pupils' work indicate that teachers have a sound knowledge of the subject and use resources well to illustrate for pupils the areas being studied. For example, an area of study about the differences between settlements is illustrated well with aerial photographs, maps and posters, giving good support to pupils with English as an additional language.

136. The use of the local area for investigations has remained as one of the strengths of the curriculum since the last inspection but there continues to be limited opportunities for pupils to carry out their own enquiries. The subject has a clear policy and a scheme of work, which have not been adapted to meet the needs of the school in terms of time available. Key skills which teachers wish to build on have not been clearly identified. The geography curriculum has been used satisfactorily to support the literacy programme. For example, pupils in Key Stage 2 have studied the derivation of place names in relation to the topic on settlements and made good use of computer generated maps to support the teaching of matrices and coordinates in Key Stage 1.

137. Pupils learn about countries such as St. Lucia and Bangladesh which meets satisfactorily the cultural needs of some of the children. However, the curriculum has not been enriched by the use of the many different cultures of the pupils.

138. Assessment is satisfactory and teachers use questioning and note coverage of aspects of the subjects to add to pupil profiles. The leadership of the subject is sound in mainly an advisory capacity. The co-ordinator has monitored planning of the subject but not the pupils' work and coverage of the subject throughout the school is unclear. Resources are well organised and labelled for easy access by staff in a central resource. They are sufficient to meet the needs of the curriculum.

History

139. Limited opportunities were available to observe history during the inspection and judgments have been made based on talking to pupils, looking at displays of pupils' work and pupils' past work. The last inspection report stated that, although standards were generally in line with what is expected of pupils of this age, low expectations by teachers led to poor quality and unfinished

work. Attainment in the subject is currently generally in line with national expectations and teachers have high expectations of pupils' work. In Key Stage 1 pupils are beginning to understand the order of events and can use their number skills to work out how long ago events happened. They are beginning to identify the differences between periods of history and their own lifetime and use a range of evidence, such as letters, newspapers and photographs to find evidence about the past. At Key Stage 2 pupils discuss events which happen in Britain in the recent past and know some of the key people. They make posters relating to World War 2 propaganda and some pupils understand that these are a means of persuasion. Progress is generally satisfactory but some pupils are prevented from making good progress because their acquisition of the English language is insufficient for them to express their ideas fully and ask in-depth questions.

140. Pupils are enthusiastic about the subject and keen to share their work with the class. Many pupils said it was a favourite subject. Although sometimes the concepts are difficult, pupils persevere in answering questions. In Year 3, pupils are able to work collaboratively and share resources to begin their own research on a chosen topic related to the Ancient Egyptians.

141. The quality of teaching is generally good. Teachers plan well using their knowledge of the subject to prepare appropriate lessons. They have high expectations of pupils' behaviour and they manage pupils effectively well. Teachers in both key stages use questioning successfully to encourage pupils to extend their understanding using their previous experiences. In Key Stage 2 teachers plan work to encourage pupils to study independently, such as when researching the Ancient Egyptians. In Year 3 the teacher encourages pupils to consider news and current events by creating a display of recent news items.

142. The school uses a published scheme but this has not been adapted to ensure that the skills required are developed each year. Teachers assess pupils' attainment by using questioning and by scrutinising pupils' work. These assessments are used satisfactorily to inform the end of year report writing.

143. History is taught as a discrete subject but also supports other areas of the curriculum. In both key stages pupils learn about the lives of famous people, such as Mary Secole in Year 2 and Anne Frank in Year 6. They use their knowledge in Year 6 to write biographies. In Key Stage 2 teachers make firm links with literacy using history text books to teach about contents pages and use of an index and to make well presented books about the British Museum.

144. In history lessons pupils are encouraged to express their feelings about incidents which they see and judge them in terms of fairness. They begin to empathise with the situations which evacuees find themselves in and express disgust at the conditions of hospitals during the Crimea War. Pupils' social and cultural development is clearly developed in their project on World War 2 where they show an understanding of the differences in their lives and those of children in war-time. At the end of Key Stage 1 they learn about Mary Secole and the black perspective is introduced.

145. Leadership in the subject is satisfactory and resources are satisfactorily organised for easy access by teachers in a central resource. A good range of books, videos and posters with some artefacts is available to support areas of study.

Information technology

146. Attainment in information and communication technology is in line with national expectations at the end of both key stages. By the end of Key Stage 1 pupils can confidently use the mouse and can log on and off without help. They can use a computer for word processing, locate a program from a menu and select suitable options for their work. Pupils can make a greetings

card for a birthday or Halloween using clip art and add their own text choosing the size, style and colour of the font. They have a developing knowledge of the use of information technology in the world around them. At the end of Key Stage 2 pupils can process text confidently and merge it with graphics to produce attractive work, showing recipes for making a variety of meals. They can drag the picture, change its size, repeat it and position it accurately to enhance the text. They can produce a spreadsheet and input data showing the relative area and perimeter of a set of rectangles. Pupils can use a CD-Rom to access and research information to be used in other curriculum areas. They know how information technology can be used to monitor external events through their work on a residential school journey. Whilst on the visit they monitored their own pulse rates during an abseiling exercise and entered the data into a computer to produce a printout showing how their rate varied at different points in the activity.

147. Progress in information technology is good in both key stages. It has improved considerably in recent weeks since the opening of the new computer suite. This accommodation and equipment enable information technology to be taught as a discrete subject and pupils have the additional support of a knowledgeable technician as well as their teachers. Good progress is made in data handling and word processing by all pupils as they now have more practical experience with good quality machines in timetabled class lessons. Pupils with special educational needs also make good progress and often receive good support from their peers when working in small groups. Progress in improving keyboard skills for inputting text is less good and many pupils are frustrated at their slowness when trying to type their work.

148. Pupils respond very enthusiastically to all the opportunities provided for them in the subject. They are extremely excited about their work in the computer suite and look forward to their lessons with eager anticipation. Pupils talk animatedly about their successes and can explain what they are doing in great detail and with obvious enjoyment. Their good attitude to the work is a significant factor in promoting the good progress they make. Pupils behave well in lessons and share the equipment fairly and sensibly. They share their knowledge and skills willingly with other pupils and have good relationships with each other and their teachers.

149. The quality of teaching is always satisfactory and often good. Teachers have a sound understanding of the subject which is growing rapidly with the new opportunities they have to teach information technology as a class lesson. They have high expectations of work and behaviour at all times and their pupils respond by producing work of a good standard. Resources are used very well in the class lessons and the time spent in the suite is utilised to the full, with all pupils being kept fully occupied.

150. The school is well resourced with ten up-to-date computers on a network in the computer suite and personal computers in every classroom. The available software is also good and supports learning in the subject itself as well as in other curriculum areas. The co-ordinator has an infectious enthusiasm, gives good leadership and has worked extremely hard to set up the computer suite. The technician whose expertise in the subject has proved to be invaluable supports the subject co-ordinator well. Plans are in hand to raise the levels of confidence and competence of all staff both teaching and non-teaching, as well as giving parents the opportunity to use the computer suite. Thought is now being given as to how the classroom computers can best be used to support work in other subjects and how the computer suite can be used effectively at times when it is not timetabled for class lessons. Monitoring of the provision is not yet fully in place and there are no established procedures for recording pupils' achievements matched to National Curriculum levels.

Music

151. The standards pupils achieve in music are as expected for their age. This matches the judgement of the last inspection. Pupils in Key Stage 1 can identify long and short notes and can

echo a clapped rhythmic pattern successfully. They can devise their own patterns based on the syllables in other pupils' names and can perform them confidently to the class. Pupils sing with reasonable control of pitch and dynamics. In Key Stage 2 pupils can sing with due regard for phrasing and show a good awareness for rhythm. Older pupils in the school choir have good posture and breathing technique. A small number of pupils plays the recorder in a lunchtime club and have reached a reasonable standard of performance, although few of them can read music using standard notation. They play in assemblies to accompany the hymns, as do a few pupils using percussion instruments. All pupils listen attentively to music by famous composers and from other lands as part of their work in lessons and in assemblies.

152. Progress in music is good through both key stages. The scheme of work, which is closely followed by most teachers, gives pupils good coverage of all aspects of the subject. Progress is particularly good for those pupils who have additional opportunities to make music when they are taught by specialist musicians visiting the school. This was seen in a Year 4 class working with three teachers from the Children's Music Workshop and composing music linked to their science work about electricity. Younger pupils also have such opportunities to make good progress when they are working with students from the Trinity College of Music. Pupils with special educational needs make good progress and are able to join in all activities. The progress of a few pupils in Year 2 who have English as an additional language is limited as they are withdrawn from music lessons for language work.

153. Pupils thoroughly enjoy music and always respond well in lessons. Pupils in Year 3 worked with palpable delight during their music lesson when singing action songs and were visibly upset when the lesson had to end. Behaviour in lessons is particularly good and pupils have very good relationships with their teachers and each other. They handle instruments sensibly and with care. Pupils are attentive to instructions and carry out tasks with the minimum of fuss.

154. The quality of teaching is good or better. Few of the staff are musicians but they use the scheme of work well to give their pupils worthwhile experiences in performing, composing and listening to music. Teachers plan their lessons well and use resources to good advantage to support learning. They have high expectations of work and behaviour and keep pupils interested by having a good range of activities well matched to their pupils' needs.

155. The co-ordinator gives good leadership in the subject. She is extremely knowledgeable and organises many out of school activities for pupils. These include singing at Wembley Arena in the Hallelujah Christmas Concert and at the governors' annual general meeting for parents and singing and playing at North Westminster School and in school concerts at Christmas and in the summer. Resources are adequate to deliver the curriculum.

Physical education

156. Pupils achieve standards in physical education in both key stages that are in line with those expected for their age. This matches the findings of the last inspection. Pupils in Key Stage 1 can devise their own sequences of rolls and jumps successfully in gymnastics lessons, showing good spatial awareness and travelling in a variety of interesting ways. They can refine their sequences for demonstration to the rest of their class. In dance lessons pupils can make slow and fast movements matched to the music and follow instructions imaginatively. In Key Stage 2 pupils can work with a partner in gymnastics and produce some interesting combinations of jumps and balances, showing control and awareness of direction and level. Virtually all pupils can swim 25 metres and are confident in water by the time they reach the end of Key Stage 2. No games or athletics lessons were observed during the inspection.

157. Progress is satisfactory in physical education through both key stages. It is, however, good in swimming with many pupils exceeding the standards expected of them. Pupils have swimming lessons in every year group and this has a significant impact on the progress that they make.

Progress in other aspects of the subject is steady with pupils making appropriate progress for their ability. Pupils with special educational needs make satisfactory progress and participate fully in all the lessons. The good extra-curricular provision, particularly in games, gives pupils further opportunities to extend their knowledge and skills.

158. Pupils enjoy the subject and join in lessons with enthusiasm. Behaviour is always satisfactory and often good. The pupils in Year 6 walk to their lesson at the local swimming pool in an exemplary fashion. Pupils listen carefully to their teachers and concentrate well on the activities provided. The majority dress correctly for lessons, although a few pupils participated in a gymnastics lesson wearing their school uniform. Pupils work well together in pairs as was seen in a Year 6 gymnastics lesson where they were determined to make their sequences as good as possible and used time profitably. They can comment sensibly on their own performance and that of others.

159. The quality of teaching is usually satisfactory and often better. Teachers have high expectations of work and behaviour and manage their pupils well. Most teachers make good use of demonstrations by pupils to show good practice and share ideas. Where teaching of gymnastics is unsatisfactory, the organisation of the lesson is not well planned and the pupils are kept waiting in a queue for their turn on the apparatus. This has a detrimental effect on the progress they make. Resources are used well and health and safety issues are addressed suitably.

160. A good range of extra-curricular activities includes football and rounders clubs. The school has had some successes in competitive football games against other local schools. An annual sports day is popular with the pupils and well attended by parents. The school journey to Dorset provided older pupils with many good opportunities to participate in outdoor and adventurous activities, such as climbing, abseiling, fencing, archery and riding quad bikes. Resources and accommodation are adequate for the delivery of all aspects of the subject.

160. **PART C: INSPECTION DATA**

160. **SUMMARY OF INSPECTION EVIDENCE**

161.The inspection was carried out by a team of four inspectors who spent a total of 15 inspector days in the school.

162.Discussions were held with many pupils, including formal discussions with representatives from every class and with teaching and non-teaching staff.

163.The work of pupils from every class was inspected in detail outside of lesson time.

164.Assessments were made of pupils reading within the literacy lessons and by hearing approximately 10 per cent of pupils read individually, covering the ability range.

165.The school's documentation was examined, including budget details.

166.Sixty-nine lessons or parts of lessons were observed covering all subjects.

167.Observations were made of assemblies, registrations, playtimes and lunchtimes.

168.The school's attendance records and pupils' records and test results were examined in detail.

169.Prior to the inspection a meeting was held for all parents and 25 parents attended. A questionnaire was sent to all parents requesting their views of the school and 100 responses were returned.

169. **DATA AND INDICATORS**

169. **Pupil data**

Unit/School	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	204	10	68	120
Nursery	20	0	0	0

169. **Teachers and classes**

169. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10.6
Number of pupils per qualified teacher:	19.25

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

Total number of education support staff:	7
Total aggregate hours worked each week:	107.5

169. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	0
Number of pupils per qualified teacher:	0

169.

Education support staff (Nursery school, classes or unit)

Total number of education support staff:	1
Total aggregate hours worked each week:	36
Average class size:	29.1

169. **Financial data**

Financial year:	1998
	£
Total Income	519,709.00
Total Expenditure	519,095.00
Expenditure per pupil	2,237.48
Balance brought forward from previous year	25,941.00
Balance carried forward to next year	26,555.00

169. PARENTAL SURVEY

Number of questionnaires sent out:	204
Number of questionnaires returned:	100

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	21	62	9	4	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	21	73	2	2	0
The school handles complaints from parents well	14	57	12	7	1
The school gives me a clear understanding of what is taught	18	65	6	8	0
The school keeps me well informed about my child(ren)'s progress	24	60	8	6	0
The school enables my child(ren) to achieve a good standard of work	26	54	10	7	1
The school encourages children to get involved in more than just their daily lessons	20	48	18	8	3
I am satisfied with the work that my child(ren) is/are expected to do at home	24	54	8	7	4
The school's values and attitudes have a positive effect on my child(ren)	19	58	11	2	2
The school achieves high standards of good behaviour	26	51	12	6	1
My child(ren) like(s) school	57	38	1	1	1