

INSPECTION REPORT

CHALKHILL PRIMARY SCHOOL

Wembley

LEA area: Brent

Unique reference number: 101526

Headteacher: Sally Fox

Reporting inspector: Brian Espiner
30600

Dates of inspection: 17 - 20 September 2001

Inspection number: 188763

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Barnhill Road Wembley Middlesex
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Appropriate authority:	The governing body
Name of chair of governors:	David Knight
Date of previous inspection:	December 1999

INFORMATION ABOUT THE INSPECTION TEAM

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1165	Peter Dannheisser	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
18393	Joy Donovan	Team inspector	English Music Foundation Stage Special educational needs	
20752	John Collings	Team inspector	Science Information and communication technology Geography History	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?
18849	Terry Mortimer	Team inspector	Art and design Design and technology English as an additional language Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chalkhill is potentially a two-form entry primary school, but the number on roll has fallen to 181 as the Chalkhill estate's flats have been demolished. When they are replaced, the number on roll will rise again to over 400. The Chalkhill estate is a small pocket of deprivation in an otherwise fairly affluent area, and three quarters of pupils are entitled to free school meals, a very high proportion. Pupils come from a wide range of ethnic backgrounds and 154 have English as an additional language (EAL). The vast majority of these are at an early stage of learning English. Forty-one pupils, the largest group, are of African heritage; 33 pupils have heritages from the Indian sub-continent, mainly Pakistan; 13 pupils are of Caribbean heritage. There are 81 refugees, including children from Somalia, Kosovo, Albania and Afghanistan. The main home languages are Somali, Urdu, Albanian, Arabic and Farsi. Two pupils are travellers. Half the pupils have special educational needs (SEN), which is well above average. Ten pupils either already have, or are in the process of getting, Statements of Special Educational Need, again well above average. A third of all pupils have emotional or behavioural difficulties. A third of the school population changes at times other than at the beginning of reception, so pupil mobility is high. Because the school has, at the moment, spare places, pupils new to the borough are often placed here until they can find a place closer to home, when they move. Attainment on entry is well below average, and in English it is very low compared with national levels.

HOW GOOD THE SCHOOL IS

This is a good, effective school. Teaching and learning are satisfactory overall and often good. The progress of pupils over time is good. In the last two years, standards have risen considerably, having been very low for several previous years. Leadership and management are very good overall. The school gives satisfactory value for money.

What the school does well

- In the last two years, standards have risen sharply in English, mathematics and science.
- The leadership and management of the headteacher are excellent, and she is well supported by staff and governors.
- Staff, governors and parents share a genuine commitment to improve, and the school's capacity to succeed in this is excellent.
- Equality of access and opportunity are embedded very well into the life of the school.
- The school has very good systems for tracking the progress of pupils, and this is helping to raise standards.
- Procedures for improving behaviour are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The multi-ethnic school staff provide very good role models for pupils.
- Parents, quite rightly, have very positive views of the school.
- The school's aims and values are reflected very well in its work.

What could be improved

- Standards in general are not yet high enough.
- There needs to be more emphasis on subjects other than English, mathematics and science.
- Individual education plans for pupils with SEN are inconsistent in their effectiveness.

- Methods of assessing and recording day-to-day progress are not consistent.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in December 1999, and, although the school still had serious weaknesses, it was taken out of the special measures category, in which it had been placed in 1997. The school has tackled the issues raised in that inspection very well, and there are no longer any serious weaknesses. Standards since then have improved sharply. Behaviour is better. Staffing is far more stable. Teaching and learning have improved, as has the provision for pupils with EAL. Leadership and management have improved considerably since the appointment of the present headteacher. Overall, improvement since the last inspection has been very good.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	E*	E*	E*	well above average A
Mathematics	E*	E	E*	E*	above average B
Science	E*	E*	E*	E*	average C
					below average D
					well below average E
					very low E*

E* means that the school's performance is in the lowest five per cent. 'Similar schools' in this table are those with more than 50 per cent entitlement to free school meals. The other school circumstances which affect test results adversely - the high numbers of pupils with SEN or EAL, the high number of refugees, the high level of pupil mobility, the serious deprivation for most families - are not taken into account, so the comparison is neither sound nor meaningful. The Year 6 pupils who took these tests in 2000 had 32 teachers in Years 5 and 6. Results in 2001 were much better, but national comparisons are not yet available. Standards in the present Year 6 are below average in general, although they are average in mathematics, science, physical education (PE) and music, and no judgement was made in religious education. Standards in Year 2 are below average in general, and average in PE and music. Progress over time is good at the Foundation Stage, particularly in reception, and satisfactory throughout the rest of the school. The progress of pupils with SEN is good, and pupils with EAL make satisfactory progress in learning English. The school sets realistic but challenging targets for the number of Year 6 pupils reaching expected levels in English and mathematics. These were not achieved in 2000, mainly because of the circumstances concerning teacher turnover and particularly high pupil mobility in that present Year 6. In 2001 targets were almost reached in English and were surpassed in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are good. Pupils like coming to school, and enjoy learning.
Behaviour, in and out of classrooms	Behaviour is satisfactory, but only because staff work very hard and exercise sometimes quite considerable skills to maintain control. Some classes are very difficult, with high numbers of pupils with emotional and behavioural problems. It is much to the staff's credit that the school runs so smoothly. Exclusion levels have been high, but are falling.
Personal development and relationships	Relationships are good. Staff genuinely care for the pupils' well-being and this is appreciated by pupils and parents. Personal development is satisfactory, largely because staff work very hard to promote it in pupils, many of whom are immature for their age.
Attendance	This is satisfactory. Staff are concerned about punctuality, but school strategies for improving it are successful, and in the inspection week it was as good as that found in most other schools.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	satisfactory	satisfactory

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

Teaching and learning are good in English and satisfactory, and often good, in mathematics. Literacy and numeracy skills are generally taught well. Particular strengths of teaching are the management of pupils in often quite difficult classes, and the use of support staff in the teaching of pupils with SEN and EAL. A strength in learning mathematics is that pupils almost always know exactly what they are required to learn in any lesson. They often write this down at the beginning of lessons, and check at the end that they have made sufficient progress in understanding. The school is successful in meeting the needs of all pupils. English and mathematics lessons contain work that is carefully adjusted to suit pupils at different levels of prior attainment. Gifted and talented pupils are to be given extra lessons on Saturdays as part of the provision from the Education Action Zone. The main thing holding pupils back is their command of English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school was told in previous inspections that it should concentrate particularly on English, mathematics, science and information and communication technology (ICT). In doing this, there necessarily has been less emphasis on the rest of the curriculum. Although the whole of the National Curriculum is taught, some parts are not studied in enough depth.
Provision for pupils with special educational needs	This is good overall, although individual education plans vary in quality from class to class.
Provision for pupils with English as an additional language	This is good. Class teachers provide continuous support to pupils when specialists are not in the classroom. EAL pupils have the disadvantage of having few friends from native English speaking families.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good for all aspects of this. It underpins the whole of school life, as it must do for the school to be successful, given the wide variety of beliefs and cultures that pupils represent.
How well the school cares for its pupils	Tracking of pupils' academic progress is very good. The school is meticulous in analysing pupils' strengths and weaknesses in national tests. The welfare of pupils is very important to the staff, and they succeed well in their support and guidance.

The school has effective links with parents, and provides information about their children that is of good quality.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are excellent. She has formed a strong strategic management group who are rapidly moving the school forward.
How well the governors fulfil their responsibilities	Governors have a good knowledge of the strengths of the school and what the school needs to do to improve further. They are dedicated and hard working, and have instituted good, transparent systems and procedures. Overall, they fulfil their responsibilities well.

The school's evaluation of its performance	This is very good, and effective action is taken quickly when any concern comes to light.
The strategic use of resources	The school bids frequently for different grants, and is very successful. Money is used wisely, and always for its designated purpose. A large proportion of the school budget is spent on providing support staff exactly where they are needed, and staffing is good. Accommodation is satisfactory and resources are good. Large items of expenditure are put out to tender in order to get the best possible value. Overall, the strategic use of resources is very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • The school expects children to work hard and achieve their best. • The school is helping children to become mature and responsible. • The school works closely with parents. • Parents feel comfortable about approaching the school with questions or a problem. • Parents are kept well informed about how their children are getting on. • Children make good progress. • The school is well led and managed. • Teaching is good. 	<ul style="list-style-type: none"> • The questionnaire produced no answers indicating any substantial dissatisfaction. Only one letter was received from a parent. At the parents' meeting, eight parents said that they thought that their children did not get enough homework, but in the questionnaire 78 per cent of parents agreed that their children got the right amount of work to do at home, and only 19 per cent disagreed.

The inspection team is happy to agree overall with parents' overwhelmingly positive opinions of the school. All parents were sure that their children enjoyed school. Every aspect of 'What pleases parents most' had a 90 per cent or more agreement in the parents' questionnaire. Homework provision is satisfactory and similar to that found in other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In national tests for Year 6 pupils in 2000 (the latest year for which comparative data is available), results for English, mathematics and science were very low, both when compared nationally and when compared with schools of a similar nature. Care should be taken with the 'similar schools' comparisons, as they might easily give a worse picture than what is actually the case. One of these is a comparison with the averages for other schools that got similar results four years previously in the Year 2 tests and tasks. This comparison is statistically unreliable because of the high mobility of pupils in the school. The other comparison is with schools with over 50 per cent free school meals. Again, this is unreliable, as it does not take into account the school's high percentage of pupils with SEN, with EAL, or with refugee status. Also, it does not take into account the depth of deprivation, with 75 per cent of pupils entitled to free school meals. Nevertheless, the national comparison puts the school in the bottom five per cent for all core subjects. That particular cohort had a high number of pupils with SEN, and had had 32 teachers in Years 5 and 6. In the national tests in 2001, the school's results were much better. By that time teaching staff had stabilised, and these pupils had only one teacher in Year 6. The tracking system and other initiatives put into place by the headteacher, along with the National Literacy and Numeracy Strategies, were beginning to raise standards. As a result, ten of the 12 pupils reached the expected level in mathematics, and six reached the higher level. Five pupils reached the higher level in science. None reached the higher level in English, but the percentage reaching the expected level nearly tripled from the previous year. Standards in the present Year 6 are below the national expectation in English, and in line with expectations in mathematics and science. Skills in literacy and numeracy reflect general attainment in English and mathematics.
2. In national tests and tasks for Year 2 pupils in 2000, standards were very low in reading and well below the national average in writing and mathematics. Compared with the averages for schools with over 50 per cent entitlement to free school meals, standards were well below average in reading, below average in writing and above average in mathematics. Again, the reliability of this comparison is open to question. There is no national test for Year 2 science. Teachers' assessment of science indicated that standards were in line with the national average. However, teachers' assessment of reading and writing standards was far too optimistic, so this casts doubt on the reliability of the assessment of science standards at that time, and they were probably lower. Standards in the present Year 2 are below expectations in English and mathematics, and well below in science.
3. The majority of pupils enter the school with very low attainment in English. Most do not have English as their home language and a high number are at the very early stages of understanding of the English language. This affects all aspects of school life, but especially the development of skills in reading, writing and spelling. The school puts an appropriate emphasis on developing speaking and listening skills throughout the school and, as a result, steady progress is now being made. Many pupils are confident speakers, willing to suggest their own ideas and accepting those of others. Knowledge of English grammar and speech structures continues to

be poor for some pupils, in spite of the effective teaching, largely because they hear so little correct English from their friends and families.

4. Given the limitations of the pupils' skills on entry, they do well to make steady progress in reading and many attain levels almost in line with expectation as they move through the school. In Year 2 pupils can read a simple text, using their knowledge of key words and letter sounds, although they sometimes need help with unknown words. Year 6 pupils enjoy reading a range of texts independently and talk willingly about their preferences. However, more advanced comprehension skills are still affected by difficulties in understanding the nuances of the language. Attainment in writing is below that expected throughout the school, although lower year groups are making more rapid progress and standards are rising. An emphasis on skills teaching and grammar exercises results in too few opportunities for pupils to practise creative and extended writing, or to redraft and edit their work. Standards of handwriting show considerable improvement as pupils mature. Cursive handwriting is introduced from reception. Spelling is below expectations throughout the school.
5. Year 6 pupils' standards in mathematics have improved in the past two years from being very low to being average in most areas. In one area of shape and space, Euclidean geometry, they are above average. In mental mathematics they are below average, with few having a complete grasp of multiplication facts. Because they are not given enough practice at investigation and problem solving, standards in these areas are below expectations throughout the school. Standards in investigative science are well below expectations at Key Stage 1 and below expectations at Key Stage 2, with the exception of Year 5, where they are in line.
6. Standards in ICT are below expectations throughout the school. This is largely because the school has only just opened its excellent computer suite and is in the process of catching up. Because of this, standards in most areas of ICT are likely to be in line with expectations at the end of this academic year for Year 2 pupils, but Key Stage 2 pupils have more catching up to do, so it will take longer for them to reach expected standards. The school certainly now has the resources to do this.
7. No judgement could be made about standards in religious education, because not enough was seen. Little work in books was available from the previous year, and the school had just been decorated, so there was little displayed work on walls, either. Standards in PE are in line with expectations. In music, standards are also in line, and sometimes good. Standards in other foundation subjects are below expectations. In some subjects (for instance, geography and history) this is partly due to difficulties with the English necessary for studying them. This is not a factor in other subjects, such as art. The major reason for lower attainment than would normally be found in foundation subjects is that the school was told, quite rightly, by previous inspection teams to concentrate on the core subjects. In order to do this, the school had to neglect other parts of the curriculum. Now that standards have improved in the core subjects, the school should concentrate more on broadening the curriculum and placing more emphasis on foundation subjects. For example, it is possible to teach quite a lot of literacy, and some numeracy, in the humanities.
8. The majority of pupils enter the nursery with very poorly developed skills, particularly in speaking and listening. They make steady progress but still enter the reception class with attainment well below that expected of four year olds in all areas of learning. The good teaching in the reception class enables most to make good

progress. However, by the end of reception, very few children achieve the goals expected by children nationally.

9. On taking up her post in 1999, the headteacher realised that the concentration the school then had on overall attainment levels was getting nowhere, and that what the school should concentrate on was the achievement (the progress over time) of individual pupils. This, in turn, would lead to increased overall attainment – and it has. But far more important than overall attainment is the progress pupils make from what is a low starting point in difficult circumstances. This is the 'value added' by the school. So, for instance, pupils make good progress in mathematics throughout the school, and very good progress in science at Key Stage 2, with the exceptions of using and applying mathematics and investigative science. They make satisfactory progress in English and in the rest of the curriculum. Pupils with EAL make satisfactory progress in acquiring English. Pupils with SEN make steady progress in lessons and the most recent tracking information indicates that the majority has made good progress in English during the past year. In entering the school with well below average attainment, and leaving it with below average attainment, and in some subjects with standards in line with national averages, pupils are making good progress overall.

Pupils' attitudes, values and personal development

10. Most pupils' attitudes to school are good, and their behaviour is satisfactory overall. Their attendance and punctuality are satisfactory although the school is not complacent and is making efforts to improve both, and to minimise the impact of holidays taken in term time. The headteacher is often in the playground urging pupils to hurry so that they are not late.
11. Eighty-four per cent of the 52 parents that answered the pre-inspection questionnaire agreed that behaviour at the school is good. Without exception, they said that their children like school. Pupils themselves say they enjoy coming to school and feel well looked after. Large numbers from the top four years choose to come to the weekly homework club, run by teachers who volunteer for this. Pupils say that they enjoy work, playtime and mealtimes, that teachers and assistants are kind and helpful and that they care. Pupils understand the school's rewards and sanctions. They are proud of the stickers and certificates they may receive. The way in which incidents are dealt with helps pupils have a good understanding of the impact of what they do.
12. Pupils learn how to relate well to each other. In the playgrounds, pupils show considerable ability to co-operate in games. Pupils are friendly, considerate, open, and helpful to visitors. They respect one another. There is a general absence of oppressive behaviour, such as bullying, racism or sexism. Pupils quietly wait their turn to collect their school meals. They move well and with consideration when they go from their classrooms to other parts of the building, helped by monitors holding doors open.
13. Attendance figures are similar to the national average for primary schools and punctuality is satisfactory. Registers are completed twice a day and they meet legal requirements. Pupils are polite and attentive during registration sessions. The school works very closely with the education welfare officer, who visits the school every two weeks.

14. In assemblies, most pupils are attentive. They listen and take part in singing even when there is no instrument playing. The great majority of pupils are courteous and careful around the classroom. Older pupils work well together, and in most lessons show their ability to sustain their attention and interest. However, in most classes there is small group of pupils who find it difficult to settle to a task and take part fully. Their conduct often has a significant impact, slowing pace and achievement. The school has put considerable efforts into developing strategies for managing pupils with emotional difficulties. The falling level of exclusions is an indicator of the success the school is now having with its approach to behaviour.
15. Most pupils show enthusiasm and an ability to co-operate and collaborate, especially when set appropriate work with high expectations. They listen well to lesson introductions and show pleasure in their success. Pupils work well in the computer suite. During the inspection they were clearly enjoying the challenge of new material, and they worked hard to put theory into practice. The computer work was well supported by knowledgeable adults. Pupils were proud of their success and eager to have their work displayed.
16. Pupils with special educational or language needs are keen and are appropriately helped - usually within the classroom. They frequently benefit from specialist help from the learning assistants who are skilful in helping attitudes to work to be positive.
17. Relationships between staff and pupils are good. Pupils like their teachers and show respect for each other and for their teachers. They show a genuine eagerness to take an active part in most lessons, and to show their work to visitors. Most are happy and able to work well with each other.
18. Pupils trust their teachers and they know to whom they should go if there is a problem. They are given increasing responsibility as they grow older and enjoy helping out and undertaking various monitors' duties. However, there are few opportunities for pupils to help younger ones, or those new to the school and those new to the English language. The school agrees with the inspection team that there is room for more initiative to be given to pupils with regard to their own learning and class work.
19. Pupils had a competition to design their own new school badge and were clearly pleased with the result. This is one way in which the school has successfully given pupils pride and ownership of their school. They are encouraged to contribute to charities such as the earthquake appeal. Pupils are pleased to be elected as school councillors. The council meets regularly and all pupils are given opportunity to contribute their ideas and suggestions to its work. By the time the pupils are 11 years old most are reasonably mature and self-aware, and prepared to move on to the next phase of education.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching and learning are satisfactory overall and this is an improvement on the last inspection where, although teaching was satisfactory, significant weaknesses were identified. Although this inspection identified a small amount of unsatisfactory teaching and learning, there were no significant weaknesses. These judgements are based on the analysis of pupils' work, and of teachers' planning and records, as well as observations of lessons. Of the 55 lessons seen where a judgement on teaching and learning was made, two (four per cent) were unsatisfactory, 32 (58 per

cent) satisfactory, 17 (31 per cent) good and four (seven per cent) very good. Good teaching and learning were seen throughout the school. The best teaching and learning are in reception and Year 6. Not enough lessons were seen in religious education, music, history, geography, design and technology (DT) and art to make a judgement. There is a lower proportion of good teaching at Key Stage 1 than at the Foundation Stage or Key Stage 2.

21. The quality of teaching for the children in the nursery is satisfactory and it is good in the reception class. In the nursery class children are offered an appropriate range of play activities. Sometimes these are not sufficiently well focused to ensure that pupils of different abilities and experience can make progress. Nearly all the children enter the nursery class with immature skills in personal and social development, but the staff place strong emphasis on support for this area of learning and children make good progress. The nursery teacher, who is newly qualified and had taught only five days before the inspection started, shows good potential. She is very well supported by the nursery officer, who makes a significant impact on the learning opportunities for all children. Teaching in the reception class is good and reflects the teacher's understanding of the needs of children at the Foundation Stage. In the reception class there is a good balance between teacher-directed work and child-initiated activities, which are well focused to meet the needs of pupils of all abilities. In both the nursery and reception classes progress is carefully monitored and regular records are kept for individual children. Children are helped to play well together and gradually learn to share and take turns. For example, children in the nursery share a plate of fruit each day, passing the plate to each other, and learning the rules of hygiene. In each class there is a member of staff who can speak at least some of the first languages of children, and this is an invaluable aid to ensuring they have understood what has been said.

22. Teaching in English is good overall and this is reflected in the steady progress made by all pupils. Teachers have a good understanding of how to teach reading and writing and take every opportunity to develop speaking skills. They use interesting and varied vocabulary to promote pupils' interest in new words and introduce the correct grammatical terms. Teachers manage pupils well and have clear expectations of behaviour. This produces a good learning atmosphere. Occasionally the teachers' own use of English is not correct. In mathematics, teaching and learning are satisfactory overall, and often good. One good feature common to all mathematics lessons is the sharing of the purpose of the lesson with the class. In most cases pupils write this down, so they can tell, at the end of the lesson, if they have been successful in their learning. The unsatisfactory mathematics lesson was with a Key Stage 2 class that contained a high number of immature pupils with behavioural difficulties who found it very difficult to work on their own. These pupils did not learn enough, and the higher attainers were not challenged sufficiently. Good mathematics lessons were seen at all key stages. For example, an upper junior class was considering Euclidean angle properties, in particular the supplementary nature of angles on a straight line. Pupils responded well to the challenge of something usually met in secondary school, and were successful in working out answers accurately. The teacher's enthusiasm was catching, and pupils worked hard and made good progress. In science, teaching and learning are satisfactory at Key Stages 1 and 2. A strength of teaching is good knowledge and understanding to explain difficult concepts; for example, the difference between dissolving and melting in a Year 4 lesson. However, overall, teachers' planning does not use what pupils already know, understand and can do, to plan challenging work sufficiently for pupils of all abilities. The other

unsatisfactory lesson was in art, where the teacher was not applying the principles of the National Curriculum and little learning took place. The very good knowledge and understanding of a visiting teacher ensured very good learning in the use of spreadsheets to support learning in ITC.

23. Pupils with SEN are well taught in lessons by both teachers and support staff and learning is good. Careful monitoring enables teachers to match activities and the level of support accurately to their needs. This enables these pupils to make good progress from a very low baseline. Pupils with EAL are supported well in lessons by Ethnic Minorities Achievement Grant (EMAG) funding of teachers and support staff, and pupils new to English learn satisfactorily when withdrawn from lessons.
24. Homework is used well to consolidate and extend learning in mathematics with the amount given increasing, as pupils get older. The system is sufficiently established in upper junior classes for pupils to know exactly when they will be given homework, when it has to be handed in, and when they will get it back. The amount and regularity of homework in other subjects are less systematic, although provision is satisfactory overall.
25. Marking is conscientious and encouraging throughout the school. Some teachers use marking to record what pupils can do and to give helpful comments on how they can improve, or short-term targets for improvement. However, this very good practice is not universally used and should be shared more widely.

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

26. There has been considerable improvement in the provision for the youngest children since the last inspection when much of the work in the nursery was unsatisfactory. Since then the school has effectively implemented the requirements for the Foundation Stage (nursery and reception years) and provision overall is good. The curriculum at Key Stages 1 and 2 meet the statutory requirements of the National Curriculum including religious education. Since the last inspection the school has emphasised literacy and numeracy and has been very successful in raising standards in these subjects. However, with the emphasis on literacy and numeracy, the remaining subjects have insufficient breadth and balance. The school has recognised this and reviewed planning to ensure all the Programmes of Study of the National Curriculum are addressed in sufficient depth.
27. Strengths of the curriculum are the clear planning in the core subjects of English and mathematics, including good use of the National Literacy Strategy to meet the assessed needs of pupils. The curriculum and the resources for ICT are now fully in place and this is a significant improvement since the last inspection. However there are some areas for improvement; for example, the curriculum for ICT is not sufficiently integrated into the rest of the curriculum. The investigative aspects of science and mathematics are not given sufficient emphasis to develop independent learning skills or enable pupils to apply and consolidate their learning. In the past, the remaining subjects have had insufficient emphasis and have not been systematically used to extend and support, for example, literacy and numeracy. Long and medium-term planning is clear and systematic, securely based on the National Literacy and Numeracy Strategies, the agreed syllabus for religious education and the Qualifications and Curriculum Authority schemes of work.

However, short-term planning is limited and, apart from in mathematics, does not sufficiently identify the range of knowledge, understanding and skills to be learnt.

28. The provision for pupils with SEN is good. The high level of learning support assistance and carefully planned activities ensure that they have equal access to good quality learning. However, individual education plans vary in quality and usefulness.
29. There is a good range of extra-curricular activities such as cricket and football coaching, basketball and an after-school games club. The school is creating a recorder club and there is a breakfast club and an after-school homework club. Pupils have opportunities to play the steel pans and the school is developing opportunities to create a school band.
30. Good use is made of visits and visitors to support the curriculum. For example, the school has had an artist in residence to create murals in the school and in and around the community, and has links with the science museum. This developed pupils' enthusiasm in science when studying air and balloons. The visiting music teachers *Musiko Musika* extend the range of pupils' musical experience. Local parents are encouraged to come into the school and share their experiences; for example, fathers talking about their experiences in Somalia, Jamaican parents supporting food technology and a Jewish member of the local community talking about life in Germany during World War II.
31. The school ensures there is very good equality of access and opportunity for all pupils. Good use is made of classroom assistants to support pupils with EAL and those with SEN. Teachers group pupils in literacy and numeracy according to their educational needs and ensure that all pupils make progress during the lesson. The school rigorously monitors pupils' progress and analyses, for example, the progress of boys and girls, pupils from differing background, ethnicity, SEN and EAL to ensure all pupils make good progress based on prior attainment. The school deals very effectively with instances of racism. Very good role models for pupils are provided in the range of teachers and classroom assistants who represent a wide range of cultural backgrounds.
32. The provision for personal, social and health education is satisfactory. There are clear policies, including one on drugs education. Circle time is a timetabled part of the curriculum which gives pupils structured opportunities to reflect on the needs and feelings of themselves and others. This was used to good effect to support pupils in expressing their feelings and fears related to the bombing of the World Trade Centre in New York. Health education is largely addressed through the science curriculum and the school is working towards a national 'Healthy School' accreditation.
33. In addition to the good links with parents coming into the school, there are other very good links with the local community. The school is currently working with a local garden centre to develop a planned wildlife garden. Wimpy are willing to support the school with the free loan of a digger to develop the site and the local ASDA store is loaning staff to help set it up. A local photographer has worked in the school as part of a community project and in return supported pupils in the use of a digital camera. The school gained a borough award for the links with local industries by developing a reading partners scheme with ten people from the local area coming into the school to support pupils' reading.

34. The provision for the spiritual development of pupils is very good. A high number of pupils are practising Muslims, but there is a wide diversity of beliefs within the school, and the vast majority practise one of the major religions. This diversity is valued and used well, with religious festivals celebrated, and parents and governors bringing expertise into the school. A high proportion of the staff are practising worshippers, again in a variety of religions. Pupils are often given time to reflect, and are encouraged to pray if they want to. In assemblies, enough time is given to this in order to make it more than a gesture, and pupils do take the opportunity to pray to their gods. The school has plans for a meditation and prayer room. Pupils are encouraged to talk about their own experiences. Candles are used as a focus. Birthdays are celebrated, and individuality is stressed. The school arranges experiences of beauty or wonder, such as the consideration of frost patterns and snowflakes, or the rapid growth rate of sunflowers. Spirituality is becoming more embedded in the school as time goes on, and it is well linked to the school's values of dignity and respect.
35. The school provides very well for pupils' moral and social development. Ideas of right and wrong are emphasised everywhere, as is the importance of choice between the two. The inspection took place in the week following the disaster at the World Trade Centre, and the Tuesday was Rosh Hashanah. There are no Jewish pupils in the school. In assembly that morning, Year 4 pupils explained about the Jewish New Year, and provided apples and honey cake as examples of Jewish food. Adults were invited to partake there and then, and the food was sent back to classrooms. Because feelings were running high everywhere, some Year 6 Muslim boys refused to eat it. These boys had initially refused to study Judaism at the beginning of term, and the teacher had taken some time away from the religious education syllabus to explain the holocaust and the world's perceived need for a Jewish homeland. The boys eventually agreed to study Judaism, and eventually to eat the food. This is an example of the intolerance and racism often brought into school, and how the school counteracts this very well with patience and understanding, adding not just to moral development, but also to social development, in teaching pupils the tolerance necessary in a multicultural society. Staff care deeply about the moral and social development of all pupils. The success of the provision for social development can be seen generally in the pupils' behaviour, which has improved greatly in the last two years.
36. The provision for cultural development is very good. The variety of cultures represented by pupils and staff is used very well. Staff understanding of how to do this effectively has developed a great deal in the last two years. Members of staff introduce Indian and African dances. Parents are involved as a good resource, particularly at the annual International Evening, but also throughout the year. Examples of this can be found elsewhere in the report.
37. The very good overall provision for personal development underpins the ethos of the school. It results in only satisfactory personal development in pupils, because of factors the school has no control over, such as the racial and religious intolerance of a small minority of parents. This is a good example of one of the many ways that the school has to run quickly in order to walk steadily forward.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The staff and governing body constitute a caring school in which the personal needs of the pupils are met well. Pupils with SEN or language needs are identified early and are given appropriate support to help them make progress and to ensure that they are fully included in the activities of the school.
39. There is a positive atmosphere and teachers know their pupils well. Parents and pupils say that all the staff are kind and supportive. Pupils' personal, social and emotional development is very carefully tracked and detailed records of all incidents help the school evaluate progress. These records are discussed with pupils, as are the consequences that might result from an incident. In this way the school supports pupils experiencing difficulties regarding their conduct and tracks their behaviour, offering to work closely with parents. The close links with a local school, which specialise in helping pupils with difficulties, has increased the support available and the school has received funding for further help from professional and trained volunteer counsellors. Staff have received additional training in anger management. These initiatives have resulted in a significant improvement to behaviour in the school since the last inspection and this is recognised by governors, staff, parents and pupils.
40. The school monitors attendance well and works closely with the educational welfare officer when necessary. The school follows up any unexplained absences by getting in touch with parents, and the local education authority (LEA) is in the process of prosecuting some persistently offending parents for not insisting that their children attend. Registers conform to legal requirements. The office keeps details of pupils arriving late and it is clear that they, and their families, are now fully aware of the importance of punctuality.
41. There are many opportunities for pupils to discuss feelings, attitudes and behaviour with each other. Circle time is used well here. For example, during the inspection a restless group of pupils were helped to understand how to listen to each other and to their teacher. Through a series of enjoyable games and exercises they became calm and learnt more about the meaning of 'respect'. Similar work goes on during other types of lessons, in assemblies and personal, social, health and citizenship lessons. These cover issues of health and safety, drugs, cleanliness and relationships. Pupils have other experiences that help them mature into responsible and caring individuals. They visit places of interest such as museums, galleries, and places of worship. Pupils develop an understanding and respect for other people's beliefs and customs and experience a multicultural range of music and art.
42. Most staff concentrate on reinforcing success. There are special assemblies and pupils celebrate each other's achievements. Child protection systems and policies are in place but the school has not formally trained members of staff in these issues for some time.
43. At playtime, pupils are well supervised by a suitable number of adults. This number has increased because of parental wishes. During rainy days in the inspection week, pupils were adequately supervised at break times, but teaching staff were required to help. There is no system in place for older pupils to supervise younger ones, which would help in the provision for personal development of older pupils by allowing them to take more responsibility.
44. The midday meal supervisors know the pupils well, meet their line manager regularly and are well aware of their responsibilities regarding health and safety.

The health and well-being of pupils are very well looked after. There are three members of staff trained in first aid and records of all incidents are kept. A very experienced welfare officer is on hand to look after pupils, care for their health and happiness, and administer medicines with parental permission. A nurse visits the school each week to see pupils and parents. Further medical backup is available close by.

45. There are regular checks on the safety of fire extinguishers and PE equipment and there have been safety audits. However, it has been some years since portable electrical appliances have been checked and the school needs to up-date its restraint policy. The headteacher and site supervisor undertake regular health and safety inspections. Governors are not actively involved enough in health and safety issues, but this is planned. The school and site are very well maintained and the premises and grounds provide a pleasant and safe environment.
46. The procedures for identifying pupils' attainment and progress in English and mathematics are very good and these procedures are being extended to science. Monitoring of the progress of different groups of pupils is very good. For example, pupils are monitored by background, ethnic origin, gender, and whether they have SEN or EAL. The school's focus on the monitoring of pupils' progress in English and mathematics has resulted in a very clear emphasis on targets for increasing pupils' achievement and has had a significant effect on raising standards in these subjects. Overall, the school raised pupils' achievement in English and mathematics by two thirds of a National Curriculum attainment target last year. This is higher than in the majority of schools. Despite the variability of quality of individual education plans, the school procedures for assessing and monitoring the attainment and progress of pupils with SEN are satisfactory overall, and the information is used well to ensure that appropriate provision is made for all pupils, including those with Statements of Special Educational Need. The assessment in English and mathematics is very well used to plan for the needs of individual pupils through modification of the curriculum and in targeting classroom assistants to support pupils with SEN and EAL. The school plans to extend this rigorous monitoring to develop a system to record what pupils know, understand and can do more systematically in a wider range of subjects, in order to give teachers more accurate information on which to plan work that is based on pupils' prior attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parental involvement starts before their children come to the nursery, when teachers visit their future pupils in their own homes. Parents attend special events such as annual performances. The number of parents attending meetings with teachers to discuss their children's progress is reasonable and the school makes considerable efforts to contact those who are unable to come to the meetings. Most parents support their children by ensuring their attendance and punctuality and supporting the large number that attend the breakfast club and after school homework club. All parents and governors spoken with before and during the inspection felt that the school had made progress since the last inspection and was open and welcoming.
48. The school hosts adult education schemes which include a weekly clothes making class, a computing class in the new computer suite and English language classes. Few parents help the school in class and few come in to the nursery on a regular basis. There are no reading record or homework books through which parents and

teachers can communicate, largely because most parents do not read and write English well. There is no school association for parents and teachers. However, when the school initiates events such as the annual International Evening, staff and parents support these well. Parents are invited to class assemblies and concerts, and these are well attended.

49. Parents are fully involved in the regular reviews of the individual education plans for those pupils with SEN but the individual education plans often lack specific targets. Interpreters and translators are available if needed, but as a rule the school does not send much material out in languages other than English. It has found that there is almost no demand for this.
50. The school makes efforts to involve parents in all aspects of its work. It provides plenty of information in letters to parents although there is little written information about what their children will be learning. Almost all parents responding to the questionnaires sent out before the inspection felt that the school works closely with them and keeps them well informed. A similar proportion feels comfortable about approaching the school with problems. The annual reports on pupils' progress are detailed and evaluative but do not always indicate learning targets for the future, especially in subjects other than English, mathematics and science.
51. In the parents' questionnaire, almost a fifth of parents said they did not feel that the amount of homework was right for their children. It is not easy to interpret this result fully, but at the meeting with parents before the inspection, eight parents said they would welcome more homework. However, homework is set consistently on the same weekday and parents acknowledge that this is a recent innovation and they value the improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The appointment of the headteacher in 1999 heralded a turnaround in the school's fortunes. Her leadership and management are excellent. One of her first moves was crucial. This was to take the emphasis away from consideration of overall levels of attainment, and focus instead on the progress of individuals. Pupils have been given challenging targets in English and mathematics, and their progress towards these targets is rigorously monitored, leading to well-informed school targets. The school appointed a very competent deputy headteacher, and a strong Strategic Management Group (SMG) was formed by the addition of the infant and junior leaders. A strong team sense was built up in the school, and the previous string of temporary teachers was replaced by committed permanent teachers, bringing much needed stability to staffing. The headteacher has the vision, drive and personality to enable her to take everybody with her, and she has the full and confident support of staff, parents and governors. Everybody is strongly committed to improving the education of the pupils, and the school has an excellent capacity to succeed in this.
53. When the headteacher was appointed, the school was in OFSTED's 'special measures' category. A few months later, her impact, and the support given by the LEA, had been enough for the school to be taken out of special measures. The school still had serious weaknesses, and there were five key issues for action. The first of these was to accelerate the progress of pupils with EAL. The school appointed a competent and committed full-time EAL co-ordinator and several support staff. The second recommendation was that the school should continue to

raise standards in the core subjects, and this has happened. Teaching had to be improved, as a quarter at that time was unsatisfactory. This proportion has reduced considerably. The roles of senior members of staff had to be extended, and this was done with the creation of the SMG and the extension and clear definition of the roles of subject co-ordinators. Information and communication technology was in a poor state, and the school tackled it with a purpose, particularly in recognising the need for, and providing, technical and support staff in order to enable pupils to get the best out of the new computer suite. Of their own volition, the school added 'Improve behaviour' to OFSTED's list of recommendations, and they have succeeded in this. Many pupils are emotionally damaged, and it is only the consistent management of these pupils that makes behaviour satisfactory. Once again, it is only by running quickly that the school can progress steadily.

54. Staffing is well matched to the demands of the curriculum and reflects the wide cultural background of the pupils, giving them very good role models. Subjects are led and managed well by co-ordinators, although the school is only just moving to the position where co-ordinators observe lessons in their subjects. The monitoring of teaching and learning by the SMG and LEA inspectors is very good in English and mathematics and has led to improved standards. In general, the support for the school by the LEA has been very good for a long time, and staff and governors readily express their appreciation. The induction of new staff is satisfactory. Newly qualified teachers are assigned a mentor and take part in the LEA induction programme. The school has been unable to participate in the training of new teachers since being put into special measures, but now that there are no longer any serious weaknesses, there is a very good potential for this, and the school plans to take trainee teachers from North London University. There has been a satisfactory response to the government's initiatives on performance management, with all staff being appraised annually and agreeing targets. The school's plans for development are very good. Action plans are sensible and comprehensive, with good contributions from subject managers and the full participation of staff.
55. Special educational needs is well managed by the headteacher during the current long-term absence, due to surgery, of the special educational needs co-ordinator. The headteacher has identified the need to improve the consistency of pupils' individual education plans, the quality of which, although satisfactory overall, currently varies from class to class. The governors are appropriately informed about the provision the school makes for pupils with SEN. The SEN governor is developing his knowledge and involvement with the SEN work of the school. The governors believe the provision for SEN is strong, and this accords with the inspection findings.
56. The governing body is dedicated and hard working. The committee structure is effective, with two major committees meeting regularly and reporting back to the full body, and smaller committees and working parties set up whenever necessary. Individual governors have taken responsibility for major subjects and aspects. They have a good knowledge of the school's strengths and where it needs to improve, and play a full role in shaping the direction of the school. The governing body is effective in fulfilling its responsibilities.
57. The school had a large carry forward last year. This was deliberate, and is intended to provide extra staffing, particularly support for SEN and EAL, until numbers, and therefore income, rises again. The school is successful in bidding for income. The amount spent per pupil is well above average. It is very difficult for a school with

such a high expenditure per pupil to be found to be giving satisfactory value for money. Nevertheless, this is the case here.

58. Financial management is good. Large items of expenditure are put out to tender in order to provide the best possible value to the school. The school has a number of different sources of income, and all grants are used for their designated purposes. As part of a small Education Action Zone, extra money has been used well to enhance the provision of ICT - both equipment and staff; and to provide extension work for gifted and talented pupils on Saturdays. The Education Action Zone also has initiatives to improve DT and other areas of the curriculum. The Northwest London Education Business Partnership provides the school with ten volunteer reading partners. The school is a third of the way through training teaching and support staff in ICT through the New Opportunities Fund. The EMAG provides funding for EAL, and there is extra funding for traveller pupils. The school has acted on the recommendations of the latest audit. The day-to-day management of the school office by the very good, and much appreciated, secretary is efficient and unobtrusive. The overall use of new technology to support management is good.
59. Accommodation is satisfactory, with large, airy rooms and two halls. However, there is no school field, and the main roof is coming to the end of its life. The nursery building is small and accommodation cramped, and it needs refurbishment. The music room is inadequate. The caretaker ensures a very high level of cleanliness and maintenance. Resources are good overall, particularly in ICT, the provision for which is a good example of the school's application of the principles of best value, ie, comparison, challenge, competition and consultation. Resources in art are unsatisfactory, and do not give pupils the opportunity to work with the variety of media required by the National Curriculum. The library is not well stocked, and not greatly used by pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve further, the school needs to:

- (1) Continue to improve standards in English, mathematics and science by:
 - carrying on with the very successful systems and procedures introduced since the last inspection;
 - giving more opportunities for pupils to engage in creative and extended writing, and to redraft and edit work. The new computer suite offers very good resources to enable this;
 - placing more emphasis on mathematical investigation and problem solving, and on investigative science.
(paragraphs 1, 2, 3, 4, 5, 9, 27, 81, 94, 96)
- (2) Broaden the curriculum by placing more emphasis on foundation subjects. This must not be done by reducing provision for English and mathematics, but ways must be found to include literacy and numeracy targets in the planning of other subjects.
(paragraphs 7, 26, 27)
- (3) Review and revise the individual education plans of pupils with SEN in order to make them more effective. This has already been identified by the school as a priority.
(paragraphs 28, 46, 55)
- (4) Look closely at ways of improving the day-to-day assessment and recording of pupils' progress in order to tie them more closely to the very good long-term assessment procedures by:
 - ensuring that every lesson has clear and simple objectives identifying the knowledge, understanding and skills that the lesson intends to promote, and an evaluation (not necessarily written) of whether or not the objectives have been reached, on which the planning of objectives for the next lesson should be based. This is now generally the case in mathematics, and should be extended;
 - ensuring that marking regularly (but not necessarily for every single piece of work) includes a recognition of what has been achieved and helpful suggestions for pupils' improvement.
(paragraphs 25, 46, 86, 102)

OTHER THINGS THE SCHOOL SHOULD CONSIDER

There should be an increased emphasis on the use of ICT in all subjects (paragraphs 27, 94, 100, 110, 115).

Older pupils should be given more responsibility for the welfare of younger pupils and those with problems in learning EAL, in a 'Buddy System' or similar structure (paragraph 43).

Resources in art should be improved (paragraphs 59, 107).

Electrical equipment should be checked for safety more often (paragraph 45).

ENGLISH AS AN ADDITIONAL LANGUAGE

61. Chalkhill Primary School has a higher than average number of pupils who come from minority ethnic communities. EAL and ethnic minority provision are of good quality and promote satisfactory progress. The school views the provision for raising ethnic minority pupil achievement as important to its purpose and mission. The school is in receipt of EMAG funding, which is intended to raise the level of fluency in those pupils who are at the early stages of English language acquisition. At present 151 out of a total of 154 pupils are at Stages 2 and below in the stages of English language development and they range from nursery to Year 6. The level of grant is insufficient to meet all the needs of all the pupils because of the methods of funding in the authority. This is due to change in the coming financial year so that the funding more fairly reflects the needs of the school provision. The school has recognised that Stage 4, whilst fluency is paramount, still has the pupil struggling with the nuances of English that are needed to understand and write in English in the national tests.
62. The school has 174 pupils of minority ethnic origin, of whom 154 are pupils with EAL. These 154 pupils include 63 at beginners' stage, 61 at Stage 1, 27 at Stage 2, three at Stage 3, and none at Stage 4 of English language acquisition. As can be seen, the majority of the school's EAL pupils are in the lower stages of English acquisition. The school has a richness of languages with 30 different languages spoken and 33 countries represented in the school community.
63. The school employs a full-time member of staff for EAL and a Somali speaking teaching assistant. The LEA employs a refugee worker, who works in the school one day a week. Between them, these members of staff help to provide a safe environment for the pupils. The EMAG teacher provides good support for all learners. The teacher ensures that she talks to every single minority ethnic pupil so that she can assess them. The stages of English learning are used to assist teachers in determining the pupils' stages of learning.
64. The EAL teacher ensures that the purpose of raising achievement amongst ethnic-minority pupils is always to the forefront of everyone's thinking. It is recognised that some pupils have more need of support than others and, through its tracking system, the school has identified levels of support and targets based on the assessments made. However, the school remains aware that the need to support the early language learners is a priority. All groups of pupils are regularly reviewed, and they make satisfactory progress as a result.
65. The committed co-ordinator is involved in ensuring that the needs of pupils with EAL are met. This involves planning and preparation with classroom teachers, to ensure that in literacy and numeracy the linguistic targets are being pursued and that support is used where appropriate to aid the pupils. The teacher works alongside the pupils, 'interpreting' for them and encouraging their participation in lessons. Where necessary, the teacher will have a small group of pupils to give them intensive support. Within the lessons seen, the quality of teaching observed was good. The quality of support and the teaching that this support gives were also good. The co-ordinator ensures that the class teachers are able to provide continued support to the pupils when the co-ordinator is not in their classroom.
66. All pupils who have EAL are assessed on entry to the school, and they are placed on a register of EAL need. The co-ordinator regularly monitors the progress of

pupils and goes into every class to teach on a regular basis. Time is made each week to meet teachers in order to discuss problems and identify support. Monitoring is appropriate and all pupils have individual targets for performance and progression. The headteacher, the EAL teacher and the SENCO regularly track progress, and actions are taken to support and develop individuals.

67. The school carries out bi-lingual assessments if they are deemed necessary. No pupil is assumed to be in need of SEN support just because his or her first language is not English.
68. Resources for EAL pupils are satisfactory and appropriate. These have been targeted well, according to need. The EAL co-ordinator has ensured that there are sufficient dual-language books for the number of pupils, and she continues to increase the stock.
69. The results of national tests are broken down by ethnicity, gender, and pupils who have EAL. The school has devised a unique system for tracking pupil results and uses them to help develop the school's targets in English and mathematics and, more recently, science. The school's curriculum draws heavily upon the cultures in its community as can be seen in the work and celebration of the refugee week that the school held recently and the celebration of Rosh Hashanah in assembly. The school is also very strong in its commitment to equality and multiculturalism. This was very well demonstrated in the Year 6 class where the teacher dealt very calmly and gently, but firmly, with the anti-Jewish feeling that was emerging from a particular set of Muslim boys. There is a strong commitment from the headteacher, staff, parents and pupils to ensure that Chalkhill has an ethos that is always promoting racial harmony and high achievement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	17	32	2	0	0
Percentage	0	7	31	58	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	166
Number of full-time pupils known to be eligible for free school meals	10	125

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	81

English as an additional language

	No of pupils
Number of pupils with English as an additional language	154

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	59
Pupils who left the school other than at the usual time of leaving	58

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	13	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	12	14	20
Percentage of pupils at NC level 2 or above	School	52 (68)	61 (84)	87 (80)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	--	--	--
	Girls	--	--	--
	Total	15	13	18
Percentage of pupils at NC level 2 or above	School	65 (84)	57 (76)	78 (76)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	9	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	6	5	6
Percentage of pupils at NC level 4 or above	School	25 (24)	21 (52)	25 (28)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	--	--	--
	Girls	--	--	--
	Total	3	4	9
Percentage of pupils at NC level 4 or above	School	13 (24)	17 (52)	38 (64)
	National	70 (68)	72 (69)	79 (75)

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

The results for boys and girls are not published separately where there are ten or fewer boys or girls in the cohort.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	41
Black – other	2
Indian	12
Pakistani	17
Bangladeshi	4
Chinese	0
White	31
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	16.6
Average class size	23.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	138

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	15
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	7.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	15	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000-2001
	£
Total income	719,717
Total expenditure	718,923
Expenditure per pupil	3,631
Balance brought forward from previous year	91,776
Balance carried forward to next year	92,570

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	54	42	4	0	0
Behaviour in the school is good.	44	40	6	2	8
My child gets the right amount of work to do at home.	40	38	12	8	2
The teaching is good.	60	31	2	2	6
I am kept well informed about how my child is getting on.	67	29	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	29	0	2	2
The school expects my child to work hard and achieve his or her best.	81	17	2	0	0
The school works closely with parents.	65	31	2	0	2
The school is well led and managed.	60	35	2	4	0
The school is helping my child become mature and responsible.	67	29	0	0	4
The school provides an interesting range of activities outside lessons.	48	27	8	4	13

Other issues raised by parents

At the parents' meeting, some parents expressed a worry that their children did not get enough homework. The inspection team found that the provision of homework is satisfactory overall.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. There has been considerable improvement in the provision for the youngest children since the last inspection when much of the work in the nursery was unsatisfactory. Since then the school has effectively implemented the requirements for the Foundation Stage (nursery and reception years) and provision overall is good. Teaching is good in all areas of learning.

Personal, social and emotional development

71. Nearly all the children enter the nursery class with immature skills in personal and social development, but the staff put a strong emphasis on support for this area of learning and children make good progress. In both nursery and reception classes children are helped to play well together and gradually learn to share and take turns. For example, children in the nursery share a plate of fruit each day, passing the plate to each other, and learning the rules of hygiene. Children new to the nursery show how difficult it is for them to take turns with equipment and there are some tussles requiring adult intervention, but those children used to the nursery routines understand that they must take turns and use a sand timer to organise this for themselves. The adults provide good role models for the children and treat each other and the children with courtesy and respect. They foster friendly and trusting relationships and help children begin to understand the needs of others. Most children are interested in their play and learning activities and concentrate for increasing periods of time. Staff have organised both nursery and reception classes to make it easy for children to get out and put away equipment independently and they are encouraged to help the adults to tidy up.

Communication, language and literacy

72. The majority of children do not have English as their first language and attainment is well below that expected, and so this is an area of learning that is properly given a high priority. Teachers and learning support staff ensure that all activities have a strong language development focus. They provide good role models, using a range of appropriate language to develop knowledge of both vocabulary and grammatical structures. In each class there is a member of staff who can speak at least some of the first languages of children and this is an invaluable aid to ensuring they have understood what is said. Children in the nursery enjoy stories and about half can sustain their listening throughout a short picture book story. Others still wander off and seek more active play. By the end of the reception class children have made good progress in listening and most can sustain a half hour whole-class literacy session well. Children in the reception class are developing their knowledge of letter sounds and enjoy making a collection of objects beginning with 'c'. They recall the main points of the story they have shared and a few are beginning to recognise one or two words. By the time they leave the reception class most recognise some words and most letter sounds and names, but not enough to achieve the goal set for children nationally. Most children have poorly developed hand control and staff provide a range of activities to develop this. In the reception class children begin to use a cursive script and over half can copy a simple sentence. Their independent writing is mainly at the very early stages of writing isolated shapes and letters.

Mathematical development

73. The majority of pupils enter the nursery with very few mathematical skills. They enjoy listening to number rhymes and songs but their limited use of English inhibits some from joining in. Older nursery children can recite numbers to five and join in with songs like 'Five little speckled frogs'. Staff use mathematical language in all situations, for example when cutting up fruit "I think we need one more", to extend knowledge and understanding. By the time they enter the reception class children can count objects independently to at least three, and some manage more. They make good progress and as they enter Year 1 about half know numbers to 20 and are beginning to understand the concept of simple addition. Most have not quite achieved the mathematical goals.

Knowledge and understanding of the world

74. Children enter the nursery with a limited general knowledge, and their lack of English makes it difficult for them to build this quickly. Throughout the nursery and reception classes they begin to understand more about the place they live and how they and others grow from babies to adulthood. They learn the names of different fruits and can begin to say how they are different. In the nursery children enjoy using the computer for games but few can do so independently. By the time they enter the reception class most control the mouse with increasing skill and understand that work can be printed. A few can use the keyboard to type their name. Children enjoy using listening centres for stories and can control the start and stop buttons. Most children can use construction toys to build and staff encourage them to talk about their structures and develop them.

Physical development

75. Most children have physical skills in line with those expected of their age group. They run, jump and climb with growing confidence and by the end of the reception class are aware of others and the space around them. In the nursery class children have free access to the outdoor space where they can use wheeled toys and other large equipment. The reception class has no daily access to the outside, except at playtimes when they share a playground with Key Stage 1 pupils. As a result they can only use wheeled toys once a week when they use the nursery space. This is unsatisfactory provision for them. The Key Stage 1 playground has a climbing frame on a safety surface and this provides good opportunities for climbing. Children also have PE sessions in the hall. Fine motor skills are less well developed and most children in the nursery and reception classes need support to use scissors, glue spreaders and pencils accurately and safely. They are given a good range of activities to develop their control of these tools and make steady progress.

Creative development

76. Children have many opportunities to develop their creative skills through role play, art and music, but in general their attainment is below that expected as they enter and leave the Foundation Stage. Both classes have well equipped role-play areas so that children can play house and shops, and play out other experiences they may have. These activities are often limited by poor language skills. In the nursery class, art activities are always available and children enjoy using paint and collage materials. This is continued in the reception class, but art skills are undeveloped in most children. Nursery children enjoy listening to songs and rhymes, and join in the

actions. A few children also join in with the singing. By the time they enter the reception class children know a range of songs and rhymes and join in with enthusiasm. Many can beat a steady rhythm.

77. The Foundation Stage is well managed and led by a knowledgeable and enthusiastic phase leader. Partnership with parents is effective and they are well informed and involved in their children's learning. The accommodation for the nursery is satisfactory, although rather small and in need of refurbishment. The reception class currently has spacious accommodation (which will be reduced if pupil numbers rise as expected) but no regular access to the outside. The school is seeking to provide a new purpose-built unit for the Foundation Stage. Resources for learning in both classes are good overall.

ENGLISH

78. Standards in English have improved since the last inspection but they continue to be below that expected of Year 2 and Year 6 pupils. Results in the 2000 tests were well below those of pupils in similar schools, although the 2001 results have shown great improvement, with almost three times as many pupils reaching the expected standard than in 2000. This improvement is reflected in the work seen during the inspection. Very few pupils achieve the higher levels in the tests, reflecting the low levels on entry, the high number of pupils with EAL, and the consequent general paucity of standard English in most pupils' environment.

79. Pupils in Year 1 are encouraged to use sequential language as they retell a story, "First they went shopping, then they went home, after they made the food". In Year 4, pupils select interesting adjectives for each letter of the alphabet as they rewrite the poem 'The Minister's Cat'; one writes:

The minister's cat is a special cat
The minister's cat is a treacherous cat
The minister's cat is an unhappy cat
The minister's cat is a vivid cat'.

By Year 6 pupils are beginning to play with language and discuss how some words evolved. They had fun inventing new names for the days of the week- 'Mothersday', 'TVday', 'Friedfoodday'.

80. Given the limitations of the pupils' skills on entry, they do well to make steady progress in reading and many attain levels almost in line with expectation as they move through the school. In Year 2, pupils can read a simple text, using their knowledge of key words and letter sounds, although they may need support for unknown words. They enjoy reading and are confident enough to 'have a go'. They answer basic comprehension questions, but their lack of knowledge of the English language often inhibits the ability to make inferences and predictions. Year 6 pupils enjoy reading a range of texts independently and talk willingly about their preferences. However, more advanced comprehension skills are still affected by difficulties in understanding the nuances of the language. Most can use a simple dictionary and reference book, but they have no experience or understanding of using a library system. For many pupils, reading skills are not sufficiently well developed to support the independent study of other subjects.
81. Attainment in writing is below that expected throughout the school, although lower year groups are now making more rapid progress and standards are rising. An emphasis on skills teaching and grammar exercises has resulted in too few

opportunities for pupils to practise creative and extended writing, or to redraft and edit their work. Pupils develop their knowledge about writing as they move through the school. For example Year 1 pupils talk about “setting” and “incidents”, while by Year 6 pupils are exploring characterisation and how it is effected. One pupil writes “the traffic warden clicked her biro...and completed the ticket with a flourish”. In some classes pupils use writing skills well to support other subject areas, such as writing science reports and describing historical events. However this is inconsistent, and sometimes there is too much copying of facts, resulting in missed opportunities for development.

82. Standards of handwriting show considerable improvement as pupils mature. They are taught a cursive style from the earliest stages and by Year 3 most pupils write in a neat hand and take pride in their work. Recent evidence suggests that the introduction of lined paper in Key Stage 1 is improving pupils’ hand control in the lower years. Spelling is below expectations throughout the school. Pupils’ knowledge of letter sounds is secure but many pupils do not have a good knowledge of more complex spelling patterns, or experience of a range of vocabulary. Teachers’ marking is supportive of effort, but too often fails to indicate to pupils how their work might be improved.
83. Pupils with SEN are well supported in English lessons. The tasks offered to them are appropriate, and support staff and teachers are skilled and effective in ensuring that they learn. These pupils make good progress.
84. Teaching in English lessons is good overall and this is reflected in the steady progress made by all pupils. Seventy-five per cent of the English lessons seen were good, a small proportion of which were very good, and there was no unsatisfactory teaching. Teachers have a good understanding of how to teach reading and writing and take every opportunity to develop speaking skills. They use interesting and varied vocabulary to promote pupils’ interest in new words and introduce the correct grammatical terms. All staff ask questions to ensure that pupils have understood the tasks and to encourage them to think. Teachers’ planning carefully ensures that pupils of all abilities are well supported and offered appropriate tasks, and staff use their own enthusiasm to encourage pupils. Teachers manage pupils well and have clear expectations of behaviour. Occasionally the teacher’s own use of English is not correct.
85. Pupils behave well in English lessons and the majority have positive attitudes to learning. They concentrate well, often becoming engrossed in their tasks, and work is usually completed. Pupils are eager to share their work, and even the least able are high in self-esteem and proud of their achievements. When necessary they co-operate well with each other and can work for short periods without adult support. Some pupils find it difficult to sit still for whole-class work and can be restless and silly but they are not allowed to disrupt the rest of the class.
86. The school offers all pupils an appropriate English curriculum and the National Literacy Strategy has been well implemented to support effective learning. A theatre visit, book week and visiting author and illustrator are all planned for the coming year to enrich the curriculum. Pupils’ progress is tracked very effectively throughout the school and action taken to support individual needs. There is, however, no whole-school system to monitor what each pupil knows and can do, and record keeping at a class level is inconsistent.

87. The management of English is good. The English co-ordinator is knowledgeable and has a clear view of the strengths and needs in the subject. She is developing her monitoring role to include teaching in the near future. She plans to offer a literacy workshop for parents to improve parental support for reading. Currently books are sent home once a week. Resources for the literacy lessons are good but provision of other books, including the library, is barely adequate. The school has identified this as an area for development.

MATHEMATICS

88. In the 2000 national tests, standards in mathematics were well below average for Year 2 pupils and very low for Year 6 pupils. Although 87 per cent of Year 2 pupils reached the expected level for their age, only 13 per cent reached the higher level. In Year 6, 21 per cent reached the expected level, and none reached the higher level. Since 2000, standards have risen sharply. Attainment in Year 2 is now below average, and in Year 6 it is broadly in line. In the 2001 tests, ten of the 12 pupils reached the expected level, and six reached the higher level, a considerable improvement from 2000. The main reasons for the improvement over the last two years are the stability of teaching staff, the introduction of very good assessment procedures, and the hard work of staff, who have given many hours to the homework club and booster classes. Because pupils enter the school with well below average attainment in mathematics, their relative improvement in attainment represents good progress throughout the school.
89. At the end of Year 2, all present Year 3 pupils knew the name of common two-dimensional shapes and added single digit numbers. They measured up to 20 centimetres with help. Average attaining pupils measured quite accurately without help. Most knew 'o'clock' and 'half past', and added tens and units. They knew their two times table, but only higher attainers knew the five times table completely. Higher attaining pupils were correctly calculating halves and quarters of numbers. A significant minority were still reversing numerals and had little idea of place value. All Year 6 pupils add tens and units horizontally. Most successfully multiply and divide by ten and 100. They use doubling and halving with increasing confidence. Higher attaining pupils are successfully carrying out operations with fractions, including proper fractions. Throughout the school, skills in using and applying mathematics are below average. Although standards of written numeracy are generally satisfactory, agility in mental mathematics is below average. For example, most Year 6 pupils still find multiplication facts by going right through the necessary table from the beginning.
90. Teaching and learning are satisfactory overall, and often good. Of the ten mathematics lessons seen in the inspection, one was unsatisfactory, five were satisfactory and four were good. One good feature common to all lessons is the sharing of the purpose of the lesson with the class. In most cases pupils write this down, so they can tell at the end of the lesson if they have been successful.
91. The unsatisfactory lesson was with a Key Stage 2 class that contained a high number of immature pupils with behavioural difficulties. Following the National Numeracy Strategy, the teacher gave a successful introduction of telling time in multiples of five minutes, and then split the class into groups of pupils with similar prior attainment. The class teacher supported the lower attainers, and a teaching assistant took an average attaining group. Unfortunately, the other groups contained immature pupils who found it very difficult to work on their own, and not

enough was learned by these pupils, including the higher attainers. The teacher had continually to break off from helping her group in order to manage the others.

92. Good lessons were seen at both key stages. In these lessons, teachers managed sometimes difficult classes well, with high expectations of work rate and pupils' potential. For example, an upper junior class was considering Euclidean angle properties, in particular the supplementary nature of angles on a straight line. Pupils responded well to the challenge of something usually met in secondary school, and were successful in working out answers accurately. The teacher's enthusiasm was catching, and pupils worked hard and made good progress.
93. Homework is used well to consolidate and extend learning. The amount given increases as pupils get older. The system is sufficiently established in upper junior classes for pupils to know exactly when they will be given homework, when it has to be handed in, and when they will get it back. Marking is conscientious and encouraging throughout the school. Some teachers use marking to record what pupils can do and to give helpful comments on how they can improve, or short-term targets for improvement. However, this very good practice is not universal, and should be shared more widely.
94. The school uses the National Numeracy Strategy, generally to good effect, and it is helping to raise standards. However, the recommended times for various parts of lessons should not be followed unquestioningly, and if pupils are not mature enough to cope with the time given to group work, then this time should be shortened. Not enough time is given to using and applying mathematics, particularly to investigation and problem solving. The use of ICT is limited.
95. There are very good systems for tracking and analysing pupils' progress. Results of national tests are analysed to find and overcome any general weaknesses. All pupils are given targets to achieve in a set time. All this activity is helping to raise standards. The LEA has been very supportive, by arranging demonstration lessons, team teaching and other in-service training. The co-ordinator, who has been in post a year, is enthusiastic and hard working, and leadership and management are good.

SCIENCE

96. At the end of Key Stage 1 in 2000, pupils' teacher-assessed standards of attainment were in line with the national average, and above the national average when compared with similar schools. In the end of Key Stage 2 tests in 2000, pupils' standards were well below the national average and well below expectations when compared with similar schools. However, the results for 2001 show that standards rose significantly from 2000 to 2001. Standards of work in the school show the current Year 2 pupils well below national expectations and the Year 6 pupils likely to meet expectations for their age by the end of the key stage. The apparent lowering of standards at the end of Key Stage 1 from those in 2000 to the current year is due to a significant overestimation of pupils' ability in the teacher assessments in 2000. This has been recognised by the school, and the accuracy of teacher assessment is now much improved. The standard of investigative science, which is not assessed by national tests, is well below expectations at Key Stage 1 and below expectations at Key Stage 2, except in Year 5, where pupils meet expectations.

97. Since the last inspection in 1999 the new science co-ordinator has ensured a systematic coverage of the curriculum particularly at Key Stage 2 but there are still inconsistencies in the degree of challenge between different teachers. At Key Stage 1, insufficient work is systematically recorded and pupils' ability is over-estimated.
98. Year 2 pupils identify the parts of a plant, create a simple circuit and identify appliances that use electricity. They identify the similarities between each other and match examples of adult and offspring, for example, sheep and lamb, and frog and tadpole. However their investigative skills are very limited. For example, little is recorded including any use of comparative measurements or comparison of their finding with original predictions. Year 6 pupils identify pulls, pushes and twists in the context of 'forces' and measure the weight of objects in Newtons. They identify the symbols used in circuit diagrams but do not apply these to recording investigations in real circuits and their effects. Pupils understand the purpose of the heart to circulate oxygen but are insecure when discussing soluble, insoluble and using evaporation to recover a solid from a liquid. The amount of recorded investigative science at Key Stage 2 is limited and unsystematic except in Year 5.
99. Although support for science does not feature on the individual education plans for pupils with SEN (this is not a requirement), these pupils are well supported by teachers and support staff and make sound progress. Pupils with EAL are also well supported and make satisfactory progress based on prior attainment.
100. In the majority of classes the contribution of science to literacy is through pupils recording their investigations. A good contribution is also made to speaking and listening through class discussion and good questioning by teachers. The contribution science makes to the development of pupils' numeracy skills is through, for example, the recording and graphing of results from investigating changes in pulse rate in Year 5. However the use of ICT to support science is limited and has not yet exploited the potential in science for data-logging, and the recording and analysis of results from investigations.
101. Pupils' attitudes are good overall. They enjoy the practical aspects of science and the challenges they create. Teaching is satisfactory at both key stages. No good or unsatisfactory teaching was seen. Teachers' strengths are where they have good knowledge and understanding to explain difficult concepts; for example, the difference between dissolving and melting in a Year 4 lesson. Teaching is also successful where the control and pace to the lessons are good, thus maintaining pupils' concentration and interest. However, insufficient use is made of investigative science to develop pupils' independent learning. Overall teachers' planning does not use pupils' prior achievement sufficiently to ensure pupils of all abilities are fully challenged and marking does not inform pupils sufficiently on how to improve their work.
102. Pupils' overall progress is very well monitored, particularly at Key Stage 2, and pupils make good progress overall through Key Stage 1 and Years 3 to 5 at Key Stage 2. Progress in Year 6 is satisfactory. However, pupils' achievements are not well summarised in reports. The recording of the development of pupils' knowledge, understanding and skills from one year to the next is not sufficiently detailed to ensure teachers' planning is based on pupils' prior attainment. However, this has already been identified by the school and is to be addressed through end-of-school topic-based tests, and closer monitoring of planning and outcomes. The subject is

led well by a knowledgeable co-ordinator who is well aware of the needs of the school. Resources are good.

ART AND DESIGN

103. The last inspection report made no judgement about standards in art. Therefore it is not possible to judge whether there has been any improvement since then. During this inspection, only one art lesson in Key Stage 1 and two in Key Stage 2 were observed. From the work on display and from conversations with pupils and teachers, overall standards were judged to be below those expected for this age.
104. Pupils are able to talk about the techniques they have used in art, such as creating Mondrian-type pictures using ICT in Year 2. In a Year 5 class they are not able to talk about their experiences of different media and the relating difficulties. However, there is evidence that pupils at Key Stage 2 have looked at the work of famous artists, such as Van Gogh and Monet, and have experimented with a limited range of techniques to produce paintings in a similar style. Pupils at Key Stage 2 are developing their drawing skills and close observation skills working with still life.
105. Insufficient lessons were observed to enable a judgement to be made on the quality of teaching overall. However, in the lessons observed, teaching was satisfactory. Teachers are beginning to use the Qualifications and Curriculum Authority scheme of work. There was no evidence of a skills-based plan at the time of the inspection. Pupils are given opportunities to explore different techniques, such as the use of charcoal in observational drawings linked to the light given by candles. They have been actively involved in a project designing and making the boards that have been hung on the fence outside the school for the community and are now hanging in one of the halls.
106. At the time of the inspection there was no co-ordinator for art and design and the headteacher was taking over the role temporarily. The subject co-ordinator is on long-term illness and there has been little input for a long period of time. The subject has not been a priority for the school following the last inspection, when they were told to concentrate on the core subjects. Despite this, the school has had an artist in residence and has managed to secure the services of a group who will work with the pupils to produce art in music.
107. The scheme of work is to be reviewed. The resources provided by the school are unsatisfactory and do not enable the pupils to work with the variety of media needed to provide the experiences required by the National Curriculum.

DESIGN AND TECHNOLOGY

108. In the last inspection standards for DT were not judged in either key stage. Only one lesson in each key stage could be observed during this inspection but from the evidence of pupils' work, and from talking to staff and pupils, it is possible to reach a judgement. Standards are below those expected of pupils of similar age at the end of both key stages. However, pupils, including those with SEN and EAL, make sound progress, because of their low starting point on entry to the school.
109. Pupils' standards in designing, planning and making are unsatisfactory in both key stages. In Year 1, pupils plan the making of a 'technicolor dreamcoat'. They design appropriate patterns for the coat and ensure that it has two sleeves, a front and a

back. They exercise some evaluative skills in considering the colour and design of the pattern they have selected, but these skills are generally below average.

110. At Key Stage 2, pupils design and make pop-up cards which they decorate with a variety of materials, such as feathers and metallic paper. In Year 5, pupils design a plate that encapsulates a story in the fashion of the Willow Pattern. Information and communication technology is not yet sufficiently well used to extend pupils' work in DT.
111. Pupils respond well to DT. Their designs show a degree of interest and attention to detail. Design and technology skills are not developed progressively across and within the key stages. However, pupils make satisfactory progress, given their low starting point and life experience.
112. The subject has not had the benefit of a co-ordinator to oversee and monitor developments over the last year and therefore the impetus for development has been lost. The result of the last inspection left the school to concentrate upon the core subjects. In doing this, the school has not been able to develop the foundation subjects sufficiently well. The headteacher has taken on the role of DT co-ordinator temporarily, but she has not been able to give the subject the necessary attention. She has a very clear vision of what needs to be done in order to raise standards and has begun a review of the national scheme adopted by the school. She is anxious to support staff in their planning to ensure continuity of provision and this in turn will have a positive impact on standards.

GEOGRAPHY AND HISTORY

113. Attainment in geography and history are below expectations and pupils' achievement is unsatisfactory overall. It is not possible to comment on progress in the humanities since the last inspection, as the report made no references to the subjects.
114. At Key Stage 1, pupils draw and colour where they live and can make simple comparisons between, for example, England and Sri Lanka. By the end of Key Stage 2, pupils know the sequence of events that led to the start of World War II and can deduce the effect this had on society as the majority of men were 'called up'. Overall, however, a scrutiny of pupils' work shows insufficient coverage of the Programmes of Study of the National Curriculum. This has been identified by the school and current plans clearly identify how and when the Programmes of Study are being addressed.
115. Pupils in Year 6 write sensitively about defending Britain, and Year 5 compare their local area with another, but overall humanities are not used sufficiently to support literacy and its contribution to the development of pupils' numeracy skills is limited to the use of maps. The school development plan identifies the need to make greater use of ICT to support all subjects.
116. From a review of their work and talking to pupils it can be concluded that their attitudes are sound overall. However independent planning and presentation of work are variable and unsatisfactory overall. Insufficient work was seen to make any comment on the progress of pupils with SEN or those with EAL. Too few

lessons were observed to be able to come to a secure judgement on the teaching of humanities.

117. The school is in the process of adopting the Qualifications and Curriculum Authority's schemes of work for history and geography. Although the current procedures for assessment are unsatisfactory, the school is adopting a system which more directly reflects the Qualifications and Curriculum Authority's expectations, and enables teachers to plan work that is securely based on pupils' prior knowledge, understanding and skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Pupils' attainment in ICT at both key stages is below expectations, and in certain areas of the subject it is well below. Since the last inspection in June 1999 there have been major improvements in resources with the recent installation of a first class computer suite. Since its installation in the summer term of 2001, significant improvements in standards have been made and the school curriculum planning identifies the full range of the Programmes of Study to be addressed by the end of the academic year. The school is now 'catching up', and while it is likely that the vast majority of pupils at Key Stage 1 could reach national expectations by the summer of 2002, it will take longer for Key Stage 2 pupils to reach expected standards in all strands of the Programmes of Study of the National Curriculum.
119. Year 2 pupils do simple word processing and use a graphics program to create simple pictures, for example, 'hand drawn' people and the use of 'rectangles' to create overlaying boxes which are 'filled' with colours. By the end of Key Stage 2 pupils have limited experience but word process, for example, poems, and search the Internet to support their work on World War II.
120. Although there is evidence of word processing and use of the internet throughout the school, overall there is yet insufficient use of ICT to support other subjects particularly in the recording and analysing of information, the use of control technology, the use of simulations and the combination of sound, pictures and text to present their work to others.
121. Pupils with SEN and those with EAL are assisted well by teachers and support staff, and make sound progress in relation to prior attainment. Pupils' attitudes to ICT are good overall. In the limited number of lessons seen and through discussion with pupils it is evident that pupils work independently, responsibly and are stimulated particularly through work in the computer suite.
122. Four lessons were seen, one at Key Stage 1 and three at Key Stage 2. Teaching and learning are sound overall, with one very good lesson at Key Stage 2 and no unsatisfactory lessons. Teachers make very good use of the computer suite and lessons are well organised with clear objectives. In the very good lesson the teachers' knowledge and understanding were significant factors in the development of pupils' understanding of the use of spreadsheets. Overall, lessons are managed well and the use of the ICT classroom assistant and other support staff has a major impact on the raising of standards and enabling pupils to work independently.
123. During the last year the co-ordinator has been very effective in designing and developing the computer suite and in the training of staff to use it. She is now introducing the new scheme of work based on the Qualifications and Curriculum

Authority's example in conjunction with a commercial scheme. When fully in place this should give teachers the support that is currently lacking to plan work that builds on pupils' knowledge, understanding and skills systematically from one year to the next. It will also enable teachers to create assessment procedures to assess and record pupils' progress against agreed expectations. The lack of teachers' knowledge and understanding in ICT skills is being developed through the very good support given by the co-ordinator and training funded by the National Opportunities Fund.

MUSIC

124. Pupils throughout the school attain the standards expected for their age, and many achieve well through the opportunities provided for them to compose and perform their own music, and take part in a range of musical activities. The school employs visiting specialist teachers in Key Stage 2 and this expertise enhances the work of school staff. Pupils enjoy singing and show a good grasp of melody, rhythm and volume. Younger ones can maintain a steady pulse when playing percussion instruments or clapping in time. Older pupils benefit greatly from expert tuition in lessons and clubs. Last year they enjoyed choir and drumming and a school band is planned for this year. There is also the opportunity to play steel pans.
125. Too few lessons were observed during the inspection to allow a judgement to be made on the teaching of music. The teachers' plans indicate that a full curriculum is taught and this is enhanced by the clubs and performances from visiting musicians. Pupils listen to music from a range of cultures and this contributes to the very good multicultural ethos in the school. There are no formal records kept to indicate individual progress in music.
126. The music co-ordinator is justly proud of the school's achievements in music. She is enthusiastic and has a clear view of the ways in which music can develop even further. Resources for music are satisfactory and in the process of being reorganised. Arrangements are in hand to extend the provision to include some electronic keyboards. The music room is currently unsuitable for use and the school will be considering how to make best use of resources in the future.

PHYSICAL EDUCATION

127. Standards in PE are as expected for their age. Over 90 per cent of pupils can swim 25 metres unaided before they leave school. They are taught swimming in Years 3, 4 and 5. There is a school football club, coached twice a week by the playleader who runs the school breakfast club. The football team plays against other local schools. Although football is open to girls, very few join the club. Basketball, cricket, and hockey are also taught, although there is no netball, and basketball takes place outdoors. Pupils experience a range of African, Kosovan and Indian dances, used in celebrations such as Christmas, Eid and Diwali, and at the school's annual international evening. This contributes well to the provision for cultural development. The school teaches little in the way of modern dance and movement, and no traditional British dances. The school recognises modern dance as an area for development, along with gymnastics and athletics. Suitable training is planned for teachers. There is a games club open to all pupils at Key Stage 2, run by a teaching assistant and the nursery nurse. All these activities help to raise standards. Team games are used to enhance ideas and skills of co-operation.

128. Teaching and learning are satisfactory overall. Some classes have high numbers of pupils with behavioural difficulties, and this is a problem for the teachers, who have to use all their skills to prevent the situation from getting out of hand. Teachers use a wide range of strategies to ensure discipline and good order. Their knowledge and understanding are sound, and they bring enthusiasm to the subject as well as concentrating on necessary skills.
129. The school has no access to a playing field, so this limits progress in some areas, for instance in athletics. There are good resources for games, but the school needs more music suitable for dance. The subject is ably led by the deputy headteacher, who knows the strengths and weaknesses and has produced a sensible development plan to improve standards.

RELIGIOUS EDUCATION

130. At the time of the inspection, the school was eight days into the new academic year. No work in religious education was available from the previous year, and only one lesson was observed. From teachers' planning, it is apparent that the scheme of work is covered well, but no meaningful overall judgement on standards could be made. The school follows the Brent agreed syllabus, which covers most of the main world religions. Visits to places of worship are common, and parents have helped with these. They have also contributed religious artefacts in order to improve resources. Year 6 pupils recall some major Hindu gods from work done lower down the school. Pupils are generally knowledgeable about their own religions.
131. As only one lesson was seen, no overall judgement can be made about teaching and learning. The observed lesson, where a Muslim parent was invited in to talk about the Koran, was satisfactory.