

INSPECTION REPORT

LYON PARK JUNIOR SCHOOL

Wembley

LEA area: Brent

Unique reference number: 101505

Headteacher: Mr M Maxwell

Reporting inspector: Mrs Mary Summers
25455

Dates of inspection: 24th-27th September 2001

Inspection number: 193597

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Vincent Road Wembley Middlesex
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Appropriate authority:	The governing body, Lyon Park Junior School
Name of chair of governors:	Mr A Jeewajee
Date of previous inspection:	April 1997

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9542	Brian Jones	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16760	Dorothy Latham	Team inspector	Art, music.	How good are the curricular or other opportunities offered to pupils?
14506	Tony Fiddian-Green	Team inspector	Mathematics, geography, physical education, pupils with special educational needs.	
22745	Rosalind Johns	Team inspector	English, history, religious education, English as an additional language.	
18083	Judith Howell	Team inspector	Science, information and communication technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lyon Park Juniors is a large community school catering for 459 pupils between seven and 11 years of age. Almost half the pupils are from Indian backgrounds and there are significant numbers of black African and Caribbean and Pakistani children. There are pupils from other Asian groups, many of them from Sri Lankan refugee families. More than three quarters of the pupils speak English as an additional language which is considerably more than in most schools. The number of pupils eligible for free school meals is about average. In most years, there is a turnover of nearly 20 per cent of pupils as families move in and out of the area. Last year nearly half the pupils in Year 6 had not been at the school for the full four years and many were new to the country and to learning English. Those pupils who start in Year 3 are generally below average for their age, and those starting in other year groups often have very limited skills. Over a quarter of the pupils are identified as having special educational needs, including eight pupils with statements of special educational need. These figures are above average. There is a new headteacher in post since the last inspection.

HOW GOOD THE SCHOOL IS

Lyon Park Junior School serves its pupils well. Good teaching and careful support for pupils in the early stages of learning English, result in them making good progress. Although standards are still below average, they are improving year on year and the pupils achieve well in relation to their starting points. The headteacher and staff work well together to promote a high degree of racial harmony. Value for money is good.

What the school does well

- Teaching is good and helps pupils to make good progress and achieve well by the time they leave the school.
- The school helps pupils to develop very good attitudes to their work, high standards of behaviour and respect for one another's beliefs, values and opinions. As a result, the school is calm and orderly, hard work is valued and there is complete racial harmony.
- Pupils reach high standards in music because of the very good teaching they receive.
- Pupils in the early stages of learning English make rapid progress because of the high quality of support from the specialist teacher.
- It has excellent systems to encourage pupils to come to school regularly and punctually; pupils are seldom absent and, therefore, miss very little schooling which helps them to make good progress.

What could be improved

- Overall, pupils' standards in English, mathematics and science are below average.
- Standards in information and communication technology, religious education, history and geography are below average.
- The organisation of the curriculum does not meet statutory requirements.
- The role of the deputy headteacher is not organised well enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in April 1997. More pupils are reaching average standards, but the increasing numbers of pupils who start mid way through the key stage and for whom English is an additional language make it difficult for the school to reach nationally expected standards. Despite this, pupils achieve well, and many make remarkable progress considering their starting points. Attendance is better and this represents real achievement for this school. The quality of teaching has also improved, with more lessons being graded as very good or excellent during this inspection. Pupils' high standards of behaviour and positive attitudes have been maintained. However, the curriculum does not now meet statutory requirements and standards have fallen in religious education, history and geography. Standards have also fallen in

design and technology and art. Most teachers are now deployed appropriately and have opportunities to develop their leadership and management roles. The governing body is involved much more in planning for and monitoring the school's work. The school has the capacity to make good improvement in the future.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	D	E	E	well above average A above average B average C below average D well below average E
mathematics	C	D	E	D	
science	C	D	E	D	

Although standards appear to have fallen since the last inspection, when they were broadly average in English, mathematics and science, the numbers of pupils reaching standards expected for their age has increased steadily, in line with the national trend. The numbers of pupils who reached high levels in the tests were about the same as in similar schools. Although the targets for improvement in English and mathematics were not quite achieved last year, they show appropriately high expectations of the pupils. Current standards are below average in mathematics and science and well below average in English. Despite these low standards, most pupils achieve well, taking account of the low levels at which they start at the school. Nearly half of the pupils last year started mid way through the key stage, and many of these were new to the country and to learning English. Looking at the results of pupils last year compared with their Key Stage 1 results, almost nine out of ten pupils had made at least satisfactory progress and over one quarter had made very good progress. Pupils for whom English is an additional language make good progress during their time at the school, particularly in the early stages of learning English. Pupils with special educational needs make satisfactory progress overall, although their progress is better when they are taught in withdrawal groups by the specialist teacher. The improvement in standards is due to better teaching in these subjects

Standards in religious education, history and geography are below average because the school is not spending enough time on these subjects. Standards in information and communication technology are also below average because of the out-of-date computers with which the school is currently working. These are due to be replaced very soon. Pupils reach average standards in art and design, design and technology and physical education. Standards in music are above average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are proud of their school. They know they are at school to learn and they listen carefully to their teachers, concentrate on their work well and always try to do their best.
Behaviour, in and out of classrooms	Good in classrooms and around the school. Boys and girls from many countries and backgrounds work and play together with warmth and friendship.
Personal development and relationships	Pupils help one another and respect the wide range of beliefs and cultures of their classmates.
Attendance	Good. Pupils attend regularly and arrive on time.

Pupils take their learning seriously and work hard. These positive attitudes and the high standards of behaviour help them to make good progress.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Teachers manage their pupils very well and create a supportive atmosphere where pupils are not afraid to ask questions or seek help. Teachers have good knowledge of all the subjects they teach and so are able to put across their lessons in an interesting way, giving clear explanations and demonstrations to help pupils understand. Lesson introductions are good and teachers quickly make it clear to the pupils what they are expected to learn, which helps them to focus on the task in hand. Teachers often ask searching questions which help their pupils think carefully about what they are learning. Particularly in the older classes, teachers set regular homework which helps the pupils practise what they have learned in school; this helps to make new concepts firm in their minds. Music teaching is very good. Pupils with special educational needs receive very good teaching when taught in withdrawal groups but teaching in class lessons is only satisfactory as, sometimes, the work they are set does not match their needs well enough. Pupils for whom English is an additional language receive very high quality teaching when they first start, which helps them develop a good basic knowledge of English very quickly. Often, however, class teachers do not plan well enough to meet their developing English needs in lessons. English teaching, including literacy, is satisfactory overall and mathematics teaching, including numeracy is good. Teachers often do not plan their teaching assistants' work well enough to ensure that the pupils they work with make good progress. Marking of pupils' work does not always focus on helping the pupils understand how to improve. Pupils put a great deal of effort into their work in most lessons, whether it involves solving problems in mathematics, developing their games skills or producing designs for their paintings in art. They take pride in their work and always present it carefully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad but not balanced well enough to ensure all subjects are covered effectively. The National Literacy and Numeracy Strategies are being used well, although there is insufficient planning in literacy to meet the needs of pupils for whom English is an additional language. Setting works well in mathematics, but in some lower sets, the work provided is too hard for pupils. Equality of opportunity is satisfactory, although gifted and talented pupils are not identified and the school cannot be sure that such pupils reach high enough standards. Also, it is not monitoring the achievement of pupils from different ethnic backgrounds to identify whether they are achieving well enough.
Provision for pupils with special educational needs	Satisfactory overall. Good for pupils with greater special educational needs, particularly when supported by the specialist teacher and assistants but in classes, often the work set does not meet their needs effectively.
Provision for pupils with English as an additional language	Good overall. They receive very good support in the early stages of learning English but some class lessons do not focus enough on developing their skills further.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual awareness is fostered well through acts of worship and within the caring ethos of the school. There is a strong moral code and high standards of behaviour are expected. Pupils are encouraged to value and respect one another's opinions, beliefs and cultural backgrounds.
How well the school cares for its pupils	The school cares for its pupils very well, giving them confidence and security which greatly help their learning.

The school does not meet statutory requirements in its provision of religious education, history and geography because not enough time is spent on these subjects. It provides well for pupils' personal,

social and health education. Assessment is good in English, mathematics and science and the results are used well to guide future planning. The school works well with parents who support their children effectively in their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has created an effective team who are committed to raising standards within a very caring and supportive environment. Most senior staff carry out their responsibilities effectively and have a positive effect on pupils' achievement but the role of the deputy headteacher is not organised well enough to ensure that he has a direct impact on teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. Governors have good systems to ensure they get a clear picture of the school's work. They attend suitable training and use individual skills well to support the school. However, they have not been effective in ensuring that the school meets its statutory duties regarding the curriculum.
The school's evaluation of its performance	Satisfactory. The school analyses data from tests and assessments and uses the information successfully to raise standards, for example, in mathematics. However, the quality of teaching is not monitored rigorously enough to identify strengths and weaknesses in provision and there are weaknesses in the monitoring of equal opportunity.
The strategic use of resources	Satisfactory. The school uses the funds which it has available to promote pupils' progress. Careful budgeting has allowed the school to refine security around the school and to order new computers to replace outdated equipment. The school is beginning to use 'best value' principles in the way it compares its results with other schools and collects a number of estimates for major spending.

The school has enough teachers to be able to teach the full curriculum but there are not enough teaching assistants to support pupils in classes. Accommodation is satisfactory, although noise from the infant playground creates problems for the teachers in Year 3 classes. Resources in geography and information and communication technology are unsatisfactory at present and make it difficult to teach these subjects effectively. Resources in other subjects are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Children's behaviour is good at school. • Teaching is good and children make rapid progress. • The school expects their children to work hard and helps them to become mature and responsible. • The school is well managed and led and the headteacher is welcoming to parents. 	<ul style="list-style-type: none"> • Standards should be higher. • The amount of homework their children receive. • The range of activities on offer outside the school day.

The inspection team agrees with all the positive views expressed by parents. It agrees with parents that standards should be higher, but also recognises the rapid progress which many children make during their time at the school, especially those who have started in Years 5 and 6 and who are learning English for the first time. Pupils receive enough homework and most complete it conscientiously. This helps them to practise what they have been taught in school. The range of activities on offer to pupils outside the school day is about the same as in other similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the end of Key Stage 2 tests in 2000, compared with all schools, standards were well below average in English, mathematics and science. Compared with similar schools, standards were well below average in English and below average in mathematics and science. This appears to show a significant drop in standards since the previous inspection in 1997, when all these subjects were judged to be average. However, most pupils achieve well, and some very well, as since the last inspection, standards have been adversely affected by the large numbers of pupils with English as an additional language, some of whom are at a very early stage of fluency. Another factor is high pupil mobility: many pupils enter the school late in the key stage having no knowledge of English and sometimes little previous schooling.

2. The percentages of pupils reaching average standards increased steadily, in line with the national trend of improvement over the previous four years and appear to have risen again this year in mathematics and science. However, in English, the numbers dropped, reflecting the high proportion of children joining the school late in the key stage, who are also new to the country and to learning English. Although in 2000, overall standards were low, the numbers of pupils who reached high levels in the tests compared favourably with those in similar schools. The targets set in English and mathematics were not met in 2000. Provisional results suggest that 2001 targets have been met in mathematics but not in English. Between 1998 and 2000, boys performed much better than girls in English, although this year, results are more or less the same. During the inspection, no significant differences were noted between the boys' and girls' attainment.

3. Generally, pupils who start in Year 3 are at levels which are below average for their age, but those who start in subsequent years often have very low levels of attainment. When this year's provisional results are analysed, they show that, compared with their results in the Key Stage 1 tests, the vast majority of pupils have made good progress and a significant number have made remarkable progress. In addition, many pupils who joined the school mid way through the key stage, speaking no English, reached national standards, a remarkable achievement.

4. The findings of the inspection indicate that, currently, standards in English are well below average and those in mathematics and science are below average. Standards in mathematics and science are rising because of better teaching in these subjects. In English, although teaching is satisfactory, it is not geared well enough to meeting the needs of pupils with special educational needs and those for whom English is an additional language and this results in less progress by these pupils. Standards in religious education, geography and history have fallen since the last inspection and are now below average, principally because the school is not spending enough time on each subject. Pupils reach average standards in art and design, design and technology and physical education. Pupils are not reaching as high standards as they did in design and technology in 1997 because certain aspects of the programmes of study, for example, food technology and aspects of control, are not being covered well enough. The high standards in music noted at the last inspection have been maintained because of very high quality teaching in this subject. Standards in information and communication technology have declined since the last inspection and are below average because of old and inadequate computers. The

school has fixed appropriately challenging targets for Year 6 pupils in the national tests in English and mathematics.

5. Taking their previous attainment into account, pupils generally achieve well overall. However, because the school does not have a policy to identify and provide for gifted and talented pupils, it cannot be certain that any such pupils are reaching high enough levels.

6. Pupils who have special educational needs, when working with their support teacher, achieve well and make good progress towards their targets. In order to help them retain their learning, the special educational needs teacher gives very good support and uses a variety of methods, setting targets that are appropriate for the pupils' needs and development. Much of their success is due to the patience and skill of the teacher, who works very hard to provide appropriate work and challenges. These pupils make only satisfactory progress in class lessons, which are sometimes not planned carefully enough to ensure that the work matches their needs.

7. Overall, pupils with English as an additional language achieve well as they move through the school. Those with little or no English achieve very well under the very skilled guidance of the specialist support teacher who provides an environment that is rich in language for his pupils. However, after pupils become reasonably fluent and are integrated into their mainstream classes, their rate of learning is only satisfactory. Class teachers do not plan well enough for the specific language and learning needs of these pupils or make the most of opportunities to develop their language skills.

Pupils' attitudes, values and personal development

8. Pupils are proud of their school, and their attitudes to learning are very good. They show real enthusiasm and respond very positively to the good teaching seen in this inspection. They listen attentively, concentrate very well, work hard in their lessons and do their homework. Pupils with English as an additional language have their own homework club, and do extra work to help to build up their language skills more rapidly. Pupils know they are at school to learn and their very positive attitudes have a real impact on the progress they make. These high standards have been maintained since the last inspection.

9. Pupils behave well. The older pupils are conscious they should show a good example to the younger ones. Behaviour in the classrooms is orderly. The calm, efficient way in which over 450 pupils move into the hall for assembly is impressive. Pupils behave well during breaks and many pupils talk about lessons they have just done or prepare for future activities. For example, during one playtime, groups of pupils worked out their own routines ready for dance club the following day. They created their own words, music and movements. There was no disruptive behaviour during the inspection and pupils confirm that bullying is very rare. One pupil was excluded permanently last year but this was carried out as a last resort, the school having followed the appropriate stages in its behaviour policy. A very strong feature of the school is its complete racial harmony. Boys and girls from many countries and ethnic backgrounds work and play together with warmth and friendship.

10. The special educational needs teacher has established very good relationships with her pupils and, in the lessons given in the base room, pupils behave very well. They are keen to learn and they value the extra help they are given. In some whole class lessons, where pupils have no additional support or the work is not matched well enough to their needs, their behaviour can deteriorate and their concentration waver.

11. Pupils from many different countries and ethnic groups participate harmoniously in the life of the school. Most of them have very positive attitudes to learning and take a pride in their achievements. In an excellent Year 6 lesson with the specialist teacher, based on *The Invisible Man*, pupils rose to the challenge, worked feverishly and delighted in their success.

12. Pupils develop their sense of responsibility well. Year 6 pupils act as prefects and help maintain good order in the playground and very smooth re-entry into the classrooms. Each class appoints monitors who carry out a wide range of tasks, and pupils take these on willingly. Pupils elect representatives to the school council and these pupils take their responsibilities very seriously. Many show keen initiative; for instance, a group is getting together to produce a school newspaper. Pupils 'give back' to the school and the wider community. For example, a Kosovan girl arrived speaking no English at all. Within two years, she was organising and presenting games and quizzes for younger pupils during the many wet lunchtimes of last term. Pupils collected money for children in countries affected by recent earthquakes. Arts activities build pupils' self esteem. They play violins, guitars, steel pans and tabla. Their dance skills include styles from all around the world, from Indian regional to Western pop.

13. Pupils relate very well to one another. Last term, the school council chose as the school motto the theme 'Working and Growing Together' and this gives an accurate picture of the ethos of the school. In lessons, pupils co-operate very smoothly, taking turns with resources and sharing ideas. When pupils arrive with little knowledge of English, other pupils act as their 'language buddies'. This goes far beyond explaining what the new pupils have to do in lessons. It was noticeable that a 'language buddy' was making sure in the playground that a newly arrived pupil quickly built up a friendship group. The new friends spread all the way across the different year groups. Pupils relate very well to adults at school; they respect their teachers and helpers and, on many occasions during the inspection, groups of pupils were noted sharing a joke with a teacher or chatting pleasantly with adults in the playground.

14. Pupils like coming to school. Attendance has increased since the previous inspection and this is a real achievement for the school. Each week, the best attending class wins a certificate and there is great competition between classes to achieve this. Families are responding to the school's efforts to discourage long holidays overseas in term time. Previously, these were a prime cause of unauthorised absence. In the past year, it fell by a third. Punctuality is very good; pupils arrive promptly for registration, and make a brisk start to the day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is good and this means that pupils learn well during their time at the school. This judgement is the same as that made at the last inspection. However, far more very good and excellent teaching was seen during this inspection; 24 per cent this time compared with 11 per cent last time. Forty five per cent of the teaching observed was good and 30 per cent was satisfactory. Only one per cent of the lessons seen showed unsatisfactory teaching. Teachers cater well for boys and girls and pupils from different ethnic backgrounds. Whilst the teaching for pupils learning English as an additional language is good overall, teachers do not always plan carefully enough for these pupils in class lessons to help them to continue the rapid progress which they make in the early stages of learning English.

16. Teaching is very good in music, because of the very clear subject knowledge of the specialist teacher and pupils reach above average standards. It is good in mathematics including numeracy, art, information and communication technology, physical education and in personal, social and health education where teachers' subject knowledge is strong. Teaching is satisfactory in English, including literacy, science, religious education, geography and design and technology. It is unsatisfactory in history where the over-reliance on worksheets hinders the development of pupils' historical skills.

17. Teaching is strong in Year 5, where four out of five lessons seen were good or better. In many of these lessons, pupils show real excitement in their learning, mainly because teachers present their lessons in an interesting and dynamic way. One example of this was when the teacher gave the pupils a range of historical material, asking questions as she went along to test the pupils' existing knowledge of the Tudor monarchs. She then challenged the pupils to interpret the evidence she had given them to identify portraits of some of the kings and queens. Pupils were desperate to answer her questions and carry out the task and showed a real interest in that period of history. In most of the Year 5 classes, teachers question their pupils well, not only to find out what they understand but to move them on in their learning. For example in a science lesson on the planets, the teacher involved all the pupils in a quick question and answer session at the beginning to see what they remembered. She then moved swiftly on to the teaching part, in which she asked pupils to explain words such as 'diameter', and asked questions which helped them to understand the movement of Mars and its moons. She was able to pinpoint those who had a clear understanding and those who would require more help.

18. Throughout the school, teachers manage their pupils very well. In virtually all the lessons seen, pupils behaved well, and this is because of the high quality of relationships which exist between pupils and their teachers. Teachers often share a joke with their pupils; the pupils appreciate this and respond warmly, but still maintain high levels of respect for their teachers. Generally, teachers have firm knowledge of all the subjects they are teaching and present their lessons clearly, giving good explanations and demonstrations so that pupils understand what their teachers mean. A good example of this was in a Year 6 art lesson, where the teacher showed her familiarity with the artist, Leger, by describing elements of his style, and linking the work well with work the pupils had been doing in mathematics. She gave some good tips about how to present their work and, as a result, pupils knew what they had to focus on and completed the task well. They worked hard, showing great interest and perseverance. Homework is used well by teachers, particularly in Years 5, and 6 to encourage their pupils to practise what they have learned at home. Teachers expect pupils to complete the work and hand it in on the required day. Pupils respond very well to these expectations, putting a great deal of effort into their homework.

19. The National Literacy and Numeracy Strategies have been introduced and teachers are using them well to provide clear structure and organisation to their lessons. Generally, the lesson introductions are good – teachers gain the pupils' attention well by enthusiastic presentation and good reminders of what they have already learned. The least effective part of the lessons is where pupils are directed to work independently; often there has not been enough thought put into matching the work to the needs of various groups. Even in some numeracy groups, which are arranged according to pupils' ability, the work does not always challenge the most able or meet the needs of the least able.

20. Other aspects of teaching which are weaker, include the provision of low level mundane tasks in some lessons, such as history, which do little to promote pupils' learning, and the lack of direction given by teachers to their teaching assistants. These assistants have good

relationships with the pupils and interact well with them but are hindered in their work by the lack of detail in teachers' planning. They are not clear about what specific children or groups are supposed to achieve and are, therefore, unable to assess progress against the learning objective. Also, although there are some examples of good marking, this is not consistent across the school and pupils are not always given useful comments to help them improve their work. In a few subjects, such as physical education, art and science, teachers direct the pupils' work too much, hindering the development of pupils' creativity and initiative.

21. The quality of teaching for pupils who have special educational needs is satisfactory overall although there are significant variations. The teaching carried out by the specialist teacher in withdrawal groups is very good and shows high levels of expertise, patience and planning. The methods used are very good and enable pupils to learn very well. High expectations for work and behaviour have been established, to which pupils respond well. However, classroom teachers sometimes do not plan the work for these pupils well enough to meet their needs and they make only satisfactory progress in these situations.

22. During the inspection, the overall quality of teaching and learning for pupils with English as an additional language was good. The knowledgeable, stimulating and imaginative teaching of the specialist teacher ensures that pupils at an early stage in their ability to communicate in English make rapid progress without losing the sense of fun and enjoyment in learning. In a very good Year 4 lesson, he seized every moment to extend pupils' vocabulary and skilfully drew on their home languages to support the development of English. The air of excitement and anticipation created by pupils' telephone conversations, first in Gujarati and then in English, involved them totally. The teacher sensitively valued and built on his pupils' experiences and the session was packed full of learning.

23. All teachers provide good models of speech and written language. However, although the specialist teacher gives support and advice to class teachers, their planning does not generally meet the learning and language needs of individual pupils and, time and again, opportunities for giving pupils the skills and confidence to develop their fluency in English are missed.

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

24. The school does not spend enough time on religious education, history and geography and, as a result is not meeting statutory requirements in those subjects. This represents a fall in the level of provision since the last inspection, when the requirements for these subjects were fully met. Due to the very high proportion of pupils for whom English is an additional language at this school, and the high, increasing factor of pupils moving in and out, the school decided to spend more time on English than is allocated in other schools. This means that, in addition to the situation in religious education, insufficient time is allocated to history and geography to allow all aspects of these subjects to be covered in sufficient detail. Apart from the situation in these three subjects, all subjects have appropriate breadth, and are balanced satisfactorily. The quality and range of these subjects are generally sound and they offer pupils a wide range of opportunities. Music is a strength of the school, with good attainment, and very good teaching throughout the subject.

25. Appropriate policies and schemes of work are in place for all subjects. Whilst the scheme of work for religious education is taken to be the local agreed syllabus, this subject

lacks a specific school policy. The termly, half-termly and weekly planning in all subjects is satisfactory, and this is monitored regularly by the headteacher, and in English, mathematics and science, also by the subject coordinators. The National Literacy Strategy and the National Numeracy Strategy have been successfully established, and both are effective, employing successful strategies to teach basic skills. Provision for pupils' personal, social and health education is good. This has improved since the last inspection. Health education and the use and misuse of medicines and drugs are taught as part of personal, social and health education, and through the science curriculum. The governing body has taken the decision not to add any specific sex education to this health programme, but pupils are, however, provided with accurate information promoting positive attitudes to a healthy lifestyle, and to caring relationships in general. The provision for homework and the use made of it are very good. The school provides information to parents at the start of every term, indicating topics, themes and subject content as well as details of forthcoming homework for each year group, enabling parents to anticipate and support their children's studies.

26. The school provides pupils with English as an additional language with a sound variety of learning experiences and a curriculum and environment that reflect positive attitudes towards their languages and cultures. Pupils, except those at a very early stage of learning English, have full access to the curriculum and their language skills are not a barrier to learning although more advanced pupils do not have enough support to achieve the full range of academic language. New pupils are enabled to take part in the curriculum at an appropriate level. The school draws very effectively upon the traditions of its various cultures in art, music, dance and drama. In Dance Club, pupils take part in different Asian traditions and assemblies celebrating Eid, Baisaki and Diwali show the school's enjoyment and recognition of its rich, cultural diversity. Information and communication technology is used very successfully by the specialist teacher to stimulate learning and boost self-esteem.

27. Pupils who have special educational needs take an effective part in the school's entire curriculum, and provision is satisfactory in general. Provision in the withdrawal lessons is good, and full inclusion of these pupils is assured because they follow the topics that their classmates are studying at the same time. Individual education plans for pupils who have greater special educational needs are good and they are reviewed regularly. These targets help to focus pupils' development and they make good progress towards them. However, the plans and targets for those who have fewer educational difficulties are not so sharp. This results in support in class lessons often not being focused well enough on meeting the pupils' needs.

28. The school is committed to equality of education for all pupils, and this is reflected well in the ethos of the school and in most practical aspects of school life. In analysing test and assessment results, the school compares how well boys and girls perform in different subjects, and in years past where there has been an imbalance, the school has implemented strategies to redress the situation successfully. There is no significant gender difference in the results of the most recent tests. However, the school has made no similar studies into the standards reached by pupils of different ethnic minorities and this means that it is currently unable to identify any significant weaknesses and take steps to address them. It has no policy in place to say how gifted and talented pupils will be identified and provided for, so cannot be certain that any such pupils are receiving equal opportunities to reach the highest levels of which they are capable.

29. The school provides a satisfactory range of extracurricular activities. These include a school choir, a dance club, a chess club and an art club, as well as a games club, a netball

club, and special coaching for both rugby and cricket. The netball club takes part in inter-school matches. The school also runs book clubs throughout the year, promoting interest in literature. In music, instrumental tuition is available as a fee-paying extra, and over 100 pupils currently take part, receiving recorder, guitar, violin, tabla, harmonium or steel pan tuition.

30. The curriculum is enhanced by a good range of visits to places of interest and by input from a number of visitors. These include recent visits to environmental sites at Welsh Harp, a canal walk, a week's residential visit to the Gordon Brown Centre for environmental studies for Year 5, and a visit to Kew Gardens to study rain forest plants. Input for history has included exhibitions of Roman artefacts, armour and weaponry, a Tudor day and a Victorian Day. Year 6 pupils visited the local High School to see the musical "Bugsy Malone", and the whole school have enjoyed drama from the Seagull Theatre and a range of musical performances.

31. Links with the local community make a satisfactory contribution to school life, and to pupils' experiences and learning. There are links with the parish Church, and pupils visit both the mosque and the temple, where talks are given and they are shown around. The local Imam has also made a recent visit to the school. The local Rotary Club runs an art competition in which the school regularly achieves good results.

32. The links with other local schools are good, and provide for easy transfer from the neighbouring infant school, and to the local secondary school. A variety of visits of both pupils and staff take place, preparing pupils in both the infant school and the junior school for their move to the next stages of education.

33. The provision for pupils' spiritual, moral, social and cultural development is very good overall. That for pupils' spiritual development is good. Whilst assemblies and religious education lessons contribute to this, teachers also find times when spiritual dimensions and reflection become a natural part of other lessons. A very moving example was observed in a Year 6 class, when the teacher encouraged her pupils to reflect not only upon the recent tragic events in the United States, but also to consider the plight of the refugees in Afghanistan who were fleeing into Pakistan to avoid the ensuing conflict. Pupils were invited to meditate or pray, according to their own thoughts and religious observances and they showed great reverence and maturity in these activities. Especial joy and wonder were obvious in the dance performances put on in the dance club, from both performers and audience, giving the show a spiritual dimension as well as a cultural one, while similar thrills were experienced by those learning to play the steel pans for the first time.

34. Provision for moral development is very good, and is a feature of everyday school life in many different situations. Pupils are clearly taught what is right and wrong. All members of staff provide good role models for pupils, and are consistent in their attitudes. The school has a positive approach to the management of behaviour, and uses a system of rewards to reinforce this. Self-esteem and respect for others is an important part of the picture. Lessons in the personal, social and health education programme also contribute to the moral development of pupils, as in a Year 4 lesson about stealing, set in a school context understandable to pupils. Pupils' good behaviour reflects the high standard of provision in this dimension of their development.

35. The school also makes very good provision for pupils' social development. It creates a strong sense of identity as a very caring community in which everyone is respected and supported. Pupils are encouraged to work together and learn from one another. Monitors,

from among the older pupils in the school, take their tasks seriously and carry them out well, with care for others.

36. Provision for cultural development is also very good. The diverse cultural backgrounds of pupils are not only respected but celebrated, sometimes with special events of dance and music. In the early stages of support for pupils for whom English is an additional language, their own home languages are valued and used alongside the new English skills they are learning. In some class lessons, pupils' own languages are used to enable them to take a full part, such as in a Year 4 personal, social and health education lesson where the pupils talked about what they would do if they discovered someone stealing. The quality of music is very good in the school, and pupils are exposed to cultural traditions from around the world, as well as through history, in their musical appreciation. Art studies also incorporate both modern and non-Western traditions, such as looking at the features of Australian aboriginal art forms. Religious education and history contribute to cultural understanding, and there are good opportunities through these to learn of the cultural and faith traditions of modern Britain's multicultural population.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school has maintained the very good levels of care for pupils which were recognised at the last inspection. It follows closely the procedures specified in its health and safety policy, which is monitored well by governors. There are very good procedures for child protection and all members of staff are aware of the requirements. The school has a dedicated medical room, and a caring, experienced welfare officer. She has a current first aid certificate, as do three other members of staff. She keeps accurate records and notifies parents when necessary.

38. The school monitors pupils' personal development very well. Class teachers meet parents each term and discuss their children's personal development, as well as what they have learnt. They produce a written record sheet, which the parents sign. This is in addition to the annual reports at the end of the year. The school provides very high quality support for pupils who arrive with little or no knowledge of English language and life. The teacher responsible for their learning runs lunchtime activities and an after school club to help them settle in.

39. The school gives good personal support and monitors pupils' behaviour carefully. Pupils respect the class rules and the very good policy for behaviour and discipline. They are eager to win praise and house points for good work and good behaviour. Nine out of ten parents answering the questionnaire said the school helps their children to become mature and responsible. The 'Place to Be' charity provides counsellors for up to 12 pupils who need to develop their confidence, independence and self-esteem. These counsellors have a dedicated room and pupils are well aware of the systems in place to help them seek support.

40. The school has excellent procedures to encourage good attendance and these have resulted in a marked improvement since the last inspection. In the past year, the number of unauthorised absences has also gone down. In 'circle time', teachers emphasise the importance of regular study. The administrative assistant provides excellent back-up from the computerised system. In each Monday's assembly, the class with the best attendance in the previous week wins a certificate. Up-to-date figures from the computer have an immediate impact in motivating pupils to achieve good, regular attendance.

41. Pupils with special educational needs are well cared for. Good records about progress and achievement are kept, and reports are collected and presented at the annual reviews of pupils who have statements of special educational need. The assessment procedures for identifying pupils who have special educational needs are good and there is a programme of re-testing which helps to establish the levels of progress made by each pupil.

42. The school has a warm, welcoming ethos where all pupils are equally valued and individual needs recognised. There is a very strong emphasis on inclusion in this multicultural environment. As a result, pupils with English as an additional language feel confident and secure in their surroundings. Very good attention is paid to monitoring pupils' fluency in the early stages and setting challenging targets which are shared with parents. Detailed pupil profiles support and record their development of language and there is a portfolio of moderated work at different stages of fluency to inform teachers. Pupils with special educational needs are assessed in their home language. There are very good induction procedures, including a child mentor.

43. The last inspection said that the school made careful assessments of pupils' progress and this continues to be the case. Good assessment and record keeping procedures are in place in English, mathematics and science. Reading and spelling tests are administered twice a year and at the end of each year the school uses the optional tests in reading, writing and mathematics. The data are analysed methodically to provide the school with much useful information. For example, it enables teachers to set appropriate targets for each pupil, to ascertain which pupils require further support and also to group pupils for the mathematics teaching in sets. In addition, all pupils are tracked for their progress in English, mathematics and science. The assessment coordinator has carefully analysed the performance of those pupils who have been in the school for four years by comparing their results in the Key Stage 1 tests with the results they achieved in the Key Stage 2 tests. This provided very useful information for the school and clearly shows the good progress that these pupils make. The data are also used to highlight any differences in the achievement of boys and girls. A weakness however, is that the analysis of all this data does not include a comparison between the achievement of the significant number of ethnic minority pupils in the school.

44. Teachers have met together in the last year to examine pupils' work to develop a shared understanding of standards in the National Curriculum and to ensure that pupils' work is assessed accurately. This has resulted in a collection of material that demonstrates the agreed standards in English, mathematics and science. Inspectors' analysis of recent assessments of pupils' writing skills in Year 3 shows that assessment is accurate, although there were significant discrepancies between teachers' assessments and the results of the national tests in 2000. Teachers also compile a profile of each pupil by collecting evidence of their work to include in their Record of Learning and Achievement.

45. The school does not have a consistent approach for logging information gained from on-going assessment of other subjects of the curriculum. Whilst there is evidence of good assessment in some subjects, in general, it lacks rigour and a systematic method for noting pupils' strengths and weaknesses so that they are clearly identifiable and feed into the next stage of their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents have a good opinion of the school and say that it has improved. About nine out of ten parents gave positive answers to most questions in the pre-inspection questionnaire.

At the parents' meeting, some said that their children are not pushed hard enough. This contrasts with parents in the questionnaires saying that pupils make good progress. Many parents are concerned about the amount of homework their children receive, but the inspection team finds homework to be appropriate and used very well to help pupils practise what they have learned in lessons. Ninety-eight per cent of parents say their children like the school. The eagerness with which families arrive each morning and the smartness of the pupils' uniforms are further evidence that parents respect and value the school.

47. The school has good links with parents. There is frequent informal contact in the playground before and after school with class teachers and the headteacher. The school is very successful in including families with languages other than English, an area which it has developed considerably since the last inspection. Many different languages are spoken by school staff and the school uses volunteer parents and pupils as translators and interpreters. It 'exchanges' languages with the infant school, which provides a Tamil speaker when necessary. The induction booklets are provided in different languages. There is an after school homework club for pupils for whom English is an additional language and a diary to record reading progress and liaise with parents.

48. The school provides good information for parents. It sends regular newsletters and termly information about what each year group will be studying. It offers useful leaflets on home reading and mathematics. The annual reports to parents on their children are good. They give a detailed account of what pupils know and can do in English, mathematics and science and there are brief accounts of work in the other subjects. Parents get a written review of their child's progress when they meet the class teacher each term. The school prospectus is clear and well presented. However, the prospectus and the governors' Annual Report both have minor omissions. The school is aware of these and has undertaken to include all statutory information in future.

49. Parents' support to their children's learning is satisfactory overall. Parents accompany pupils on local trips to study the environment, to museums and galleries, and to historical sites. Parents do their best to help their children and support their work in school. Often, if they are not fluent English speakers, they encourage their children to seek help from older brothers and sisters. All the parents make it clear how highly they value the benefits of education. Their enthusiasm fosters and sustains the very good attitudes to learning shown by the pupils at this school.

50. Parents of pupils with special educational needs are involved well in their child's support. They are informed about, and kept well aware of the school's targets for their child, and are encouraged to share in the setting of new targets as well as the reviews of current ones. All parents attend annual reviews, and their views are sought and recorded.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school's leadership and management are satisfactory overall. At the last inspection, although the leadership of the headteacher was described as very strong, many aspects of management were identified for improvement. A new headteacher has been appointed since the school's last inspection and he has ensured that the school continues to move forward. He has been successful in managing many areas of change during the three years he has been in post, from developing the role of governors to managing the

considerable disruption caused by improvements to the school building over the past two years. His calm and considered approach has ensured that the staff have become a close-knit group, clearly working together to meet the school's aims. The role of the deputy headteacher, however, is not well developed. Many aspects of his role are administrative and he is not spending enough time in classrooms, either teaching pupils, providing an example of good classroom practice to less experienced teachers or monitoring the quality of teaching generally to gain a good picture of strengths and weaknesses. Other senior staff provide a good lead in their areas of responsibility, for example, the coordinator for special educational needs and the coordinator for English as an additional language. Their work has a very effective impact on pupils' progress and the standards which they reach.

52. The school has made satisfactory improvement since it was last inspected in 1997. Although the average points scored by pupils in the National Curriculum tests in English, mathematics and science at the end of Year 6 have declined, the percentages of pupils reaching average levels for their age has improved in line with the national trend. Consideration must be given to the high numbers in Year 6 who have not been at the school for the full four years and the high number of pupils who are new to the country and who are learning English as an additional language. Standards in religious education, history and geography have fallen because the school is not spending enough time on these subjects. In information and communication technology, pupils in Year 6 are not meeting the required standards because of the out-of-date equipment currently being used. However, clear plans exist in the near future to replace all computers and provide pupils with the latest technology available. Standards in music continue to be good. This is mainly because of the very high quality teaching pupils receive from the specialist teacher. Overall, the quality of teaching has improved, with 24 per cent of lessons being graded as very good or excellent compared with 11 per cent at the last inspection.

53. In the areas identified for improvement at the last inspection, improvement has been satisfactory overall. Governors' roles have been extended significantly and, at present, they have a clear picture of how the school provides for its pupils and monitor this effectively. They receive good information from the headteacher and from various subject leaders, and nominated governors meet regularly with the coordinators for literacy, numeracy and special educational needs to ensure that they are kept up to date. They take an active role in planning for and monitoring school development. These plans focus on appropriate areas for improvement and are geared towards raising standards. However, governors have not been effective in ensuring that the school fulfils all aspects of its statutory duties, for example, in the provision for religious education, history and geography and in ensuring that all pupils are being given equality of opportunity.

54. All teachers have been given opportunities to develop their leadership and management skills as recommended by the last inspection. Some subject coordinators are carrying out their roles very successfully, for example, the science coordinator, who has carried out a detailed analysis of strengths and weaknesses and is planning effectively for the future. Others perform a satisfactory role overall, but have insufficient opportunities for monitoring standards and planning for improvement in their subjects. The previous inspection also recommended that teachers should be deployed more efficiently and this has been accomplished in most cases, apart from in the use of the deputy headteacher whose skills are not being used to best effect.

55. The school's finances are used appropriately for the benefit of the pupils. The school has had some difficulties in recruiting support staff and this has resulted in some funds allocated for specific pupils with special educational needs being carried forward into this financial year. The considerable financial reserves carried forward into this financial year

also included funds saved to support the forthcoming improvements in information and communication technology, refined security arrangements and continued improvements to the school library. Funding received late in the financial year was also carried forward to support the salary increases for teachers who had passed through the threshold successfully. Governors are very keen to ensure that they get good value for money and much work has been done to ensure that the forthcoming spending on computers is going to meet the needs of the school effectively. Financial administration is efficient and ensures that information on budget spending can be passed on to school governors regularly. The school's administrator has been elected as the staff governor which means that fellow governors are able to get clear, up-to-date information at finance committee and main governing body meetings.

56. The co-ordinator for special educational needs carries out her responsibilities effectively and efficiently. Support agencies outside the school are used well and the reports they send are used well to plan for pupils' development. The coordinator meets teachers from the infant school, and receives files and information which help to establish the level of support needed when pupils transfer. The school meets the requirements of the Code of Practice for special educational needs.

57. The headteacher, staff and governing body are committed to providing pupils with English as an additional language with a secure and caring environment to assist their learning. This is important in the light of the various backgrounds of the pupils and for those who join the school at different stages. The specialist teacher, a skilled linguist, is also strongly committed to enabling pupils with little or no English to gain access to the National Curriculum and to develop self-esteem. His competence in community languages and his knowledge of cultures, religions, music and dance enable him to encourage each child to be proud of his or her own ethnicity, language and gender. However, he has insufficient input after pupils are integrated into mainstream classes. Resources, including games, books, dual language labelling, toys and posters, are good and reinforce teaching and learning very effectively.

58. The school shows commitment towards ensuring equality of opportunity for all pupils but has not put enough procedures in place to ensure that this commitment is carried out successfully. For example, some subject policies do not identify this aspect clearly and standards are not being analysed to identify any differences in attainment of pupils from different ethnic minorities. Gifted and talented pupils are not being identified; this means that they may not be receiving the best possible provision to meet their needs.

59. There are enough teachers to meet the needs of the curriculum. Teachers are well motivated and work together well as a team. Education support staff are enthusiastic and many of them are well trained and experienced. However, although there are enough learning support assistants assigned to help specific pupils with statements of special educational need, there are not enough teaching assistants to support teachers and pupils in classes. The school has good procedures in place to identify staff training needs and teachers are encouraged to attend courses to improve their expertise. The lack of a rigorous monitoring system however, means that individual strengths and weaknesses are not being identified and the information used to improve provision. Arrangements for performance management are in place; all teachers, including the headteacher have targets set which will be reviewed at the end of the cycle. New teachers are introduced effectively to the systems and organisation of the school and are encouraged to attend the Borough's induction courses. They are supported effectively by their year group coordinators and other colleagues.

60. Overall, the school's accommodation is satisfactory. Some aspects are good and contribute effectively to pupils' learning in, for example, music. Designated rooms for first aid, special educational needs groups and for pupils who are learning English all have a positive impact on pupils' development. Classrooms in the new wing of the school are bright and airy but the hall and some classrooms in the old wing are cramped and make teachers' jobs more difficult. However, they work hard to overcome these problems. The school library is just satisfactory but does not have any tables and chairs or specific study areas for pupils to carry out independent research. One particular area of concern is the noise from the infant playground which seriously disrupts teaching and learning in the Year 3 classes at certain times of the day.

61. Resources are satisfactory in all subjects except geography and information and communication technology, where they are insufficient to teach the full programmes of the National Curriculum. However, the plans to improve the numbers and quality of computers are to be carried out imminently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The headteacher, governors and staff should now:

(1) Raise standards in English, mathematics and science by:

- Ensuring that teachers plan more effectively to develop the language of pupils for whom English is an additional language;
- Ensuring that the work set for different groups of pupils provides appropriate challenge;
- Ensuring that teachers plan carefully for the input provided by teaching assistants;
- Ensuring that marking provides useful comments to help pupils improve their work;
- Providing more opportunities for pupils to write creatively and at length;
- Providing more opportunities for pupils to develop their library skills;
- Reviewing the support given to lower sets in mathematics;
- Providing more opportunities for pupils to plan and carry out science investigations;
- Ensuring that gifted and talented pupils are identified and provided for effectively;
- Ensuring that the individual education plans for pupils on the lower stages of the register provide clear and measurable targets for improvement and that these are used to inform teachers' plans for their work.

(Paragraphs 1-7, 15, 19-21, 23, 26, 27, 28, 58, 59, 69-74, 77, 79-80, 82, 85, 87, 88, 90, 91)

(2) Improve standards in information and control technology, religious education, history and geography by:

- Implementing the school's action plan to improve resources in information and control technology;
- Ensuring that statutory requirements for religious education, history and geography are met;
- Improving resources in geography.

(Paragraphs 4, 16, 20, 24, 25, 52, 61, 101-113, 125-128)

(3) Review the role of the deputy headteacher to ensure that he has a more effective impact on teaching and learning.

(Paragraphs 51, 54)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Ensure that the quality of teaching is monitored rigorously to inform management decisions about the deployment of staff and to identify strengths and areas for improvement. (Paragraph 59)
- Analyse assessments by ethnicity to ensure that pupils from different ethnic backgrounds are making appropriate progress. (Paragraphs 28, 43, 58)
- Ensure that all subject coordinators monitor standards and plan effectively for development in their subjects. (Paragraphs 54, 97, 108, 128)
- Ensure that governors monitor that the school is meeting statutory requirements, including the provision of required information to parents. (Paragraphs 48, 53)

- Review systems of assessment in subjects other than English, mathematics and science to ensure consistency. (Paragraphs 45, 108, 113, 128)
- Work with the infant school to try to minimise the disruption caused to Year 3 classes by noise from the playground. (Paragraph 60)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	104
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	24	47	31	1	0	0
Percentage	1	23	45	30	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)		459
Number of full-time pupils known to be eligible for free school meals		79

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		131

English as an additional language	No of pupils
Number of pupils with English as an additional language	363

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.9

National comparative data	5.2
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National comparative data	0.5
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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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	66	53	119

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	39	49
	Girls	35	36	39
	Total	76	75	88
Percentage of pupils at NC level 4 or above	School	63 (62)	63 (59)	73 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	33	35
	Girls	29	33	33
	Total	55	66	68
Percentage of pupils at NC level 4 or above	School	46 (59)	55 (55)	57 (77)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	45
Black – African heritage	21
Black – other	9
Indian	219
Pakistani	34
Bangladeshi	10
Chinese	0
White	33
Any other minority ethnic group	88

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)	19
Number of pupils per qualified teacher	21
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	193

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	1
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	1,070,839
Total expenditure	1,001,288
Expenditure per pupil	2126
Balance brought forward from previous year	38,836

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	459
Number of questionnaires returned	304

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	26	2	0	0
My child is making good progress in school.	39	52	4	1	3
Behaviour in the school is good.	53	38	1	1	5
My child gets the right amount of work to do at home.	36	38	18	5	3
The teaching is good.	50	42	3	1	4
I am kept well informed about how my child is getting on.	50	38	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	53	37	4	1	4
The school expects my child to work hard and achieve his or her best.	58	33	2	0	6
The school works closely with parents.	43	43	9	0	4
The school is well led and managed.	48	41	3	0	6
The school is helping my child become mature and responsible.	52	38	3	0	6
The school provides an interesting range of activities outside lessons.	39	35	10	6	9

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

ENGLISH

69. Overall, standards in English are well below average for pupils in Year 6. This appears to show a significant decline in standards since the previous inspection in 1997 when all aspects of English were judged to be average. The findings of the inspection show similar standards to those gained in the national tests in 2000 and 2001. In fact, most pupils achieve well, and some very well, as since the last inspection, standards in English have been adversely affected by the large numbers of pupils with English as an additional language, some of whom are at a very early stage of fluency. Another factor is high pupil mobility: many pupils enter the school late in the key stage having no knowledge of English and sometimes little previous schooling. The school did not meet its target in English in 2001 but its target of 75 per cent of pupils to reach Level 4 and above in 2002 offers a good degree of challenge. When compared with their earlier attainment, pupils with special educational needs achieve well in withdrawal groups under the guidance of the specialist teacher and satisfactorily in class. No variations in attainment between different ethnic groups or between boys and girls were noted during the inspection.

70. The school has identified raising standards in English as a priority in its school development plan. One initiative has been the implementation of the Reading Trail which has been successful in raising standards in reading as shown by the recent national tests. However, many pupils whose home language is not English enter the school with few or no skills in spoken language and in their range of vocabulary. These pupils make very good progress when they receive very skilled support outside the classroom from the specialist teacher. However, in mainstream classes, progress slows down as often class teachers do not plan effectively for their particular language and learning needs. There is not a strong enough focus in the school on developing the speaking skills and confidence of pupils with English as an additional language. Although teachers reinforce specific vocabulary in subjects appropriately, they do not seize opportunities in class to discuss points arising from the text and to explore the richness of language. This also hinders pupils' progress in writing as few of them have the confidence to experiment with words and to extend their ideas imaginatively.

71. In Year 6, standards in speaking and listening are well below average. Most pupils are careful and responsive listeners who take a keen interest in stories, explanations and instructions. In an assembly on the theme of 'A fresh start', pupils listened thoughtfully and attentively to the story of Zacchaeus although conditions in the hall were very cramped. More able pupils speak fluently and use well developed vocabulary and complex sentences but many pupils cannot express their views clearly, or provide relevant detail, and usually have a limited range of words. Drama is generally used satisfactorily across the school to promote skills and confidence in speaking.

72. Pupils' reading skills are below average in Year 6. More able pupils use the pace and meaning of the text to read aloud with growing expression. They tackle difficult words confidently but few can respond imaginatively to plot, characters and ideas or refer to phrases or passages to support their opinions. Many pupils have a good range of strategies to cope with unfamiliar words, but are unable to reflect on their reading or explain characters in any depth. A large number of fluent readers lack expression and an awareness of how the quality of the voice can affect the enjoyment of the listener. Although the Reading Trail has proved to be a successful initiative, there are not enough

opportunities for pupils to read regularly to adults. Skills in locating, researching and using information are insufficiently developed across the key stage.

73. Standards in writing are well below average in Year 6. The work of more able pupils reflects a variety of moods but it lacks a rich vocabulary. Some pupils sequence ideas logically and write in well-developed sentences but they are unable to maintain the pace and interest of the story and bring their writing to an appropriate conclusion. Others are unable to write complex sentences or extend their ideas in any detail and use a narrow range of words. There are not enough opportunities for pupils to write freely, creatively and at length. Frequently, pupils simply copy out unnecessary amounts of work so that valuable learning time is wasted and more able pupils are not allowed to realise their talents. This occurred in a Year 4 class on play scripts where many pupils spent time copying out the answers laboriously so that their concentration waned and the original impetus of the lesson was lost. Sometimes, there is an over use of undemanding worksheets that limit the scope of pupils' experience of writing.

74. Throughout the school, there are clear signs that pupils take a pride in the presentation of their work. Handwriting is mostly neat and legible but is not always joined even in the case of older pupils. Spelling is variable and the school has appropriately made this a focus for development. Punctuation is generally careful. Pupils are regularly using techniques such as planning, drafting and refining to improve their work. Information and communication technology is used satisfactorily to develop editing skills as seen in Year 4 pupils' poems.

75. Standards in literacy are the same as those found in English and literacy skills are satisfactorily developed in many subjects. In art, aboriginal folk myths are used as a creative stimulus for paintings, reports are written in science and in music, pupils use jungle poems to create tunes.

76. The quality of teaching and learning in English is satisfactory across the school. This is similar to the findings of the previous inspection. Teachers' calm and efficient approach to the management of pupils' behaviour ensures a happy but purposeful atmosphere for working. In a Year 6 lower ability group lesson about use of the past tense, some reluctant pupils quickly gained the confidence to contribute fully to the lesson as their ideas were valued by the teacher. Open-ended and carefully focused questions are used effectively to develop ideas and to ensure that all pupils are included and challenged. 'Does it make you curious? Why do you want to read on?' asked a Year 3 teacher as pupils examined the impact of story openings. Teachers' generally sound subject knowledge means that new learning is introduced in a clear and systematic way. This was evident in a Year 5 teacher's fluent explanation about writing instructions as pupils wrote about how to make a paper aeroplane. 'Let's put our listening ears on!' insisted a Year 4 teacher when she wanted to explain the impact of powerful verbs. Her clear illustration of the impact of a volcano erupting enabled pupils to understand how these verbs could enliven their writing. Across the school, homework is regularly and constructively used to support teaching and learning in the subject.

77. Teachers generally act as good speech models for pupils but they do not fully exploit opportunities in class to extend and reinforce pupils' language skills and build up their confidence as speakers. In a discussion about a passage from *I am David*, the teacher commented on the sombre tone of the writing and asked why it was so full of emotion. 'Sort of sad,' replied one pupil but the teacher did not encourage her to speak at greater length or develop language by examining how the author achieved this effect. In a Year 4 lesson based on *The Soup Stone*, the teacher talked too much, asked closed questions

and did not give pupils time to talk at length. Some lessons lack pace and vitality so that pupils become inattentive and teachers lose time in re-establishing acceptable behaviour. In some classes. Over complicated organisation of reading groups leads to valuable learning time being wasted as pupils do not readily understand the procedures.

78. A clear sense of purpose and sharp, informative explanations maintained the momentum of a Year 6 lesson on the use of the semicolon which illustrated many of the strengths of teaching and learning in English across the school. The teacher's lively and expressive reading of the text about Victorian life highlighted the effective use of the semicolon where a pause was needed. Her good subject knowledge filled pupils with confidence and enabled her to teach the topic at the required depth. By the end of the lesson, pupils had made good gains in their understanding of the function of semicolons in a sentence because of confident, knowledgeable and stylish teaching.

79. The curriculum is broad and balanced and meets the requirements of the National Curriculum. The National Literacy Strategy is firmly established in the school although it has not been adapted fully to meet the language needs of all pupils. Targets for development detailed in the subject action plan are appropriate but the lack of rigorous monitoring procedures has meant that weaknesses in provision have not been highlighted or addressed. Assessment procedures in English are good and have led to initiatives like the Reading Trail after weaknesses in reading were analysed. Marking is variable: some is unhelpful but some gives positive feedback about how pupils can improve their work. Teaching assistants are not always deployed efficiently at the beginning of the literacy hour although they generally give well-targeted support in group activities. The library has an adequate supply of books for the size of the school but it is not attractively laid out and there are no tables and chairs or arrangements for pupils to browse and enjoy books. This, however, is an improvement from the previous inspection when the library was judged to be too small to support teaching and learning. The subject is enhanced by visits and visitors such as an author and theatre groups. Attractive displays, including Year 6 pupils' work on 'Sibling Rivalry' and character development based on *The Stone Mouse*, encourage good presentation and effectively help to raise the profile of English in the school.

MATHEMATICS

80. The findings of this inspection show that pupils in Year 6 are reaching standards which are below average for their age. These findings indicate some improvement on the standards pupils achieved in the national tests in 2000 which were well below average. They show similar standards to those reached by pupils in the national tests in 2001, although these figures are still provisional. Although standards are below average in Year 6, pupils overall make good progress and achieve well, especially when taking their previous attainment and educational background into consideration. There are examples of pupils who arrive in Year 6 speaking very little English, who quickly achieve nationally expected levels in mathematics. Pupils with special educational needs make satisfactory progress but the support offered to them is sometimes insufficient, because there are too few classroom assistants to cover all classes, particularly the lower numeracy sets. Many such pupils do not reach average standards in Year 6. There is no significant difference in the performances of boys and girls. Pupils who have English as an additional language often do well in mathematics as the example above shows.

81. Pupils use their mathematical skills effectively to help them in other subjects, such as interpreting graphs and information in information and communication technology, or learning to use Roman numerals in history. In science, they measure containers to see which holds the most and record their results on graphs.

82. The quality of teaching and learning is good, and this matches the findings of the last inspection. Teaching ranges from very good to satisfactory, with none unsatisfactory, as in the last report. Strengths of the teaching seen lie in the pace, challenge and methods in the very good lessons, and these enable pupils to apply what they have learned to solving mathematical problems. In general, control of pupils is good and teachers set high standards of expectations for good behaviour. The great majority of pupils behave well and work hard. In a very few lessons, pupils do not respond well, and this means that the pace of the lesson slows down because the teacher needs to call them to order frequently. Teachers do not always provide definite plans for what assistants should do, and this results in some who are inactive for up to half the lesson.

83. An example of some very good teaching was seen in a Year 6 lesson in a lower group. The lesson started with a very brisk introduction that immediately engaged the pupils and made them want to work. To 'warm up' they all played a form of 'number bingo' requiring them to throw two dice, add the numbers together, and cover the appropriate square. Although excited, they responded immediately to the teacher's request for quiet. Having planned very well, the teacher kept this very good pace going throughout the lesson, and learning, as a result was very good, towards the objectives set out.

84. Overall planning for the subject means that all pupils study the required topics in mathematics, and meet the requirements of the National Curriculum. Year 5 pupils were seen sorting cards with various shapes drawn on them, and constructing diagrams to help them handle the data that they were given. Year 4 were busy finding out, and using, methods of checking addition and subtraction by reversing the operation used, and then some of them applied this to problems using money. Year 3 pupils have learnt about two and three dimensional shapes and can understand and recognise 'edges' and 'vertices.' Information and communication technology is used appropriately to help pupils develop their skills and understanding in how to present information on graphs and charts. However, too many pupils are not reaching the required level in their ability to handle numbers competently to solve problems. They find it difficult to select which number operation to use; whether it should be multiplication or division. Many are uncertain how to check if their answers are correct, by using the inverse operation.

85. The organisation of the National Numeracy Strategy is good, and the coordinator has passed on the numeracy training well to all the teachers. However, progress of the pupils in lower sets often suffers because pupils are not supported well enough. Sometimes, the work chosen for the lower groups does not motivate some pupils, and, on occasions, is too hard for others. Assessment and testing of what pupils know and understand are very frequent, and help teachers track their progress and transfer them to lower or higher sets accordingly.

86. The indications are that the school has improved a little in mathematics recently, with good or very good teaching being seen in the great majority of lessons, even though standards are still below average as a whole. However, the ever-present movement of pupils, in and out of the school, means that there are very often setbacks in standards, and these present problems for the support of pupils, the use of temporary teachers, and the available assistants.

SCIENCE

87. The findings of the inspection are that standards are below average in Year 6. Given their low level of attainment on entering the school, all pupils make good progress in this

subject and achieve well. Pupils with English as an additional language receive good support when working in science, often from their peers, so that their achievement in English enables them to work effectively with pupils of the same level of attainment in the subject. Pupils with special educational needs benefit from the extra support given to them by teachers which enables them to achieve standards that are good compared with their previous attainment. The teaching of the subject meets the requirements of the National Curriculum.

88. The strengths of the pupils' achievements include their knowledge and understanding of humans, including what happens to the skeleton and muscles as they move and the detailed knowledge they have of the Earth and beyond. In their work with materials and electricity, they develop a sound understanding of the scientific idea that some materials are better electrical conductors than others. However, a weakness in pupils' achievement is, when participating in practical scientific activities they find it difficult to plan and carry out a systematic investigation on their own.

89. The quality of teaching and learning is satisfactory overall. There is, however, some inconsistency in the quality of teaching, which ranges from very good to unsatisfactory. In the school's last inspection it was judged to be 'generally good'. Planning is done jointly by the teachers in each year group to ensure that all pupils have similar coverage of the curriculum. This also means that teachers can share their ideas, knowledge and expertise for the benefit of the pupils. Teachers' knowledge is generally good which enables them to make useful teaching points and results in pupils increasing their personal scientific knowledge well. Another strong aspect of the teaching is the good revision sessions at the beginning of lessons that enable teachers to ascertain what pupils have learned. This results in pupils receiving work which best supports their learning. As a result, good progress is made. This was very well illustrated in a Year 4 lesson that followed an investigation on how the pitch of a sound made by a particular instrument can be changed. After establishing the pupils' confusion between pitch and loudness, the teacher made very good use of time demonstrating the difference between the high, low, loud and soft sounds produced by a range of instruments. The pupils responded well to the teachers' questioning and decided that the pitch of an instrument, such as a drum, varies with size. The teacher proceeded with more penetrating questions that focused on aspects of investigations, by asking, 'How did we make it a fair test?' and 'What did we change?' which resulted in the pupils beginning to think as scientists. The teacher provided a suitable range of worksheets that were well matched to the pupils' abilities on which to record their findings. This enabled all pupils, including those with special educational needs to achieve success. Pupils with English as an additional language received help from the teacher and made the same good progress as other pupils. Extension work was provided for the more able pupils in the form of recording their findings in graph form.

90. Where teaching is less effective, however, there is a lack of attention given to planning work that is well matched to the needs of all pupils, particularly for those whose first language is not English. This shortcoming results in pupils making insufficient progress in science as the work is either too difficult or much of the language used is beyond the understanding of pupils. Another weakness in teaching, is the over-direction of pupils' work by teachers, which results in insufficient development of their initiative and their investigative skills. This was particularly noticeable in the analysis of pupils' work where the writing up of investigations was at times simply copied. In most classes, teachers manage the pupils well and create a purposeful working atmosphere that helps pupils concentrate on their work and develop good attitudes to learning. Homework is used effectively across the school to reinforce and extend class work. The analysis of pupils' work indicates that

they have been taught all aspects of the science curriculum and, by the time they leave the school, have deepened their knowledge and understanding of key scientific ideas.

91. Science makes a satisfactory contribution to improving pupils' numeracy skills by producing tables and graphs to display the results of experiments. Literacy skills are also helped through pupils writing reports, although at times they are over directed and just copied, either from the board or from textbooks. Information and communication technology to support work in science is generally used appropriately, for example, to construct simple graphs and using sensors to measure temperature.

92. The subject is well managed by a competent coordinator who is well aware of the strengths and weaknesses of science in the school. She has provided an improved form of assessment in science, carried out a detailed analysis of pupils' strengths and weaknesses in the national tests and introduced the tracking of pupils' progress from year to year. Improvement in the subject since the school's last inspection is generally satisfactory. The subject is well resourced and supported by the school's grounds and wildlife area for the teaching of environmental science. Science is further enhanced for pupils by visits to places such as Kew Gardens, the Science Museum and by the residential visit to the Gordon Brown Centre. Science makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the study of the positive and harmful effects of smoking and drugs on the human body and through the opportunity for personal research.

ART AND DESIGN

93. In Year 6, standards found in art in this inspection are average, although standards in some aspects show improvement. This finding reflects the overall standards reported in the last inspection. All pupils make good progress and achieve well. Pupils with English as an additional language receive appropriate support enabling them to work effectively with pupils of the same level of attainment in the subject. Pupils with special educational needs also benefit from support, and from the high expectations made of them, so that they achieve appropriately. No significant gender difference was observed in lessons or in work in this subject.

94. Pupils have good knowledge of the work of famous artists and different art traditions, and they use this well in their own work. This was shown well in a Year 5 lesson where pupils were studying the artistic traditions of Australian aborigines, and they used concentric circles, symmetry and asymmetry and dot patterns characteristic of this style in their own paintings and clay work. In another lesson in Year 6, pupils' attention was focused on the work of Kandinsky, with its emphasis on geometrical shapes and the use of bright colours, and drew on this in their own compositions in paint, pastel, and collage. Information and communication technology is used to research information, for example, about the artist Fernand Leger, so that pupils can look at a number of different prints in detail. However, no use is currently being made of programs on the computer.

95. Although there are no very specific weaknesses in the subject, despite good teaching, attainment remains at satisfactory levels, indicating that skills are not being developed progressively as pupils pass through the school. Skills were well taught in lessons observed, but there is a lack of monitoring of the way they gradually build up through the key stage. Scrutiny of pupils' work also suggests that some tasks are directed too much by the teacher, thus hindering pupils' creativity and imagination.

96. Teaching in all the lessons seen was good, and pupils' learning in these lessons was correspondingly good. Teachers' knowledge and understanding of the subject are strong, and there is good integration of the different strands of the subject within the same lessons. A good range of media is employed, and techniques are specifically taught, even down to the type of brush strokes needed for specific effects. Planning in the subject is clear, and is often linked to topic work. Lesson plans seen were of good quality. The subject policy is appropriate and shows good coverage of the relevant programme of study in a broad and balanced way, but subject documentation lacks a detailed outline showing how skills need to be built up over time.

97. The school is temporarily without a coordinator for the subject, and the monitoring of lessons has not taken place on any systematic basis. However, the coordinator has started to produce a school portfolio, detailing major pieces of work and displays. Assessment is carried out by the keeping of samples of pupils' work, and by means of annual statements entered on to the pupils' records of achievement. Resources for the subject are satisfactory and allow all aspects to be covered. There is an art club open to pupils from Years 4 and 5, and the school also regularly enters a local inter-schools art competition, frequently winning second or first place.

DESIGN AND TECHNOLOGY

98. Overall, pupils reach average standards in design and technology. The last inspection reported that most pupils reached high levels and this is certainly still the case in the pupils' models, which are often finished to a high standard. They can produce sensible designs, developing these from their own ideas and from pictures and information in reference books. They think carefully about how these designs could be improved and make changes as they go along. However, their use of tools is not developed well enough as they move through the school and, at present, they are not doing enough food technology. The last inspection noted that some teachers lacked confidence in the subject and that they often gave pupils the answers rather than letting them work them out for themselves. From the small number of lessons seen during this inspection, this is no longer the case. Teachers enable pupils to overcome any problems which arise by questioning them carefully so that they can think of their own solutions. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. No differences between the achievement of girls and boys was seen.

99. Pupils reach average standards because the quality of teaching is satisfactory. Teachers identify their objectives well and share these with their pupils at the start of the lesson. Generally, teachers explain the tasks clearly and this means that pupils know exactly what is expected of them. Pupils work extremely well together, discussing their work and helping one another. The teachers encourage this cooperation effectively by grouping or pairing the pupils, often ensuring that more able pupils work with those who are less confident. This was seen in lessons in two Year 4 classes, where pupils worked in pairs to make musical instruments, following the designs they had made in the previous lesson. Good relationships in class encourage pupils to ask for further help or explanation if required and to approach their work confidently. These good relationships enable teachers to manage their classes very effectively. Pupils respect their teachers and want to do their best, and there is seldom any need to check pupils' behaviour or focus their concentration. Teaching assistants are often unable to make a real contribution to pupils' learning as their input has not been planned carefully enough by the teacher.

100. The last inspection noted the need to develop the planning for the subject to ensure that specific skills were built upon as pupils moved through the school. Although the plans have been reviewed in the light of recent recommendations, this weakness still exists in some elements of the subject and the development of skills is often left to teachers' own interpretation of the plans. This lack of clarity is the main reason for the decline in standards. The plans make little mention of how information and communication technology can be used to help with pupils' designs or how it can be used to make things move in different ways. The plans make little reference to food technology, although the coordinator intends to review this now that the building work in the school has been completed and a specific area for this has been allocated.

GEOGRAPHY

101. Standards in Year 6 are unsatisfactory, because pupils receive lessons in geography for only one term out of the three in each year. This means that they do not cover all the skills and topics that they should and they are unable to build on the skills which they developed during the last unit of work. Statutory requirements for this subject are not met. The work in pupils' books and that observed during the small number of lessons seen indicates appropriate knowledge and understanding only in a very limited range of topics, for example, rivers. However, there is weak progression in pupils' skills in map work and insufficient emphasis on the links between geographical features and the environment. The achievement of all pupils, including those with special educational needs and those for whom English is an additional language is unsatisfactory overall because of the weaknesses in planning for the subject. This represents a drop in standards since the last inspection when they were judged as average.

102. Although teaching and learning in the lessons observed was generally good, the gaps in pupils' knowledge revealed by the scrutiny of their work and by discussions with them mean that overall, teaching and learning can only be judged as satisfactory. Within the limitations of the time allocation, teachers provide stimulating and interesting lessons and provide clear explanations which help their pupils to understand. For example, in one Year 4 class, the teacher talked of the river "wiggling and wriggling" down its path, which explained a 'meander' very well, and pupils soon grasped the idea. Later, they were asked who could open their mouths very wide. Almost everyone offered to do this, of course, and so they learned that is what a river does as it gets to the sea. In these ways, the features were brought to pupils' understanding and fixed in their minds.

103. Insufficient planning and preparation notes are given to help temporary teachers who have to step in and cover for absences, and resources are not always adequate for the task in hand. For example, in one class, the worksheet could not be answered fully by pupils because the atlas being used did not have the information required.

104. Resources are inadequate to teach the full range of the subject and this affects both the quality of teaching and learning and standards in the subject. For example, aerial photographs and Ordnance Survey maps are not available to improve pupils' knowledge and understanding of mapping and symbols in general. Information and communication technology is not used enough to support pupils' work in geography. Assessment procedures are sound, although they rely on the recording methods of individual teachers. A new coordinator has recently taken responsibility for the subject but has not had the opportunity to review provision and make effective plans for improvement in the subject.

HISTORY

105. Standards in history are below average in Year 6. This represents a decline in the standards reported in the 1997 inspection. The school does not allocate enough time to the subject to allow teachers to cover its content fully and, consequently, the school is not meeting National Curriculum requirements. Standards in literacy, which are lower than at the time of the last inspection due to the large number of pupils with English as an additional language and very high pupil mobility, also affect attainment in the subject. Achievement in history is unsatisfactory for all pupils across the school. This includes pupils with special educational needs and those with English as an additional language. There were no marked differences in attainment between different ethnic groups and between boys and girls.

106. During the inspection, history was being taught in Year 5 and Year 6. The quality of teaching and learning in these lessons ranged from very good to satisfactory. In the previous inspection, it varied from very good to unsatisfactory. However, when the whole range of evidence is taken into account, especially the analysis of work and discussions with pupils, teaching and learning are unsatisfactory because in Year 6, pupils' skills, knowledge and understanding as young historians are insufficiently developed. Not enough time is being given to the study of history, which is taught for one term out of the year. As a result, teachers have resorted to using undemanding worksheets requiring predictable, and sometimes one word, answers to ensure rapid coverage of the topics. This superficial way of teaching the subject was shown in the analysis of work where there was little evidence of pupils being encouraged to work through enquiry, observation or interpretation or write at length about their research or accounts. There was not enough emphasis on historical language and, for more able pupils, the range and depth of recorded work were limited. This was compounded by time-filling, low level tasks, such as colouring-in for pupils in Year 6, and little evidence that artefacts had been used to develop careful observational and analytical skills. In discussion, pupils showed a thoughtful approach to the subject but only more able pupils could recall topics because of the lapse of time caused by the organisation of the curriculum. However, even these pupils lacked any depth of historical experience or an understanding of the context in which people lived. All pupils have an appropriate sense of chronology and the concept of a timeline but their skills as young researchers are not being developed progressively.

107. Pupils in Year 6 have sound insight into the growth of the British Empire, the Victorian social structure and changing technology. In a lesson on the growth of towns in the Victorian era, pupils traced the development of a sleepy village to an industrial city as a result of the discovery of coal and the invention of steam power. Pupils were curious and attentive but their concentration waned when they were given a simple cutting and sticking activity. This lack of challenge meant that more able pupils were not allowed to think more deeply about the subject and others were capable of more demanding and imaginative work. In contrast, in their study of Henry VIII as a young man, a Year 5 teacher brought history to life for her pupils by using historical evidence to help them draw conclusions about the past and linking it to modern equivalents. She focused carefully on Holbein's painting of the young Henry VIII and the writings of Italian visitors at the English court and, holding up a picture of Prince William, questioned her pupils about the role of the media today. As the lesson progressed, pupils could identify how the evidence they were gathering from first hand sources in Tudor times could apply to the personality and appearance of both young princes. Pupils in Year 4 study Ancient Greece and the legacy of that civilisation and how the Ancient Egyptians were dependent on the riches of the Nile valley for survival and Year 3 pupils investigate the impact of invasion such as the Roman occupation of Britain. Older pupils undertake independent research but, in general, there are insufficient opportunities for developing literacy skills through discussion, illustration and writing.

108. The subject is satisfactorily led and resourced and targets are appropriate including modifying schemes of work and developing the range of artefacts. The limited supply of artefacts was also reported at the last inspection. The headteacher monitors planning but there are no classroom observations to judge standards or how teachers are covering the subject. Assessment procedures are sound, although they rely on the recording methods of individual teachers, but marking is unsatisfactory, giving little guidance on how pupils can improve their work. Information and communication technology is used satisfactorily to support teaching and learning, for example, Betsi in Life in Tudor Times. Attractive displays, such as While Victoria reigned, Tudor Family Symbols and Tudor Day, provide a good focus for learning. History makes a sound contribution to pupils' spiritual, moral, social and cultural development as they observe the gulf between the social classes in Victorian Britain, study Tudor music and dance and learn about the legacy of Ancient Greece and Egypt. Visits and visitors, such as Roman soldiers from Legion XIII and History off the Page when pupils make pot- pourri and ink under the guidance of Master Peter, give pupils good insight into these periods of history and make the past come alive.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in information and communication technology are below average in Year 6. This judgement represents a decline in standards since the school's last inspection in 1997, when pupils' attainment was reported as being average. One of the main factors contributing to this decline is that the school's present equipment is outdated and does not allow for pupils to attain the standards now expected of them. There is, however, a good capacity to raise standards in the subject as the school moves to improving resources in the very near future by equipping the computer suite with a network of upgraded equipment that will meet the pupils' needs. The range of experiences planned for pupils and evidence of pupils' work indicate that there is a sufficiently broad range of experiences provided for the pupils. Other evidence indicates that many of the younger pupils produce a good standard of work and achieve well. All pupils, including those with special educational needs make satisfactory progress. Pupils with English as an additional language are able to work successfully with others of similar attainment when using computers and, where necessary, they receive suitable support. There are no differences in the attainment of boys and girls.

110. The quality of teaching and learning in lessons is good which is similar to the judgement made at the last inspection. This is due to the teachers' secure subject knowledge that enables them to be confident users of information and communication technology and to impart their skills effectively to the pupils. However, the outdated equipment does not provide teachers with the opportunity to raise pupils' skills to the expected standard. Evidence from last year shows that pupils in Year 3 can combine text and graphics to communicate information and change the look of the text for emphasis and effect by changing font type, size and colour. Work on data handling has been undertaken and pupils have learned how to enter a sequence of instructions to control a floor turtle. In a lesson on saving and re-naming files, the teacher introduced pupils to the technique by providing clear step by step instructions that built on previous learning and helped the pupils to become more confident users of computers. The pupils set about the task with enthusiasm and worked with a good level of interest. The teacher supported the pupils well and made good use of time at the end of the lesson to provide exercises for pupils to practise their keyboard skills. As a result, the pupils were provided with a good basis for future learning.

111. Teachers carefully build on these skills and, consequently, pupils in Years 4 learn to use the word processor competently to organise and present their work in various forms in different subjects. For example, in history, it is used to communicate information by combining graphics and text about the Egyptians; in science to set out food chains and, in literacy, to present poetry, prose and newspaper reports about 'Toad Hall'. In a good lesson observed, careful teaching enabled pupils to set up their own page, drag it to reduce the size and save their work to disc. To finish the lesson, after the pupils had closed all the work on screen, the teacher consolidated their learning effectively by asking them to repeat the process they had undertaken but this time without assistance.

112. In Year 5, teachers ensure through their planning that the pupils have appropriate opportunities to continue to build on previously learned computer skills in different subjects. For example, they use a computer simulation to explore and investigate events in Tudor times and search the Internet for further information. They write e-mails to other schools asking for information and apply their word processing skills to writing instructions on such topics as 'Giving the dog a bath'. In a lesson observed the pupils made good gains in learning how to cut and paste and succeeded in getting a good range of editing features in their text because of the teacher's good subject knowledge and clear instructions in the more advanced techniques. Teachers in Year 6 continue to offer good support to the pupils and are able to ensure that an appropriate range of work is provided. However, the limitations of what can be taught by using the outdated computers does not fully extend pupils' learning to the expected level by the age of 11. Pupils can order sentences correctly and use word processing successfully to support other areas of the curriculum. Previous work shows that they have had the opportunity to apply their skills in geography by collecting information and data on Canada and entering it to produce charts. Through their research, they show an awareness of audience when combining text and graphics in their work. Previous work show pupils that have used sensors in science to record temperatures over night. However, the programs used do not provide a great degree of challenge to the pupils. A strength of the teaching throughout the school is the placing of pupils in mixed ability groups so that they can give support to their peers in lessons. This they do extremely well, and many examples were seen of pupils working together in complete harmony, both in mixed gender and race groups.

113. The curriculum plans provide teachers with clear guidance and support on teaching all aspects of the National Curriculum programme of study. The school opted to join the National Opportunities Fund scheme and most teachers have now successfully completed the first phase of training which is clearly having a positive impact on the quality of teaching. The subject coordinator has been instrumental in giving training and support to teachers and in the way the school is bringing about the changes to information and communication technology. The weakness reported in the previous inspection, about the specialist room being under used, is no longer evident. Although there is a planned programme of access to the computer suite, in general, the computers in classrooms are insufficiently used to support pupils' learning. However, the commitment by the school and expenditure planned to develop resources have been well targeted. Although all pupils have their own personal disk, the school lacks a cohesive approach to logging pupils' progress, in particular, the skills and knowledge that they are acquiring.

MUSIC

114. Standards in music are above average. This maintains the standards found at the last inspection and reflects the continued high quality of teaching and learning in the subject. All pupils make good progress in the subject and achieve very well. Pupils with English as an additional language receive good support, so that they are enabled to work

effectively with pupils of the same age and levels of attainment in the subject. Pupils with special educational needs benefit from the support they receive and from the high expectations made of them, allowing them to take part and enjoy music in the same way as other pupils. There were no indications of any significant gender differences seen in this subject during observations of music lessons.

115. Pupils are very good at improvising both melodic and rhythmic elements and combining these into layers of sound within their group compositions, as in Year 5 lesson using a Tudor dance music theme. In a Year 6 lesson, pupils selected or made up chants with different rhythms, and orchestrated these dynamically by means of one of the group conducting, using two or more chants going on simultaneously, against a steady beat. Their use of musical elements displayed an understanding of how intended effects could be achieved by the deployment of such elements. They were also able to evaluate their own work and that of others. There are no specific or characteristic weaknesses in the teaching and learning of music, except for the fact that information and communication technology is not being used sufficiently. However, the recording and playing back of pupils' compositions is used for appraisal and as part of the teacher's assessment techniques.

116. The quality of the teaching and learning in this subject is very good indeed. This is an improvement from the last inspection when it was reported as being good. Teaching is imaginatively planned, uses careful progression in terms of skills teaching, and allows for fun and enjoyment. The specialist teacher takes all the music lessons, and does all the planning. Her knowledge and understanding of the subject are excellent and all the required elements are taught but she is also able to make it meaningful for the pupils by relating it to their work in other subjects, for example, history. Group working is used in the lessons frequently, and pupils co-operate well. Assessment is very good indeed, and the progress of each individual is thoroughly evaluated.

117. Resources for music are good and are used well to provide pupils with a good range of experiences. The choir is an extracurricular activity which is available to pupils, although there is no involvement within local inter-school choral events. Pupils may take instrumental tuition on a fee-paying basis, if their parents wish, and currently over a hundred pupils are learning instruments which include recorder, violin, guitar, tabla or harmonium. Visiting instrumental teachers perform concerts for the school from time to time, and there are various school events during the year to which the choir and pupils contribute.

PHYSICAL EDUCATION

118. Standards in Year 6 are average. These findings are the same as those at the last inspection. All pupils make good progress and achieve well. Pupils with special educational needs are able to join in all physical education lessons and they achieve well, making good progress and needing no special help in lessons. Pupils with English as an additional language are not hampered by their language difficulties and enjoy games and other physical activities. They are able to understand what is asked of them and respond well. For example, when teaching racket skills, the teacher had only to demonstrate once and a pupil who had very little English, understood immediately.

119. Teaching and learning are generally good, but one area for development is the amount of opportunity given to pupils to experiment with some activities for themselves. For example, the teacher in one class prescribed a sequence of balance, movement and ending, whereas pupils in other lessons were allowed to work out their own sequence and

demonstrate it to the class. Pupils understand the need to warm up before beginning the lesson, and teachers ensure that they are aware of safety in their activities such as when moving apparatus or running about in a confined space. Pupils listen well to instructions and all teachers maintain good control at all times. Skills such as racket control, hand and eye co-ordination and balance are all taught well. Pupils enjoy practising them and demonstrating their skills. There are opportunities for pupils to evaluate their own work and that of others in most lessons.

120. A very good lesson in a Year 5 class demonstrated some of the good qualities of the teaching seen. Pupils had been told what to do on arrival in the hall, and they lost no time in starting. The warm up was brisk and everyone enjoyed the teacher's enthusiastic lead. The whole lesson had very good pace and challenge to it and pupils were able to build on what they had done previously, holding a balance for a count of five. They were careful to avoid running into others and responded instantly to the teacher's whistle. They created their own sequence starting with various kinds of rolls and ending with a balance. Some showed 'teddy bear' rolls, whilst others could do forward or backward rolls, and some of the best were demonstrated for the class. Because of the teacher's very enthusiastic style and organisation, pupils learned very well and really enjoyed their lesson.

121. In a Year 5 lesson outside, pupils learnt how to control the ball with a tennis racket, having first warmed up with some good aerobic exercises following the teacher's energetic lead. The ability to control the ball varied from pupil to pupil but all tried hard and with some success. A good feature of the teaching was the demonstration shared between the teacher and a pupil, with forehand and backhand skills being shown.

122. Pupils in Year 4 have swimming lessons for half of the year. Professional swimming instructors teach them, but only about a quarter of the pupils can swim 25 metres by the time they leave the school. This represents below average standards in swimming.

123. The coordinator has been in post about a year and has made a good start in managing the subject by assessing the apparatus, bringing in coaching for such sports as rugby, and arranging for pupils to see a rugby game at the coach's ground. She has organised netball competitions in a league, rugby and cricket festivals and a lunchtime mini-tournament. Opportunities for progression in skills are planned using nationally recommended guidelines, and the coordinator has plans for a dance workshop as part of her development of the subject. However, the coordinator has had few opportunities to monitor teaching and learning in the subject or to assess standards. Assessment procedures are sound, although they rely on the recording methods of individual teachers.

124. The standards reported at the last inspection have been maintained satisfactorily, and the new coordinator is already improving the opportunities for skills and games to be given to pupils with her organisation of out-of-school activities. A dance club, led by one of the senior teachers, provides excellent opportunities for pupils to develop their appreciation of dance styles from a variety of different backgrounds and cultures.

RELIGIOUS EDUCATION

125. In Year 6, pupils attain standards in religious education that are below the expectations of the locally agreed syllabus. Statutory requirements for the subject are not met. This judgement differs from the 1997 inspection when standards were appropriate to the age of the pupils. The present organisation of the curriculum means that insufficient time is devoted to the teaching of religious education which is taught for only a term during the year. Pupils' attainment is also affected by weaknesses in literacy skills due to high

numbers of pupils with English as an additional language and very high pupil mobility. The friendly and caring ethos of the school, where pupils have trust and confidence in those who support them, enriches the teaching of religious education. This was also the case at the last inspection. All pupils achieve satisfactorily as they move through the key stage. Pupils with special educational needs and those with English as an additional language are involved in all activities and discussions and, with support and encouragement, achieve satisfactorily. No differences in attainment were noted during the inspection between different ethnic groups or between boys and girls.

126. Throughout the school, the quality of teaching and learning is satisfactory. In the previous inspection, it was good. In spite of the lack of time, pupils have a sound knowledge and understanding of the beliefs, symbols and traditions of some of the world's great faiths. However, some relevant aspects of these religions are not being taught in sufficient depth and opportunities are missed for pupils to record their work and response in a variety of forms. Pupils in Year 6 have explored Hindu beliefs and stories and have compared places of worship and their significance to believers. In Year 5, pupils reflect on Muslim faith and culture and some express thoughtful views on religious issues and compare them with their own religion. Pupils learn to value each other's beliefs and recognise the importance of respect and tolerance in a multi faith society. They have growing understanding of the meaning of faith in people's lives, how they worship and why they pray. Pupils in Year 4 know about the importance of dietary laws in Judaism and the significance of festivals such as Rosh Hashanah. However, they are not sufficiently aware of the importance of sacred writings like the Torah, figures like Abraham and the link between the Old and New Testaments.

127. During the inspection, the teaching of religious education was observed in Year 3. A strength of teaching and learning in the subject is the way that teachers draw positively on pupils' family, religions and cultural backgrounds as a rich resource. In a lesson about Muslim prayer, several pupils shared their experience of reading the Qur'an and how it must be treated with respect. Other pupils listened thoughtfully, asked questions sensibly and began to understand the importance of prayer and the role of the mosque for Muslims. Teachers are sensitive to the religious beliefs and practices of others and this was evident when Year 3 pupils discussed different forms of worship and their importance to believers. In one Year 3 class, imaginative use of artefacts helped pupils to understand the rituals of Muslim worship and the teacher asked searching questions which made pupils think for themselves. However, the teacher's weak management skills resulted in deteriorating relationships which was not in keeping with the spirit of teaching religious education in the school. Teachers sometimes miss opportunities to develop pupils' spiritual awareness through observation and reflection on the beauty, order and mystery of the natural world.

128. The subject is satisfactorily led and resourced. Targets for development are appropriate including the use of visitors and sharing work in assemblies. The headteacher monitors planning but there is no classroom observation to assess how well the subject is being taught. Assessment is satisfactory although it is reliant on the recording methods of individual teachers. Marking is unsatisfactory: it consists of ticks and praise and does not help pupils to understand how they can improve. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development when they study prayer, celebrate Eid, Diwali and Baisaki and explore all the faiths represented in the school community. Visits to St James Church in Year 3, a mosque in Year 4 and a temple in Year 5 provide pupils with a rich source of information about how others live and worship.