

INSPECTION REPORT

MANORSIDE PRIMARY SCHOOL

Finchley

London

LEA area: Barnet

Unique reference number: 101290

Headteacher: Mr Steve Hilborne

Reporting inspector: Andrew Clark
21596

Dates of inspection: 12 - 15 November 2001

Inspection number: 193595

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Squires Lane Finchley London
Postcode:	N3 2AB
Telephone number:	020 8346 4847
Fax number:	020 8371 8207
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Lorna Moore
Date of previous inspection:	21 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Mathematics Physical education	How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
14214	Gillian Smith	Lay inspector		How high are standards? Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18638	Christopher Shaw	Team inspector	Science Information and communication technology Art Design and technology Special educational needs	
32040	Stuart Wormleighton	Team Inspector	English Geography History Equal Opportunities	How good are curricular and other learning opportunities?
27635	Diana Cinamon	Team inspector	Music Religious education The Foundation Stage English as an additional language	

The inspection contractor was:

Cambridge Education Associates
Demeter House
Station Road
Cambridge
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7 - 10
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22 - 25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26 - 39

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Manorside Primary School is in Finchley, North London. It is an average size primary with 242 full-time equivalent pupils on role, including 56 pupils who attend the nursery part-time. The school serves a mixed area of owner occupied and rented accommodation and parents are from a wide range of occupations. The cultural backgrounds of the pupils are very diverse and over 75 per cent are from ethnic minority backgrounds. Approximately 60 per cent of the pupils speak English as an additional language. Over half of those pupils have little or no English and many have little experience of schools. Over 30 different languages are represented in the school. The percentage of pupils eligible for free school meals, 33 per cent, is above average. Approximately 30 per cent of pupils are on the school's register of special educational needs, which is also above average. The percentage of pupils with a statement of special educational needs, 1.6, is about average. There is a lot of temporary housing in the area and some of the families are refugees. A very high proportion of pupils leave or begin their schooling other than at the normal times. Almost 50 per cent of the total numbers of pupils are affected each year, which is well above average. Overall, children's attainment on entry to the school is below that typically expected and well below for communication, language and literature.

HOW GOOD THE SCHOOL IS

Manorside is a very good school. The pupils' standards of attainment by Year 6 are well above average in science and above average in mathematics. Although standards are below average in English by the age of 11, the pupils' achievement is good. The school is very well led and managed and as a result pupils from all backgrounds work and play in harmony and strive for the best. The quality of teaching is good and the school gives good value for money.

What the school does well

- Standards in science are well above average and above average in mathematics by Year 6.
- The good quality of teaching and learning.
- Provision for pupils with special educational needs and those with English as an additional language.
- Leadership and management are very good and this ensures a strong commitment to continued improvement and high standards.
- Care for pupils is very good leading to harmony and good attitudes.

What could be improved

- Pupils' standards of writing by Year 6.
- The pupils' speaking skills.
- Standards in information and communication technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement overall since the last inspection in April 1997 as a result of very good leadership. Standards of pupils' work have risen significantly and are particularly good for science and mathematics. Standards of writing could be higher by Year 6. The quality of teaching has improved significantly and is now good. The information for parents is now very good and parents have very positive views of the school. Curriculum planning provides good guidance to make sure pupils of all abilities make the best progress. The governing body works closely with the headteacher to provide effective long term financial planning that supports the regular changes to the school community. The school sets challenging targets for pupils' attainment in English, mathematics and science and is on target to achieve them.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	B	D	E	C
Mathematics	A	C	B	A
Science	A	B	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school has made very good improvements to the standards of pupils' work by Years 2 and 6 since the last inspection in 1997. Although there has been a recent decline in standards in English in the tests this is fully reflected in the proportion of pupils arriving in Years 5 and 6 with very little or no English and the achievement of all pupils in their time in school is good. Standards in mathematics are above average and well above for science and compare very favourably with those schools with similar free school meal ratios. (This comparison does not include the very high level of English as an additional language.) The A* grade for science indicates that the results are in the top five per cent.

Pupils' standards by Year 2 are average for their age in reading and writing and well above average in mathematics. They are very high in comparison with similar schools. Standards are above average for the current pupils.

In mathematics and science pupils of all abilities and backgrounds make very good progress. In English achievement is good and, for pupils with English as an additional language, it is often very good. Pupils with special educational needs also make at least good progress. There are no significant differences in the performance of boys and girls.

In the work seen standards are better than those for 2001 by Year 6 although still below average. Standards of reading are sound and often good throughout the school. Standards of writing and speaking could be higher. Pupils' writing is best when it is based on factual information. Pupils do not always express their ideas clearly and in the best lessons they are given time and encouragement to do this. Standards of numeracy are good throughout the school. Knowledge and understanding of scientific facts is good. Pupils' skills in information and communication technology are not high enough as they are not used sufficiently in all subjects. By Year 2 and Year 6 standards are average in all other subjects except in design and technology and music where they are below by Year 6. Pupils' achievement is at least satisfactory and often better. Through nursery and by the end of the reception year children make good progress as a result of good teaching. The majority of children attain levels typical for their age in most areas of learning except for communication, language and literacy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils are eager to learn and work hard. A few pupils in Year 2 do not concentrate as hard as they could.
Behaviour, in and out of classrooms	This is good. Pupils work and play in harmony because of the high expectations of staff. There is no oppressive behaviour and there have been no exclusions in the last twelve months.

Personal development and relationships	Personal development is good and relationships are very good. Pupils are given opportunities to take responsibility and care for others.
Attendance	Satisfactory overall. Levels are just below the national average because a few families take long holidays during term time. This affects the pupils' progress.

Overall, the attitudes to school are very positive and pupils are very happy. However, there are a few children who do not listen carefully enough, particularly when the teacher does not demand their attention sufficiently. Most pupils are punctual and attendance has improved since the last inspection.

TEACHING AND LEARNING

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

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.

The quality of teaching and learning is good throughout the school and has improved significantly since the last inspection. Almost a third of lessons are very good or better. The teaching in English and mathematics is good. The teaching of pupils with English as an additional language is good and there is very good support from specialist teachers. Literacy and numeracy are well taught overall. Most teachers are very effective in questioning pupils deeply to improve their understanding and in modelling a good vocabulary. This is very important with the high proportion of pupils with English as an additional language. However, this is not consistent and teachers do not always allow pupils enough time to express their ideas clearly and this affects progress in speaking. Behaviour is well managed overall, but occasionally teachers do not demand enough attention and noise levels affect concentration and the pace of the lesson. Teaching of pupils with special educational needs is good. Teachers make very good use of ongoing measures of pupils' achievements to match work to their needs. In the very best lessons, teachers show enthusiasm and interest in the subject. They urge pupils to succeed by setting clear targets and time-scales for the lesson, but give plenty of opportunities for pupils to plan and organise their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Topics are interesting to the pupils and literacy and numeracy are well taught. The information and communication technology curriculum is not yet implemented in full. Opportunities for pupils to write in subjects other than English are not fully developed.
Provision for pupils with special educational needs	This is very good. The identification of pupils' needs and the monitoring of progress is very good. Classroom assistants offer a high standard of support by explaining and enlarging on ideas so pupils can take a full part in all lessons.
Provision for pupils with English as an additional language	This is very good overall. Specialist teachers work effectively alongside the class teachers. Very good use is made of accurate measures of pupils' achievements. Sometimes teachers miss opportunities to ensure pupils at an early stage of learning English have thoroughly understood new words by questioning them closely enough.

Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall and for cultural provision it is very good. The school respects and shares the vast range of traditional cultures represented in the school particularly through art and dance. Social and moral development are intrinsic parts of the school. For example, there are many opportunities for pupils to work collaboratively in lessons.
How well the school cares for its pupils	This is a very caring school. There are very good procedures to record and promote pupils' personal and academic progress. Teachers know pupils well and develop good links with parents.

The school has developed a good partnership with parents by providing very good information and encouraging their involvement in school life. Parents offer the support they can.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led. The headteacher and deputy take a strong lead through monitoring and supporting teachers and setting a clear direction for further development. Subject leaders are knowledgeable and generally well informed.
How well the governors fulfil their responsibilities	The governing body is very good. They fulfil their statutory responsibilities, are well informed and provide strong but critical support to the school.
The school's evaluation of its performance	This is very good. The school is very analytical in evaluating the standards pupils achieve. They receive good factual information from the local education authority to support this. The headteacher and deputy monitor teaching well. Subject leaders monitor learning in many ways but do not directly observe the teachers working. This would help to raise standards.
The strategic use of resources	Governors and staff draw on a wide range of views and information to direct resources well through the school improvement plan. In particular, teaching and support staff - the school's major resources - are well deployed to meet the pupils' needs. In this way excellent use is made of funds available for special educational needs and English as an additional language.

The quality and adequacy of the accommodation and learning resources are good. The school is very well maintained. Better use could be made of information and communication technology. The governors comply with the local authority guidance to make sure they give the best value in all purchases.

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 coming to school. • The staff are approachable and helpful. • The school is well led and managed. • Teaching is good. 	<ul style="list-style-type: none"> • The work pupils are expected to do at home. • The provision of out of school activities.

The inspection team fully agrees with the positive views of the parents. They disagree with the concerns expressed by a few parents. Homework is a regular feature of many subjects and makes a good

contribution to learning. The range of out of school activities is generally satisfactory for a school of this type.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards have risen significantly since the last inspection. In the 2001 tests standards for Year 6 pupils were well above average in science, above average in mathematics and well below average in English. The low standards in English relate largely to the high proportion of pupils with English as an additional language, many of whom did not start this school until Years 5 and 6.
2. These standards generally compare very favourably with schools with similar free school meal ratios. In science they were in the top five per cent of the country in comparison to similar schools. The comparison does not take into account the very high proportion of pupils with English as an additional language and the high change to the school population each year.
3. Standards have risen faster than they have nationally since the last inspection although there is some variation year by year. This is partly because the number of pupils taking the tests is quite low so one pupil carries a high percentage and also because of features mentioned above.
4. The current Year 6 pupils are working at standards similar to last year's in mathematics and science. Standards are better than last year's in English although there are still fewer pupils working at high standards in writing than there are in mathematics.
5. Results for seven year olds are similar to the national average for reading and for writing. However when compared with schools of a similar background, both reading and writing were well above average. Standards are above average for mathematics and well above those of similar schools.
6. The achievement of the vast majority of pupils is good and often very good. Pupils with English as an additional language make good progress because their needs are well catered for. Most of the pupils who have been in the school for a reasonable period of time do as well as others in speaking, listening, reading and writing and in other areas of the curriculum. Those who join school shortly before their transfer to secondary school are unlikely to be fluent by time they leave. The good standards are a result of careful planning and the good use of accurate measures of pupils' progress. This supports good learning for pupils of all abilities.
7. Pupils with special educational needs are very well managed and as a result make good progress. Their needs are identified early and carefully monitored. They are given good, regular support and in most lessons work is accurately matched to their needs. This is very important because in many classes over a third of the pupils have special educational needs and for a much higher proportion English is not a first language. In many cases pupils have both language and other concerns.
8. The nursery and reception class provide a stimulating environment for the children, who generally make good progress in the different areas of learning. Although there is a wide range of attainment on entry to the nursery, for the majority this is low particularly in communication language and literacy. As a result of good teaching throughout the Foundation Stage, children make good progress and are expected to reach the early learning goals for personal, social and emotional development, mathematical, physical and creative development and knowledge and understanding of the world by the end of the reception year. However, the majority are not expected to reach the early learning goals for communication, language and literacy and few pupils achieve higher levels of knowledge and understanding because of language difficulties.
9. In the work seen in school, standards in English by Year 2 are as good as last year and for Year 6 they are better. They are still below expected levels by the time they leave school however. The pupils' listening skills are as good and sometimes better than is expected for their age. However, speaking skills for a significant minority are below average. This often relates to pupils

with English as an additional language who have not been long in the school. However, although there is a lot of good practice, teachers do not always give pupils the opportunity to explain and share their ideas with other pupils or staff and do not question pupils closely to make certain they understand the vocabulary. Standards of reading are good by Year 2 and generally typical for their age by Year 6. Pupils read well aloud and make good use of reference skills. Writing standards are higher than last year although still below average. They write for many reasons but writing is best when it is meaningful to the pupils and linked to real situations or their studies in other subjects. Basic skills such as spelling and punctuation are effectively learned, but handwriting is inconsistent.

10. In mathematics, pupils throughout the school make good progress in calculating quickly and accurately. They are working at above average levels overall. Teachers encourage this through games and challenging achievement awards. They use their mathematical knowledge well in practical situations, which is often a weakness in pupils' mathematical skills nationally.
11. In science the pupils' depth of knowledge and understanding is very high, particularly of the major organs of the body. They have a good understanding of investigations generally, although they are not confident to conduct and organise their own simple experiments.
12. Standards of information and communication technology are below average by Year 6. They are appropriate for Year 2 but skills of combining text and pictures, handling data and controlling events are at an early stage. This is partly because there has not been a leader for the subject and because teachers do not make regular use of technology in the classroom. There is now strong leadership and evidence that standards are improving lower down the school.
13. In history and geography there are several examples of good standards, particularly progress in key skills and pupils are at least at levels expected for them by Year 2 and 6. Standards are also at average levels for art and design and physical education. In design and technology and music pupils' standards are average by Year 2, but below by Year 6. Pupils have sound making skills but their design skills are not well developed. In music, achievement in lessons is now good as the school has employed a music specialist to support teaching and learning. In all these subjects achievement is at least satisfactory and often good for all abilities. In religious education standards are average for the pupils' age.
14. The school identifies its own strengths and weaknesses well. It sets challenging targets for pupils based, where possible, on their earlier achievement; there is often no record of pupils' progress prior to entering the school so the school acts quickly to assess pupils. The targets are met or exceeded. The school is well placed to continue making good improvements to standards.

Pupils' attitudes, values and personal development

15. The last inspection found that pupils had positive attitudes to school and that the majority were polite and well behaved. This continues to be the case. They are keen to take part in the wide range of activities available and most of the pupils approach their work with a genuine commitment and desire to learn.
16. Almost all parents who returned the pre-inspection questionnaire indicated that their child enjoys coming to school and that they feel that the overall standard of behaviour is high. This confidence is well placed. During lessons, the majority of pupils of all ages quickly settle down to work and persevere with things they find difficult. They take care with their work and usually listen carefully to their teacher. For example, during a lesson when they were learning to recognise hundreds, tens and units in a three-digit number, Year 3 pupils responded enthusiastically to the atmosphere of mystery and surprise that the teacher created. They were very keen to answer her questions and interested to find out more about the significance of the three columns of numbers. Pupils' attitudes and behaviour, however, are closely tied to the quality of teaching and, occasionally, there are less positive undercurrents. For example, if the introduction to a lesson is too lengthy, or if they have to sit on the carpet for too long, they become fussy and inattentive. They lose concentration and start to talk amongst themselves. A minority of pupils are slow to respond to their teacher and their reluctance to co-operate means that they can end up

monopolising their teacher's time and attention. This is to the detriment of their classmates' enjoyment of the lesson and slows the progress that they are all able to make.

17. Pupils behave well during the school day. They are friendly and out-going and get along well with members of staff and with each other. Pupils of all ages mix freely and, during lessons, they are usually well mannered and polite. All members of staff lead by example and address the pupils with the respect and consideration they deserve. Pupils respond similarly and their positive approach to learning helps to create a lively and vibrant atmosphere. The behaviour of pupils during lunchtime and playtimes is good and there is a pleasant atmosphere in the playground. Pupils from all ethnic groups play energetically and happily together. They use playground equipment, such as skipping ropes, hula hoops and balls, safely and sensibly. Pupils are drawn from a very wide range of nationalities, cultures and religions. The school has a very successful policy of social and educational inclusion and pupils of all ethnic groups get along well together and play a full part in the day-to-day life of the school. Bullying, racism or other anti-social behaviour is very rare and any such incidents are dealt with firmly and very effectively. Throughout the school, there is a strong sense of community and relationships between pupils of all ethnic groups and with members of staff are good. There have been no exclusions during the last school year.
18. The school is very welcoming towards pupils with different language backgrounds and other languages than English are prominent throughout the school. Consequently pupils learning English as an additional language clearly enjoy school and feel able to speak in their home language if they need to. In most lessons pupils try very hard and their perseverance enables them to make as much progress as possible. Occasionally, when some of the younger pupils do not understand what the teacher is saying to the class, their attention waivers and they become restless. These pupils work best in groups when they are clear as to the purpose of the task.
19. Pupils' personal development is good. They enjoy taking part in extra-curricular sporting activities and visit a wide range of nearby places of interest, such as the Globe Theatre and the Millennium Dome. Pupils in Years 5 and 6 undertake the annual 'school journey' and, most recently, stayed on a light ship at Tollesbury in Essex. This provided pupils with a unique opportunity to undertake outdoor activities, such as sailing, orienteering, raft building and climbing. These trips encourage pupils to use their initiative and to become increasingly aware of the wider world. Within each class, pupils willingly undertake a wide range of responsibilities, such as acting as monitors and helping to tidy away equipment. When required to do so, pupils work well on their own or in small groups. They enjoy taking part in the school council; for example, class representatives have recently helped to create the school code of conduct and the playground rules. They have also helped to re-organise the way in which the playground is used during break times and have canvassed their classes' opinion on the type of play equipment that they would like. During lessons, however, pupils sometimes find it very difficult to sit still and to listen. Although pupils of all ages do this, it is especially evident in Year 2.
20. The level of attendance is just below the national average and it continues to be satisfactory overall. When pupils are absent, it is usually because they have been ill or have had a medical appointment. Some parents, however, book holidays or extended trips abroad during the school term. This inevitably means that their children miss the work that is undertaken by the rest of their class. Although the school works hard to make up for lost time, this inevitably places these pupils at a potential disadvantage in the future. The area served by the school includes a high proportion of temporary housing and this results in a very high level of pupil mobility. A significant minority of pupils live in the area for only a few months and the school is not always promptly informed when they have moved elsewhere. On average, around one quarter of the pupils leave during the school year and a similar proportion arrives. The school's procedures for following up absences are good and local authority guidelines concerning the classification of absence are stringently applied. The result, however, is that the number of unauthorised absences is almost twice the national average. The circumstances behind these absences are entirely beyond the school's control.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The overall quality of teaching and learning is good. At the time of the last inspection almost a fifth of lessons were unsatisfactory. In the lessons seen two thirds were good or better including a high proportion of very good teaching. Only a very small percentage, 3 per cent, was unsatisfactory.
22. The teaching provided for pupils with special educational needs is usually good. All teachers are fully involved in the support programme and are provided with detailed notes on the needs, aims and targets for each pupil. The use of support staff is very good. In a Year 4 science lesson on electrical conductivity, for example, all pupils were able to follow instructions to carry out an experiment, record the results, and reach the correct conclusions. The class teacher and support teacher worked as a team to ensure that pupils at all levels understood the instructions and the correct scientific vocabulary. At the end, pupils of different ability stood up to say what they had found out, showing that high levels of comprehension had been achieved. However, not all teachers provide this level of support all the time. In some less successful lessons, the teacher makes little concession to pupils with special educational needs and sets tasks which are too difficult, with insufficient support. In these cases, pupils become distracted and chatter or cause disruption, learning little.
23. High quality teaching by the Ethnic Minority Achievement Grant teachers (EMAG) is a major factor in the good progress made by pupils who speak English as an additional language. For example, as a result of well-prepared worksheets, word banks and good support, a group of Year 2 pupils were able to put into practice what they had learned about connectives in a literacy lesson. They linked the different parts of the story of 'The Red Hot Chilli' using words such as 'first', 'next' and 'then', and also managed to write speech in speech bubbles. In a Year 5 class, the good level of support enabled pupils at an early stage of speaking and writing English to join in a class lesson and make good progress in changing words into plurals.
24. There is also very good liaison between class and EMAG teachers which results in good access for the pupils to the learning intentions for the class. Most teachers are aware of the needs of pupils new to English and are careful to present ideas in a way that pupils can understand and produce well-designed tasks. For example, they ask the pupils to act out stories to improve their understanding. However, in a few lessons the difficulties in understanding which pupils new to English might have are not fully recognised, which leads to inattention and restless behaviour. Teachers use questions to find out what pupils know and get them to express their ideas but not all sufficiently probe pupils' thinking or provide pupils with enough support. Often pupils do not have the language structure which they need to answer effectively and opportunities are missed to demonstrate how something might be said, giving pupils the chance to follow the teacher's model. This means some pupils do not make as much progress as they could in speaking, which has implications for their writing.
25. The teaching of English is very good for Years 3 to 6 and good for Years 1 and 2 and basic skills are developed through several subjects. Pupils largely become good listeners and concentrate well because teachers create a calm atmosphere. In the best lessons, the teachers maintain a good balance between a clear and purposeful introductory session, often involving setting a good example of reading or writing to the pupils and then allowing sufficient time for pupils to practise and develop these skills. Teachers are good story readers and often use drama and other techniques to enliven and enthuse the pupils. In a minority of lessons the teachers are not firm enough with the pupils, particularly in Year 2, so that they do not learn to listen well enough. They do not always allow pupils enough time to express their ideas and so improve their speaking skills. There is good teaching for pupils with reading and writing difficulties who are withdrawn for additional support. The pupils work through challenging and enjoyable programmes, studying how words are built and linked together. They benefit from sensitive teaching by learning assistants and the good pace of the strategies.
26. In mathematics, teaching is good throughout the school. Pupils are eager to learn and use their knowledge and understanding of number to solve relevant problems. This is often a result of activities that encourage pupils to improve on their previous standards. For example, in Year 5, they achieve stars and certificates for improving their own multiplication and division scores. Most

lessons involve a good practical activity which pupils of all ability succeed in. For example, in Year 6 they explore rotational symmetry by practically moving shapes in a grid.

27. In science, teaching is good throughout the school. Teachers focus well on developing the pupils' understanding of important scientific ideas. They use a wide range of strategies such as displaying key words and work sheets for pupils with different language development to make certain of this. Teaching is at least satisfactory in the other subjects. However, teachers do not use information and communication technology enough in different subjects. Behaviour is well managed, except in the few lessons where teachers are not firm enough and the pace of teaching is too slow.
28. In most subjects teachers make accurate measures of pupils' achievement by the end of lessons and use this to ensure activities meet their needs. The school uses a simple but very effective technique to make sure all pupils contribute to discussions and respond to questions. The support assistants monitor which pupils answer questions and direct the teachers to certain groups. In this way all pupils, particularly participate in lessons. Most teachers are skilful at asking questions to challenge and inform pupils. In the best lessons, pupils are trained to ask their own questions of each other or the teachers to improve their understanding. In the very best lessons, the pupils are very clear about the time they have to complete a task and just what is expected of them. The teacher spells out the time available and gives them reminders throughout. As a result pupils become increasingly good at working at a good pace. This is particularly effective in Year 1 and Year 5.
29. Children make a good start in the nursery and reception classes. The teachers establish good relationships through simple but effective routines so that the children feel secure and happy. They prepare them well for starting reading and writing, but do not consistently probe their understanding by asking questions such as 'what if..?' and following up the children's answers.
30. Overall teaching makes a good contribution to pupils' learning. The headteacher and deputy headteacher observe and support the work of the staff in a well organised and purposeful manner. They ensure that the teachers' training needs are met. This has led to significant improvements since the last inspection when the management of pupils' behaviour and teachers' subject knowledge was often weak. The improvement has had a good impact on learning and behaviour.

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

31. The school provides an appropriately broad and balanced curriculum for all its pupils including those with special educational needs and those who speak English as an additional language. Pupils learn in a variety of interesting ways through a good range of activities. The curriculum meets statutory requirements to teach all subjects in the National Curriculum and religious education.
32. Good schemes of work are in place for all subjects which give appropriate guidance to teachers and ensure that pupils develop their skills, knowledge and understanding as they move through the school. This is a significant improvement since the last inspection and plays an important role in offering a good chance for all pupils to make progress despite the many changes to the pupil population.
33. The school has implemented the national strategies for literacy and numeracy throughout the school. It is firmly established; as a result teachers plan appropriate lessons in a structured and systematic way. There is a strong emphasis placed on words and their meanings and the development of basic literacy skills in all subjects and this is particularly supportive to pupils for whom English is not a first language.
34. The school provides very well for equality of opportunity; it positively reinforces this through its policies on racism and bullying and the respect it promotes for all members of the school community. The curriculum is supported and enriched with a good range of extra-curricular

activities at various times of the year - for example, football, netball, tennis, cricket, chess, gardening, Indian dance and drama. The school makes good provision for homework which is set regularly in all classes. Opportunities for pupils speaking English as an additional language to have full access to the curriculum are very good. Support for these pupils is effectively organised so that they can understand the content of lessons as well as improve their English. For example, in a Year 2 science lesson the class teacher and the teacher assistant ensured pupils discussed different types of food and increased their knowledge about a balanced diet as well as developing their speaking and listening skills.

35. The provision for pupils with special educational needs is very good and is a strength of the school. This is a further improvement on the already good picture at the previous inspection. By the time they leave school at 11 these pupils' standards in the core subjects are good, given their needs and prior attainment. About one third of the pupils in the school are on the special needs register and five pupils have statements of special need. This is much higher than the national average. Additionally, having English as their second language often compounds these pupils' problems. The pupils with special educational needs take part in the whole National Curriculum and are supported well in all subjects. The school involves all appropriate outside agencies such as local welfare, health, psychology and education services. The school has been involved in initiatives devised by the local special educational needs advisory services and in some instances provides a model for other schools in the area.
36. Within its multicultural society the school makes good provision overall for pupils' social, moral, spiritual and cultural development. Respect for each other is promoted within lessons, assemblies and during the 'unstructured' times of the school day. Pupils feel valued and their self esteem nurtured.
37. The school develops spiritual awareness within the context of the ethnicity of its community. Through religious education and assemblies the school introduces pupils to a range of values and beliefs. However on occasion assemblies lack moments of sustained reflection.
38. Provision for pupils' moral development is good. Children distinguish right from wrong; these values are appropriately and consistently promoted by all the adults in the school, who provide good role models for the pupils.
39. Pupils are taught to value and respect each other and their environment. Good behaviour is promoted through a series of points and reward systems that work well and modify pupils' behaviour. These actions and a clear moral code result in a high level of good behaviour that is evident throughout the school, particularly during unstructured times outside the classroom.
40. The provision for pupils' social behaviour is also good. Pupils are given and take responsibility for a range of activities and duties throughout the school. The older pupils in particular are given and volunteer for duties which they tackle with enthusiasm and maturity. Their activities and good behaviour are rewarded appropriately through the week in assemblies and in class. Individual classes reinforce this good behaviour resulting in whole classes being rewarded corporately.
41. Pupils are taught to care for and support each other. Those without immediate friends can use the school's 'bus stop' feature to develop new friendships should they have no-one to play with. Good social skills are further developed through well organised residential visits for the older pupils and day visits for younger members of the school. The school also supports many charities through fund raising events developing pupils' social awareness and an understanding of the community.
42. Provision for pupils' cultural development is good overall. Pupils are provided with a wide range of opportunities to celebrate and appreciate the cultural diversity within the school and the wider community. Assemblies are held and parents and friends are invited to join in with major events and celebrations throughout the year. Pupils are encouraged to respect and value various cultures represented within the school and study their stories, artefacts and customs. Much of this is taught in literacy lessons, geography and religious education but is also evident in dance, art and music.

43. Provision for pupils' personal, social and health education is well established. The school works in partnership with outside agencies to provide appropriate education for health related issues, drugs awareness and sex education. Pupils are given the opportunity to share their own thoughts and problems. The school council provides a useful forum to involve pupils in the life of the school and developments, particularly for playtime and lunchtime procedures.
44. The school has good links with its partner institutions and is involved in a liaison project with the local high school and feeder primaries. Links are also in evidence with local colleges and other institutions providing the school with art projects, English language teaching for adults and basic skills for families. There are very good links with local industries and commerce involving local banks, catering outlets and staff placements in leading retailers. These constructive relationships enrich and sponsor the school curriculum, contribute well to pupils' learning and provide the staff with useful professional development.
45. The curriculum is well planned to meet pupils' needs and to give them the opportunity to meet the early learning goals set for pupils of their age. The manager for the Foundation Stage ensures that the nursery and reception class share common values and approaches and also provides good links with the next stage in the children's education. However, the arrangements for checking which activities children have done in the nursery are not secure.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. All members of staff have a wholehearted and sincere commitment to pupils' welfare and they provide very good educational and personal support. Nine out of ten parents who responded to the pre-inspection questionnaire feel that members of staff are approachable and they are confident that their children are well looked after during the school day. Good teamwork ensures that pupils' day-to-day needs are met in full and that the time they spend at school is happy and enjoyable. The school serves an area that includes a high proportion of temporary housing and many of the pupils have to move on after only a few months. Indeed, during a typical school year, around one third to one half of the school roll changes and this presents very significant difficulties in the tracking of individual pupils. School procedures are very good, however, and these ensure that very good support is provided for pupils from the moment they arrive. High quality care and guidance help to ensure that they settle quickly and make good progress in their work. All members of staff are familiar with child protection and health and safety procedures. The school's arrangements are very good and comply fully with current legislation and with local authority guidelines.
47. The school is keen to recognise and celebrate pupils' academic success. Teachers consistently praise pupils' improvements and achievements. Pupils value the stars and stickers they receive and are proud to have their efforts acknowledged during the weekly achievement assembly.
48. The care of children in the foundation stage is very good. Teachers and other members of staff know the children very well and cater well for their needs. Assessment procedures are very good overall. The records kept for individual children are thorough and make clear the next steps in learning. There is specific information about pupils who speak English as an additional language and those who have special educational needs.
49. The school's procedures for assessing pupils' attainment and progress are very good. Early or 'baseline' assessment takes place in the nursery and reception classes which helps teachers to plan the lessons and enables the school to identify most pupils with special educational needs by the time they are five. In addition to the statutory tests (SATs) and teacher assessments conducted at seven and 11 years, the school also uses a range of other reading and attainment tests regularly. All these data are analysed carefully to show where pupils are doing well, lagging behind or to spot any more general areas of concern. Reading tests provide teachers with an indication of the reading age of a child which can be compared with their actual age. Similar measures for speaking and writing, for example, may also show how well a pupil who has recently arrived from another country is learning English. Since the majority of pupils in the school have

English as an additional language this is a vital tool in planning and providing extra support for language development in all areas of the curriculum. The pupils' knowledge and understanding in the core subjects is measured and recorded regularly both formally at regular intervals and informally as the need arises. For instance, during a mathematics lesson, a classroom assistant will often be asked to take notes on which pupils answer questions, which pupils understand, and which pupils do not take part. This enables the teacher to target teaching and questioning more effectively in the next session as well as providing useful data for future planning.

50. With these systems in place, the school's procedures for monitoring and supporting pupils' academic progress are very good. In the core subjects particularly, a computer program is used effectively to analyse individual pupils' achievement over time. The reports to parents are informative, giving a clear indication of what pupils know, understand and can do and suggesting ways in which improvements may be made. Regular meetings are offered to parents to discuss their children's attainment and progress.
51. The use of assessment information to inform curriculum planning is good. The assessment co-ordinator is a member of the senior management team and has played an important role in the introduction of target setting for pupils and the approach to whole school targets. Because the assessment data is accurate and broad ranging, it enables targets to be both challenging and achievable. The school compares the performance of its own pupils with information provided on how pupils perform nationally. This gives a clear indication of where the pupils are doing well and where the school needs to improve the learning. In science for example, great strides have been made by improving the curriculum, resources and support for teachers in the classroom. Pupils now achieve standards in the national tests which are very high compared with pupils in similar schools.
52. The assessment arrangements for pupils with English as an additional language are very good. Pupils are assessed for language and the Ethnic Minority Achievement Grant teachers regularly evaluate these to assess progress. They use the information particularly well to set learning targets and appropriate teaching strategies which contributes to the good progress made by pupils.
53. Assessment in the foundation subjects is less well developed. Informal assessment, notes and self-monitoring of lessons usually serve to provide enough data to help teachers develop and plan future lessons in areas such as art, physical education, history and geography. However, the school lacks an appropriate system for assessing attainment and progress in information and communication technology and design technology to enable teachers to raise standards, particularly in Years 3 to 6.
54. Pupils with special educational needs respond well to the support that the school provides. Their behaviour is usually good and they take part in all the class and whole school activities. With help, their concentration and application can be good and there are few problems with relating to adults or peer groups. The assessment, recording and reporting for pupils with special educational needs are very good and provide the foundation for the school's success. Early or 'baseline' assessment takes place in the nursery and reception classes enabling most pupils with special educational needs to be registered by the time they are five. The school is fully involved in the recommendation and process of providing statements of special needs. Other reading and ability tests are given regularly and, along with the teachers' and assistants' assessments and observations, these serve to provide a very good picture of attainment and achievement which can be used to form and update the individual education plans and other targets.
55. Although the monitoring of pupils' personal development is largely informal, procedures are very good. Relationships between pupils and members of staff are good and teachers are sensitive to pupils' 'ups and downs'. This helps to ensure that any emerging problems are identified and addressed at an early stage. During lessons, classroom assistants regularly monitor the way in which pupils respond during lessons and teachers use this information to see how each individual is developing. The high quality personal support provided helps to ensure that pupils enjoy their time at school and maintain a positive frame of mind. They use their time at school productively

and caring teachers constantly encourage them to do their best. These factors have a very positive influence on the progress pupils make and on the standard of their work.

56. The school's procedures for monitoring and promoting behaviour are good. While there is a well-known set of school rules and rewards, each teacher also has their own system of rewards. These vary from verbal praise to the award of 'carpet ticks' or stickers to those who are most settled and attentive. Pupils can also earn 'golden time' and midday supervisors award smiley face certificates for good behaviour during lunchtime. While some of these schemes work well, individual teachers vary in their expectations of behaviour during lessons and this can lead to a degree of uncertainty among the pupils. Some teachers manage pupils' behaviour better than others. In the interests of the majority, they accept untidy work or persistent calling out from some of their pupils. Unfortunately, these pupils can sometimes end up dominating the lesson, to the detriment of the more co-operative majority. The school should investigate ways in which teachers' expectations can become more standardised and ensure that teachers who are particularly good at managing pupils share their skills with colleagues.
57. The school's procedures for eliminating bullying and other oppressive behaviours are very good. Detailed records are kept and any such incidents are dealt with very firmly. Although there are many different nationalities and cultures within the school, racial harmony is very good and related incidents are very rare.
58. Procedures for monitoring and promoting attendance have improved since the last inspection and are now good. Teachers complete registers carefully and accurately. Although the overall level of attendance is just below the national average, many of these absences reflect pupils' personal circumstances and they are beyond the control of the school. Each and every absence is carefully followed up and, when classifying absence, the school stringently applies local authority guidance. The education welfare officer also visits once each half term and checks the registers. The relatively high number of unauthorised absences is a reflection of this conscientious approach and of the unsettled circumstances faced by many pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. A key issue from the last inspection was to improve links with parents. The inspection found that, although parents were made to feel welcome, there were weaknesses in the overall quality of information with which they were provided. The school has worked hard to address these shortcomings and the quality of information provided is now very good. The governors' annual report and the school prospectus are both very readable and provide parents with a very full picture of what is going on within school. Regular newsletters have also been introduced and each teacher now provides a curriculum letter for their class each half term. These newsletters combine to keep parents very well informed about the day-to-day events and life within the school. They are also kept closely in touch with the work that their child is undertaking and given useful hints and tips as to how they can help at home.
60. This school sees a close partnership with parents as fundamental to its work and is keen to involve them as much as possible. Letters received prior to the inspection indicate that the majority of parents are pleased with almost everything to do with school life. These positive views are endorsed by the results of the pre-inspection questionnaire. Almost every parent who replied feels that their child is taught well and that they are making good progress in their work. Inspectors agree with these positive comments. A few parents, however, feel that there are too few activities provided outside lessons. Inspectors feel that there is no basis for these concerns and that the opportunities provided are very similar to other schools.
61. The format of pupils' annual reports has recently been revamped and they now provide parents with a very clear and concise indication about what their child can and cannot do. Parents are also told how well their child is progressing in relation to the national average and individual targets are now very clearly specified, subject by subject. There is a formal opportunity each term to speak with the class teacher and attendance at these meetings is good. The school also holds information evenings that deal with specific areas of the curriculum, but has found that few parents usually attend.

62. Parents of pupils with special educational needs are kept well informed and involved in their progress. Reports state clearly what pupils understand and are able to do and suggest ways to improve. The special needs co-ordinator holds a weekly 'surgery' for parents to sort out problems and keep them up to date. The parents of pupils with statements are fully involved in the statutory annual review and correspondence shows the care with which these are planned.
63. Parents provide satisfactory support for the school. Although there are relatively few volunteers, the school values the help that is provided by the regular and reliable band of parents that comes in to provide support. For example, parents have helped to re-organise the library and others regularly come in to listen to pupils read. The parent teacher association is led by a small number of dedicated parents who organise fund raising events such as the Summer Fair. Money raised has been used to supplement existing resources and parents also help in practical ways. For example, they have helped to erect the new outdoor play equipment for the nursery and they also help with gardening and with decorating. Links with parents are effective overall and their help and encouragement motivate their children to learn and to do well in their work. A significant minority, however, book family holidays during the school term and these absences inevitably interrupt their children's education. They miss out on the work that the rest of the class is undertaking and this could well place them at a disadvantage in the future.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership and management of the school are very good and have had a significant impact on improvements since the last inspection. The headteacher and deputy headteacher were new at the time of the last inspection but had already begun to establish good procedures for checking on the quality of work in the school and making substantial improvements to the quality of the accommodation. Since that time they have overseen a period of significant change to the school community including the ethnic backgrounds of pupils and the high proportion of pupils coming and going from the school through the year. There have also been several changes to the staffing during that time. By careful and strategic planning the school weathered the changes and raised standards.
65. The senior staff recognised the need to be dynamic and active in managing change. Because many of the staff were new to the school the headteacher and deputy took the main responsibility for monitoring the quality of teaching involving the staff through regular feedback. This has been very effective in improving behaviour management and identifying teachers' training needs. There are good systems in place from this to make certain teachers improve and benefit from the management of their performance.
66. The deputy headteacher does not have a class responsibility but manages the teaching and learning of pupils with English as an additional language and those with special educational needs. Through working alongside colleagues regularly, planning with them and observing their teaching, she helps to raise standards of work in all these areas. There are effective systems in place to monitor and support newly qualified teachers.
67. Leadership and management in the area of special educational needs are very good and underpin the work of the whole school. The co-ordinator provides a strong lead in achieving the aims of equal opportunities, inclusion for all pupils and the raising of standards. There are clear lines of responsibility and accountability and all teachers are fully involved in the process. The number and qualifications of staff are good and the school has taken a well-informed decision to supplement the extra it receives in grant aid with money from its own funds in order to maintain the level of provision in the face of falling rolls and local education authority cutbacks. The inspection agrees that this is a very effective use of funds but notes that hard decisions may have to be taken in the future as budget surpluses are reduced. The management of the support for pupils who speak English as an additional language is very effective. Support is put where it is needed and responsibility for different age groups shared between the two EMAG teachers. They also take responsibility for additional training for all staff to develop language support and provide resource packs for pupils new to English.

68. The school analyses statutory and non-statutory tests and sets challenging, realistic targets for the school and for individual pupils with whom they are shared. The subject leaders, particularly for English and mathematics, work hard to ensure the subjects are well resourced and the planning is effectively implemented. They are now in a good position to extend their roles in the first hand monitoring of teaching and learning through lesson observations.
69. The governing body fulfils its statutory responsibilities well and takes an active role in evaluating the work of the school and shaping the direction the school takes. They have been particularly effective in moving the school towards reducing its admission numbers to a more manageable level so that teachers largely work with only one age group. They also take an active role in ensuring the accommodation is good. They are well organised and well informed.
70. The priorities for school improvement are very soundly based upon the analysis of data including questionnaires to parents and monitoring by the local education authority. The plans for school improvements are accurately managed and co-ordinated by the headteacher who sets the tone for the very good relationships and drive for high standards. Above all this creates racial harmony and a very good partnership with parents.
71. As can be seen, grants for specific purposes are well used to raise standards and in most areas the school is well resourced to meet the pupils' needs. There are good levels of well-trained teachers and support staff. There is plenty of room in the school and very effective use is made of any excess space for teaching groups of pupils with special educational needs. The recently created information and communication suite is beginning to have a positive impact on standards in the subject, although more use could be made of computers in the classroom. The school makes effective use of computers for administration and for recording pupils' achievement. Regular use is made of internet and e-mail facilities for ordering resources and communicating with other institutions. The accommodation is very well maintained and there have been many recent developments in the school grounds that contribute to the pupils' personal development. For example, the caretaker works with the pupils to create attractive and flourishing window boxes.
72. The school currently has a large budget carry forward. However, this is largely earmarked for substantial building work on the school grounds and is likely to reduce to about seven per cent of the total budget. The school wisely maintains a slightly higher than average contingency because of the fluctuations in the school community to ensure it can react quickly to necessary changes. The school follows the guidance from the local education authority to make sure they obtain the best value in all major commitments. The unit costs are above average, but because of the standards achieved and the good quality of education the school gives good value for money
73. The school has successfully met all the key issues from the previous inspection. In particular, it has established a much improved relationship with parents and higher standards. It is well placed to continue to develop.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to continue to improve the headteacher, staff and governors should:
1. Improve standards in writing by; (Paragraphs: 8, 9, 24, 25, 95,103)
 planning opportunities for pupils to write about their own experiences and from factual information in English and other subjects.
 2. Improve pupils' speaking skills by; (Paragraphs: 9, 24, 25, 95, 102)
 making sure that opportunities are regularly provided for pupils to explain their ideas to the teacher and each other and to discuss their work;

monitoring the quality of teachers' questioning skills to ensure they provide a suitable framework to make certain pupils understand and can explain new learning.

3. Raise attainment in information and communication technology and increase its use across the curriculum by: (Paragraphs: 12, 27, 53, 111)

introducing a simple assessment scheme to provide teachers with a system for measuring attainment and progress and making more informed judgements on their needs;

teaching pupils how to create, test, improve and refine a sequence of instructions to make things happen and to monitor events and respond to them (sensing and control);

Making greater use of information technology to extend and support learning in other subjects.
As well as the Key Issues the school should consider the following lesser issues:

Behaviour management in a few lessons. (Paragraphs: 16, 163)

Raising standards in design and technology. (Paragraphs: 13, 129, 130)

Developing the monitoring of teaching by subject co-ordinators. (Paragraphs: 65, 114, 132)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	14	22	17	2	0	0
Percentage	5	24	38	29	3	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)	56	214
Number of full-time pupils known to be eligible for free school meals	0	66

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	67

English as an additional language

	No of pupils
Number of pupils with English as an additional language	132

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	61

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0.6

National comparative data	5.2
---------------------------	-----

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
	2001	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	16	16	18
	Total	31	31	34
Percentage of pupils at NC level 2 or above	School	91 (80)	91 (92)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	16	15	18
	Total	31	30	34
Percentage of pupils	School	91 (84)	88 (96)	100 (96)
	National	85 (84)	89 (88)	89 (88)

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
	2001	14	9	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	11
	Girls	5	5	9
	Total	14	17	20
Percentage of pupils at NC level 4 or above	School	58 (79)	71 (86)	83 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 or above	Boys	9	10	10
	Girls	4	5	5
	Total	13	15	15
Percentage of pupils at NC level 4 or above	School	54 (34)	63 (66)	63 (62)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	10
Black – other	8
Indian	55
Pakistani	3
Bangladeshi	10
Chinese	2
White	73
Any other minority ethnic group	0

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)	13
Number of pupils per qualified teacher	21.4
Average class size	26.8

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	215

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	14

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	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2 ?
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	0	0
Black – African heritage	0	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	747,113
Total expenditure	712,441
Expenditure per pupil	2,741
Balance brought forward from previous year	57,299
Balance carried forward to next year	91,971

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	242
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	0	0	2
My child is making good progress in school.	61	37	0	0	2
Behaviour in the school is good.	63	33	2	0	2
My child gets the right amount of work to do at home.	43	41	8	4	4
The teaching is good.	69	25	2	0	4
I am kept well informed about how my child is getting on.	53	43	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	80	8	6	2	4
The school expects my child to work hard and achieve his or her best.	65	22	2	6	6
The school works closely with parents.	55	37	6	0	2
The school is well led and managed.	65	31	2	0	2
The school is helping my child become mature and responsible.	59	33	2	0	6
The school provides an interesting range of activities outside lessons.	53	22	12	4	10

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

Personal, social and emotional development

75. The nursery children know the class routines well. They enjoy the activities and play alongside each other amicably. For example following a visit by a mother and baby a group wash dolls with sponges and bubble bath. A few play more co-operatively but the majority are more inclined to play individually. The children generally play well together outside, sharing wheeled toys and learning to co-operate to respond to Stop and Go signals at a zebra crossing. They concentrate well because they are interested in the activities and because teachers give them plenty of opportunity to make their own choices.
76. Teaching of this area of development is good throughout the foundation stage and sometimes very good. Consequently the children are expected to reach the early learning goals. The nursery teacher and nursery nurse help children work together in small groups and to come together as a whole class as they sing action songs and enjoy a story. Occasionally, children are left for too long exploring activities on their own without contact with adults or other children.
77. In the reception class a 'special people' circle time is used to encourage self-esteem and on another occasion is very effective in helping children to discuss feelings and emotions. Occasionally a child who has special educational needs exhibits immature behaviour which disturbs the calm and purposeful atmosphere, but the teacher manages this in a composed and non-confrontational manner. There is a very good relationship between the adults and children, positive encouragement for learning and for high levels of concentration.

Communication, language and literacy

78. There is wide variation in the language development of children in the foundation stage. Despite good teaching overall, the proportion at an early stage in language development means that the majority of pupils are not expected to reach the early learning goals by the end of the reception year.
79. Some nursery children have well developed speech patterns and initiate conversations. Others do not yet speak very much to adults or to their peers. A few children who are new to English are in the listening stage of their development and not yet ready to speak even though they understand basic vocabulary. One boy knew the names of the vegetables and fruits in a shopping game and gave change from the till although he did not speak at all. Another was very keen to use his growing knowledge of English to talk about the vehicles he was pushing about, confident enough to ask for the name of a truck. Most enthusiastically join in singing songs and listening to stories.
80. The activities provided by the staff are suitable for developing language but the teaching does not sufficiently develop the full range of language skills. The quality of teaching and learning is satisfactory. Adults ask children questions but there are not enough follow up questions to help children explain further or 'what if' questions to encourage speculation. There is not always sufficient talk around activities beyond that needed for getting the task completed. In their interactions with the children, adults do not sufficiently model appropriate ways to say something, perhaps by saying it themselves as they join in with the activity.
81. The nursery children are making sound progress in literacy skills, learning book language at story time. A few write their names, others experiment with letter-like shapes. One of the girls reads very well and receives very good support from the teacher to improve her skills as they read a story together to other girls in the book corner.

82. Reception children are making good progress from a low base in language development as a result of high quality teaching. Effective support, such as that given by the nursery nurse to children who are making baskets, ensures that their speaking skills are developing well. One explains in detail how she made the basket, using specific vocabulary such as sides, fold and strips. The children listen with rapt attention to the Divali story when the teacher uses story props to provide visual support for language and the understanding of pupils who speak English as an additional language. Occasionally, if the pace of the activity is too slow, listening is less good.
83. The children are making consistent progress in reading and writing. One of the girls reads very well and already writes quite competently, spelling common words and using her knowledge of sounds to write unfamiliar ones. Although most know initial sounds only a few have any sight vocabulary. The teacher finds motivating ways to keep practising a sentence they are reading so they make good progress but many find it difficult to form letters and struggle to copy a sentence. Children take books home and comments by the staff are helpful for parents. They are getting a good experience of books and book language, so that even those with lower attainment pick up on a repetitive structure to tell the story of a book.

Mathematical development

84. Overall children make good progress in the foundation stage and the majority are expected to reach the early learning goals. Children in the nursery are making sound progress in mathematical development. Many know basic shapes and are learning to count. The contribution made by the computer for those children who choose to use it is good. Children reinforce what they know about numbers - for example counting up to five - and begin to match numbers and numerals. Teaching is satisfactory although the learning potential of the activities is not always fully exploited.
85. The children in the reception class count up to 14 children in a circle and are able to say which is their number. The majority recognise numerals up to ten and a significant proportion count backwards accurately. As a result of very good teaching children make rapid progress so that by the end of the week they have moved from the early stages of counting on one and two places on number squares to being confident about how many 'more than' this represents and are beginning to learn about 'less than'. Children speaking English as an additional language make good progress due to effective support by the adults who model ways of speaking and use hand signs to help understanding.

Knowledge and understanding of the world

86. When children start in the nursery there are wide variations in their knowledge and understanding. For example one boy knows that matching up similar colours and using the picture on the cover are good clues for putting jigsaw pieces together, while another tries anything and is satisfied if pieces overlap. Activities such as cooking are helping them to explore materials. Children recall the ingredients needed to make biscuits, the order they are put in, and can say what the mixture feels like but are not yet aware of the changes that take place during the process. They are making good progress in using a computer as part of their number work. The teachers and nursery nurse promote computer skills well. Teaching and learning in the nursery are good. Adults respond very well to children's interests by supporting activities that the children have selected but sometimes miss opportunities to be more purposeful in their teaching.
87. Reception children are making good progress in general knowledge and understanding. This is because the teaching is very good, activities are well selected to meet the early learning goals and understanding is effectively reinforced throughout the day. For example the children were well prepared for the Divali assembly. They listened to the story beforehand, made Mendi patterns, discussed the festival and then at the end of the day talked about how special the assembly was.
88. Children interact effectively with animated stories and mathematical puzzles on the computer and use the mouse confidently. They are exploring the properties of different fruits and have found out about joints of the body. They have good experience of making things and are able to follow a plan, finding out how pieces fit together. Due to their speaking skills many children are unlikely to

be able to explain fully much of what they know, but by the end of the year most are expected to reach most of the goals for this area of learning.

Physical development

89. In the nursery children make good use of the outside space to ride bikes confidently and with good control. In the classroom activities they learn how to hold scissors properly, to cut and stick. They roll play dough and use knives sensibly to cut it into small pieces. Reception children's skills in manipulating materials have developed so they cut out accurately to follow a design for making paper baskets.
90. In a lesson in the hall children improve their large physical movements. They hop on one foot, then change from one foot to the other in time to a drum. They learn how to rock and roll as small and large egg shapes although are not yet able to use space well without teacher intervention. They are very active and the lesson is planned to ensure a good amount of exercise. The children are all engaged in the lesson despite some being easily distracted but this behaviour is well managed. Teaching is good and demonstration is used well to promote learning and appraisal of the children's performance. Children attain the expected levels.

Creative development

91. In the nursery children enjoy domestic role play in the home corner, although their play is mostly limited to imitating adult actions and not yet very imaginative. The 'Green Grocer's' is well stocked with fruit and vegetables for shop play and this attracts children who play individually with the items. Adults provide good experience of working with malleable materials moving from play dough, to plasticine and then clay. There is opportunity to use different tools. Children select their own materials to stick on card and one makes this into an imaginative game by creating cars to go into a garage. Children explore different techniques using paint such as printing. The children attain the expected levels for their age.
92. In a music lesson reception children tap out simple rhythms following the teacher's pattern and distinguish between high and low notes. In their class they sing out clearly and tunefully. They paint portraits of themselves showing attention to skin tones, draw around their hands and decorate them for Divali. They improve their skills in working with clay progressing from flat clay faces to three dimensional 'divas' for Divali.
93. Teaching is good throughout the foundation stage although there is less emphasis on imaginative play than on other aspects of creative development

ENGLISH

94. Evidence from inspection indicates that the pupils are achieving well, making very good progress in relation to their prior attainment throughout the school. All pupils, but especially those with special educational needs and those with English as an additional language, are given good support in lessons and this contributes to their good progress. By Year 2 standards are around the national average, but very much higher than those of similar schools. By Year 6 the standards of current work are below average but higher than in 2001.
95. Most pupils have listening skills which are at least in line with or above those of seven and eleven year olds nationally. Speaking skills for a significant number of pupils are less developed; however all children make good progress. Most pupils listen attentively. In speaking, progress is best when the pupils are given the time and encouragement to express themselves fully and when the current work is linked to previous learning.
96. In Years 1 and 2 pupils are given time to answer questions and their contributions are appreciated. Emphasis is put on language development and the use of good descriptive words. Pupils are praised and encouraged to express themselves clearly, discussing vocabulary with partners and with the teachers and support assistants. Pupils are encouraged to use these sessions to create descriptive phrases. Generally pupils are making good progress. In Years 3 to 6, children make good progress in developing their speaking and listening skills; they are encouraged to explain, to question, to discuss their work and the work of others. They are given

- time to communicate. They value each other's work and are taught to listen and respect all contributions. The teachers encourage good speech and give encouragement to those more reluctant to speak so they contribute to discussions.
97. Pupils' reading skills are above average by the end of Year 2. Pupils make good progress across the wide range of abilities and language experience in each year group.
 98. Books play an important part in the curriculum. In the literacy hour pupils benefit from the guided use of big books. They learn the features and characteristics of books and understand the significance of contents, illustrations and of authors. They understand the processes and skills needed to read fluently and to identify individual words in texts and sentences. They stretch and build words using letter sounds and blends. They also use cues from illustrations. Pupils are encouraged to work independently to develop strategies to decode and decipher unfamiliar words. There is a wide range of ability within each year, particularly in Year 2. Most lessons are structured and well organised and cater well for all abilities especially when differentiated groups are appropriately provided for by support staff. Generally children make very good progress at levels appropriate to their ability and previous learning. Able pupils read fluently showing clear understanding of text. They can discuss their books and talk about the characters and places involved. They enjoy visiting the recently refurbished school library, where they know how to choose fiction books alphabetically by author.
 99. By Year 6, although the attainment is below the level expected for their age, pupils of all ability have made good progress during their time in school and achieve well in relation to their abilities, special educational needs and experience of the English language. There are many reasons why pupils do not attain higher standards; many pupils do not start their education until late in the juniors and a significant proportion have little or no schooling. Many are at an early stage of English language acquisition. Another factor is that as the skills of reading and writing become more subtle and complex the different cultural experiences of pupils do not always help them to understand the inferences of the language. This is why the school places an emphasis on rich learning experiences and a strong focus on vocabulary. They use the literacy hour to good effect through guided reading. Work is matched appropriately to their attainment levels, and the wide range of abilities is catered for using simple text, reading schemes and independent readers.
 100. In Years 3 and 4 pupils read clearly with understanding at their appropriate levels. They are taught comprehension skills. They are heard reading and group read enthusiastically. They are taught to use phonic cues, to read with expression and to understand characters, their motives and actions. In Years 5 and 6 work is challenging and, although some experience difficulty using letter sounds to read new words, most children use appropriate strategies to decipher unfamiliar words. Children enjoy visiting the school library to read for information and pleasure. Older pupils can use the colour coded reference system and are becoming increasingly proficient in using the recently introduced simplified Dewey system, with appropriate guidance for those who learn more slowly. The more able pupils read fluently with good intonation and expression. They visit the local library and bring in their own books from home. Pupils choose their books thoughtfully; they use the blurb on the cover or base their choice on their interests and previous reading. Pupils are well supported in their reading by teaching and support staff and by the group of voluntary readers who visit the school twice a week.
 101. Standards of writing by Year 2 are average overall. Year 1 pupils are encouraged to write independently and are taught strategies to support themselves. They are introduced to guided writing and sentence modelling. They respond well and are willing to have a go at expressing themselves in simple written sentences. In Year 2 however although many pupils are able to write independently some need support and the provision of key words to express themselves and are still at an early stage of writing. The more able use dictionaries and a thesaurus to find new words and improve their texts. There is a good range of writing over time. Pupils are taught successfully to recognise full stops and commas. They recognise common sounds in words and use stems and word endings to help them with their spelling.
 102. Standards of writing by Year 6 are below expected levels overall. The wide range of pupils' abilities in writing is well catered for in Years 3 to 6. Work is carefully matched to ability and support well targeted. By the end of Year 6 pupils have made good progress and are achieving

well in relation to their prior attainment. Good teaching allows pupils many opportunities to write for a good range of reasons. They become confident to write diaries, story books and poems. They make good use of word processing to write with dramatic effect. This work is reinforced in group and class lessons. Written work is valued and pupils are encouraged to work together, sharing their ideas and celebrating each other's achievements. The older pupils are taught a wide range of writing. They express feelings and creativity. They write for factual evidence. In the best lessons, although not consistently enough, pupils are taught to draft and re-draft their work, improving content, style and punctuation. They express themselves well and fully understand the tasks and teachers' expectations. Better use of vocabulary is encouraged, they are taught to use improved starting phrases, more interesting descriptives, express personal feelings and empathy and to be aware of different audiences. In Year 6 pupils used biographies, first-hand information and diaries to good effect, making relevant use of word processing to produce a good standard of written work, that was shared and respected by the class. Some of the best written work is produced throughout the school when the work is linked to real situations and where the teachers' and pupils' personal input has been greatest. The National Literacy Strategy is used well but when writing is linked to other subjects and areas and is imaginatively taught it is more relevant and of a higher standard. Good use of visits and visitors is made and these form the focus for developing good standards in children's writing.

103. Handwriting is taught throughout the school but standards and practices are uneven. Children are taught basic letter formation in Years 1 and 2. Although handwriting practice lessons are timetabled and a cursive style is promoted in Years 3 to 6, handwriting is underdeveloped and attainment is below the average. There is little transfer of handwriting skills from practice sessions to work and presentation across the curriculum.
104. Overall the quality of teaching is very good. It is very good in the juniors and generally good in the infants. All teaching observed was satisfactory or better. Over three quarters was good or better and a half was very good. As a result pupils learn at a good rate. Teachers plan their lessons well in line with the National Literacy Strategy, and Literacy support assistants make a good contribution throughout the school. In the very best lessons, teachers develop pupils' writing skills through first hand experience such as visits and research based on the local environment. A good technique to encourage better writing used in Year 6 is for the teacher to share in writing a diary with the pupils as a model to be followed. Most teachers have a good knowledge of how words are constructed and use this to interest and motivate pupils. The teachers' reading of stories are always dramatic and set a good example for pupils' expressive reading. Pupils working in small groups with support assistants make good progress through carefully structured programmes of lessons, which closely link handwriting and spelling skills. However, handwriting throughout the school is not consistently taught as teachers use more than one style to model writing for pupils and do not expect a high enough standard in all their written work.
105. Literacy is given a high priority throughout the school with writing being identified as the current main focus for development. Displays in all classrooms support this initiative, through literacy boards, book corners and reading areas. Children's work is displayed sometimes using word processing skills. The diverse and rich culture of the school is used to good effect with a wide range of writing experiences. Although the use of language across the curriculum is underdeveloped, the older pupils' work shows a wide variety of genre and work linked to other subjects. There is evidence of the good progress in mathematical language and written work in geography and history.
106. The school analyses statutory and non-statutory tests and sets challenging, realistic targets for the school and for individual pupils with whom they are shared. The co-ordinator has worked hard to resource and promote English in the school, currently focusing on writing and the subject is well co-ordinated through the school. The subject is well monitored by the head and deputy head through classroom observation with feedback to individual teachers but the co-ordinator's role in this is underdeveloped.

MATHEMATICS

107. Standards in mathematics are above average by the time pupils leave school. They make good progress through the school. Pupils of all abilities and those with English as an additional language achieve well. This is because of the good quality of teaching and learning based upon effective planning to support progress. By the age of seven standards are also above average.
108. The school pays particular attention to developing the pupils' ability to use numbers to calculate quickly and accurately. Work is matched well to the pupils' needs. For example, Year 2 pupils 'go shopping' with various amounts up to and exceeding a pound coin. They are given different price lists according to their ability and a different range of coins. Unfortunately, the impact of this lesson is slightly reduced as there are not enough of the right coins available and other resources are not always easy to handle or attractive enough to interest pupils. In Year 5 pupils make very good progress in their halving and doubling skills because of the imaginative worksheets matched to the pupils' needs and providing a high challenge to the most able pupils. This learning is reinforced, as it is throughout Years 3 to 6, by clear expectations as to what the pupils should learn at home. For example, specific targets are set for learning tables and the pupils build up charts and graphs to measure their own learning progress. As a result by Year 6 pupils are able to multiply and divide quicker than normally found. The teachers make good use of a range of tests to assess pupils' ability so that even pupils new to the school make very good progress.
109. Problem solving skills are good because teachers give plenty of practice. This is because many lessons are built around practical activities where pupils have to make decisions. For example, in Year 6 the pupils investigate the rotational symmetry of regular shapes by drawing graphs in four quadrants and then physically rotating shapes. For pupils with less understanding there were ready prepared boards. The teachers spoke to individual pupils to identify their understanding and set further lines for investigation. The pupils showed a good understanding of negative numbers and co-ordinates. The practical problem solving approach starts from the youngest pupils. They are expected to explain their strategies to the teacher and each other; this helps them to understand their ideas.
110. Data handling and knowledge of shape are good. Pupils use increasingly finer measures in their work. There are often good displays and some very good examples of work in other subjects to support their learning. For example, in Year 5 the pupils studies' on three-dimensional shapes are enhanced by observational drawings in chalk pastels of different shapes.
111. There are no significant weaknesses in the standards. However, information and communication technology is not used well to support learning in the subject except in some data handling work. The subject leader, who has purchased some substantial new software, is currently reviewing this.
112. The pupils' learning is often good particularly where teaching is very challenging. Most pupils are becoming increasingly confident to talk about the strategies they use and record in a good range of ways. By Year 4 pupils concentrate for good periods of time, especially when pupils with English as an additional language and special educational needs are given additional support.
113. The quality of teaching is good. It was very good or better in almost half the lessons seen. In the best lessons, the teachers set challenging mental activities at the start to allow the pupils to practise numeracy skills at a level appropriate for them. They make good use of the results of both national and in-house tests to make sure the work is challenging. Teachers direct and manage the support staff in the room to work with those with most needs. By sharing planning with the assistants all adults contribute knowledgeably to the lesson. This was very effective in Year 4. In these lessons teachers set very precise time scales for pupils to complete their work and pupils rose to the challenge. Good use is generally made of the sessions at the end of lessons to use that day's work as a springboard for new learning, often setting homework to reflect that. In a few lessons the pace of teaching is not good enough as the teacher tries to listen to the responses of too many pupils and does not set a sharp enough feeling of purpose and urgency. The resources for learning are usually good and teachers make effective use of white boards and other visual displays. Pupils use cards and number lines and squares appropriately. However, sometimes the resources are not suitable for the age group. For

example, pupils in Year 2 were using number fans held together by string tags which were too loose for small hands.

114. There has been good improvement in the quality of teaching and learning since the last inspection. The planning and resources for the subject have improved significantly and the National Strategy for Numeracy has been successfully incorporated in to the school's own successful systems. At present the monitoring of teaching and learning is largely through studies of pupils' work and test results. The subject leader needs to gather more first hand knowledge on the quality of teaching to remove the few weaknesses.

SCIENCE

115. The school's provision for science is very good. By the time pupils leave school at 11 their attainment is well above the national average. Pupils achieve standards which are much higher than might be expected given their attainment on entry to the school.
116. The inspection finds that attainment by Year 2 is above average. Most pupils make good observation of plants and other living things and record their results in the form of pictures, diagrams, tables and writing. Higher attaining pupils produce very good descriptions and explanations of processes such as germination and photosynthesis, with detailed labelled diagrams. Lower attaining pupils show that they know how to conduct and record the results of a simple experiment, such as testing plants to find out what they need to grow. By the time they are 11 the pupils' attainment is well above average. The depth of understanding of the structure and function of the main organs of the human body is quite remarkable. The majority of pupils' ability to record an experiment in detailed, logical steps and to explain what they found out is well above average. Less secure is the higher attaining pupils' ability to devise and plan a fair experiment, on their own, to test a hypothesis they have formed during their study.
117. Given that the majority of pupils have English as their second language, a third of the pupils have special educational needs and a very high proportion of pupils join the school at different times, this represents very good achievement for both infants and juniors. Although problems with language can inhibit learning in some lessons, by the time they are 11 pupils have developed a high level of understanding of scientific terms and vocabulary.
118. During the inspection, the teaching was good overall. It is often very good. The most vital elements of the good teaching are the care taken to develop understanding, through the support for language development, and the provision of work or support for pupils of differing ability. In a very good Year 4 lesson, the class teacher and language support teacher worked effectively as a team to help pupils test materials for electrical conductivity. The teacher knew that pupils had previously learned how to make an electrical circuit and had set a challenging task. With key words, typed sheets and constant repetition and support, by the end of the lesson pupils were able to stand in front of the class and say what they had found out, most deducing that metals are conductors. Higher attaining pupils spotted potential errors in the methods used and all pupils showed a high level of curiosity and interest. Teachers plan and organise lessons well, give the pupils a very clear idea of what the objectives are and provide them with good instructions and resources. They take care to include all pupils. Pupils from a white UK heritage are in the minority but their learning is equally good. Lessons were less successful where the teacher had set up a complex and demanding experiment, without providing the opportunity for less able pupils to approach the task with simpler steps or fewer variables. This was the case in a Year 6 lesson to test the factors affecting solubility. Even the higher attaining pupils needed more time to plan and think through what they needed to do. Nevertheless, such was the persistence and perseverance of the pupils and adults and the good relationships, that by the end of the session, everyone had a result. Collectively, expectations were high and there is a clear determination to overcome problems.
119. Teachers have a good understanding of individual attainment and progress because the assessment process is thorough and effective. Teachers analyse both the pupils' and their own performance and these data provide information which is useful in planning lessons and setting

individual targets for improvement. Over the last four years, careful analysis of the test results and the monitoring of teaching have enabled staff and resources to be carefully targeted and the curriculum to be improved using national guidelines.

120. The school does not have a designated leader for science at present but the leadership and management of the subject are good due to the work undertaken by the deputy head and a specialist science teacher in the juniors. The level of staffing and resources is good. Opportunities are taken for field trips to an environmental study centre. Good links are made with other subjects such as art and design and technology. Considering the very high standards attained, there will be limited scope in future for improving national test scores. However, there is room for improvement in providing higher attaining pupils with opportunities to devise and conduct experiments. At present there is limited use of information technology in science, such as sensing and data-logging and the use of general tools such as the Internet and spreadsheets. The school has the equipment and plans to do this in the near future. With the commitment and dedication of the staff and the enthusiasm of the pupils the school is well placed to continue its success and make further improvements in the future.

ART AND DESIGN

121. The provision for art and design is satisfactory. It plays an important part in the expression of the school's identity when pupils celebrate Hindu festivals and explore Asian culture through designs and artefacts. By Year 6 the pupils' attainment is average.
122. By Year 2 the pupils' attainment is average. They are able to express ideas and feelings in a range of media and use drawing, painting, clay and collage to explore natural and man-made forms. They learn to mix colours to obtain effects of the different seasons. Pupils in the Infants explore the work of Mondrian through computer painting and make lively and expressive portraits. By Year 6 the pupils' observational drawing skills have sharpened and they are using a wider range of techniques. They learn decorative arts from India such as Rangoli and Mehndi. They illustrate stories from Hindu mythology and create paper masks.
123. Achievement is good throughout the school and is limited mainly by the amount of time available and the lack of recent development. Art was not available for inspection and so it is not possible to make a judgement on teaching. However, it is clear from the photographs and displays that the school values the contribution that art makes to the life of the school and the pupils' development. There is clear progression in learning and a useful approach to teaching pupils about art of different times and cultures.
124. Art modules alternate with design and technology and pupils use art and design skills in other areas of the curriculum such as science, history and geography. The assessment of pupils' attainment and progress is informal, with only limited recording. The school displays and photographs work but does not systematically collect it for determining attainment levels. Both these methods could be extended and would help to develop attainment, which has slipped slightly for Year 2 pupils since the last inspection.
125. The school has a good range of resources and extends the pupils' experiences with local artists and craft workers during arts festivals and with visits to galleries. Local institutions such as libraries display the children's work and students from the local college have been involved with the younger pupils on playground murals. These ensure that pupils of all abilities and backgrounds are fully involved.
126. Since the last inspection, the school has introduced a new scheme of work. The effects of this need to be reviewed more systematically to ensure that pupils are making progress in all areas of the art curriculum.

DESIGN AND TECHNOLOGY

127. By the time they leave school at the end of Year 6, pupils' attainment is below average. They have developed their making skills further but there was no evidence to show that they have learned the design process.
128. By the time they reach the end of Year 2 the pupils' attainment is average. Pupils learn a range of cutting and joining techniques as well as various mechanisms. This was evident in the photographs of model castles and machines made using a construction kit. By the time they leave school, pupils' attainment is below average. They have developed their making skills further but there was no evidence to show that they have learned the design process, which involves planning, drawing, research and trying alternative designs. Photographs showed that pupils could make and decorate kites to a given design, make pizzas according to instructions or design boxes for food packaging.
129. Achievement is satisfactory in the infants and unsatisfactory in the juniors. There are not enough opportunities for pupils to develop independence in their learning as they are usually all working to the same design. There was insufficient work on display or stored to make judgements on the achievements of different groups of pupils. However, it was clear from work seen during lessons that pupils with special educational needs or English as their additional language make similar progress to others.
130. Teaching in the two lessons observed was satisfactory, but there is not enough focus on pupils' design and evaluation techniques for teaching to be satisfactory overall. Strengths are in the provision of resources, the deployment of classroom assistants and clear instructions with objectives explained to pupils. These enable the pupils to get going with the minimum of fuss. Year 6 pupils, making shelters for "Stig of the Dump", worked safely with glue guns, saws, thermometers and a lamp as a source of heat. They collaborated effectively, testing insulating materials and cutting timber, although some inappropriate behaviour marred the teamwork. Less successful is the teachers' planning and understanding of the design method. In the Year 2 lesson, to construct wheels and axles, some pupils found the task too difficult, leading to frustration. Higher attaining pupils were not given the opportunity to explore alternative materials or approaches.
131. Overall, pupils do not get the opportunity to clarify their understanding through drawing or disassembling and studying everyday artefacts. A sketchbook or folder to record this research would be effective in consolidating their understanding and providing the teacher with a record of progress. However, the school does not do this: other methods of assessment are informal and rely too much on the teacher's memory when it comes time to write the reports.
132. The leadership and management provided by the co-ordinator is satisfactory. Since taking up her post in the summer she has helped introduce a scheme of work based on national guidelines and improved the resources. The next step will be to monitor teaching and learning to make sure that all aspects of the curriculum are being covered so that standards can be raised, in particular attainment by age 11. Apart from the introduction of the scheme of work, which has been important in improving continuity, there has not been enough improvement since the last inspection.

GEOGRAPHY

133. By the end of Years 2 and 6, the pupils' attainment is generally similar to expected levels. Pupils with special educational needs and those who speak English as an additional language achieve well. Progress throughout the school is satisfactory; this represents good achievement given the profile of the school.
134. Geography is taught in planned units of work throughout the school at different times of the year. Evidence has been gained from lesson observation, teachers' plans, discussions with staff and pupils and scrutiny of pupils' work.

135. A good variety of geographical units is planned for the pupils. At Key Stage 1 children investigate the school. Trails are mapped out around the school and children use evidence from a digital camera to discuss and write about the features. People working in school, like the cook and the caretaker, are invited into class to discuss their jobs and answer questions. Good use is made of this activity and pupils are encouraged and motivated, produce good work and attain well.
136. The locality is used as a resource by the school with children studying the police, chemists and chip shop. Again good use is made of the digital camera to record information and assist the pupils with their studies.
137. In Year 2 pupils link geography and English, using a big book about an imaginary Scottish island to develop mapping skills. When the work is carefully planned, differentiated and well supported, pupils attain well and work is extended to include the study of real places. However, when work is unsupported and insufficiently differentiated progress is variable and pupils attain less well.
138. In Year 1 children are observed studying South Africa, and are enthused following the class teacher's recent visit. They use artefacts and photographs and discuss similarities and differences between South Africa and England. They make models of Ndlebelahomes and decorate them in the appropriate style.
139. In Years 3 to 6, the subject continues to be enriched by visits and visitors. Pupils study the seaside and visit the London Aquarium; they use the local area to study farming and rivers. At the end of Key Stage 2 pupils study local issues and features. School journeys and educational visits are planned to support the curriculum, including residential visits to Essex and Wales. The work involved enthuses pupils and stirs their imaginations in contrasting environments. Factual work on climate and world events is used to get the children thinking about the world outside the United Kingdom and Europe.
140. The quality of teaching is satisfactory overall. It is based on good first hand experience such as observations on local and residential visits. Pupils benefit from the use of good reference material and the development of research skills. Teachers are secure in their subject knowledge and lessons are interesting and motivating.
141. The subject is well resourced with appropriate equipment, artefacts and audio-visual material. The subject is well co-ordinated, planning documents are collected and analysed and the school has a new geography policy. Assessment is being developed; although books are audited any formal assessment procedures have yet to be finalised. Recent developments in the teaching of the subject and its co-ordination augur well for the future. The monitoring of teaching is at an early stage of development.

HISTORY

142. By the end of Years 2 and 6 pupils' standards are average for their age. All pupils, including those with English as an additional language and those with special educational needs, make satisfactory progress.
143. No lessons were seen in Years 1 and 2 and no judgement can be given on the quality of teaching. The quality of teaching in Years 3 to 6 is satisfactory overall and good in certain areas.
144. In the Infants pupils are introduced to the concept of time. They investigate their own lives when they were babies and bring in photographs to make a display that acts as a stimulus for historical language development and work in chronology. Pupils are encouraged to study their own history and growth; the project is enhanced with a visit to school from a mother and baby. As a result pupils are interested and learn well.
145. The Year 3 and 4 pupils recall facts well about the Celts, Romans and Anglo Saxons, their clothes, houses, education and language. They make models and draw pictures to illustrate their studies and know the materials the Anglo Saxons used to make their houses and why. Pupils

talk enthusiastically about their recent educational visit to the Roman museum in St Albans; they fluently describe their experiences dressing as Romans and can identify artefacts they investigated at the museum and back in school.

146. Older children enjoy studying life in the 1960s, especially fashion and music. They study artefacts and interview the headteacher dressed accordingly in 60s costume. The interview is very well researched and pupils ask appropriate questions. They are taught and understand the use of secondary and primary sources. They place eras of history chronologically, building on previous work from the Second World War. They understand several features of that period of history; for example, evacuees and living in wartime and how life in Britain has changed since 1945.
147. By Year 6 many key skills and concepts have been taught and pupils have made good progress especially when it is relevant to their own lives and local environment. In Year 6 pupils study Greeks; they know the characteristics of that era, its people, games, buildings, architecture, pottery and alphabet. As part of their lessons they compare the Greek alphabet, with the English alphabet, ably assisted by their Greek-speaking support teacher, writing their names in both languages. They study how Greeks communicated and stored information; an interesting display gave the pupils the opportunity of handling artefacts, papyrus and wax tablets. The teacher builds on this work to develop language across the curriculum by setting relevant and interesting homework on Greek suffixes and prefixes.
148. Monitoring of the subject is becoming more structured. Photographs of displays and assemblies are being saved for reference. Classes are being visited and lessons observed and planning documents analysed. Records of assessment, recording and reporting are being developed based on National Curriculum level descriptors.
149. Good resources are available to promote history in Key Stage 2 but more are needed to support work in Key Stage 1. Good displays in the school particularly in Key Stage 2 reflect the breadth and quality of historical study. Classes use time lines to good effect, particularly older pupils. History has a high profile at certain times in the year and is dominant amongst topics chosen for class assemblies. The subject is well supported with a variety of educational visits to museums in London; for example, Army Museum, Tower of London, Imperial War Museum and further afield. Recent developments within the subject and co-ordination within the school augur well for the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. The provision for information and communication technology is satisfactory. The school has recently improved access and curriculum coverage but this has only had a limited effect on standards so far.
151. Attainment by Year 2 is average. Pupils are able to interact effectively with a range of computer programs, including a word processor, paint program, talking books and simple simulations. With help they can save files and print their work. Higher attaining pupils have a sound knowledge of the windows and menu system and employ a range of tools when painting a picture. They can comment on their work and talk about how they use their computer at home. Attainment by Year 6 is below average. Although most pupils develop more confidence in using computers, few pupils can assemble text and images in a variety of ways for different audiences using, say, a desktop publishing or multimedia program. Most pupils can search for information using the Internet but have not yet used electronic mail. Their use of databases and graphing programs is at an early stage and pupils have not used a floor robot or control program. Attainment has not improved since the previous inspection.
152. Achievement is sound through the school. Few pupils had used information technology as part of a regular programme of study before the introduction of the computer suite and new curriculum eighteen months ago, but most are now confident in logging on and running appropriate applications.

153. Teaching is satisfactory. Although information and communication technology lessons are well planned and organised not all teachers employ the same range of methods and support in the computer suite that they do in their regular classroom. Pupils of differing attainment are often expected to work at the same rate as more able pupils and sometimes teachers neglect to make provision for pupils with special educational needs or English as an additional language. In a Year 2 lesson pupils used a word processing program to type, "I went shopping and I bought. . . ." This was designed to enable pupils to learn how to use commas, the spell checker and grammar checker. However, there was no planning for pupils of differing abilities and the teacher had not assessed the pupils' prior attainment in the use of a word processor. She also failed to realise that pupils needed to have a good spelling ability in order to use the spell checker and that a grammar checker is quite out of the question at this stage. This left some pupils totally lost in a sea of spaces, carriage returns and amusing words which sounded similar to the ones that they were aiming for. Learning was satisfactory because of the enthusiasm and persistence of the pupils. The teachers' knowledge of the subject is sound and developing rapidly with experience. All teachers are working through a nationally funded training programme and are developing imaginative ideas for enhancing pupils' learning through the use of information technology. In a good Year 6 lesson, the teacher provided witness statements and pupils had to search a database of information to find suspects. Pupils learned how to link different criteria to narrow down the search. This worked well because the task was exciting and challenging, with an element of competition. Even here though, pupils with less well developed reading skills had difficulty because the teacher had not provided simpler texts.
154. Teachers mainly teach the curriculum in a single ICT lesson for their class each week in the computer suite. The school is working through a programme of study based on national guidelines which is providing a measure of continuity and progression to the pupils' learning. This is a good improvement since the previous inspection. Generally pupils are not reaching the higher levels of attainment because the scheme has not yet been going long enough and because it is not backed up with enough use of information and communication technology across the curriculum. For instance pupils in Year 5 make graphs based on simple surveys but do not use graphing programs for plotting results in science or mathematical investigations. Teachers are beginning to make good use of information and communication technology in English for research, for drafting and editing text. Pupils in Year 3 prepare the agenda and minutes of the school council on a word processor. Pupils make use of a computer paint program at all levels and this makes a useful contribution to the art curriculum. Otherwise, bookings for the computer suite are limited as is the use of classroom computers. The school is not yet meeting its statutory obligations to teach pupils how to create, test, improve and refine a sequence of instructions to make things happen and to monitor events and respond to them. This will happen shortly when the school starts to use its sensing and control equipment. Pupils with special educational needs use programs which reinforce literacy and numeracy skills. Given the enthusiasm, commitment and developing skills of the teachers, and the new resources, the school is well placed to raise attainment in the near future.

MUSIC

155. Standards in music are broadly in line with those expected in Year 2 but below average standards for the majority of pupils by Year 6. This is due to a lack of consistent teaching over a period of time. However, the recent appointment of a specialist music instructor is already having a positive effect on pupils' learning and achievements. A good number of pupils also receive individual tuition for violin or keyboard which contributes to their music education. A newly constituted choir, selected from Years 3, 4 and 5 classes, made good progress in their first lesson and this will help to improve singing in the school which is currently rather weak, especially amongst the older pupils.
156. Teaching is having a good impact on pupils' performance and understanding of the conventions of music notation. The overall quality of teaching and learning is good. For example, Year 2 pupils began to manage quite difficult changes in pitch in the song they are learning and a few are confident enough to sing on their own to the class. Pupils are encouraged to listen carefully to

their teacher and to each other as they clap rhythms to follow a sound pattern. The teacher's planning relates theory to performance and as a result pupils recognise basic notation and follow this successfully. A few pupils learn less than they should due to silly behaviour.

157. Year 5 pupils respond well to different styles of music played on the piano and have ideas about how to describe these. They also make progress in reading simple rhythms but are not substantially better than the younger pupils in this skill. They are more enthusiastic when singing, which is tuneful and conveys a nice feeling for the words. The teacher helps them to build a rhythm sequence, which they perform successfully as a whole group. Due to effective teaching, the choir made good progress in one short lesson improving their voice control, breathing and pitch in the song 'Walking in the Air'.
158. Although standards have not been fully maintained since the previous inspection, the recent arrangements for teaching are already raising standards and have improved the curriculum. Music is increasingly linked with other areas of the curriculum and used to enhance learning in other subjects. A good example of this was seen in a Year 5 lesson when pupils played percussion instruments to emphasise the rhythm of a poem. The school makes a good effort to ensure that all those who want individual tuition will receive it. To broaden pupils' experience, visiting groups such as African Drummers have performed in the school and run workshops for pupils. Pupils' experience is enhanced by visits such as one to the Barbican.

PHYSICAL EDUCATION

159. Standards in physical education by Years 2 and 6 are similar to expected levels. The achievements of most pupils are satisfactory. There is no significant difference in the achievement of different genders or backgrounds. However, a small proportion of older pupils are not very interested in the subject, despite good teaching, and have to be encouraged to participate.
160. By the end of Year 6 most pupils achieve well in swimming with a majority achieving expected levels. Many pupils have little experience of swimming before going with the school in Year 5.
161. Pupils make a good start to developing their movement and games skills through excellent teaching in Year 1. They use space extremely well and are confident to work both individually, in pairs and in small groups. They have good skills in bouncing and catching balls. These good skills are not consistently built upon in Year 2 as the teaching lacks the demand of that for younger pupils.
162. No games skills were observed in Years 3 to 6. Pupils make satisfactory progress overall in gymnastics skills but it is inconsistent. By Year 6. Pupils build a sequence of movements consisting of jumps and rolls, transferring their weight from different body parts. They plan the simple sequences effectively and make some suggestions for improvement. However, they do this extremely well in Year 5, where the teacher questions the pupils very deeply as to how they could amend or improve the stretch or balance and encourages the pupils to comment helpfully on each other's work.
163. The quality of teaching is satisfactory overall. It is often good or better throughout the school, but there is also unsatisfactory teaching. The subject leader is a good practitioner. The inconsistencies could be quickly resolved by observations of lessons and opportunities to share the known good practice. For example, in the best lessons the teachers make it very clear how they expect the pupils to start and finish their movements and what they mean by a stretch or other movement. They then use pupils to model good practice. This is less clear in the other lessons where there is little direct teaching of the skills and pupils do not engage in meaningful dialogue on how to improve movements. Another feature of the best teaching is good organisation so little time is wasted getting into groups or getting out equipment and pupils are expected to work in a very quiet atmosphere. Because of the good planning, teachers are able to maintain a good pace to the lesson and pupils are very actively involved.
164. There is good planning in place that is still being tried out by the school. There is a good range of resources overall with good contributions from local sports groups and other sponsorship.

RELIGIOUS EDUCATION

165. Pupils reach broadly average attainment in religious education and the subject meets the requirements of the local authority agreed syllabus. Religious education is included in the overall plans for the school's curriculum and is taught on a weekly basis. The school has also built up its resources with artefacts for the religions studied. This shows good improvement on the findings of the previous inspection.
166. Younger pupils learn about different religions mostly through stories. Year 2 pupils are currently listening to Bible stories and through these learning about the beliefs and values of the Christian religion. They watch a video of the story of the Good Samaritan and begin to relate this event to their own lives and experience. They are aware of the value of the Good Samaritan as someone who helped another but miss the moral of the story.
167. Starting from a topical book 'Harry Potter' which the class are reading, Year 4 pupils begin to comprehend the main features of an initiation ceremony and link these to the Christian rites in the Church of England and Greek Orthodox baptism. They find it difficult to identify initiation ceremonies from their own experience as few belong to organisations.

168. By the time they reach the top of the school pupils have made sound links between the customs and ceremonies of the four religions they have studied. They know that religions have holy books and name the Koran, explaining that it tells about Allah and the five pillars of Islam. They know it is written in Arabic and one explains that it is the holy book of people of different languages such as Urdu, Pushto and Bengali. They have good recall of Bible stories and know that Christians believe Jesus was the son of God. They know that the Jewish book is a scroll, that boys but not girls learn to read from it, and have some idea of the clothes worshipers wear. They are beginning to draw parallels between the religions where there is the belief in the one god and that Hinduism differs because many gods are worshiped. The pupils are clear about the different places of worship, churches, mosques, synagogues and temples and also that religions have different food restrictions and customs.
169. As a result of the celebrations in the school throughout the year the pupils know something of each of the major festivals of the different faiths. A display for Divali shows the artefacts used and some of the customs such as Rangoli patterns expressed in lovely seed collages. Assemblies make a good contribution to religious education. A Divali assembly, led by a school governor, was exceptional in the telling of the story of Rama and Sita, making clear the origin of the Divali festival and injecting a spiritual feeling.
170. Only two lessons were seen during the inspection. However, these lessons, discussion with pupils and perusal of pupils' work indicate that teachers make a good effort to get pupils to appreciate and respect different religions and customs. They also help pupils to express their own feelings and develop concepts of right and wrong. However, while religious knowledge is expressed well through art, opportunities are missed for pupils to write about this area of the curriculum.
171. The subject is effectively managed by the co-ordinator who is clear about priorities and what needs to be done. However, she has limited opportunity to make first hand observations of teaching. The school is sensitive to the needs of pupils in a multi-faith community and the subject makes a good contribution to racial harmony in the school. Good links are made with the local community and ministers of different faiths are invited into the school. Pupils visit local religious buildings such as the Hindu Temple in Neasden.