

INSPECTION REPORT

Primrose Hill Primary School

London

LEA area: Camden

Unique Reference Number: 100020

Headteacher: Mrs Kaushi Silva

Reporting inspector: Mr C D Taylor

Dates of inspection: 20 - 24 September 1999

Under OFSTED contract number: 706503

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Princess Road London NW1 8JL
Telephone number:	0171 722 8500
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Appropriate authority:	Governing Body
Name of chair of governors:	Miss Jean Rossiter
Date of previous inspection:	5 - 9 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Christopher Taylor, RgI	Geography	Attainment and Progress
	History	Teaching
	Music	Leadership and management
Candy Kalms, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
James Berry	Science	Staffing, accommodation and resources
	Information technology	
	Physical education	
John Bishop	English	Efficiency of the school
	Art	Ethnic Minority Achievement Grant
Dennis Maxwell	Mathematics	Curriculum and assessment
	Design and technology	
Jean Newing	Under fives	Spiritual, moral, social and cultural development
	Religious education	
	Special educational needs	

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1 - 5
- Key indicators 6 - 10

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 11 - 27
- Attitudes, behaviour and personal development 28 - 33
- Attendance 34

Quality of education provided

- Teaching 35 - 46
- The curriculum and assessment 47 - 54
- Pupils' spiritual, moral, social and cultural development 55 - 58
- Support, guidance and pupils' welfare 59 - 65
- Partnership with parents and the community 66 - 69

The management and efficiency of the school

- Leadership and management 70 - 75
- Staffing, accommodation and learning resources 76 - 80
- The efficiency of the school 81 - 86

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	87 - 102
English, mathematics and science	103 - 133
Other subjects or courses	134 - 178

PART C: INSPECTION DATA

Summary of inspection evidence	179
Data and indicators	180 - 183

MAIN FINDINGS

What the school does well

- The standard of teaching is good overall. The teaching in 89 per cent of lessons is satisfactory or better. In over half of all lessons teaching is good or very good.
- The curriculum is broad and balanced and is enhanced by well-planned trips and residential visits, music and drama events, visiting musicians, and a varied programme of extra-curricular activities. Music is a strength of the school. Both singers and instrumentalists achieve high standards of performance.
- Provision for pupils' moral, social and cultural development is good. Sound moral values are constantly reinforced, and pupils have many opportunities to develop social skills. The school makes good use of the rich diversity of the cultural backgrounds of its pupils.
- The school has good partnerships with its parents and the local community. Parents are kept very well informed about school matters and have regular opportunities to meet with teachers. Members of the community regularly work in school, and the curriculum is enriched by visits to local shops and museums.
- The headteacher and governors provide strong leadership. They have well-prepared school development plans and a clear vision for the future.
- The school makes good provision for pupils learning English as an additional language. Many children receive help from support staff who speak their community languages.
- Provision for pupils with special educational needs is good. They make good progress at both key stages.
- Provision for children under five is good. Children make good progress in the Nursery and the Reception classes.
- The school has a strong team of support staff, good accommodation and good resources. The school uses its teaching and support staff, its accommodation and resources well.
- The school has a good ethos. Pupils' attitudes and behaviour are good. Relationships between pupils and between pupils and staff are very good. Racial harmony is very good. Many opportunities are provided for promoting pupils' personal development.

Where the school has weaknesses

- Attendance is well below the national average, and punctuality is poor.
- There are no whole-school procedures for recording assessments and monitoring the progress of individual pupils as they move through the school.
- The presentation of pupils' work is often unsatisfactory. Pupils' handwriting and spelling is often poor.
- There is insufficient use of information technology to assist the teaching of other subjects across the curriculum.
- The school has not fully adopted the approach to collective worship recommended by the local Standing Advisory Council on Religious Education.
- There are no firm long-term financial plans for expenditure on staffing, accommodation and the curriculum.
- The school's recent health and safety audit failed to identify a few potential safety hazards in the school grounds.
- The school prospectus and the governors' annual report to parents omit a few items of information required by law.

Primrose Hill Primary School has many good features and a firm commitment to raising standards. It is a very caring school which values the cultural diversity of its pupils and makes good provision for their personal and social development. Its strengths significantly outweigh its weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection in February 1996, the school has made sound progress in addressing most of the issues highlighted in the previous report. The school has improved pupils' information technology capability, and this should improve further as the new computer room becomes fully operational. It has ensured that design and technology is fully represented in the curriculum. Opportunities are now provided for more able pupils to tackle suitably challenging work in history and geography. Appropriate attention has been paid to providing subject co-ordinators with opportunities to monitor and support the work of their colleagues. The school has been effective in developing schemes of work which clearly identify what pupils are to learn in each subject. Assessment opportunities have been incorporated into teachers' planning. The school has obtained a determination from the local Standing Advisory Council on Religious Education to follow its approach to collective worship. It has continued to replace old and worn-out equipment, materials and books, and now has a good standard of resource provision. Some progress has been made in improving pupils' writing, but pupils' handwriting and spelling are still poor. The quality of presentation in many pupils' books is still unsatisfactory. The school is aware of developments which are needed in some areas of its work, and is in a good position to make further improvements.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

In English, the school's results in 1999 were close to the average compared with schools nationally, and well above the average for pupils from similar schools. In mathematics, the results of the 1999 tests were below the national average, but above average compared with schools with pupils from similar backgrounds. In science, pupils' performance in 1999 was above the average for schools nationally, and well above average for pupils from similar schools. The school's 1999 results were much better than its 1998 results in all three subjects.

The inspection findings indicated standards of attainment broadly in line with the school's National Curriculum test results in English in 1999. Overall, standards in English are close to the national average. Attainment in speaking and listening is close to the national average, while standards in reading and writing are also in line with the national average. In mathematics and science, inspection findings indicated standards of attainment close to the national average. Pupils' attainment in information technology is in line with national expectations at the end of Key Stage 2. In religious education, attainment is in line with the expectations in the locally agreed syllabus. Pupils make sound progress in art, design and technology, geography, and physical education, good progress in history, and very good progress in music.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	satisfactory	good
Science		satisfactory	satisfactory
Information technology		satisfactory	satisfactory
Religious education		satisfactory	good
Other subjects	good	satisfactory	satisfactory

Teaching is satisfactory or better in 89 per cent of lessons. It is good in 43 per cent of lessons, and very good in ten per cent of lessons. Teaching is unsatisfactory in eleven per cent of lessons. There is a small minority of lessons in a range of subjects where teaching is unsatisfactory at both key stages. Overall, teaching is good for the under-fives, is satisfactory with much good teaching at Key Stage 1, and is good at Key Stage 2. The teaching of music is very good at both key stages.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good; most pupils behave well in class and around school.
Attendance	Unsatisfactory; well below the average for primary schools nationally.
Ethos*	Good; a happy, secure environment with a commitment to raising standards. The school values, respects and affirms the cultural, personal and social experiences of all its pupils.
Leadership and management	Good; the headteacher provides strong leadership. The governors are actively involved in the management of the school.
Curriculum	Good; broad and balanced for the under-fives and at both key stages; appropriate emphasis on the core subjects; good provision for pupils' personal and social education, including health education.
Pupils with special educational needs	Good provision; good support for pupils with learning difficulties; pupils make good progress at both key stages.
Spiritual, moral, social & cultural development	Good overall; good moral teaching and very good social development; satisfactory spiritual development; provision for cultural development is very good.
Staffing, resources and accommodation	Sound overall; number, qualifications and experience of teaching and support staff generally appropriate; satisfactory arrangements for the professional development of all staff; good accommodation which is well maintained; good provision of teaching resources.
Value for money	Satisfactory.

**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
<ul style="list-style-type: none"> • The school encourages parents to play an active part in its life. • The school is approachable. • The school encourages children to get involved in more than just their daily lessons. • The school's values have a positive effect on pupils. • The school achieves high standards of good behaviour. • Children enjoy going to school. 	<ul style="list-style-type: none"> • Some parents are concerned about the standard of their children's work. • Some parents are not satisfied with the amount of work their children are expected to do at home; some parents would like more homework, but others would like less.

The inspection findings support the parents' positive views. A few parents felt that expectations of pupils' attainment, especially those of higher ability, were not always high enough. The majority felt that the school enables their children to achieve a good standard of work. Inspection findings indicate that, in the majority of lessons, pupils of higher ability make sound progress. Parents disagreed about homework. Some felt that not enough homework is set, while others felt there is too much homework. The majority was satisfied with the amount of work that children are expected to do at home. The inspection findings confirmed that the amount of homework set is typical of most primary schools.

KEY ISSUES FOR ACTION

In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should:-

- improve the attendance rate and punctuality of pupils by devising improved procedures for monitoring and encouraging better attendance and punctuality. (see paragraphs 34 & 63)
- develop whole-school procedures for recording assessments and monitoring the progress of individual pupils as they move through the school. (see paragraphs 53 & 61)
- improve the presentation of pupils' work and the quality of pupils' handwriting and spelling. (see paragraphs 16, 22, 39, 75, 108, 109, 110, 122, 129, 144)
- increase the use of information technology to assist the teaching of other subjects across the curriculum. (see paragraphs 114, 132, 140, 162)
- draw up long-term financial plans for expenditure on staffing, accommodation and the curriculum. (see paragraph 81)
- ensure that all statutory requirements are met:
 - by providing all the information required in the school prospectus and the governors' annual report to parents; (see paragraph 73)
 - by identifying and dealing with potential safety hazards in the school grounds; (see paragraphs 65 & 73)
 - by fully implementing the approach to collective worship recommended by the local Standing Advisory Council on Religious Education. (see paragraph 55)

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

- The school should ensure that all teachers consistently implement the school's marking policy. (see paragraphs 45, 113, 132, 161)

INTRODUCTION

Characteristics of the school

1. Primrose Hill is a large primary school with 426 pupils on roll. It also has a 39-place nursery. It is much bigger than the majority of infant and junior schools. There are 200 girls and 226 boys on roll. Numbers are fairly evenly balanced in Years 2 to 6, but there are far more boys than girls in the Reception class and Year 1. Most children are admitted into the nursery from the age of three and a half. Children join the Reception class during the school year in which they become five. Approximately 30 children with birthdays from September to February join in September; the other 30 children start in January. Some additional pupils join the school in Year 3 as Hawley Infant School is within the school's catchment area. There were 27 children aged under five at the time of the inspection. There were 412 pupils on roll in January 1996 (including the nursery), and 472 in January 1998. Numbers in the school increased rapidly in 1997, and have remained fairly constant since then.
2. The school is situated a few hundred metres east of Primrose Hill and north of Regent's Park, overlooking the Regent's Canal, in the London Borough of Camden. It is housed in an impressive 100-year old three-storey red brick building. The school is situated in a prosperous residential area consisting of large Victorian houses. It is in the Chalk Farm ward where the 1991 census indicated that the percentage of adults with higher educational qualifications was much higher than the national average and the percentage of children in high social class households was well above the national average. Few children, however, live in the immediate area. Many live in a nearby council housing estate, and some live in temporary accommodation. The proportion of pupils from economically disadvantaged homes is above average. Forty six per cent of pupils are eligible for free school meals. This is well above the average for infant and junior schools. The majority of children enter the nursery with levels of attainment below the national average. By the time they join the Reception class, the majority have levels of attainment that are in line with those expected of children of this age.
3. Forty one per cent of pupils come from homes where English is not the first language. The percentage of pupils speaking English as an additional language is very high, though the figure has decreased from 52 per cent in 1996 and 45 per cent in 1998. Over forty different languages are spoken, the most frequent being Albanian, Bengali, Spanish and Somali. There are many refugee families from Kosova and Somalia, and some of these families travel from other boroughs to benefit from the services the school provides. There are after-school classes, for example, in the four most frequent community languages. Some of the refugee families have been at the school for only a short time, but many have been there for four or five years.
4. One hundred and sixty eight pupils have been placed on the school's special needs register, four of whom have statements of special educational needs. The total number on the register is well above the national average, while the number with statements is broadly in line with the national average.
5. The school aims to provide a safe, stimulating environment in which learning can take place. It strives for the highest academic standards, and encourages children to achieve their full potential. The school values, respects and affirms the cultural, personal and social experiences of all its pupils. It has a clear commitment to improve standards. Individual targets have recently been introduced for all pupils, and realistic targets have been set to improve pupils' attainments in English in the 1999 to 2002 National Curriculum tests at both key stages.

Key indicators

6. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	30	23	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	25	25	30
	Girls	19	20	23
	Total	44	45	53
Percentage at NC Level 2 or above	School	83(77)	85(81)	100(91)
	National	85(80)	86(81)	90(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	24	28	24
	Girls	20	23	19
	Total	44	51	43
Percentage at NC Level 2 or above	School	83(77)	97(92)	81(89)
	National	n/a (81)	n/a (85)	91(86)

7. Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	30	22	52

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	18	27
	Girls	19	16	19
	Total	36	34	46
Percentage at NC Level 4 or above	School	69(53)	65(49)	89(56)
	National	73(65)	72(59)	83(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19	19	27
	Girls	21	20	21
	Total	40	39	48
Percentage at NC Level 4 or above	School	77(51)	73(56)	92(56)
	National	n/a (65)	n/a (65)	n/a (72)

¹ Percentages in parentheses refer to the year before the latest reporting year

8. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year: (1997/98)

		%
Authorised Absence	School	7.0
	National comparative data	5.7
Unauthorised Absence	School	1.8
	National comparative data	0.5

9. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

10. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	10
Satisfactory or better	89
Less than satisfactory	11

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

11. Most children under the age of five join the Nursery class before entering the Reception class. When they join the Nursery, most have levels of attainment below those expected for children of their age. They make good progress overall towards the Desirable Learning Outcomes for five-year-olds. Progress is very good in personal and social development, and is good in language and literacy, mathematics, physical development, creative development and in knowledge and understanding of the world. By the age of five, the attainment of pupils is above national expectations in personal and social development, and is in line with expectations in language and literacy, mathematics, physical development, creative development and in knowledge and understanding of the world.
12. At the end of Key Stage 1, the overall attainment of pupils is in line with national expectations.
13. In English, the percentage of pupils achieving the nationally expected standard in reading was close to the national average in the National Curriculum tests for seven-year-olds in 1999, and the number achieving higher levels was also close to the national average. Overall, standards in reading were close to the national average. In writing, the percentage of pupils achieving the nationally expected standard in 1999 was close to the national average, and the number achieving higher levels was also close to the national average. Overall, standards in writing were close to the national average. Inspection findings indicate that standards in English are close to the national average. In speaking and listening, standards are in line with the national average, and standards in reading and writing are also close to the national average.
14. In mathematics, the percentage of pupils achieving the nationally expected standard in the 1999 tests at Key Stage 1 was very high compared with the national average, and well above the average number achieved higher levels. Overall, standards were well above the national average. Inspection findings indicate that attainment in mathematics in the present Year 2 is close to the national average. In science, the percentage of pupils reaching the nationally expected level in teachers' assessments in 1999 was well above the national average, and close to the average attained higher levels. Inspection findings indicate that attainment in science in the present Year 2 is close to the national average.
15. The level of attainment pupils achieved at Key Stage 1 in the national tests in 1999 compared favourably with those in similar schools. In reading and in writing, the proportion of pupils achieving the nationally expected standard was well above average in comparison with pupils from similar backgrounds. In mathematics, the proportion of pupils achieving the nationally expected level was very high in comparison with the average in schools with pupils from similar backgrounds. In science, the teachers' assessments of the proportion of pupils achieving the nationally expected standard was close to the average in similar schools.
16. In English, pupils make satisfactory progress in reading and writing at Key Stage 1. Most pupils read accurately and with good expression, and have a range of strategies to tackle new words. They read a good range of fiction books and make choices about what they like to read. Punctuation is inconsistent, and most pupils only use capital letters and full stops infrequently. Spelling is poor, and many pupils spell common words incorrectly. Progress in speaking and listening is good in most classes. Where standards of listening are good, pupils respond well and enjoy using new words learnt during lessons.
17. Pupils' progress in mathematics is satisfactory at Key Stage 1. They add and subtract numbers up to twenty, and count confidently in twos, fives and tens. They recognise common two- and three-dimensional shapes, and are beginning to interpret data in the form of graphs and tables. In science, pupils make sound progress. They recognise and name the main parts of the human body, and understand the functions of the main organs. They classify common types of materials, and can distinguish between natural and man-made substances. Pupils recognise that different forces can change the shape of materials, and understand that some changes are reversible, while others are not. They carry out simple experiments, but there is insufficient emphasis on practical and investigative science.

18. At Key Stage 1, pupils' attainment in information technology is in line with national expectations, and they make sound progress. Pupils load CD-ROMs and use them as a source of information. They use the mouse and keyboard controls to write sentences and to save and print their work. In religious education, attainment is in line with the expectations in the locally agreed syllabus and pupils make satisfactory progress. They understand the significance of the main festivals of the faiths represented in the school, and know the names of the places of worship associated with the major world faiths. Pupils make satisfactory progress in art, design and technology, geography, history and physical education, and very good progress in music.
19. Overall, the attainment of pupils at the end of Key Stage 2 is in line with national expectations.
20. In English, the percentage of pupils attaining the nationally expected level in the National Curriculum tests for eleven-year-olds in 1999 was close to the national average, and the percentage of pupils attaining higher levels was also close to the average. Overall, the standard of attainment was close to the national average. In mathematics, the percentage of pupils attaining the nationally expected level was below the national average, but the number attaining higher levels was close to the national average. Overall, the standard was below the national average. In science, the percentage attaining the nationally expected level was above the national average, and the percentage achieving higher levels was also above the national average. Overall, the standard was above the national average.
21. The level of pupils' attainment in the English tests in 1999 was well above the average in schools with pupils from similar backgrounds. In the mathematics tests, the proportion of pupils achieving the nationally expected standard was above the average for similar schools. In science, pupils performed well above the average for those from similar backgrounds.
22. The inspection findings indicate standards broadly in line with the 1999 test results in English at the end of Key Stage 2. Overall, standards of attainment in English are close to the national average. Attainment in speaking and listening is close to the national average, while standards in reading and writing are in line with the national average. Pupils make satisfactory progress overall in English at Key Stage 2. They make sound progress in listening and speaking. They use a broader range of vocabulary, and contribute enthusiastically to discussions. Pupils make satisfactory progress in reading and writing. Most pupils read fluently, and have sound reference and research skills. They discuss the characters in stories and different styles of writing. Pupils write for a wide range of purposes, and write extended stories and interesting descriptions. The quality of pupils' handwriting is unsatisfactory, and has shown little improvement since the last inspection. Punctuation is generally sound, but spellings are often incorrect.
23. In mathematics, inspection findings indicate that the attainment of the majority of pupils is close to the national average at the end of Key Stage 2. Pupils make satisfactory progress. They use mental recall of tables to solve simple problems, and develop accurate methods of computation. They explore patterns in numbers, and draw the nets of three-dimensional shapes. They express quantities as fractions and percentages, and round up numbers to the nearest ten or hundred. In science, inspection findings indicate that attainment is close to the national average at the end of Key Stage 2. Pupils explain why shadows lengthen during the afternoon, and understand the differences between solids and liquids. Pupils undertake their own investigations to measure the forces acting on an object, and carry out experiments to explore the weight of air. They make informed predictions, and draw sound conclusions. There is insufficient guidance, however, on the recording and presentation of results in investigative science, and this prevents both higher and lower attaining pupils from making more rapid progress.
24. Pupils' attainment in information technology is in line with national expectations at Key Stage 2. Pupils use different fonts, and 'cut and paste' to move text when word-processing. They understand how to send e-mail messages and the potential of using the Internet to gather information. They enter data onto spreadsheets and understand the effects of changing the data. Pupils make little use of information technology skills, however, to assist their learning in different subjects of the curriculum. In religious education, attainment is in line with the expectations in the locally agreed syllabus and pupils make sound progress. Pupils have a sound knowledge of Christianity, Judaism, Islam, Sikhism and Hinduism, and contrast the main festivals and traditions of these major world religions. Pupils make sound progress in art, design and technology, geography, and physical education, good progress in history, and very good progress in music.

25. Pupils with English as an additional language are supported well by the school, and their attainment and progress is similar to other pupils. There is no significant variation in attainment by gender, ethnicity or background. Differences between girls and boys generally follow national trends. Pupils with special educational needs make good progress at both key stages in relation to the targets set for them in their individual education plans. Pupils benefit from the effective support of the special needs teachers, class teachers and the classroom learning support assistants and helpers, both within the classroom and when withdrawn for short periods.
26. Pupils' literacy skills are in line with national expectations, and are improving in most classes with the introduction of the National Literacy Strategy. The literacy hour has been introduced satisfactorily in most classes. The school has taken care to plan opportunities for extended writing in other subjects of the curriculum. Pupils apply new knowledge and skills gained in the literacy hour to improve their writing, for example, in science, history and geography.
27. Standards in numeracy are close to the national average at both key stages. Pupils' understanding and use of number develop satisfactorily at both key stages. The National Numeracy Strategy is being introduced satisfactorily in most classes. Pupils are beginning to carry out mental calculations with increasing accuracy and are beginning to show greater confidence in manipulating numbers and using multiplication tables. They use their numeracy skills across a range of subjects, counting the number of beats, for example, in music, and measuring weights and forces in science.

Attitudes, behaviour and personal development

28. Pupils' attitudes to learning are good across the school. Behaviour and personal development are good and relationships between pupils, and between pupils and staff, are very good. These are strengths of the school, and make important contributions towards the standards that pupils attain and the quality of life in the school community.
29. Pupils' attitudes to learning continue to be very positive, as in the previous inspection report. Pupils settle into the nursery quickly and play well together. Children under five listen to their teachers and other adults carefully, and follow instructions sensibly. They choose their own activities and remain with a task until it is complete. At both key stages, pupils are well motivated and show a good level of interest in their work. Most pupils listen carefully to their teachers and are keen to participate in lessons. They respond well to questions and contribute answers enthusiastically. Pupils generally concentrate well, and most sustain concentration on individual activities for a good length of time. In lessons such as a Year 5 history lesson, where pupils were given opportunities for independent learning and personal research, they respond well and make good progress in developing their independent learning skills. In the small minority of lessons where teaching is unsatisfactory, however, activities fail to sustain pupils' interest and they become less attentive and more disruptive.
30. Pupils' behaviour in lessons and around the school is good. This is consistent with the findings of the previous report. Pupils are clear about the standard of behaviour expected, and this is reinforced when class rules are discussed. They move sensibly around the large building and up and down the long staircases, bearing in mind the safety of other pupils. Pupils behave well in the dining hall and in the playground. They are courteous to staff and to visitors, and are considerate to each other. They show respect for school equipment and property and are trustworthy. There is no vandalism or graffiti evident in the school. The majority of parents who responded to the questionnaire and attended the parents' meeting expressed satisfaction with standards of behaviour in the school. The school has had only one fixed term exclusion in the last twelve months. This is a major improvement since the previous inspection.
31. The quality of relationships in the school is very good. Relationships are based on a mutual respect which underpins the school's ethos and enables pupils to work with increasing confidence. Constructive relationships are formed between pupils, and between pupils and staff. Pupils work well together in pairs and in small groups. Pupils of all ethnic, cultural and religious groups work and play very well together, and this is a very positive feature of the school. The school custom is for pupils to refer to their

teachers by their first names. This approach goes hand in hand with the friendly, family atmosphere of the school, and there were no examples of pupils taking advantage of this informal approach.

32. Pupils' personal development is good. As they move through the school, most pupils listen carefully to each other during lessons, and are aware of other people's feelings and values. Pupils settle down to group work quickly, and are able to work unsupervised both independently and in groups. Pupils participate in a wide range of extra-curricular activities, although they had not yet begun some of these at the start of the new academic year. Many pupils take part in school performances and weekly class assemblies where pupils perform to parents and to the rest of the school. Pupils in Year 5 recently participated in a Citizenship programme which helped to develop their awareness of the needs of others. Pupils are elected to serve on the School Council, which gives them a sense of responsibility and helps them develop their role in serving the school community.
33. Pupils make a good contribution to the wider community by providing tea for the elderly at harvest time and by raising money for a variety of charities.

Attendance

34. Levels of attendance are unsatisfactory. Scrutiny of the school registers shows levels of attendance to be well below the national average, with patterns varying considerably between year groups and between classes in the same year group. A few pupils take extended holidays during term time but this has only a limited effect on the overall attendance figures. There has been some improvement in the rate of unauthorised absence, but it is still considerably higher than the national average. This is due to the difficulty that the school has in obtaining reasons for absence from parents. Procedures for monitoring and encouraging better attendance are not rigorous enough to improve the situation. Punctuality is a significant problem in the school. Many pupils arrive late, some frequently, and a significant number arrive long after registers have closed. Punctuality is also a problem at the end of the day, with some parents arriving late to collect their children.

QUALITY OF EDUCATION PROVIDED

Teaching

35. The overall standard of teaching is good. It is good for the under-fives, satisfactory with much good teaching at Key Stage 1 and good overall at Key Stage 2. Eighty nine per cent of teaching is at least satisfactory. In 43 per cent of lessons the teaching is good, and in ten per cent it is very good. In line with the previous inspection report, the high standard of teaching has generally been maintained. The standard of teaching has improved in information technology, but there is also a small minority of lessons in a range of subjects where teaching is unsatisfactory at both key stages. Most of these lessons were taught by teachers on short-term contracts.
36. Teaching is good overall in the six areas leading to the Desirable Learning Outcomes for children under the age of five. Teaching is consistently good in the Nursery class, and is often very good. Teaching is sound, overall, in the Reception classes, and is often good. It is very good in personal and social development, and good in language and literacy, mathematics, physical development, creative development and in knowledge and understanding of the world. The high level of good teaching is largely responsible for the good progress made by the under fives.
37. Teaching is satisfactory overall, with much good teaching, at Key Stage 1. It is good overall, with some very good and some unsatisfactory teaching, at Key Stage 2. In English, teaching is good overall at Key Stage 1. It is good overall at Key Stage 2, though some unsatisfactory teaching and some very good teaching were observed. In mathematics, teaching is satisfactory overall at Key Stage 1, but some good and some poor teaching were observed. At Key Stage 2, teaching in mathematics is good overall, but some unsatisfactory teaching was also seen. In science, teaching is satisfactory overall at both key stages,

though both key stages had some good and some unsatisfactory teaching. In information technology, art, geography and physical education, teaching is sound overall at both key stages. In religious education and history, teaching is sound at Key Stage 1 and good at Key Stage 2. In design and technology, no lessons were observed at Key Stage 1; teaching is sound at Key Stage 2. In music, teaching is very good at both key stages. In the best lessons, teaching that is good or very good helps pupils to make good progress. Unsatisfactory teaching in some lessons at both key stages contributes towards pupils making unsatisfactory progress, especially where management of pupils' behaviour is unsatisfactory.

38. Teachers' subject knowledge and understanding are generally sound at Key Stage 1 and good at Key Stage 2. Teachers generally use correct vocabulary and terminology, for example in mathematics and in science. In lessons where teaching is unsatisfactory, teachers' knowledge and understanding is sometimes insecure. In design and technology, the role of problem solving is not fully appreciated by teachers. Good teacher knowledge of different historical periods helps pupils to make good progress in developing their understanding and historical research skills at Key Stage 2. Excellent specialist expertise in music contributes to very high standards at both key stages.
39. The previous report suggested that teachers' expectations were not always sufficiently high, especially regarding presentation and quality of work. Teachers' expectations of pupils' work and behaviour are now generally satisfactory at Key Stage 1 and good at Key Stage 2, although expectations regarding the presentation of pupils' work are still generally unsatisfactory at both key stages. In numeracy lessons at Key Stage 2, the level of challenge is good. Expectations of pupils' participation are very high in music at both key stages. In less successful lessons, expectations of the standard of pupils' behaviour are often unsatisfactory.
40. The previous report stated that schemes of work were needed in a number of subjects to ensure progression and continuity. Schemes of work are now in place in all subjects to ensure that pupils develop their knowledge and learn new skills in a logical order. Both long-term and medium-term planning is now good at both key stages, and there is good provision made for suitable work for pupils of different ability and different attainment. Learning objectives related to the National Curriculum programmes of study are now clearly identified in most lesson plans, and most teachers plan carefully to provide sufficient challenge for pupils who are at different stages in their learning. Numeracy lessons successfully follow the guidance of the National Numeracy Strategy, and there is a good emphasis on mental mathematics. Where planning is less successful, learning objectives are not clear, teachers do not follow the scheme of work closely, and the work is not challenging enough for pupils.
41. Teaching methods and organisational strategies used by teachers are generally sound at Key Stage 1 and good at Key Stage 2. Where teaching is good or better, a suitable range of activities helps to retain pupils' interest and develops their skills and knowledge. Lessons usually contain a good balance of teacher input, questioning and discussion, and pupil activities. Teachers make good use of question and answer sessions, and share their specific learning objectives with pupils at the beginning of lessons. Sensible use is made of whole-class sessions after individual or group activities to share pupils' work and to reinforce their learning. Most teachers have made a sound start in introducing the National Literacy and Numeracy Strategies, and there is a suitable balance of whole-class, group and individual work. In literacy, there is a strong and effective emphasis on direct teaching. Very good use of language by teachers enables pupils to successfully extend their own vocabulary. Where teaching could be improved, teachers sometimes choose unsuitable tasks and use inappropriate methods which result in slow progress by pupils. In science, there is an insufficient emphasis on investigative work at both key stages, and teachers do not sufficiently encourage pupils to discover new experiences for themselves. In mathematics at Key Stage 2, setting by ability helps to focus the work on the pupils' standard of attainment, but it inhibits the discussion of mathematics in other subjects of the curriculum taught by the class teacher.
42. Teachers' relationships with their pupils are usually good, and often very good, at both key stages. Where teaching is satisfactory or better discipline is usually good. As a result, pupils remain well motivated and attentive. Where teaching is unsatisfactory in a small minority of lessons, discipline is often insecure, and teachers allow too much disruptive behaviour. A few teachers, mainly those on short-term contracts, are not firm enough in insisting that pupils sit quietly and listen carefully. They do not have effective classroom management strategies for dealing with disruptive pupils. Noise levels are frequently too high, and many pupils make unsatisfactory progress because they are not sufficiently

focused on their work.

43. The use of time and resources is satisfactory overall at both key stages. The previous report suggested that introductions to lessons were sometimes too long. The use of time is now generally sound, and most teachers effectively divide lesson time between teacher-led sessions and individual pupil activity. Efficient use of time was observed in the Literacy Hour, and music lessons are particularly brisk. Where lessons are unsatisfactory, the pace is often too slow, and much time is wasted as pupils chatter and interrupt the lesson. The use of resources is generally good at both key stages. Good use is made of a wide variety of resources including maps, globes and photographs in geography, artefacts in religious education, and videos and historical documents in history. Very good use is made of a wide range of recorded music and percussion instruments in music. Good use is made of the local environment and trips to other areas in geography, and of visits to museums and sites of historical interest. Insufficient use is made of information technology to support other subjects of the curriculum, such as science and geography. Problems encountered with the software prevented the full use of the computers during the week of the inspection. Classroom assistants, support teachers and other helpers are used effectively to support pupils with special educational needs and those with English as an additional language.
44. Most teachers make sound use of day-to-day assessment of pupils' progress. Teachers sometimes modify their teaching as a result as the lesson progresses. Teachers often use questions and answers to assess pupils' understanding, and use the information well to focus their explanations. Day-to-day assessment is often good in mathematics, as teachers make careful observations of their pupils' work. Good ongoing assessment in music is used to evaluate pupils' progress and to offer individual guidance. Teachers' assessments are often used to plan the next stage of learning in all subjects.
45. Spellings, tables and reading are set regularly as homework at Key Stage 1. Additional tasks at Key Stage 2 help pupils consolidate their skills in a range of subjects. The marking of pupils' work is inconsistent. The best marking includes helpful comments on how to improve work and future targets, in addition to praise and encouragement. Some work, however, is left unmarked. In numeracy, there is no consistent whole-school procedure for assessing and recording daily observations of pupils' attainment to assist future teaching.
46. The quality of teaching for pupils with English as an additional language is good at both key stages. Class teachers and support teachers give valuable assistance to pupils learning English as an additional language to ensure that they make progress similar to other pupils. The quality of teaching for pupils with special educational needs is good at both key stages. Pupils' needs are recognised early in their school life, and appropriate support is given. The special educational needs support teachers and learning support assistants effectively assist pupils with special needs, and their support contributes substantially to the good progress made by pupils. They use both classroom support and withdrawal sessions carefully and effectively. Most class teachers have a good understanding of the special needs of pupils and adapt their teaching methods to meet their pupils' needs. In the majority of lessons, teachers plan specifically for pupils with special needs, providing appropriately matched work and supporting pupils with additional one-to-one assistance. Class teachers plan in accordance with pupils' statements, and work towards the targets identified in pupils' individual education plans. The special needs support teachers, class teachers, and learning support assistants work together effectively to ensure that pupils take a full and active part in the curriculum.

The curriculum and assessment

The curriculum

47. The school has made satisfactory improvements to the curriculum by addressing the issues identified in the previous inspection. There are now detailed schemes of work in all subjects, many of which are based on national guidelines. Design technology is now suitably represented in the curriculum, with a termly task allotted to each class. Each subject has a balanced curriculum and receives sufficient curriculum time. The lesson time taught at each key stage is just below the recommended times.
48. The curriculum meets statutory requirements, and is broad and balanced. The curriculum for the under-fives is carefully planned and takes account of the six areas of learning. Overall it prepares children well

for the National Curriculum. Good emphasis is given to personal and social development. At both key stages, staff have made sensible adjustments to allow for the increased focus on literacy and numeracy. The school has adopted the local authority's curriculum policy and the Early Years curriculum statement. The schemes of work in each subject provide continuity of teaching between different classes in the same year and a logical progression in the teaching of skills and knowledge. They support coverage of all the aspects of the subjects, and have suitable repetition in order to reinforce learning. Several schemes of work are new to the school, however, and as several subject coordinators are also new to their posts, progression of skills and knowledge is only beginning to be thoroughly established in some subjects. The school has good arrangements to review and develop all subjects annually through an action plan.

49. The school has a comprehensive set of aims that informs the subject policies and classroom activities. There is a growing sense of purpose and coherence about the school's curriculum as teachers plan in year groups. This gives teachers good motivation and enables them to share lively and worthwhile tasks linking to a topic. Teachers' termly planning, based on the annual schemes of work, provides appropriate coverage and development of the curriculum. Medium-term planning is monitored thoroughly by subject coordinators, but weekly planning by individual teachers does not benefit similarly from the co-ordinators' subject knowledge and expertise. Topics are usually well chosen, and tasks are relevant to the children's interests. Tasks usually combine basic skills with deeper understanding, but insufficient attention is given to some specific skills such as handwriting and presentation.
50. The school makes good provision for pupils' personal and social education, including sex education and education about drug abuse, although the programme is still being developed. All staff actively support the pupils' personal development. The school council is a good example of how the school works hard to promote children's personal development.
51. Curriculum planning and teachers' careful classroom management usually enable all pupils to have equal access to all activities. The school makes considerable efforts to ensure that the curriculum provided for pupils learning English as an additional language meets their needs. Some children receive help in understanding their tasks from staff who speak their community languages, and also from support teachers funded by the Ethnic Minority Achievement Grant. Many lessons provide structured tasks that give sufficient challenge for pupils of different abilities. The school makes good provision for children with special educational needs, and meets the requirements of the Code of Practice. There are references to the needs of pupils with special education needs in all subject policies and schemes of work. Teachers' planning is usually good, and almost all staff are sensitive to the variety of children's needs. The support staff ensure children take a full part and make secure progress.
52. The school makes good provision for extra-curricular activities, including sport. All children can choose from a range of activities including singing, drama and four community language classes. The excellent school orchestra is a voluntary activity for pupils learning a musical instrument. It practises for an hour during lesson time each Wednesday, requiring teachers to make suitable adjustments to their teaching programmes. There is an annual residential trip for pupils in Year 6 that enhances the whole of their curriculum and their personal development.

Assessment

53. Information from assessments of children under five is used carefully to make their introduction to school life effective and to influence future planning. The school has a suitable policy for assessing pupils' attainment accurately at both key stages, but the school's recording procedures are inadequate. A simple record sheet with brief comments is completed for pupils' reading, and a new science record sheet is being piloted. Teachers generally keep records of on-going assessment in their own way, and write an evaluation of the week's main focused tasks in addition to their weekly overall evaluation. Many of these evaluations contain thoughtful and perceptive comments that influence further planning and teaching. However, these observations are not brought together to form a consolidated record of individual pupils' progress and difficulties in all subjects as they move up through the school. The recording of assessment throughout the school lacks the rigour to ensure that pupils' progress and attainment in class are monitored satisfactorily.

54. The school makes a very detailed analysis of pupils' performance in the National Curriculum tests. This includes an evaluation of the attainment of pupils from different ethnic backgrounds. Staff who teach pupils learning English as an additional language make regular assessments of these pupils and monitor their progress. These observations are used well when planning to meet their learning needs. The progress of pupils with special needs is monitored regularly. Pupils' individual education plans are reviewed half-termly. The targets on some individual plans are too general, however, and cannot easily be measured. The school has recognised this, and training to address this issue has been arranged for later this term. There are effective procedures for identifying pupils with special educational needs as soon as possible.

Pupils' spiritual, moral, social and cultural development

55. Overall, provision for pupils' spiritual, moral, social and cultural development is good. Provision for spiritual development is satisfactory overall; moral development is good and social and cultural development are very good. There are lively and well-presented daily assemblies when the whole school, or part of the school, gathers together to promote its aims and values. The school has special dispensation from the local Standing Advisory Council on Religious Education to provide collective worship that is not predominantly Christian so that it can reflect the cultural diversity within the school. The school focuses well on an awareness of moral values, a sense of responsibility, and self respect and a respect for others. Music is used well at the beginning of assemblies to create an atmosphere, but the concept of worship is under-developed. In the nine assemblies seen during the inspection there were no opportunities for pupils to gain an awareness of a variety of religious faiths and practices and to reflect on the spiritual dimension of life. In this area, the school is not fully implementing the approach to collective worship recommended by the Standing Council on Religious Education. Festivals of some of the faiths represented in the school are celebrated during the school year, contributing to the school's aim 'to celebrate diversity'. Religious education lessons and 'circle time' in class make a sound contribution to pupils' spiritual development and promote the school's aim of 'justice for all'.
56. Provision for moral development is good. All classes have negotiated their class rules this term and these are prominently displayed. Teachers remind pupils of their agreement when necessary. Most teachers use praise effectively but there is inconsistent use of the reward system. However, the inspection took place during the second week of term and there had been insufficient time to induct all staff on the school's procedures to sustain positive behaviour. There has been very good improvement in this area over the past few years due to staff training and careful monitoring by the Senior Management Team. There is a strong emphasis on the rights and responsibilities of teachers, pupils and parents to create and sustain a good learning environment.
57. Provision for social development is very good. The very good relationships between adults working in the school, between adults and pupils, and between pupils, make a very positive contribution to social development. Racial harmony is very good. Pupils work well together in pairs, in small groups and as a class throughout the school from the Nursery to Year 6. The school council is well established and elected members consider issues that are important to the pupils, for example, the condition of the toilets, school meals, and playground redevelopment. Pupil representatives have attended a governors' meeting and have met the school meals provider to put forward the pupils' views. Pupils are encouraged to express their views in the wider community. Some pupils, for example, wrote letters to support the campaign to save the local library and met local councillors who visited the school to explain the choices that had to be made. The range of extra-curricular activities and the opportunities for pupils to instigate after-school clubs make a real contribution to social development. Visits to the local library for workshops, carol singing and to perform concerts give relevant opportunities for pupils to develop social skills. Harvest festival is an occasion when many social skills are practised as pupils collaborate to bake bread, cakes and biscuits, decorate bags and gift tags and then present senior citizens with gifts. Older pupils bake cakes and serve tea to the visitors at the festival.
58. Provision for cultural development is very good. From the Nursery to Year 6, many areas of the curriculum, for example, English, Music, Art, History and Geography, make a very positive contribution. Displays in the classrooms, corridors and halls reflect the different cultures in the school. There is a very good range of books covering many cultures in the school library and on display in the

classrooms and corridors. Assemblies frequently focus on cultural issues. The after-school community language classes are an indication of the school's commitment to cultural development. On 'Make a Difference Day', the school co-operates with local community service volunteers to improve the local environment. This is an occasion when approximately 80 people work together on a range of projects, for example, painting a mural, converting a disused sand-pit into additional playground space, mending library books and equipment, and tidying the grounds. This gives opportunities for people from many cultures to work together for the benefit of all. Pupils from the 'Childrens' Parliament' met the Deputy Prime Minister to explain their views. World events are treated sensitively in school. During the Kosova crisis, for instance, an assembly was held on peace and reconciliation, and circle times focused on resolving conflict. After the Dunblane tragedy, pupils wrote prayers and messages of sympathy which later appeared on national television. This pro-active approach makes a significant contribution to cultural development.

Support, guidance and pupils' welfare

59. The school provides satisfactory support and guidance for its pupils. It provides a very caring environment where the headteacher and staff demonstrate a high degree of concern for pupils' welfare. Pupils are well supported by the very good relationships that exist between them and the staff. The school has a number of policies and procedures in place to promote pupils' well being and to enable them to take advantage of the educational opportunities offered.
60. Procedures for pupils entering school are satisfactory and include suitable opportunities for pupils to become familiar with their new surroundings. Transfer from the nursery to the reception classes is good. Procedures for pupils transferring to secondary schools are appropriate and include some staff contact and familiarisation visits for pupils.
61. The procedures for monitoring pupils' progress and personal development on a week-to-week basis are satisfactory. There is a weekly evaluation by class teachers to monitor pupils' academic progress, but there is no consolidated record of individual pupils' attainment to assist in monitoring pupils' progress as they move through the school. Personal and social education across the school effectively promotes pupils' personal development, though there are no standardised procedures to monitor pupils' personal development and to keep track of pupils' needs. Pupils' achievements are regularly recognised and rewarded with certificates in key stage assemblies on Thursdays. The procedures for monitoring and assisting pupils learning English as an additional language are very effective. Pupils with special educational needs are well supported by teachers and assistants, and their progress is carefully monitored. There is good consultation between parents, outside specialist agencies and secondary schools.
62. Procedures for monitoring and promoting discipline and good behaviour are satisfactory. The school does not, however, have a consistent whole-school approach to behaviour management. Class rules are clearly displayed. A behaviour policy outlines strategies for promoting good behaviour and provides a framework of suitable rewards and sanctions. The management skills of staff ensure good standards of behaviour. There is no standardised method, however, for class teachers to record or monitor incidents of inappropriate behaviour or to keep track of individual pupils causing concern. Appropriate procedures are in place to deal with bullying, and are used effectively to deal with occasional instances when they occur. A serious incident, for example, occurred during the inspection and was immediately well handled by the headteacher.
63. The procedures for monitoring and promoting good attendance are not rigorous enough to improve the unsatisfactory levels of attendance. Registers are checked regularly, but the school has insufficient systematic procedures in place to monitor the attendance and punctuality of individual pupils or to follow up their absences.
64. Procedures for child protection are satisfactory. Most staff have received training to improve their knowledge of child protection issues, and are aware of the designated member of staff and the procedures to follow in the event of any concerns.

65. Procedures for promoting pupils' wellbeing and health and safety are less effective. Day to day welfare procedures are satisfactory. There are sufficient members of staff who are qualified to provide first aid. The school liaises closely with other agencies, including the school nurse who visits weekly. The procedures for promoting pupils' health and safety, however, are unsatisfactory. There is a complex health and safety policy document which does not clearly set out regular procedures. Although regular safety checks of equipment are carried out, risk assessments of site issues are not carried out on a regular basis. The school's recent health and safety audit failed to identify a few potential safety hazards in the school grounds.

Partnership with parents and the community

66. The school has good links with parents and the community. The school has developed a number of initiatives to encourage partnerships with parents. Parents are invited to weekly assemblies, encouraged to participate in 'Make a Difference Day', and are asked to complete a questionnaire to communicate their views on the school. Most parents are supportive of the school. A few help regularly in the nursery, assist with swimming, and help run after-school clubs. Pupils are encouraged to take reading books home regularly, but not all parents share reading with their children at home. Parents are encouraged to comment on pupils' reading at home on home-school reading sheets, but few do so. Parents of pupils with special needs are always invited to the meetings to reviews their individual education plans and some take advantage of this opportunity to be involved in their children's education. The school has recently developed a homework policy. It outlines general guidance on homework but does not clarify expectations precisely enough to be helpful to parents. Most pupils receive a suitable amount of homework. A small, but active, school association organises fund raising events that contribute towards the cost of music tuition for pupils and educational visits.
67. The bi-lingualism of a member of the support staff and helpers who run the community language clubs is invaluable in forming links with parents. These staff and helpers share the language and culture of members of the community, and liaise effectively with parents in all areas of school life.
68. The quality of information provided by the school for parents is very good. Weekly newsletters and additional letters ensure that parents are kept very well informed about school matters, key dates and events in the school. Information about the curriculum and how their children are taught is provided for parents at termly meetings, although these are not always well attended. Parents also receive the information in writing. Meetings have been held to explain curriculum initiatives such as the Literacy Hour and design and technology. Parents have regular opportunities to meet both formally and informally with teachers. The main progress meeting takes the form of a 'learning journey' where pupils and the teacher discuss a chosen piece of the pupil's work. A further meeting at the end of the summer term is used to discuss pupils' reports, their progress and any concerns. Annual reports on pupils' progress are good. They are detailed, provide information on what has been covered and what pupils can do, and have individual targets for development. The school prospectus provides useful information on school routines and procedures although, in common with the governing body's report to parents, it lacks a few minor aspects.
69. The school has good links with the community, and is involved in a number of community initiatives. As part of a community service volunteer programme, members of the community regularly work in school and hear pupils read. The school has benefited from initiatives funded by the Single Regeneration Budget. Pupils have performed in local concerts. Pupils make effective use of local resources to support learning. These include local shops, and the local market. Pupils visit local places of interest for example, the British Museum and the National Gallery. These visits play a significant part in widening the range and quality of the curriculum and make a positive contribution to pupils' learning. Visitors to school are limited, but have included local residents and the local community police officer. The residential visit for pupils in Year 6 further broadens their experiences and contributes to their personal development.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

70. The headteacher provides strong leadership of the school. She has well-defined aims and a clear vision for the future. She is an efficient administrator, and works closely with the deputy head, senior management team and curriculum co-ordinators. During her four years as headteacher, she has established very good relationships with staff and parents, and has gained the warm appreciation and respect of her pupils. She has nurtured good relationships with the community and has fostered many opportunities for pupils' personal development. She is committed to raising standards in the school and has established a positive ethos to support the effective learning of all pupils.
71. The headteacher monitors teaching and pupils' work effectively. She monitors teachers' long-term and weekly plans and evaluations, and also regularly monitors the standard of pupils' written work. Staff appraisal procedures include regular observation of classroom teaching by the headteacher. National Curriculum assessments are analysed by the senior management team, subject co-ordinators and the governors' curriculum committee. Action is then taken to address weaker areas, for example, to improve the performance of boys in reading and writing. Responsibility for subject areas is delegated to subject co-ordinators who manage spending on resources efficiently, and effectively monitor teachers' planning and pupils' work. The previous report identified the need to provide subject co-ordinators with more time to monitor and support teaching and learning within their subject areas. This has been implemented well, and co-ordinators have been allocated time to monitor teaching in their subject areas since the previous inspection. All staff have appropriate job descriptions which clearly specify the roles of subject co-ordinators and class teachers. The school promotes equal access to the curriculum for all pupils and supports pupils with special educational needs effectively. There is a very clear special needs policy, the provision is organised very efficiently and the paperwork is in good order. There is good liaison between all those involved in the special educational needs provision and this is a strength of the school. The special needs coordinator liaises effectively with the governing body who have two nominated governors to oversee this aspect of the school's work. The governors report to the parents annually on the success of the special needs provision.
72. The governors are very supportive of the headteacher, and are actively involved in the management of the school. They hold regular formal meetings, and there is an appropriate structure of committees which report directly to the governing body. Governors are kept well informed by detailed presentations from the headteacher, subject co-ordinators, the local authority link inspector, and pupil members of the school council. The Chair of governors regularly visits the school, while other governors visit the school occasionally to help in monitoring curriculum provision, to support school events and to see the school in action. Governors play an important role in discussing management issues, and help to determine priorities in the school development plan. The governing body has a clear strategic view of the long-term development of the school, and the three-year school development plan effectively identifies relevant priorities.
73. Statutory requirements are met in nearly all areas. The school prospectus contains most of the information required, but omits the classification of the school and the parents' right to withdraw their children from religious education and collective worship. The governors' annual report is an informative document which contains most of the information parents require. The financial statement, however, does not include details of income and expenditure per pupil, or funds brought forward and carried forward, and there are no details of professional development undertaken by the teaching staff. In addition, the school's recent health and safety audit failed to identify a number of potential safety hazards accessible to pupils in areas adjacent to the school playground.
74. The aims of the school are focused on providing a safe and stimulating environment in which learning can take place. It strives for the highest academic standards, and encourages children to achieve their full potential. The provision of a stimulating and safe environment is clearly reflected in the caring atmosphere of the school, the very good relationships between pupils and staff, and the good provision for promoting pupils' moral, social and cultural development. The school has an excellent commitment to equal opportunities for all pupils regardless of ethnicity, gender, religion or other personal

circumstances, and makes the most of its wide ethnic and cultural diversity. It provides good support to pupils learning English as an additional language. It has a good ethos and a clear commitment to raising standards of attainment.

75. Since the last inspection, the school has made sound progress in addressing most of the key issues highlighted in the previous report. The school has improved pupils' information technology capability, and this should improve further as the new computer room becomes fully operational. It has ensured that design and technology is fully represented in the curriculum. Opportunities are now provided for more able pupils to tackle suitably challenging work in history and geography. Appropriate attention has been paid to providing subject co-ordinators with opportunities to monitor and support the work of their colleagues. The school has been effective in developing schemes of work which clearly identify what pupils are to learn in each subject. Assessment opportunities have been incorporated into teachers' planning. The school has obtained a determination from the local Standing Advisory Council on Religious Education to follow its approach to collective worship. It has continued to replace old and worn-out equipment, materials and books, and now has a good standard of resource provision. Some progress has been made in improving pupils' writing, but pupils' handwriting and spelling are still poor. The quality of presentation in many pupils' books is still unsatisfactory. The school is aware of developments which are needed in some areas of its work, and is in a good position to make further improvements.

Staffing, accommodation and learning resources

76. The school has sufficient staff with a suitable range of experience and qualifications to meet the needs of all pupils and the requirements of the National Curriculum and religious education. The number of support staff is high and this helps to meet the needs of all pupils. Staff involved in teaching and supporting pupils with special educational needs are appropriately qualified and experienced, and make a very significant contribution towards the attainment and progress of these pupils. Two members of staff, funded by the Ethnic Minority Achievement Grant, give special support to pupils learning English as an additional language, and help to promote home-school communication. They give valuable assistance to pupils, though their work is thinly spread due to the large number of pupils needing support. The school has the benefit of trained primary helpers. In addition, the school has extended training to include parent helpers and volunteers from the community. There is a high level of administrative and financial support and an appropriate number of lunchtime supervisors. Non-teaching staff contribute positively to the wider aspects of the school's life. They form a very strong team and work effectively with teachers.
77. The school has a good induction programme for new members of staff; it is well structured and offers effective support. This is especially important, as there is a relatively high turnover of staff. The arrangements for the professional development of teachers and support staff are satisfactory. Training is related to the priorities of the school development plan. Teaching and support staff have attended a range of relevant curricular and other courses; recently there has been much focus upon training concerned with literacy and numeracy. The appraisal of teaching staff is up-to-date and the outcomes are linked to the school development plan and to individual needs. In addition, teaching and support staff have two professional development interviews with the headteacher each year. All these arrangements when taken together have a very positive impact for both staff and pupils.
78. The accommodation is good overall, and is appropriate for the delivery of the National Curriculum. Whilst the main building is over a hundred years old and some of the window frames need attention, it is well maintained and kept very clean and tidy. Good displays on the corridors and in the classrooms help to generate a stimulating learning environment. The new nursery accommodation is of good quality. There are a few classrooms that are quite small for the number of pupils in them. Although there are three halls, one on each floor, none is quite large enough to fit in the whole school comfortably. They are invaluable, nevertheless, for other purposes such as physical education. The school has its own small indoor pool in the basement. This is well kept and does much to help the school maintain the high standard of its swimming. The recently completed computer suite is an excellent facility and should allow the school to raise attainment in information technology and to facilitate its use to help learning in other curriculum areas. At present, the school library is awaiting further development. It is poorly laid

out at present, and unattractive to pupils. The two large playgrounds are good for physical education and relaxation, but they lack bright marking for games and their surfaces are uneven. They are also difficult to supervise as they provide access to many hidden corners. The accommodation allows pupils with special educational needs to receive help as individuals and in small groups outside the classroom when necessary. Whilst there is a ramp at the front entrance and a suitable toilet for the disabled, the school is not equipped to cope with some physical disabilities as it is on three floors and there is no lift. There are development plans to improve much of the accommodation as finance becomes available. These include increasing the capacity of the hall, re-modelling the library, and the resurfacing and painting of the playgrounds.

79. The quality and quantity of learning resources to support the curriculum are good, except for art, which is under-resourced. Resources are good for pupils with special educational needs, and are also good for those learning English as an additional language. Resources are well stored, well maintained and easily accessible. With the completion of the new computer suite and the provision of computers in classrooms, the school is well resourced with both computer hardware and software to enhance the curriculum. While the library contains a reasonable range and number of books, the layout is awaiting changes in the accommodation. Good use is made of resources beyond the school such as residential courses, visits to the British Museum, the Tate Gallery, London Zoo and a local mosque, together with the use of Regents Park for athletics, and swimming in the local pool.
80. Since the previous inspection, the school has identified the training needs of its staff more precisely, acquired a well equipped nursery with adjacent play area, made good the deficiencies in design technology resources and greatly improved its information technology facilities. Access for the disabled remains an unresolved problem.

The efficiency of the school

81. Generally, the school manages its financial resources efficiently, but there are some weaknesses. Expenditure on different subject areas over the next financial year is planned in line with the priorities reflected in the school development plan. This plan identifies appropriate curriculum initiatives which are fully costed. The governors are actively involved in budget setting and regularly monitor the school's financial position. There have been very large carry-forward figures in recent financial years. While last year's figure is estimated to fall to an appropriate level this year, there are no firm long-term plans for expenditure which would allow the school to systematically target sustained development in staffing, accommodation and the curriculum. The school development plan contains criteria by which the success of new developments are judged, and with national test results, these act as tools to measure cost effectiveness.
82. Day-to-day administration and financial control are good. The financial officer and school secretary carry out their duties efficiently so that the headteacher and staff are able to devote the vast majority of their time to supporting pupils' learning. Accurate records are kept of expenditure and the governing body receives reliable information for monitoring spending. The most recent audit report made a number of recommendations which have been acted upon and implemented thoroughly.
83. Funds allocated to support pupils with special educational needs are used effectively for individual and small group support. The work funded by the Ethnic Minority Achievement Grant is well organised and effective. Good use is made of the limited staffing for supporting the needs of the many pupils learning English as an additional language.
84. The use of teaching and support staff is good. Expenditure on support staff is high. This is an appropriate use of funds as their enthusiastic and committed work has a positive impact on the quality of pupils' learning and their attitudes. The recruitment of teachers is difficult in this area of London and there are some permanent appointments which have yet to be filled. The school is dependent on teachers on short-term contracts to fill these vacancies on a temporary basis. Staff new to the school are well supported by the management structure and they generally make a positive contribution to the raising of standards.

85. The school makes good use of its learning resources and accommodation. Since the previous inspection, the school has made considerable progress in improving the level of resources, with curriculum co-ordinators fully involved in these discussions. A new computer suite has recently been opened with the intention of raising standards in information technology. However, computers in the classrooms are not used sufficiently to support learning in other areas of the curriculum. The accommodation is used well and the school site services officer keeps it in a good state of cleanliness and repair.
86. The income that the school receives per pupil is well above the national average, and is well above the average for primary schools in the London area. As the quality of teaching is good, pupils have good attitudes and behaviour and make sound progress during their time in school, the school provides very sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

87. The school has a 39-place nursery, with 57 children currently attending either full-time or part-time. Younger children attend part-time, but all children have the opportunity to attend full-time before transferring to the Reception classes during the year in which they are five. At the time of the inspection all children in the Reception classes, except one, were under five. When children enter the nursery, what they know, understand and can do is generally below the expected levels for children of this age. However, they make good progress in the Nursery and by the age of five, children attain levels which are in line with the expectations of the nationally agreed desirable learning outcomes in most areas of learning. This is confirmed by assessments which are used to measure the skills and knowledge of all four-year-olds.

Personal and social development

88. Children make very good progress in their personal and social development in the Nursery. They continue to make good progress in the Reception classes. The inspection took place very early in the autumn term while new children were being admitted to the Nursery at each session. These young children settled in very well, exploring the variety of activities on offer, learning to share and taking turns as they related to each other. The purposeful and calm atmosphere in the nursery allows young children to feel safe and secure and to grow in confidence. Relationships in the nursery are very good. All the staff use praise and encouragement well and each child is valued. Personal and social development is very strongly promoted in all areas of learning as well as at snack time, when children take it in turns to pass round the fruit bowl and other children say 'thank you'. Children enjoy taking it in turns to lay the tables for lunch. Good teaching in early mathematical skills also takes place at this time. The learning objectives that underpinned all the areas of learning for the week of the inspection were sharing and turn-taking, exploration of different media to promote children's interest, and re-enforcement of previous learning. These were well promoted and were achieved by the children. Children settle into the Reception classes well and build on their prior experience in the Nursery.
89. Teaching is very good in this area of learning, and opportunities are exploited to the full to promote very young children's personal and social development. During 'circle time', children pass round a soft toy and are taught to share their views with the other children when they are holding the toy. Snack time and lunch-time are used effectively to teach social skills, good manners and consideration for others.

Language and Literacy

90. Children make good progress in the Nursery and Reception classes, and by the time they are five, many children reach the nationally agreed standards in language and literacy skills. Many of the children speak little English when they start in the Nursery. The very good interaction of all the staff in the Nursery, together with the specialist help from teachers supported by the Ethnic Minority Achievement Grant, allows these young children to develop the knowledge and skills necessary to communicate effectively. Throughout all the areas of learning, staff talk to the children individually, in small groups and sometimes in larger groups. Children have varied opportunities to share books, listen to stories, and engage in role-play in both the Nursery and Reception classes. In the Reception classes, children begin to acquire some early reading skills including a small vocabulary of words they recognise on sight and an awareness that letters represent different sounds. They use pictures to follow the story and are aware of rhyme when reading simple texts. Children in the Nursery have opportunities to use pencils and crayons, for example, when 'writing letters to their family', and in the Reception classes, children begin to form letters correctly.
91. Teaching is good in language and literacy. A strength of the teaching is the very good interaction between the Nursery staff and the youngest children. All teachers understand the importance of language development as the foundation of literacy, and use a range of strategies to increase and support children's confidence and growing vocabulary.

Mathematical Development

92. In the Nursery, children's mathematical development takes place through a variety of meaningful play situations, activities and games. They play a variety of lotto games, sort plastic animals according to different criteria, and lay the table for lunch. They play in 'The Three Bears House', sing and act out number rhymes such as 'The Five Little Ducks'. They are presented with frequent and varied opportunities to count, to order numbers and to match numbers to objects. During the topic on houses and buildings, children are asked to find out the colour and the number of their front door, thereby involving parents in their children's learning. The children in the Reception classes build on this rich experience. Most children can identify and name squares, circles, triangles and rectangles, and can count numbers up to ten. The most able children place numbers up to ten in order accurately, and identify numbers missing from the sequence. Mathematical understanding is re-inforced well by using a variety of number practice programmes on the computer. Children make good progress in their mathematical development, and by the time they are five, most children reach the expectations of the nationally agreed desirable learning outcomes for mathematical development.
93. Teaching in this area is good. Teachers' knowledge and understanding of the way children learn ensure that these young children are presented with a good variety of practical activities prior to working on a more formal curriculum. In the Nursery, the teacher plans purposeful activities to enable the youngest children to develop early skills in counting, sorting and matching. In the Reception classes, the teachers use the methods in the National Numeracy Strategy effectively to build on children's prior learning.

Knowledge and Understanding of the World

94. Children in the Nursery and the Reception classes make good progress in their knowledge and understanding of the world. Children in the Nursery learn at first hand how materials change when they are heated, by making their own play dough and cooking fairy cakes. The 'interest table' is changed regularly, and children have the opportunity to look at various mirrors and kaleidoscopes. A non-fiction picture book about animals was used effectively to extend children's knowledge about the habitats of different animals. Children in the Reception classes answer questions about their family and the community. They talk about their recent holiday experiences. They select and use appropriate materials when making pictures, cards and models. By the time they are five, pupils' knowledge and understanding are at the level expected for children of this age.
95. The quality of teaching is good in this area. Teachers' secure knowledge of the desirable learning outcomes, and the range of well-planned activities contributes to the children's progress in this area of learning. Opportunities provided for language and literacy development also contribute to learning in this area, for example, through the effective use of non-fiction books.

Creative Development

96. Children in the Nursery and Reception classes make good progress in creative development through a wide range of experiences in art, music, story-making and imaginative play. The two role-play areas in the Nursery - 'The Three Bears House' and the nomad's tent - are very popular, and give good opportunities for imaginative play, as do the 'cafes' in the Reception classes. Children have many opportunities to paint pictures, and sometimes mix their own colours, for example, when painting self-portraits in the Nursery and when illustrating the story of 'The Hungry Caterpillar' in the Reception classes. All children listen to music, respond to the music with appropriate movements, and clap out simple rhythms. They clap the syllables in their name, for example, and use percussion instruments to create simple rhythmic patterns.
97. Teaching is good in this area of learning. Teachers in the Nursery and in the Reception classes provide a good range of experiences in art, music and role-play through which children make good progress in their creative development. Teachers' planning shows that pupils continuously build on previous learning, and this ensures that most children reach the nationally agreed desirable learning outcomes by the time they are five.

Physical Development

98. There is good provision for the physical development of children in the Nursery. Children are given many opportunities to run, jump, and climb in the attractive safe outside play area. Children in the Reception classes have frequent sessions in the school hall where they learn to listen and respond to music, use small apparatus, and begin to acquire early skills in gymnastics. Within the classroom, children develop increasing hand control through a range of activities such as jigsaw puzzles, using scissors and manipulating construction toys.
99. Teaching is generally good in this area. Teachers' well-focused observations of children's progress enable them to plan suitable experiences to ensure that the children achieve the recommended standard by the time they are five. Children in the Reception class are taught to control their bodies and to be aware of the space around them. Where a lesson was unsatisfactory, it was because the pace was too slow and the children were not entirely clear about the task. In the best lessons, children listen carefully and respond quickly to instructions.
100. Overall, teaching in the Nursery is always good and frequently it is very good. It is a strength of the school and provides the youngest children with an excellent start. Teaching in the Reception classes is nearly always at least satisfactory and frequently is good. The high proportion of good teaching is the most important factor contributing to the good progress made by the children who are under five. The classroom assistants are well informed and make a very significant contribution to the learning of these young children. Lessons are planned well and work is well matched to the different abilities within the class. Teachers make detailed observations of what the children know, understand and can do which enables them to ensure that the children are presented with relevant learning experiences. The Nursery staff have some non-contact time to complete their observations, indicating the value that is placed on accurate observation. At the end of each day, the Nursery staff evaluate the key activities: What was the objective? Was it realised? What next?
101. The curriculum for children who are under five is closely related to the nationally agreed desirable learning outcomes, and much of the learning takes place through well-structured play activities. All the Nursery staff plan together. Different staff are responsible for key activities with very specific learning objectives. This efficient organisation allows for very focused observations, and enables staff to engage with parents very effectively. Teachers in the Reception classes are well informed about children's attainment and progress through the detailed records they receive from the Nursery.
102. Since the last inspection, the Nursery has moved to spacious accommodation across the playground, with good opportunities for outside play. Good progress has been made in replacing equipment and books. The good practice seen at the last inspection has continued.

ENGLISH, MATHEMATICS AND SCIENCE

English

103. The percentage of pupils achieving the nationally expected standard in reading was close to the national average in the National Curriculum tests for seven-year-olds in 1999, and the number achieving higher levels was close to the national average. Overall, standards in reading were close to the national average. In writing, the percentage of pupils achieving the nationally expected standard in 1999 was close to the national average, and the number achieving higher levels was also close to the national average. Overall, standards in writing were close to the national average. Inspection findings indicate that standards in English are close to the national average. In speaking and listening, standards are in line with the national average, and standards in reading and writing are also close to the national average. The level of attainment pupils achieved at Key Stage 1 in the national tests in 1999 compared favourably with those in similar schools. Both in reading and in writing, the percentage of pupils achieving the nationally expected standard was well above average in comparison with pupils from similar backgrounds. Standards have improved steadily over the past three years.

104. The percentage of pupils attaining the nationally expected level in the National Curriculum tests for eleven-year-olds in 1999 was close to the national average, and the percentage of pupils attaining higher levels was also close to the average. Overall, the standard of attainment was close to the national average. The level of pupils' attainment in the English tests in 1999 was well above the average in schools with pupils from similar backgrounds. Results of the national tests over the past three years indicate that standards are steadily improving. At both key stages, the improvement is mostly evident in reading, with pupils' attainment in writing less well developed. Girls perform better than boys at both key stages, in line with national trends. Pupils with English as an additional language achieve standards similar to other pupils. There is no significant difference in achievement between pupils from different ethnic backgrounds.
105. At Key stage 1, pupils make good progress in the development of their speaking and listening skills. During the Literacy Hour, they listen attentively to their teacher and to one another, and follow instructions well. Many pupils enjoy using the new words learnt in lessons, for example, 'author' and 'illustrator', and also the new phonic sounds learnt in songs adapted from 'Skip to maloo my darling' and 'Tic, tac, toe'. At Key Stage 2, many pupils make good progress in using a broader range of vocabulary in their speech. They routinely use features of standard English when expressing their ideas. Pupils communicate well with one another both in small and large groups and contribute enthusiastically to discussions. Those who have English as an additional language are generally confident in offering contributions to class discussions.
106. Pupils' attainment in reading is in line with the national average at the end of Key Stage 1. The improvement in standards is partly due to the beneficial impact of the Literacy Hour. Pupils approach unknown text with increasing confidence and use their skills effectively in reading for information or when using worksheets. Pupils quickly learn to use good expression when reading aloud. Pupils in Year 2, for example, read effectively from a good range of fiction and are beginning to express preferences for particular authors or types of books. However, there is insufficient guidance for pupils when choosing books to take home, and their choice of text is often inappropriate. Pupils have little exposure to non-fiction books, although opportunities to rectify this are readily available in the school library.
107. Pupils make satisfactory progress in reading at Key Stage 2. Pupils with special needs make good progress. By the age of 11, most pupils' attainments are in line with the national average, with some pupils exceeding this. Most pupils read fluently and show interest in their books. Many recognise and correct their own mistakes, using letter sounds and clues from the text. They know about a range of authors, and a few discuss their favourites. Pupils in Year 6 have a sound understanding of their texts and predict sensibly what is likely to happen in the stories. Pupils show much enjoyment in the shared texts they read during the Literacy Hour. Pupils in Year 6, for example, enjoyed 'Goodbye Mr. Tom', a story of wartime evacuees. Pupils' progress is improved by discussing the meaning of words, the characters and the styles of writing. Older pupils develop the skills needed to use reference books and to locate them in the library. While most older pupils have the necessary skills to do this, they rarely do so in practice due to the siting of the library on the ground floor, well away from their classrooms.
108. Pupils' attainment in writing is broadly in line with the national average at both Key Stages. By the age of 7, most pupils write short sequences of sentences re-telling stories such as 'Cinderella' or beginning to write poems inspired by 'Humpty Dumpty'. They understand the purpose of capital letters and full stops although they use them infrequently in their writing. Pupils write about a variety of subjects ranging from imaginative stories to those based on their own experiences such as 'Sports Day'. The quality of pupils' work is sometimes adversely affected when pupils grip their pencils incorrectly, resulting in poor handwriting and presentation.
109. By the age of 11, pupils write about their ideas in a clear sequence and regularly include simple punctuation. They write about a wide range of subjects including lists of worries, and arguments as to what makes a friend or foe in the writer's own experience, or from the experiences of others who were evacuees. There are numerous examples of writing in other subjects such as when the 'Spanish Armada' or 'The Planets' provide inspiration. Over the whole key stage, there is variation in the amount of writing expected from pupils and in the opportunities to plan and organise their work. At both key stages, generous curriculum time is allowed for extended writing, but further progress is constrained by

slow work production and by unsatisfactory handwriting and presentation. The quality of handwriting has shown little improvement since the last inspection.

110. Spelling has been recognised by the school as a weakness. Many pupils speak English as an additional language, and the standard of their written English is often not as good as the standard of their spoken English. The poor standard of spelling is being addressed by making it a focus of homework, followed-up by work in the classroom. This approach is beginning to be effective in the classes where spellings are closely matched to the needs of the pupils.
111. Pupils organise themselves well and work hard. They show interest in all aspects of their work and settle quickly to their tasks. They cheerfully share resources and help each other with spellings and ideas. Pupils display a good level of confidence in discussion. They enjoy reading aloud and make every effort to engage their listener's interest through the use of expression.
112. Teaching is good overall at both key stages and ranges from good to unsatisfactory. Teachers have a good grasp of their subject and this is reflected in their planning. They have made a positive start in implementing the Literacy Hour and make efficient use of time. There is a strong and effective emphasis on direct teaching. In the better lessons, the teachers' skilful reading provides a very good example for pupils' own reading aloud. The teachers' very good use of language successfully extends the pupils' vocabulary. Lessons are peppered with anecdotes to maintain interest; an example of this was in the story about the vicar's horror when a pupil visiting a church described the interior as 'wicked'. Questions are used well to promote pupils' thinking and are directed effectively at groups and individuals. An enthusiastic and purposeful atmosphere is established. Teachers plan work that is challenging and interesting, but sometimes the objectives of the lessons are unclear, giving the lesson a lack of direction. In the less successful lessons, the teacher does not monitor the pupils' work rate and noise rises to unacceptable levels. Occasionally, teachers spend too long on the oral part of the lesson and pupils become restless and inattentive. Overall, the summing-up session at the end of lessons is used well to check the pupils' understanding and to reflect on the main point of the lesson. Classroom assistants and specialist teachers effectively support pupils with special educational needs and those who have English as an additional language, helping them to make good progress.
113. The day to day assessment of pupils' reading and writing is often very effective, and this informs both teachers and pupils what it is necessary to do next. There are also good examples of targets set for pupils to aim at. However, both target-setting and assessment procedures are inconsistent across the school and their effectiveness is much less in some classes than in others. Marking of pupils' work is also inconsistent. In the best examples, teachers not only praise and encourage pupils, but point out how the work might be improved. In some cases, work is merely ticked or occasionally left unmarked.
114. The co-ordinator has successfully monitored the introduction of the Literacy Hour and is involved in the planning of English throughout the school. Resources are good and are much improved since the last inspection. The library, which contains a wide range of books, has recently been moved to a temporary site which restricts access for the older pupils. At present, information technology is rarely used to support English across the curriculum.

Mathematics

115. Standards in mathematics have improved since the previous inspection. Attainment at the end of both key stages shows an improving trend. The percentage of pupils gaining the nationally expected standard in the end of Key Stage 1 assessments in 1999 was very high compared with the national average. The percentage of pupils gaining higher levels was well above the national average. Overall, standards were well above the national average. Compared with schools with pupils from a similar background, the proportion of pupils achieving the nationally expected standard was very high compared with the average. The observations of the inspection indicate that pupils in the present Year 2 are achieving standards that are broadly in line with the national average at this stage of the school year.

116. The percentage of pupils reaching the expected level in the 1999 National Curriculum assessments at the end of Key Stage 2 was below the national average, while the number attaining higher levels was close to the national average. Overall, the standard was below the national average. The observations of the inspection indicate that pupils in the present Year 6 are achieving standards that are broadly in line with the national average.
117. Pupils' attainment in numeracy is generally in line with national expectations throughout the school, though some pupils at all ages have particularly good number skills. Numeracy skills are effectively applied across the curriculum, for example, in science, geography, and physical education.
118. Girls and boys achieve equally well at Key Stage 1. There was no evidence to suggest significant variations between boys' and girls' attainment during the inspection. Pupils learning English as an additional language achieve standards similar to other pupils. There are no significant variations in attainment between pupils from different backgrounds or different ethnic groups. Pupils with special educational needs make sound progress against the targets in their individual education plans.
119. There is a good emphasis on skills and understanding in numeracy throughout the school. At Key Stage 1, most pupils count confidently to ten, twenty or beyond according to age. They count accurately in twos, fives and tens. Pupils add and subtract small numbers accurately, and by the end of the key stage, most pupils have a sound recall of simple number facts. They apply their learning to simple everyday problems, and understand how to interpret graphs and tables. Pupils know the names of common two- and three-dimensional shapes such as squares and pyramids, and have a simple understanding of measurement.
120. By the end of Key Stage 2, most pupils are reasonably accurate with mental calculations and explain their methods clearly. By Year 6, most pupils perform long multiplication in their books with sufficient understanding, although some remain insecure in their understanding of place value. The most able pupils have a good recall of multiplication facts and are generally accurate and quick at their tasks. Pupils have a sound understanding of the use of multiples and factors.
121. Pupils generally make sound progress at both key stages, but there are a few examples where progress is inadequate due to unsatisfactory teaching. Most pupils work well during lessons so that mental skills and understanding improve steadily. There is a good selection of tasks so that children consolidate previous learning and tackle new skills in a logical progression. By Year 6, most pupils explain their methods and give sensible reasons. They develop a few problem solving skills, such as looking for patterns in numbers and identifying the nets of three-dimensional shapes, but this aspect of mathematics is generally underdeveloped.
122. Pupils' attitudes to mathematics are generally good through the school. The occasional exceptions are where teaching is unsatisfactory. The thoughtful choice of tasks generally encourages pupils to become interested in mathematics. Most pupils work well independently of the teacher, often sharing findings with other pupils. They sustain concentration well, and complete tasks to a high standard, although the standard of presentation is not always neat enough. Most children behave well in lessons and cooperate willingly with the teacher and with other pupils.
123. The quality of teaching is sound overall at Key Stage 1 and good at Key Stage 2. Teaching of mathematics in Year 1 is unsatisfactory, with unsuitable methods and choice of tasks resulting in slow progress by the pupils. Generally, teachers plan their lessons carefully following guidance in the National Numeracy Strategy. Lesson plans usually have clear learning objectives, though there is little mention of the methods to be used. Teaching strategies are generally appropriate, with a good emphasis on mental mathematics. Practical activities often promote understanding and related skills well, but are not used consistently through the school. Setting by attainment in mathematics at Key Stage 2 helps to focus work on the pupils' abilities and to improve standards of numeracy, but it also results in less reference to the current mathematics topic during other lessons. Most teachers have a secure subject knowledge that leads to clear explanations of suitable methods. They have a good questioning style, setting high expectations. Management of pupils is generally good, with resources usually to hand.

Day-to-day assessment during lessons is often good since teachers make careful observations of the children.

124. The choice of mathematical apparatus suits most pupils' needs, and it is usually used to good effect. Occasionally, not enough equipment is made available. Most teachers have very good relationships with their pupils and class management is good. Teachers make assessments continuously as pupils work, and use this information well to focus their explanations. There are sound everyday procedures to check pupils' attainment and to mark work, but teachers' methods of recording daily observations to help further teaching are inconsistent. There are currently no whole-school procedures for assessing and recording pupils' mathematical attainment. Teachers set appropriate homework, and this contributes effectively to pupils' progress.
125. All the requirements of the National Curriculum are met. Teachers plan appropriate activities using guidance from the National Numeracy Strategy, and there is a strong emphasis on number work. The two coordinators are experienced teachers, have a good understanding of their role, and help to generate keen interest in the subject. They regularly carry out a thorough analysis of the strengths and weaknesses of the subject with the headteacher, and prepare a coherent action plan linked to the school's annual development plan. They monitor teachers' termly planning thoroughly, and have regular non-contact time to monitor and support colleagues. The quality and range of resources for mathematics are good and support pupils' learning well. Resources are well organised and easily accessible.

Science

126. At the end of Key Stage 1, the percentage of pupils reaching the nationally expected level in teachers' assessments in 1999 was well below the national average, while close to the average proportion attained higher levels. In comparison with schools with pupils from similar backgrounds, the proportion of pupils achieving the nationally expected standard in 1999 was close to the average. Inspection findings indicate that the attainment of pupils in the present Year 2 is close to the national average in science. Pupils' attainment is strongest in the knowledge of life processes and living things, and weakest in experimental and investigative science.
127. At the end of Key Stage 2, the percentage of pupils attaining the nationally expected level was above the national average in 1999, while the percentage achieving higher levels was also above the national average. Overall, the standard was above the national average, and pupils performed well above the average in similar schools. Inspection findings indicate that attainment in the present Year 6 is close to the national average. Standards are highest in understanding life processes and living things and in understanding physical processes. They are lowest in experimental and investigative science and understanding materials and their properties.
128. Progress is sound at Key Stage 1. Younger pupils' work consists mostly of pictures and very little writing, but as they progress through the key stage, there is a marked increase in the volume of work and the amount of writing, together with a build up of knowledge and experimental skills. Pupils in Year 1 recognise and name the important parts of the body. They understand the properties of a range of materials, and record what they look like and how they feel. Pupils in Year 2 classify objects as natural or man-made. They describe the ways objects can be changed and understand that some changes, such as with a rubber ball, are reversible while others, such as a crushed sea shell, are not. Progress is satisfactory across all strands of the subject except for experimental science, where progress is limited in some classes by a lack of uniformity in the approach to investigative work.
129. Progress at Key Stage 2 is satisfactory overall, and pupils experience a steady build up of knowledge. There is an increase in the use of measuring and recording skills in investigative work, including the use of Newton meters, fair testing and prediction. Pupils' understanding of physical processes develops well. Pupils in Year 4, for example, discuss the factors that bring about a change from a liquid to a solid state and how these changes might be prevented or encouraged in everyday situations. Presentation of pupils' work, however, is inconsistent and is sometimes poor. Whilst practical skills are improved, they are not developed to their full potential. This is due to the lack of common procedures for recording and analysing the results of experimental work. This prevents much useful work being evaluated satisfactorily, and inhibits good standards.

130. At both key stages, more able pupils are often given more demanding extension tasks, especially during practical work. This helps them to make progress appropriate to their ability and prior learning. Pupils with English as an additional language make sound progress. Pupils with special educational needs make sound progress towards the targets in their individual education plans. Progress is often good when they are supported by other adults.
131. Pupils enjoy science lessons, and particularly enjoy the practical work. They generally concentrate and behave well, as long as they are kept busy with plenty of activities. They co-operate well when working in small groups towards a common aim, although sometimes some members contribute little to the group. Apparatus is handled carefully and with increasing precision. Pupils are often keen to answer teachers' questions, but only rarely pose their own.
132. The quality of teaching is sound overall at both key stages. Most lessons are carefully planned; they are well resourced and have clear aims. Knowledge is drawn from the pupils by skilful questioning and is reinforced by the good use of everyday examples. Only in the best lessons are experiments presented in such a way that pupils discover for themselves, rather than prove what they already know. An example was when pupils in Year 5 were challenged to explain why a sultana went up and down when put in a glass of fizzy lemonade. Where teachers are less successful, lesson objectives are not clear. Pupils are questioned, but not actively involved in generating new ideas. The pace is slow and sometimes discipline is unsatisfactory. A few teachers have insecure subject knowledge. Marking of pupils' work is inconsistent. At its best, work is corrected with useful comments and future targets. Most work is at least ticked and praise is often used, but some work goes unmarked. Homework is often set and frequently makes an important contribution to pupils' learning. No use of information technology to assist teaching and learning in science was observed, although opportunities for this are present in the scheme of work.
133. The co-ordinator monitors teachers' planning and pupils' work, and has developed a scheme of work covering all the National Curriculum programmes of study. The curriculum is enhanced by visits to the Camley Street Nature Park, the Science Museum, Highgate woods and the Gordon Brown Centre at Hook. There have also been visitors from Regents Park zoo. All these visits serve to raise pupils' interest and attainment. Since the last inspection, standards in science have remained generally sound and sometimes above average, except in experimental and investigative science. A new scheme for assessing pupils' attainment, being introduced this year, should result in much more precise information on how individual pupils are progressing. The subject has adequate resources, which are well maintained, but the use of information technology to assist learning and the use of the school library for independent research by pupils are underdeveloped.

OTHER SUBJECTS OR COURSES

Information technology

134. Attainment at Key Stage 1 is in line with national expectations. Attainment at Key Stage 2 is also generally close to national expectations, but a significant number of pupils have skills which are better than average.
135. By the end of Key Stage 1, pupils log on to the computer unaided and click on the start button to access a range of programmes. They load and use CD-ROMs as a source of information. They use the mouse precisely to select icons and to move between screens. Pupils enter information by using the keyboard. They have basic word processing skills, and save their finished work on disk. By the end of Key Stage 2, pupils have more advanced word processing skills, selecting different fonts and using 'cut and paste' techniques to move text from one section of a document to another. They compile and interrogate a database. They use spreadsheets effectively, and understand how to instruct the computer to make mathematical calculations. They programme and control mechanical devices, and understand the potential of using the Internet.

136. Pupils make sound progress at both key stages. They steadily build up their skills and knowledge as they progress through the school. Progress is helped, in many instances, by pupils having access to computers at home. Pupils with special educational needs make sound progress, as do those with English as an additional language.
137. During the inspection week, the school was having severe difficulties with the software it is trialling, and most of the computers in the new information technology room crashed, leaving usually three, and occasionally only one, working computer. Where pupils were able to work on a computer they were clearly enthusiastic and very keen to learn new skills. They behaved well, shared equipment sensibly, and handled it with both respect and precision. When they had no access to a computer, especially when they could see others who had, the outcome was sometimes unsatisfactory. Concentration waned, leading to them becoming restless and noisy.
138. The quality of teaching is satisfactory overall at both key stages, and ranged from good to unsatisfactory teaching. All lessons are carefully planned and their objectives are usually made very clear to pupils. Teachers have ensured that their own knowledge and skills are sufficient to meet any extra demands raised by pupils' questions. Generally, the pace of lessons is good, and what has been learned is reinforced at the end of the session. Much knowledge is shared with pupils by questioning them and amplifying their answers. Where lessons are less successful the pace is slower, computers are unavailable for use, and the task is repetitive. Discipline becomes insecure and pupils become noisy and restless.
139. The subject is led by an enthusiastic co-ordinator, who has only recently taken over this responsibility. While a good scheme of work, covering all strands of the subject, has recently been put in place, much remains to be done to produce effective assessment and recording systems. There has been a great deal of in-service training for teachers and more is planned. This has already been most effective in equipping teachers with the skills they need. The new classroom assistant for information technology, who is also undergoing further training, has made a significant contribution in raising pupils' attainment.
140. With the opening of the new computer suite, the school is now well equipped with both the hardware and the software to raise pupils' standards. The school is at present experiencing severe problems with the software that the school is trialling. Once these problems have been resolved, the school has a good potential to develop new skills such as the use of electronic mail and the Internet. At present, there is very little use of information technology to assist teaching and learning in other areas of the curriculum. Information technology is not used in the school library and there is little of the pupils' information technology work on display. Overall, there has been good progress since the previous inspection. Standards are now satisfactory, teachers are more confident and the resources are much improved in range, quality and quantity.

Religious education

141. Pupils' attainment in religious education at both key stages is in line with standards expected in the Camden Agreed Syllabus. The school has made significant improvements since the previous inspection. There is now a helpful policy and a detailed scheme of work based on the locally agreed syllabus. The co-ordinator has purchased many good quality resources including books, photographs, videos and artefacts to help teachers to prepare interesting and thought-provoking lessons.
142. Pupils make satisfactory progress at both key stages. The understanding shown in class discussions is much greater than the standard of their written work. At Key Stage 1, pupils celebrate the festivals of the faiths represented in the school. They know the names of the places of worship associated with the major world faiths. They consider their place in families, in school and in other groups. Pupils in Year 2, for example, think about special people in the community, the ways in which they help us, and how we feel as a result of their help. One of the aims of the school is to celebrate diversity, and this is managed effectively in religious education lessons.

143. By the end of Key Stage 2 pupils have a sound knowledge of the main beliefs and practices of Christianity, Judaism, Islam, Sikhism and Hinduism. Pupils in Year 3, for example, understand the meaning of a 'parable' and can explain the significance of the Parable of the Good Samaritan. Pupils in Year 5 build on their previous knowledge when they study Christian symbolism, for example, the significance of a dove, a lamb, the cross, and fire. They are beginning to understand the concept of the Trinity. Pupils in Year 6 know The Five Pillars of Islam and the features of Islamic prayer.
144. Pupils generally display positive attitudes to religious education, especially at Key Stage 2 in lessons that are planned well and challenge the pupils to think carefully. Pupils are keen to share their knowledge and experience and offer to bring artefacts from home. A Year 6 pupil, for instance, brought a prayer mat and talked about when and how it is used. Good use is made of the cultural and religious diversity of the pupils. Pupils listen well to other pupils, and show respect for their views and beliefs. When pupils are asked to record their learning, presentation is generally unsatisfactory. Handwriting is poor, and work is untidy and contains many careless errors. Words are often copied incorrectly from the board.
145. Teaching is generally satisfactory at Key Stage 1 with some good features. The best lessons have a clear structure and pupils are actively encouraged to participate. Teaching is generally good at Key Stage 2, although there are inconsistencies, for example, when teachers do not follow the scheme of work sufficiently carefully, and where the pace of lessons is too slow and the work does not challenge the pupils. In the best lessons, teachers use a variety of methods including effective questioning. The lessons match the requirement of the syllabus and are suited to the age and interests of the pupils. Where teaching is good, pupils behave well, work hard and achieve standards that are in line with those expected nationally.
146. The co-ordinator monitors teachers' planning and pupils' work and assists other colleagues as required. Some time has been set aside this year for her to monitor teaching and learning in other classes. The co-ordinator has identified the need to amplify the scheme of work and to provide ideas to help teachers who have less confidence. There are some attractive and stimulating displays around the school, and these encourage pupils' interest in moral issues and a range of religious beliefs and practices.

Art

147. Pupils make sound progress at both key stages. They express their ideas in a variety of media such as paint, charcoal and pastel. Pupils experiment confidently with new techniques and handle tools skilfully. Pupils in Year 1, for example, mix subtle shades of colours and combine pastels and charcoal when drawing houses. Pupils in Year 2 experiment by mixing primary colours to make secondary colours, and use this skill to show controlled brushwork when painting patterns. Discussions on environmental issues in geography are supported by a striking rainforest frieze, with a variety of materials used in imaginative ways.
148. Older pupils at Key Stage 2 work with clay to create a mock 'Ancient Greek' tile. Good work is produced in silk printing and batik. Pupils have a sound knowledge of some famous artists' work and this is displayed in an exhibition of pupils' efforts to paint in the impressionist style. However, the names of impressionist artists such as Monet are not used, and this lessens the impact of the display. Art from other cultures is often studied, including, for example, work based on an Islamic prayer mat, and work using native American designs.
149. Pupils enjoy art lessons and concentrate well on their work at both key stages. In general, they behave sensibly, use their initiative and clear away resources efficiently. However, behaviour becomes less than satisfactory when resources are insufficient, for example, when a whole class needed to use four clay rolling pins at the same time. Older pupils are keen to try out new ideas and encourage each other as they work. A Year 5 pupil, for instance, discovered how to build a raised relief surface on a clay tile and shared the technique with his group. This made a very positive contribution to the pupil's social development.

150. Teaching is satisfactory throughout the school with many of the art lessons being taught by the same teacher. Lessons are well planned and organised. Questions are aimed at drawing pupils' attention to specific aspects of painting technique. Teachers use appropriate technical language to widen the pupils' vocabulary. Artefacts, such as an Islamic prayer mat, are used to stimulate interest.
151. The curriculum is well planned. There is a scheme of work which encourages skills to be taught in a logical order, but gives teachers insufficient practical advice on how to get the most out of lessons. In order to rectify this, a new scheme is under consideration. The co-ordinator has only recently taken up the post and intends to widen the narrow range of resources available and to set up an art club to enable pupils to use a wide range of techniques. Pupils gain further valuable experience of art from visits to the Tate Gallery and the National Portrait Museum.

Design and technology

152. Due to the organisation of the curriculum, it was only possible to make a very limited number of lesson observations during the inspection. Evidence from these lessons, scrutiny of pupils' work on display and discussions with pupils and teachers indicate that pupils make sound progress at both key stages. Pupils with special educational needs make sound progress at both key stages, as do those with English as an additional language. The school has made satisfactory improvements since the previous inspection.
153. At Key Stage 1, pupils gain an early understanding of the design process, for example, in making trucks or bridges. Pupils have access to a good range of construction materials and acquire a range of fitting and joining skills. Pupils in Year 2, for example, prepared plans and designs for making cottages, a butcher's shop and a church. There is a good design element in the work, with sound construction skills also evident. Pupils design and make attractive Latin American percussion instruments. They talk sensibly about different materials they can use, and ways to fit things together. They use fabrics and materials, for example in making a rainforest collage. They are observant when examining details of the texture, colour and feel of objects. Pupils gain simple skills of cutting, shaping and joining. In the area of food technology, pupils design sandwiches, for example, and have appropriate access to cooking facilities.
154. At Key Stage 2, pupils make satisfactory progress in designing and making simple objects. Pupils in Year 3, for example, discover that a triangular structure has greater strength than a square. By Year 6, pupils carry out independent research, for example, on Roman and modern mosaic designs, producing appropriate sketches and plans. They show satisfactory progress in the development of skills to make a mosaic mirror frame with an attractive pattern. There are elements of problem-solving that pupils attempt to resolve, such as fitting pieces together and making them level. Pupils have appropriate opportunities for using fabrics and for food technology.
155. Pupils have good attitudes to their work. They work well independently, and cooperate appropriately when working in pairs and in small groups. Most pupils show sustained concentration for extensive periods when trying to complete a task well. Behaviour is usually good, though standards slip occasionally if a teacher's control is not effective.
156. No teaching was observed at Key Stage 1. Teaching is satisfactory at Key Stage 2. Tasks are planned carefully and provide suitable motivation for pupils. Targets are clearly outlined and the skills to be developed are identified. Teachers have a satisfactory understanding of the demands of the subject, although this is an area for further development as the place of problem solving in the subject is not fully appreciated by all teachers. Teachers work closely with pupils, making ongoing evaluations of their work and suggestions for improvement. There are very good relations with pupils in most classes.
157. The coordinator is gaining an understanding of the subject and of her role, and supports colleagues effectively. There is a suitable policy in place and a clear sequence of tasks to cover the National Curriculum requirements in a logical order. The school now has adequate learning resources, and the coordinator has begun to monitor the development of pupils' skills as they move up through the school.

Geography

158. Pupils make satisfactory progress at Key Stage 1. Pupils with special educational needs make sound progress, as do those with English as an additional language. Pupils study the local neighbourhood and identify features observed on the way to school. They find the location of the headteacher's office on a map of the school, and begin to draw their own simple maps. They compare their own urban environment with a village in Surrey, and study the yearly cycle of activities on a farm. They learn about homes and clothes in hot and cold countries, and compare the effects of the local climate with those in other parts of the world.
159. At Key Stage 2, pupils, including those with English as an additional language and those with special needs, make sound progress. Pupils in Year 6 discuss the problems caused by deforestation in Poland and Amazonia, and suggest ways in which tourist developments and extractive industries might become more environmentally friendly. Pupils in Year 5 study the environment and economy of a European Community country - Greece. They describe the volcanic features of Santorini, and compare the Mediterranean climate with weather patterns in Britain. Pupils in Year 4 examine the water cycle, and identify ways in which rivers erode their channels. They use atlas maps to locate rivers in South East England, and study the development of waterfalls, meanders and oxbow lakes. Pupils in Year 3 study maps of the local area, and build on their mapping skills to investigate other localities. They use co-ordinates to locate treasure on a map, and a range of colours to identify different land uses.
160. Pupils' attitudes to work are sound at both key stages. Most listen carefully to their teachers and are keen to answer questions but occasionally, pupils take too long to settle down and take too long to get on with their tasks. Most pupils work sensibly in pairs, and concentrate satisfactorily when working on their own. Pupils enjoy fieldwork in the local area and further afield, and are keen to use a variety of resources to obtain geographical information.
161. While the standard of teaching in the lessons observed ranged from good to very poor, the overall quality of teaching is satisfactory at both key stages. Most teachers have a secure knowledge and understanding of the subject. Where the teaching is poor, the teacher's understanding of the subject is weak. Most lessons are well planned, with clear learning objectives. Topics are based on detailed termly planning which closely follows the scheme of work. Expectations of pupils are usually sound at both key stages but occasionally, expectations of pupils' behaviour and participation are unsatisfactory at Key Stage 1. Teachers use a variety of teaching methods, and make good use of the local environment and visits to other areas. The previous report pointed out the lack of suitable work for some average and higher-attaining pupils. This is no longer apparent, and more challenging work is now set for more able pupils. Resources are good, and there is widespread use of maps, globes, photographs, information books, climatic statistics, videos and CD-ROMs. Pupils are generally well managed, and discipline is usually good. At both key stages, however, insecure discipline sometimes results in the pace of the lesson becoming too slow. Marking of pupils' work is inconsistent. Some teachers mark work regularly, with appropriate encouragement and praise, and suitable comments indicate how the work might be improved. Other work remains unmarked.
162. The subject co-ordinator monitors teachers' planning and pupils' work, and offers support to her colleagues. There is a helpful policy document and a good scheme of work which has been adapted from the Qualifications and Curriculum Authority's guidelines. These ensure that knowledge and skills are taught in a logical order. Insufficient use is made of information technology to plot the results of surveys and weather data, for example, as graphs and charts. Sound use of more difficult tasks for higher-attaining pupils ensures that pupils progress at an appropriate rate. Satisfactory assessment of pupils' knowledge and understanding takes place on an ongoing basis.

History

163. Pupils make sound progress at Key Stage 1. Pupils with special educational needs make satisfactory progress, as do those with English as an additional language. Pupils receive a secure grounding in historical enquiry skills. They compare their own homes with those from the past, pointing out

similarities and differences. They compare domestic appliances used today with those used in the past. They learn about famous historical characters and events such as the Gunpowder Plot and Charles Darwin's voyage in the 'Beagle'. Pupils study 'old' and 'new' types of transport, and sequence pictures from the life of George Stephenson and the building of the 'Locomotive' in chronological order. They examine toys from the past, and place them in chronological order. They compare schools and shops in Victorian times with modern equivalents and give reasons for the differences.

164. At Key Stage 2, pupils, including those with special needs and those with English as an additional language, make good progress by building on the skills learned earlier. Pupils in Year 6 examine maps of the Roman Empire, and seek to explain why Claudius invaded Britain. They carry out research into aspects of life in Roman Britain such as Roman worship and chariot racing. Pupils in Year 5 compare the ancient Olympic Games with their modern counterpart, and listen to Greek myths to learn more about the Ancient Greek gods and goddesses. Year 4 pupils look for evidence of the Ancient Egyptian civilization in photographs, maps of the Nile Valley, and paintings on artefacts. They use information from books and CD-ROMs to research Egyptian death rituals and the building of the pyramids. Pupils in Year 3 examine life as a child in Victorian times. They contrast the lifestyles of the rich and the poor, and use books and photographs to discover changes that have occurred in schools, entertainments and medical care since the nineteenth century.
165. Pupils enjoy history lessons and listen carefully to their teachers. They usually behave well and participate sensibly in lessons. Most are keen to answer questions and ask suitable questions themselves. Most pupils concentrate well when working on their own, and co-operate sensibly when carrying out research in small groups. They use their observational skills well and are able to empathize with historical characters from the past.
166. No history lessons were observed at Key Stage 1 during the inspection. The quality of teaching at Key Stage 2 is good. Teachers have a good knowledge and understanding of different historical periods, and this helps to develop pupils' knowledge and historical research skills. Pupils are generally well managed, and discipline is usually good. Planning is good at both key stages, with detailed medium-term plans, and learning objectives clearly identified on lesson plans. Good use is made of artefacts and visits to museums and sites of historical interest. Pupils carry out individual research using information from historical documents, videos, information books and CD-ROMs.
167. There is a helpful policy document, and a detailed scheme of work ensures a logical sequence in the teaching of knowledge and skills. The previous inspection suggested that higher attaining pupils could achieve more. Work is now matched carefully to pupils' ability and prior learning, and suitably challenging work is tackled by more able pupils. The co-ordinator monitors teachers' planning and pupils' work, and has taught and observed teaching in many classes. Satisfactory assessment of pupils' knowledge and skills takes place on an ongoing basis. The previous report recommended the purchase of more artefacts and photographs to assist historical research. There is now a good range of historical resources, and these are supplemented by a wide variety of books obtained through the local library service.

Music

168. Music is a strength of the school. Pupils make very good progress at both key stages. Pupils with special needs also make very good progress, as do those with English as an additional language.
169. At Key Stage 1, pupils develop their listening skills and discuss the feelings evoked by different pieces of music. Pupils in Year 2, for example, compared the tempo and the instruments in a march by Tchaikovsky with a piece of disco music. They listen to contrasting rhythms and clap out the different rhythmic patterns. They sing simple songs from memory, learning to control their breathing, pitch, rhythm and dynamics. Pupils use percussion instruments to accompany songs, and use symbols on a simple score to show when the instruments are to be played.

170. At Key Stage 2, pupils listen to a range of instruments and a variety of music from different times and places. They learn to identify characteristic styles, for example, that of Afro-Caribbean music. They read different rhythmic patterns on a simple musical score, and copy the pattern accurately by clapping, tapping and using a variety of actions. They sing as they clap, varying the dynamics effectively, and using a variety of percussion instruments such as agogos and gato drums as an accompaniment. Pupils compose and perform their own music. Pupils in Year 6, for instance, composed a series of four bar rhythmic phrases, and performed these effectively as a four-part composition with an ostinato accompaniment. Pupils learn standard musical notation, and use it to record their own simple compositions.
171. Pupils of all ages have good opportunities to appreciate and perform music at Key Stage 1 and Key Stage 2 music assemblies. Pupils join in very enthusiastically, clapping and clicking their fingers in time to music from different parts of the world. They sing a variety of songs tunefully and with good expression. Songs are accompanied by pupils playing a variety of percussion instruments. Pupils enter and leave other school assemblies to a variety of recorded music, but opportunities to discuss the music and the composers are often not developed. Pupils enjoy their music lessons. They listen very carefully to their teacher and join in very enthusiastically. They co-operate sensibly when performing in groups, and show appropriate appreciation of other pupils' efforts.
172. The quality of teaching is very good at both key stages. All classes are taught composing and performing skills by a part-time music specialist, while class teachers take part in the specialist teacher's lessons, and later consolidate pupils' listening and appraising skills. This arrangement ensures a high quality of teaching. Teachers' knowledge and understanding are generally good, while excellent specialist musical expertise contributes to very high standards. Teachers have very high expectations of their pupils, and plan their work carefully, with clear learning objectives. Teachers use a wide variety of teaching methods, and make very effective use of a good range of tuned and untuned percussion instruments. Pupils are very well managed, and lessons run at a brisk pace. Teachers make good use of day-to-day assessment to evaluate pupils' work and to offer guidance to individual pupils.
173. The music co-ordinator provides good leadership of the subject. She monitors teachers' planning and hears pupils singing and playing during school assemblies and concerts. There is a helpful policy document, and the detailed scheme of work ensures that pupils develop musical skills in a logical progression. There is regular ongoing assessment and termly assessment of pupils' knowledge and skills. The school has a good selection of recorded music, and makes good use of its dedicated music room. Pupils listen to a wide variety of music, including music from other times and other cultures. There is a very good range of musical instruments, many of which are used by pupils for individual tuition. Five peripatetic musicians teach a wide range of string and wind instruments. Over eighty pupils have guitar, violin, cello, flute, trumpet, clarinet, euphonium and saxophone lessons individually or in small groups. The peripatetic teachers join together for a school band practice on Wednesday mornings, when over thirty pupils play together to a high standard. Students from Trinity College, and the peripatetic teachers' string and brass ensemble, regularly perform for the pupils. Pupils sing regularly at concerts and at carol services, and take part in the annual Camden music festival at the Royal Albert Hall. The high standards of performance, reported at the previous inspection, have been maintained.

Physical education

174. Although it was not possible to observe the full range of work in physical education, examination of teachers' planning and discussions with staff and pupils indicate that the school delivers an appropriate programme of work. Lessons observed at both key stages confirm that pupils at all levels of attainment, including those with special educational needs, make satisfactory, and often good, progress during their time at school. Pupils with English as an additional language also make sound progress at both key stages.
175. Swimming is introduced at Key Stage 1, using the school's own indoor pool. Pupils in Year 1 are given a sound introduction to basic skills by a qualified instructor. Together with other helpers, the instructor provides a calm and encouraging atmosphere with exercises designed to build up both skills and

confidence. In Year 3, pupils swim at a local pool to achieve 25 metre swimming certificates. Other areas of the subject which were observed also show a well-structured and encouraging approach. This was seen in a Year 3 lesson, for example, where pupils improved their games skills of sending and receiving balls. Pupils started with practice in throwing accurately, and moved on to low and high level catches, varying the level of challenge as they became more skilful. Pupils consider in what ways an activity can be improved and evaluate the activities of their peers productively.

176. Most pupils enjoy physical education lessons and welcome the opportunity to improve their skills. Where lessons are well structured to provide increasingly more difficult tasks, pupils behave well and concentrate hard on their task. Only if the task becomes too repetitious do they begin to lose interest and concentration.
177. Only a small number of lessons could be observed, but in these lessons, the quality of teaching was sound overall at both key stages, and ranged from good to unsatisfactory. All lessons are carefully planned and resourced, and there is due regard to health and safety issues. Most lessons sustain a good pace and are carefully structured to provide increasingly difficult learning experiences. Where lessons are less successful, discipline issues are not addressed rigorously enough and pupils' behaviour deteriorates.
178. The subject has a keen and effective co-ordinator. There is a detailed scheme of work that covers all the strands of the subject and sets out clearly the skills to be taught within a suggested timetable. Many aspects of physical education are enhanced by after-school clubs. There are two mixed football clubs, and the school produces both boys' and girls' teams for a local league. There are visits from professional club coaches. In athletics, the school holds its own sports day in Regents Park and competes in the Hampstead league. There are also clubs for cricket, dance, gymnastics and netball. Adventurous training for pupils in Year 6 is experienced during the school residential visit, when canoeing, abseiling, orienteering and archery are available. Teachers have received suitable in-service training and the lunchtime supervisors have been trained to run competitive games in the playground. Whilst the school has no playing field of its own, it has two large playgrounds, a small swimming pool and plenty of resources in good condition. It makes good use of all of these resources. Since the last report was written, standards have been maintained and a detailed scheme of work covering all aspects of the subject has been adopted.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

179. The team of six inspectors spent a total of twenty four and a half working days in school over the four and a half days of the inspection and observed 94 lessons or part lessons. All teachers were observed teaching the literacy hour on at least one occasion. The inspectors spent 91 hours observing classes, sampling pupils' work and talking to pupils. Inspectors also attended school assemblies and observed pupils during breaks and some extra-curricular activities. A group of pupils, selected by the school from all age groups and covering all levels of attainment, was heard reading and samples of pupils' work were examined. The school's planning and documentation, pupils' records, attendance registers, the minutes of governing body meetings and the annual report to parents were read. Discussions were held with the headteacher, members of staff and members of the governing body, including the chair of governors. Before the inspection, a meeting was held at the school to hear parents' views. Eleven parents attended and 23 parents returned questionnaires giving their views about the work of the school.

DATA AND INDICATORS

180. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	426	4	168	195
Nursery Unit/School	39	0	3	10

181. **Teachers and classes**

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):

21.5

Number of pupils per qualified teacher:

19.8

Education support staff (YR - Y6)

Total number of education support staff:

20

Total aggregate hours worked each week:

467.2

Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):

1

Number of pupils per qualified teacher:

39

Education support staff (Nursery class)

Total number of education support staff:

3

Total aggregate hours worked each week:

97.5

Average class size:

28.4

182. Financial data

Financial year:	1998/99
	£
Total Income	1,103,768
Total Expenditure	1,085,281
Expenditure per pupil	2395.76
Balance brought forward from previous year	170,550
Balance carried forward to next year	189,037

183. PARENTAL SURVEY

Number of questionnaires sent out:

487

Number of questionnaires returned:

23

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	48	0	4	9
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	39	0	0	4
The school handles complaints from parents well	14	59	18	4	4
The school gives me a clear understanding of what is taught	43	30	13	13	0
The school keeps me well informed about my child(ren)'s progress	52	26	9	13	0
The school enables my child(ren) to achieve a good standard of work	22	35	13	26	4
The school encourages children to get involved in more than just their daily lessons	30	61	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	39	13	17	13
The school's values and attitudes have a positive effect on my child(ren)	35	48	17	0	0
The school achieves high standards of good behaviour	30	52	9	4	4
My child(ren) like(s) school	57	35	4	4	0

Other issues raised by parents

- A few parents felt that expectations of pupils' attainment, especially those of higher ability, were not always high enough. The majority felt that the school enables their children to achieve a good standard of work.
- Parents disagreed about homework. Some felt that not enough homework is set. The majority was satisfied with the amount of work that children are expected to do at home.