

# INSPECTION REPORT

## **ANSON PRIMARY SCHOOL**

London

LEA area: Brent

Unique reference number: 101495

Headteacher: Mr. Jeff Smith

Reporting inspector: Mrs. Tusha Chakraborti  
12603

Dates of inspection: 24 – 27 June 2002

Inspection number: 195203

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Anson Road London
Postcode:	NW2 4AB
Telephone number:	020 8452 8552
Fax number:	020 8450 3845
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. Tracie Desmond
Date of previous inspection:	16 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Design & technology Geography History	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9007	Rafi Salasnik	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?
2731	Penny Holden	Team inspector	Foundation stage Special educational needs Science	How well is the school led and managed?
19162	Mary Fowler	Team inspector	Equal opportunities English as an additional language English	How good are the curricular and other opportunities offered to pupils?
22942	Jackie Cousins	Team inspector	Information technology Music Physical education	
32161	Gill Harrison	Team inspector	Mathematics Art Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a large mixed primary school with 335 pupils, including 58 children part-time in the Nursery and 45 full-time Reception. The intake is ethnically and culturally diverse with pupils of Indian, Black-African, Black-Caribbean and Pakistani backgrounds being the largest groups in the school. There are 42 refugee children mostly from Somalia. Nearly three-quarters of the pupils have English as an additional language with over a third at an early stage of learning English. The main languages spoken, other than English, are Gujarati, Urdu, Somali and Arabic. A significant minority of pupils live in temporary housing and as a result there is a high turnover of pupils each year. Many pupils are from economically disadvantaged backgrounds and the number entitled to free school meals is above the national average. The proportion of pupils identified with special educational needs, including statements, is broadly average. Overall, attainment on entry to the nursery is below average.

### **HOW GOOD THE SCHOOL IS**

Anson Primary is a good school with many very good features. The staff ensure that all pupils, whatever their background, specific needs or time spent in the school, benefit from the educational opportunities provided. Strong leadership and effective teamwork strive successfully to improve the quality of teaching and raise standards. Standards are improving and compare favourably with similar schools. Teaching is good overall and, as a result, pupils achieve well by the time they leave. It is an effective school and provides good value for money.

#### **What the school does well**

- The management of the school is very good. The headteacher and the deputy headteacher have successfully improved the quality of teaching and the curriculum since the last inspection.
- Teaching is good overall and as a result pupils make good progress and achieve national standards in most subjects.
- Pupils are given very good opportunities to develop their understanding of moral, social and personal issues and this helps them get the most out of school.
- The school's ethos reflects its aims and values very effectively. It permeates through its welcoming environment, stimulating displays and its warm relationships with parents and the community.
- The quality of education in the nursery and reception classes is good. This means that pupils get a good start to Year 1.
- Pupils are enthusiastic about their work, enjoy school and behave very well. Relationships between everyone at the school, including pupils, teachers, assistants and dinner supervisors, are very good: this has a strong impact on pupils' achievements.

#### **What could be improved**

- Standards in science at the end of Year 2 and Year 6 are below the national average.
- Assessment procedures in subjects, other than English and mathematics, are limited: the school needs to build on the good start it has already made in developing these procedures.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvement has been made since the last inspection in 1997 and the weaknesses identified by the last report have been largely eliminated. The very good leadership and management of the headteacher and deputy head and the effective role now played by co-ordinators place the school in a strong position to maintain this progress. The quality of provision for pupils with special needs has improved considerably and it is now good. There are now schemes of work in all subjects and planning is effectively linked to these schemes: this helps to ensure that pupils make good progress across the school. An effective and appropriate programme for staff development means that all staff are able to enhance their knowledge and teaching skills in the whole range of curriculum. This is clearly reflected in the good teaching which has improved significantly since the last inspection. Statutory requirements for keeping the attendance registers and for a daily act of collective worship are met appropriately.

## 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	
	1999	2000	2001	2001	
English	D	E	C	A	well above average A above average B average C below average D well below average E
mathematics	C	D	D	B	
science	C	D	E	C	

At the end of Year 6 overall standards are below the national average but pupils do well compared with similar schools (this means schools that have a similar number of pupils as Anson eligible for school dinners free of charge). An analysis of test data shows that the high pupil mobility and the large number of pupils at the early stages of English language acquisition in the Year 6 groups have adversely affected results over the last three years. This is why Year 6 pupils have not done as well in tests as Year 2 pupils in 2001. The test results for Year 6 pupils in 2001 fell below average in mathematics and well below in science. However, a very high proportion of pupils who attended school since Year 2 reached national average in English, mathematics and science by the end of Year 6. The results in Year 6 have risen since the last inspection and more pupils achieve higher results than in the past. Standards of attainment for Year 2 pupils in 2001 were average in reading, writing and mathematics but were well above those in similar schools. Standards in writing and mathematics have improved considerably since 1999. Standards in science were well below the national average.

The Year 6 national tests results exceed the school's own target in English and meet the targets in mathematics. The targets for 2002 have been raised to a challenging but achievable level. Over the past four years the school's results have improved at a similar rate with the national picture.

Inspectors found that all pupils, including those with special educational needs and English as an additional language achieve well and make good progress during their time at the school. When they start at the nursery their attainment is below expected standards for their age.



They make good progress in the Nursery and Reception and are on course to achieve standards expected nationally by the time that they enter Year 1 in all areas of learning. Attainment is in line with the national expectations in English and mathematics by Year 2 and Year 6 but below average in science. This is a result of a long term vacancy for a science co-ordinator which had an adverse effect on the organisation and monitoring of the subject. The vacancy is now filled and early indications are that standards in science are improving. In all other subjects, standards of attainment by the end of Year 2 and Year 6 are average.

### **PUPILS' ATTITUDES AND VALUES**

Aspect	Comment
Attitudes to the school	Very good. Pupils concentrate very well, put much effort into their work. They are keen to contribute in lessons and are eager for the opportunities to share their experiences.
Behaviour, in and out of classrooms	Very good. Pupils behave well in and out of classrooms. They are courteous and co-operate with their teachers to establish a positive learning environment.
Personal development and relationships	Very good. Relationships within the school are particularly strong and have a very positive impact on pupils' behaviour and learning. They take responsibilities seriously and carry them out sensibly.
Attendance	Attendance is below average but has improved during the current year.

Attitudes and behaviour have improved considerably since the last inspection. There was no evidence of any poor behaviour or bullying seen during the inspection. Pupils respect each other's feelings and beliefs.

### **TEACHING AND LEARNING**

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

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

The quality of teaching is good overall with some very good teaching and has improved significantly since the last inspection. The improvement in teaching reflects the hard work and commitment of the headteacher and the staff. Teaching is consistently good in English and mathematics, with a large proportion of lessons being good or very good. This indicates that national Literacy and Numeracy Strategies have been implemented effectively and this is having a positive impact on pupils' learning. The needs of a small number of gifted and talented pupils are being met well. Pupils with special educational needs and English as an additional language are taught well and benefit from individual support in small teaching groups. Teachers plan well and resources are used effectively. Learning objectives are shared with pupils so that they know what they are to learn. Teachers have high expectations of pupils and challenge them appropriately. The best teaching is brisk and lively, generating a good pace to the pupils' learning. Most teachers have good subject knowledge and are very good at managing pupils' behaviour in class. As a result pupils concentrate well and make good progress. Where teaching is not so good, tasks are not appropriately matched to the learning needs of all pupils. This means pupils do not learn as well in these lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers pupils a good range of interesting and stimulating opportunities for learning. The range and quality of extra-curricular activities are good.
Provision for pupils with special educational needs	Good. The curriculum gives very good opportunities for all pupils with special educational needs to benefit from all the school provides.
Provision for pupils with English as an additional language	Good. Pupils who speak English as an additional language receive appropriate support and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision made for moral and social development is very good. It is good for promoting cultural development and satisfactory for spiritual development. The personal, social and health education programme support pupils' personal development very effectively.
How well the school cares for its pupils	Good. Secure procedures are in place to promote the health, safety and well-being of the pupils. The school has a very good range of procedures to promote good behaviour.

All National Curriculum requirements are met, and the curriculum in the nursery and reception classes is planned according to national guidance. There are good procedures to monitor the progress of pupils in English and mathematics. The school has very effective links with parents, which makes a positive contribution to children's learning at school and at home.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, supported very well by the deputy headteacher and other senior managers, provides strong and effective leadership and has managed very well the progress made in recent years.
How well the governors fulfil their responsibilities	Good. The strategic role of the governors is well developed. The governors have a good understanding of the strengths and weaknesses of the school and have supported the headteacher and staff in taking the school forward.
The school's evaluation of its performance	Good. The school uses its development plan effectively to evaluate its performance. The analysis of test results and the monitoring of teaching are used well to see where improvements could be made.
The strategic use of resources	Very good. The school makes very good use of its staff and resources. The accommodation is used creatively to enhance pupils' learning. Grants and other funds are used very effectively to meet the school's main priorities.

The staff are well trained. The subject co-ordinators and other staff with management responsibilities have clearly defined roles, which they are fulfilling with increasing

effectiveness. The school applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The teaching is good and children make good progress.</li> <li>• The school expects children to work hard, achieve their best and behave well.</li> <li>• Staff work closely with parents who feel comfortable about approaching the school.</li> <li>• Parents feel that they are kept well informed about their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their children do not receive sufficient homework.</li> <li>• Some parents feel that the school does not provide an interesting range of extra-curricular activities.</li> </ul>

An overwhelming majority of parents are very pleased with the school and parents acknowledge the improvements made in recent years. The inspection team agrees with parents' positive comments.

The team concludes that all pupils receive sufficient homework, which is used effectively to extend pupils' learning. The school provides a good range of extra-curricular activities that enhance pupils' opportunities for learning and physical activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The overall standards at Anson Primary are satisfactory and improving. All pupils, including those with English as an additional language or with special educational needs, achieve well. The results of the 2001 National Curriculum tests, at the end of Year 6, are average in English, below average in mathematics and well below average in science. However, when results are compared with schools that have a similar number of pupils eligible for free school meals, pupils do very well in English, well in mathematics and appropriately in science. Over the past four years, the national test results have fluctuated in Year 6, because of the high pupil mobility and the large number of pupils at the early stages of English language acquisition. Overall, however, they have improved at a similar rate with the national picture. Early indications of the 2002 tests suggest that the school is maintaining these satisfactory results.
2. The results of the 2001 national tests for Year 2 show a steady rise in standards and pupils' attainment in reading, writing and mathematics were average. Results are much higher than in similar schools. In the same year, standards in science for these pupils, based on teacher assessment, were well below the national average but better when compared with similar schools.
3. Children start the nursery with below average standards mainly because many children are starting to learn to speak English for the first time. However, the children represent the full range of ability and there are many children who will do very well in school once they are fluent in English. In the Nursery and Reception, children make very good progress and by the time they are ready to start Year 1, most attain the early learning goals in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Throughout their time in the nursery and reception classes, children show good attitudes towards school and are keen to take part in activities. Children with special educational needs and those with English as an additional language make good progress because their needs are met well.
4. The inspection confirms that pupils in Years 1 to 6 achieve well and that standards are improving steadily over time and are now satisfactory. In English at the end of Year 2 and Year 6 standards are as expected for pupils of this age in reading, writing, speaking and listening. This is an improvement since the last inspection when standards in English were below average across the school. Improvement in writing throughout the school is due to better teaching, the introduction of the National Literacy Strategy and more detailed and consistent attention to planning. The use and development of literacy in subjects other than English is good.
5. In mathematics standards are average at the end of both Year 2 and Year 6. Although this is a similar position to the last inspection, some aspects of mathematics which were found unsatisfactory last time, have improved and are now satisfactory. This is because of the successful implementation of the Numeracy Strategy across the school. Early indications of the results of the 2002 national tests show the school has reached its target for Year 6. This demonstrates the school's commitment to raising standards. Pupils in Year 6 make good progress.
6. In science, standards at the end of Year 2 are still below average. Standards have improved little since the last inspection because of the long term vacancy for a co-ordinator for science, resulting in less effective organisation and teaching of the subject. Early indications

show that standards have improved in the 2002 national tests because there is a new co-ordinator, lessons are better planned and teaching has improved considerably.

7. In information and communication technology (ICT) significant improvements have been made since the last inspection. Standards are now in line with expectations at the end of Years 2 and 6 and pupils make appropriate progress with their learning.

8. Standards in other subjects are broadly average by the end of Year 2 and Year 6. Standards improve as pupils get older and most make good progress and achieve well: this is because the school has succeeded in improving what is taught and how it is taught by using suitable teaching programmes that are applied well by teachers to plan work for their pupils. Standards have improved in music at the end of Years 2 and 6 and in history at the end of Year 6.

9. Pupils with special educational needs make good progress because the teaching they receive in lessons is well matched to their needs and they have suitable additional help from support staff. Pupils with English as an additional language also make good progress largely because they are supported well by class teachers who make good use of questions and give clear explanations about the work. This is particularly noticeable for younger pupils in the nursery and reception classes, where learning is well supported by teachers and other adults using the children's home language to help achieve a smooth transition from home to school.

10. In religious education, standards are in line with the expectations of the locally Agreed Syllabus. By Year 6 pupils develop a broader understanding of key features of the world's leading faiths and learn about symbolism in religions. The school community includes pupils from all the major world faiths and this is beneficial in developing an understanding of religious diversity.

11. The school sets targets for its pupils and reviews them every year to ensure that they are sufficiently challenging. Last year it exceeded its targets in English and made this year's targets more challenging. The targets for mathematics were met.

### **Pupils' attitudes, values and personal development**

12. The attitudes of pupils to the school, their behaviour and their personal development and relationships are all very good. This has a very positive impact on pupils' learning. Parents share this view; all those who attended the meeting and answered the questionnaires felt that their children enjoyed school. There is a significant improvement in pupils' attitudes since the previous inspection, where it was found to be generally good but with standards of behaviour being variable. Attendance is still below the national average, although it has improved over the past year.

13. Pupils are eager to come to school and are active in the life of the school. They have very good attitudes to their work, which is demonstrated by the interest they show in lessons as well as their ability to listen to their teachers. They are keen to contribute and share their experiences, for example, in an RE lesson on baptism where pupils express their views confidently. They are keen participants in extra-curricular activities, such as the after-school clubs.

14. Pupils' behave very well in classes, as they move around the school and in the playground. They know the school's expectations of good behaviour. This was seen in the few incidents where pupils knew exactly what they had done wrong. Pupils are very friendly and courteous. For example, they hold the door open for adults and other pupils, and speak politely to each other and to adults. A number of pupils engaged inspectors in conversation and even invited them to join in their games. They express their positive feelings about the school in a mature way.

15. There was only one fixed term exclusion in the current year and this was for the first time in the last six years. There have been no permanent exclusions.

16. Personal development and relationships are very good. Pupils are able to reflect on their actions and respect the views of others, which was demonstrated in the way that pupils listened to each other's contributions. In those lessons and assemblies where beliefs were explained, pupils showed appropriate understanding and respect for the values of others. Pupils work well together and good examples of pupils asking for and giving assistance to each other were seen in some computer lessons where they learn well from each other. They play and socialise well in the playground. The mixed age classes, where pupils will either be with those a year older or a year younger than themselves with it alternating in the following year, helps to develop their sense of responsibility and maturity by giving them the opportunity to work and get on with a wider age group. Amongst the reward schemes pupils are able to opt either for a personal present or a class benefit and a number opt for the latter showing their consideration for their classmates.

17. Where pupils are given opportunities to take on responsibilities they do so willingly. For example, there is a school council, to which every class sends representatives. It is so popular that the elections are contested. In classes pupils are given specific tasks and these are allocated on a daily basis, allowing for them to be shared out equally amongst all pupils. Pupils were asked to suggest the new board tables for the quiet area of the playground.

18. No oppressive behaviour, such as bullying, sexism or racism was observed either in lessons or outside classes. They knew what to do if they or others were being bullied, in which case they would speak to a teacher. Girls and boys from all ethnic groups play together and work collaboratively.

19. Pupil attendance has varied over the years and, although it has improved during the current academic year to 94.3 per cent, it continues to be below the national average of 95 per cent. The authorised absences at 5.6 per cent, for the academic year to date, are above the national average. Improvements in reducing unauthorised absences have been good with the rate falling. Absences are due to extended holidays in school time, pupils changing school without informing and a small number of pupils being persistently absent.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

20. Overall, the quality of teaching is good, with some very good teaching. Teaching has improved significantly since the last inspection when nearly two lessons in ten were less than satisfactory and less than one lesson in ten was very good. In this inspection only one unsatisfactory lesson was seen and two lessons in ten were very good. This improvement in teaching reflects the hard work and commitment of the headteacher and the staff.

21. Teaching is consistently good in the nursery and in the reception classes and on occasions it is very good. Staff have a good knowledge of the national curriculum guidance. The best teaching is lively and interesting, with activities planned carefully to meet national guidance for children of this age. The activities are well thought-out to extend and challenge as well as to promote and develop the children's language skills. Teachers' high expectations of the children create an atmosphere of mutual respect. Questioning is used effectively and, as a result, lessons move at a good pace. This was seen in a story telling session in the nursery where children listen to the story with intense interest and respond to teacher's questions aptly and confidently.

22. Teaching is often good in English and mathematics, with a large proportion being good or very good. The teaching of the basic skills of numeracy and literacy is good throughout the school.

23. Literacy hour has been implemented successfully and this is having a positive impact on pupils' learning. Other sessions of reading and writing also contribute well to the good progress now being made. The daily mathematics lesson has also been successfully introduced and the teaching of mathematics is good throughout the school. Teaching in the subjects which were identified as having weaknesses at the last inspection has improved and in no subject is teaching now unsatisfactory.

24. Teachers plan effectively to ensure that the learning needs of pupils are met. The most effective lessons are well planned with clear objectives. These are often explained to the pupils at the outset, giving them a clear picture of what they are to learn during the lesson. For example, in a Year 5/6 literacy lesson, effective planning and clear focus on 'genre' meant that pupils gained a good understanding of how the main features and the characters in an adventure story are developed. The teacher used appropriate strategies to ensure that pupils built on previous learning and developed the concepts systematically.

25. In many lessons, teachers maintain a brisk pace to capture pupils' attention and interest so that pupils remain active and learn well. These features contribute positively to pupils' attitudes to learning and their progress. In the most successful lessons high expectations of what the pupils can achieve and how they should behave help to generate a purposeful atmosphere and challenge, to which most pupils respond by working hard and being keen to succeed. For example, the teacher's high expectations in a Year 5/6 ICT lesson were evident from the range of challenging activities set. Pupils, here, working on capacity and measuring units, used their laptop computers very successfully to search the web site for capacity and were very pleased to find out that the largest aluminium can, containing 608 litres, is on display in Sydney in Australia.

26. Behaviour management is a strength of the school. Teachers ensure that all pupils are included in the activities in the classroom and use praise very effectively to make pupils feel confident about their ability to learn, and to reinforce good behaviour. They treat all pupils with respect and as individuals, and, at the same time, expect high standards of behaviour. This was seen in most lessons where very good strategies for behaviour management meant that pupils concentrated on tasks and co-operated well, developing confidence and very good social skills.

27. Teachers have secure subject knowledge and use resources effectively to stimulate interest. Clear explanations and very skilful questioning enhance pupils' understanding, extend their knowledge and generate pace to learning. This was seen in a literacy lesson in Year 6 where the teacher used very good subject knowledge. Pupils were shown effectively how to scan the main features of the story 'The Awakenings' to summarise the chapters. Many pupils completed the tasks successfully and some produced imaginative pieces of writing which met the requirement of a higher level.

28. Relationships between teachers and pupils are very good across the school. This means that the learning atmosphere in lessons is good, where pupils feel safe and valued and learn well. Pupils respond positively by valuing their teachers and what the teachers have to teach. Good examples were seen in the foundation stage where very good relationships between the adults and the children provide a safe and rich learning environment for the newly arrived children. For example, the very good relationships help children to carry out different jobs and to move from activity to activity independently and comfortably.

29. Teachers use assessment information well to check pupils' progress in lessons. However, this information is not yet used effectively to track the progress of individual pupils over time so that teachers can be sure pupils are making sufficient progress. Questions are well used to ensure that all pupils have an opportunity to contribute and to gain in understanding. Marking of pupils' work is satisfactory but it is not always used effectively to suggest how pupils can improve. However, there is policy which is developing this area.

30. Teaching for pupils with special educational needs is good. Teaching is based on very detailed assessment and careful planning to meet individual needs. Support is very well targeted and the specialist staff are effectively deployed. The support teacher and teaching assistants give extra help to small groups of special educational needs pupils and these sessions are designed to build up their reading, writing and organisational skills. Pupils with special educational needs are keen to work hard and this helps them learn and achieve well. The support staff are well deployed and are particularly effective in guiding the learning of pupils with special educational needs and English as an additional language. All pupils with English as an additional language are taught effectively within the mainstream classes alongside their peers. They are supported well by the class teachers through pair and group work, the use of appropriate visual materials and role play. The learning support assistants guide them very effectively in consultation with teachers. Teachers plan well to ensure that the early stage learners understand what they are expected to do and make good progress.

31. In some lessons lack of clear planning to meet the learning needs of all pupils results in slow learning. There is also some lack of understanding of how to teach investigative science, with some lessons at the upper end of the school not challenging pupils sufficiently. This is most obvious where past gaps in science teaching have meant that pupils have not developed their observational, recording and measuring skills. One area for further improvement is the teaching and the use of information and communication technology skills to support learning consistently in all subjects.

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

32. The school has strengthened the curriculum since the last inspection and now provides balance in history, geography and Information and Communication Technology (ICT). The curriculum for music and ICT has been further developed. Schemes of work are in place for all subjects and good progress has been made on planning and assessment. Statutory requirements are met for individual education plans for those pupils who need them.

33. The curriculum provided for the nursery and reception classes meets the requirements of the national guidance for young children of this age. It is well planned and the learning experiences provided in these classes give pupils a good start to their education. All pupils, including those with special educational needs and those with English as an additional language, make good progress.

34. The curriculum meets all statutory requirements. The basic skills of literacy and numeracy are well taught and the national strategies form the basis of planning for English and mathematics effectively. Reading Recovery and additional literacy and numeracy programmes, managed by support teachers and assistants, make a significant contribution to standards. The English curriculum for speaking and listening is satisfactory and has been identified by the co-ordinator for further development. Since the last inspection, opportunities for ICT development have been improved through the purchase of additional computers and related software.

35. Provision for pupils with English as an additional language is good. There is a balance between extra support in classes and teaching in small groups. Planning is based on identified needs and pupils' individual targets. Teachers look for opportunities to use the diverse languages and cultures of the children in the school, as seen in the regular bilingual storytelling sessions in the nursery. There is a range of resources available for this work and pupils make good progress.

36. All pupils, whatever their background, specific needs or time spent in the school, benefit from the educational opportunities provided by the school. There is equality of access and opportunity for all pupils within the curriculum. Teachers' planning in all lessons generally considers the needs of pupils of all abilities, including higher attaining pupils and those with



special educational needs. There are some additional classes for able pupils although this group is not always fully challenged in everyday lessons. There are no differences in the rate of progress between children of different ethnic groups.

37. The school provides a good range of extra-curricular activities and clubs. These include extra music lessons provided by Brent Music Service, use of an LEA outdoor education centre, and the successful Judo Club, which is the largest school based Judo club in the country. Pupils from this club have successfully taken part in local, national and international competitions and one member represented the school in the Youth Judo Olympics. The curriculum is also enriched by visits and recent ones include the Tate Gallery and the Science Museum.

38. The provision for personal, social and health education is very good and is well led by the deputy headteacher. The planned programme includes regular circle times when pupils can talk about feelings and behaviours. The impact of this provision can be seen in all the areas of school life. It has had a positive effect on the way pupils treat other people. The school's provision includes sex education and appropriate drug misuse education. The school has applied to be part of the Healthy Schools Project.

39. Opportunities for pupils' spiritual, moral, social and cultural development are good. Assembly themes have a spiritual dimension and are well planned. They provide a context for hearing about the experiences of others with opportunities for pupils to reflect on their own feelings. During the inspection, several staff shared their childhood memories and experiences with the pupils and these were drawn from different times and cultures. All pupils have lessons in religious education, which develops insights into the values and beliefs of others. Curriculum subjects also contribute to spiritual awareness, for example, through the discussion of well-chosen stories in English.

40. The provision for moral development is very good. The school's ethos is supportive of individuals. It provides a calm, welcoming atmosphere in which pupils are expected to behave well. The pupils know the difference between right and wrong and treat each other well. They are helpful and friendly to visitors and careful and considerate to others. Relationships between adults and pupils are good.

41. The provision for social development is very good and pupils develop well as independent learners. There are opportunities to take responsibility around the school such as older pupils helping in the younger children in the playground at lunchtime. A school council has recently been established and this meets once every two weeks. It has representatives from across the school. During the inspection, pupils were observed working productively together in pairs and small groups. Classroom routines are well established and followed. All classes have a short list of rules which are displayed and which pupils keep to.

42. Cultural development is good. There are many opportunities to celebrate the diversity of cultures represented in the school, for example, displays include scripts from a range of languages. The school takes part in Black History events and makes good use of the cultural knowledge pupils bring with them to school. Many aspects of the curriculum have a multi-cultural dimension. Resources have been carefully selected to draw from a range of cultures such as the musical instruments and the book stock.

43. There are good links with a local secondary school with visits from and to each school by teachers and pupils. The school makes use of technical support for ICT from the secondary school. The surrounding area is used where relevant, such as for local study in geography or a visit to the temple in Neasden. Links with the business community are under-developed.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school promotes the health, safety and well being of its pupils effectively. The care and consideration shown by staff to all pupils is very good and it permeates all aspects of school life in a positive way that supports the learning process. The school's care of pupils has improved since the last inspection.

45. The school takes good care of its pupils. It is a safe and secure environment where pupils are well supervised. The school has an appropriate health and safety policy and the procedures for dealing with illnesses and accidents is suitable with incidents recorded and reported correctly. There are sufficient staff trained in first aid. The midday supervisors provide good support at lunchtime that includes dealing with minor accidents in the playground. They have good relationships with the pupils.

46. The school has appropriate links with a variety of health workers, including local social agencies and a school nurse who visits weekly. A teacher is the child protection officer and all staff know this. The school uses the local authority policy and the school's child protection officer supplements it with an excellent guide that she has produced for members of staff. This concisely lists the pertinent information and appropriate procedures in an easily understood way. It is updated regularly. The head and deputy head are also involved in cases of child protection.

47. Procedures for monitoring and promoting good behaviour are very good. The very good policy is well understood by pupils as it is incorporated into the school and class rules. It is based on positive reinforcement. Teachers effectively deal with the few instances of unsatisfactory behaviour. They challenge this behaviour immediately and briefly by expressing disappointment at the pupil's lapse from normal good behaviour. The main focus is on the pupil themselves saying what they have done wrong. This has an immediate and successful impact on behaviour. The school's incident book is used for more serious incidents and the small number of entries is another indicator of overall good behaviour. There are a variety of rewards, including: the universal spot system, where there is a set colour for different good behaviour such as being responsible; working hard; listening and following instructions and sensibly walking round the school. In addition there are class rewards that are appropriate to pupils' ages. The procedure for monitoring and eliminating oppressive behaviour is very good. No oppressive behaviour was observed, whilst good relations amongst pupils from all backgrounds was observed.

48. The school has satisfactory procedures for monitoring and improving attendance and this has led to an improvement in attendance rates this year. The school is aware of the need to continue to improve attendance and aims to improve it to over 95%. A scheme was tried last year which was ineffective and so this year parents of poor attenders are informed termly. In addition all parents get regular reminders about the importance of good attendance in the newsletter. This has already had some success. Registers are generally filled in correctly. The deputy head monitors attendance on a regular basis. The school generally deals with attendance itself as local authority attendance officers attend only when called in for the most serious cases. Punctuality is satisfactory and is always dealt with appropriately. Parents are contacted to confirm reasons for lateness and to reinforce that it is not acceptable to the school. Half-termly and annual certificates reward good attendance.

49. The arrangements for assessing and monitoring pupils' progress are satisfactory overall and have improved since the last inspection. Assessment procedures in English and mathematics are thorough and the information is used effectively to group pupils within classes and to set individual targets. Assessment procedures in science are satisfactory and much improved since the last inspection. Insufficient use is still made of science assessment information to guide lesson by lesson planning and to track individuals to help them make more rapid progress. However, there are good planned developments to improve this. Assessment systems in the nursery and reception classes are good. There are no

assessment procedures in place for other subjects. The school is aware of this and has appointed a senior teacher with the responsibility for developing assessment across the school. He has made a good start and is well in the process of developing a coherent system of assessment in all subjects.

50. Optional tests have been introduced and there is now a format in place to track pupils' progress consistently over time which are being implemented appropriately. The school analyses assessment data from the statutory tests in the core subjects thoroughly to monitor both the performance of the school and that of different groups of pupils to identify any patterns such as underachievement. This analysis is being extended to the optional tests so that individuals and groups of pupils can be tracked in greater detail.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. The partnership with parents is generally good. Those parents who attended the pre-inspection meeting and filled in the questionnaires expressed high levels of support for the school and are very pleased with the education provided for their children. The effectiveness of the school's links with parents and the impact of parents' involvement is good. This shows a strengthening of the good relationships seen at the previous inspection.

52. Parents are highly supportive of the school in most areas although some had concerns about their children getting enough homework or a wide range of out of school activities. The inspection team concludes that all pupils receive sufficient homework, which is used effectively to extend pupils' learning. The school provides a good range of extra-curricular activities that enhance pupils' opportunities for learning and physical activities.

53. The annual pupil reports that go home to parents are satisfactory. They speak about the individual child and in some subjects say what a child can do and in others what they know. Not all reports have targets for the children to work towards. The headteacher's comments on each report are good, and put the child's achievements in a wider context.

54. Parents receive good information about the school. The governors' annual report contains quite detailed information about the activities of the school. Newsletters are sent out monthly. Each year group sends out curriculum information at the beginning of the academic year.

55. The school welcomes the involvement of parents but understands that many parents work and, therefore, are not able to come in. However, a few parents help out in the school on a regular basis with more coming on school trips. The school provides adult education for parents, run with the local authority and curriculum evenings.

56. Parents can see teachers or the headteacher very easily. The presence of the headteacher in the playground before school makes it easy for parents to approach him about any concerns however minor. This allows him to deal with concerns before they develop into more serious issues. Most parents feel comfortable in approaching the school and are pleased at the ways in which the school responds to their needs and concerns. The school sends out an annual questionnaire to receive parents' views about school and their suggestions for improvements. About 10 per cent of parents respond to this exercise, which the school uses to follow up concerns and influence the school improvement plan.

57. Other examples of the way the school works in partnership with parents are the termly meetings with them. Parents who do not speak English can get assistance for the meetings and written information. Assistance is given by teachers who speak a number of languages as do other parents, family members and friends.

58. The school encourages parents to help with their children's homework. Parents of pupils with special educational needs are involved appropriately in meetings with school staff and outside agencies.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

59. Anson Primary School is led and managed very well. The headteacher sets the tone of thoughtfulness, respect and professionalism that is adopted by everyone. He and deputy headteacher work together very successfully forming an imaginative and influential partnership that leads a team of enthusiastic and effective staff. The governing body contribute well to this process by offering practical support as well as by questioning, challenging and influencing what is happening and being planned. The senior management team and governing body have a clear and matching view of where they want the school to be in the future. They place pupils achieving even higher standards at the top of their list. This ensures that the school continues to improve and that pupils, teachers and parents get the best deal possible. The school has made very significant improvements since the last inspection; teaching is now good and standards of work have steadily improved.

60. The headteacher delegates work extremely effectively and helps individuals fulfil their responsibilities. Subject co-ordinators and other team leaders are sure about what is expected of them, they bid for finances by explaining why the money is needed. When they receive their budget they have responsibility for spending wisely, ensuring best value and assessing the positive impact on pupils' standards of their spending. Some subject co-ordinators are comparatively new in post yet have already audited their area of responsibility, identified necessary improvements and produced realistic plans for improvement.

61. Developing individuals' personal expertise is an important feature of the school; people are given real responsibilities and with the support they receive rise to the challenge. Every member of staff's contribution to the work of Anson Primary School is recognised and acknowledged. Former classroom assistants are following the graduate teacher-training programme and will become qualified teachers in the next few years. Teachers and other staff are well qualified, experienced and trained for the work they carry out in the school and they ensure pupils have an interesting and effective education. New members of staff are welcomed and given thorough advice and guidance both formally through an individual mentor and informally by all staff. Students training to be teachers have an equally good deal and benefit from the advice given to them.

62. The senior managers, subject and team leaders check aspects of how well policies are being followed and how effectively subjects are being planned, taught and learnt. However, there is need for even more systematic and thorough monitoring to improve further and so that senior managers have evidence that things continue to go well. For example, the changes in the science curriculum will need to be tracked very carefully to ensure pupils get a proper balance of experiences and individuals need to be observed teaching against rigorous criteria to help them achieve their full potential.

63. Financial management is good; the governing body's finance committee and the headteacher check spending carefully every month. The school is very effective in attracting funding from a range of sources and is meticulous in spending it properly. For example, money allocated for pupils with special educational needs is spent on providing their support. Best value is an important principle for the school and it seeks to challenge and compare when buying and comes up with creative solutions to ensure they get the most from their spending. Decorating classrooms is one example of this; after expensive tenders for such work the school now organises working parties of staff, governor and parent volunteers who paint a room together over a weekend day. Consequently, the school is a bright and well-painted environment in which pupils enjoy learning.

64. The school improvement plan involves the ideas and priorities of staff and governors and is used well to target time, money and resources towards the most important areas of development and need identified. Money available to the school is targeted carefully to ensure pupils at the school benefit from it but also to plan for essential long term projects. One of these is the replacement of all outside doors and windows over several years. Concerns of nearby residents have slowed the current stage of this project and the money allocated for last year is still unspent which accounts for the large amount of money carried over into the next financial year.

65. Accommodation is fully used and there is little available space. For example, the large corridor in the entrance area has been divided to provide a small classroom and two administrative offices. There is no computer suite and no school library; groups are taught in the dining room and in the wide corridor between the Year 1 and 2 classes.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

66. The school should now:

1. Improve standards in science at the end of Year 2 and Year 6 by:

- assessing pupils' science achievements consistently
- planning work at differing levels of difficulty to stretch all pupils

(paragraphs 6, 118 and 119)

2. Improve the way pupils' achievements are assessed in Years 1 to 6 so that there is sufficient detail to match class work to the needs of pupils by:

- developing a consistent but simple and useful assessment system in all subjects other than English and mathematics;
- using the results of assessment to inform the already good planning;

(paragraph 49)

### **Other issues which should be considered by the school**

- improve pupils' extended writing skills across the school
- develop library skills across the school.

(paragraphs 92, 97 and 101)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	44	22	1	0	0
Percentage	0	18	54	27	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. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	306
Number of full-time pupils known to be eligible for free school meals		131

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	6	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	228

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	57
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	22	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	20	21
	Girls	19	20	19
	Total	38	40	40
Percentage of pupils at NC level 2 or above	School	86 (75)	91 (83)	91 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	20
	Girls	19	17	15
	Total	36	36	35
Percentage of pupils at NC level 2 or above	School	82 (75)	82 (78)	80 (75)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	19	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	15
	Girls	17	13	17
	Total	31	26	32
Percentage of pupils at NC level 4 or above	School	79 (67)	67 (67)	82 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	13
	Girls	17	13	16
	Total	26	25	30
Percentage of pupils at NC level 4 or above	School	68 (62)	66 (67)	79 (69)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	34
Black – African heritage	29
Black – other	7
Indian	20
Pakistani	41
Bangladeshi	9
Chinese	1
White	69
Any other minority ethnic group	31

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	20
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	5.8
Total aggregate hours worked per week	32.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1.2
Total aggregate hours worked per week	195.5
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/2002
	£
Total income	877,523
Total expenditure	842,899
Expenditure per pupil	2,566
Balance brought forward from previous year	125,069
Balance carried forward to next year	159,693

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	73

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	1	0	0
My child is making good progress in school.	59	32	5	1	3
Behaviour in the school is good.	60	32	4	1	3
My child gets the right amount of work to do at home.	38	42	11	3	5
The teaching is good.	66	30	1	1	1
I am kept well informed about how my child is getting on.	60	32	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	1	3	0
The school expects my child to work hard and achieve his or her best.	62	33	0	1	4
The school works closely with parents.	59	33	4	1	3
The school is well led and managed.	71	29	0	0	0
The school is helping my child become mature and responsible.	59	37	3	0	3
The school provides an interesting range of activities outside lessons.	59	26	8	4	3

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

67. When children enter the nursery their knowledge, skills and understanding vary, but are generally lower than expected for their age. They enter the nursery from a wide variety of backgrounds, with many at an early stage in their ability to communicate in English. As a result their speaking and listening skills are varied. Children get a very good start to their education in the nursery and Reception classes. Children with special educational needs are well supported, particularly in terms of developing their social skills. The well-planned curriculum gives children a wide range of relevant experiences. In the nursery staff meet each evening and discuss the children's interests and learning that day. This then influences the activities they present the next day. Teaching is consistently good in the nursery and in the Reception classes and on occasions it is very good. Staff have a good knowledge of the national curriculum guidance. All these features result in the children making very good progress. By the time they are ready to start Year 1, most attain the early learning goals in personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. Throughout their time in the nursery and reception class, children show good attitudes towards school and are keen to take part in activities.

#### **Personal social and emotional development**

68. Attainment in this area is a strength of the school. By the time they finish the year most Reception children achieve the early learning goals in their personal, social and emotional development. They are interested, eager and motivated to learn. They are confident to try new activities and initiate ideas. They concentrate well, and have very good relationships with adults and peers. Children who have English as an additional language increase their understanding of English very well whilst they develop good social skills. They are confident around nursery and the Reception classes and are eager to participate in all they are offered. Children make very good progress. The attainment of children with special educational needs is good. Their needs are very well understood and they are very well supported by staff, and make good achievements in their learning.

69. Children concentrate very well in both the nursery and reception classes. They persevere with an activity until they feel they have finished it. For example, two boys involved in sorting dinosaurs were occupied for a considerable amount of time inventing new rules for the collection and sorting of these toys. Then one of the boys taught the other boy how to count them by chanting "One says its one – says it two – says its three," and so on. The activity did not finish until the second boy had joined in up to six where the number order became mixed up. Good use of praise and sometimes a very brief intervention from staff can help children to sustain an activity for even longer. Children in the Reception classes concentrate well throughout the literacy hour as the teachers structure the sessions well to hold the children's interest. In a Reception class literacy lesson looking at the book the Hungry Caterpillar the teacher used magnetic pictures, circle games and plenty of opportunities for children to join in to keep them really involved throughout the lesson. This was effective and the children made good progress.

70. Children in the nursery move well from activity to activity and from outdoors to indoors. They are curious to see what has been put out each session and know how to use the equipment and resources usually available in the room. They have opportunity to choose their favourite activity as well as taking part in focused activities with staff. Children are confident and independent. Nursery children are self-assured in their room and walk happily to the main school hall for movement lessons. They come into the nursery confidently and greet one another with pleasure. Children look around the room to see what has been put out and quickly settle to an activity. For example, at the beginning of the session two girls ran over to

each other and hugged before going off together to play with the dolls house. In the Reception classes children know what to expect every day and come into class quietly and enthusiastically ready to learn. They are keen to take responsibility and love helping by taking the register to the office, for example.

71. Children in the nursery and Reception classes love talking about the activities they are engaged in. They talk confidently to visitors and expect all adults and other children to be interested in and respect what they say. During the bilingual story session reading 'Buri and the Marrow' children who spoke Urdu at home were thrilled to be able to answer the questions in the Urdu part of the story. In the nursery and Reception classes children love singing and can remember and sing a good number of songs and rhymes.

72. Children have an understanding of cultures other than their own. They understand that many people speak other languages. Teachers help them realise this very well in sessions where two of them read the same book in two languages. During the year the religious festivals such as Eid, Christmas and Diwali are discussed. Children experience foods that are served at various occasions and the special events associated with festivals. In lessons such as religious education, Reception children are introduced to stories from a range of faiths such as the story about Mohammed and the Camel. Staff are skilful in teaching children to respect each other whatever race or faith they are and are careful to eliminate racism.

73. They express their feelings appropriate to the circumstances: they laugh with pleasure at jokes in the story and they are sad when they see one of their friends fall over outside. They play co-operatively with their peers without adult intervention, for example, when drawing in the paste and glitter, they giggle with delight at how it felt. Outside they develop games with simple rules, using and sharing the available equipment. Relationships between the children and the adults are very good. Adults are very good at showing the children by example how to behave.

74. The children sit attentively as a group and listen to a story, for example, the reading of 'Where's my teddy?'. They understand that they listen when the adult is reading the story. They know how to take turns in simple card and board games and in Reception classes are learning to get on well without adult supervision. In the outdoor area they are learning to wait patiently to take a turn on the wheeled toys. They have a good sense of what is 'fair', knowing that they take turns using crayons and scissors, and share toys which are available. In a Reception class a girl carefully explained to another that the butterfly toy was for sharing. They are keen to do the correct thing and are keenly aware of the difference between right and wrong. They are very good at understanding that some children with special needs find it much harder to take turns and are very forgiving.

75. Teaching in this area of learning is very good. Personal, social and emotional development is given a high priority. Staff make great efforts to help children settle when they are new to the school and to help parents leave them for the first time. Children quickly become a happy part of the school.

### **Communication, language and literacy.**

76. In communication, language and literacy most children have achieved the early learning goals by the end of the Reception year. Many children began learning to speak English as a new language when they started in the nursery and make excellent progress. Understandably these children are still developing their vocabularies and their knowledge of English as they start in Year 1. Children with special educational needs also make good progress because of the very good support they get from adults in nursery and reception. Children listen attentively, not only at story time when they are gathered round the teacher on the carpet, but also generally to each other. They take notice and follow instructions, for example, changing places with another child by quickly running under the parachute when both names are called.

77. Children work well in groups or pairs and are often talking about their activities. Whether dressing up and pretending, playing with small toys or using a magnifying glass to count ants outside, they express their ideas clearly and use vocabulary that is growing fast. They respond with delight to stories, rhymes and songs and are enthusiastic to act out the stories themselves. Children are encouraged to ask questions. When watching how food dye works the children asked lots of questions such as, "What's happening?", "Why has the colour run?", "What colour will blue and yellow make?".

78. Children enjoy reading activities and choose to sit with adults and often on their own looking at books and retelling stories in their own words. They know that text carries meaning and that illustrations give useful clues to help understanding. They handle books and turn pages carefully and have definite preferences about the type of book they enjoy. Because there are the sessions with dual text, children understand that text in English moves from left to right and that this is not the case in some other languages. Many children can recognise their first names and can also recognise familiar words. By the end of the Reception year children are reading a good vocabulary of words.

79. The school promotes the importance and value of books in children's learning to parents at every opportunity. Home/ school links are productive and particularly good use is made of "book bags" to encourage worthwhile reading. A book fair was held and parents were able to browse through the wide selection of books as they collected their children at the end of each session.

80. Children have many opportunities to express themselves on paper in drawing and painting and are becoming early writers. The children visit writing tables freely and regularly and are keen to experiment with their own signs and symbols to tell stories and communicate with others. There are lots of opportunities for them to write a part of their play. An adult asked a child during imaginative play if she was ordering a pizza and was informed "No, I am writing a book for Mummy". Similarly, they experiment confidently with the letters, numerals and symbols on the keyboard of the computer to record their ideas.

81. The teaching of communication, language and literacy is generally very good. Teachers plan a wide range of activities and use assessments of children's performance to determine and develop future work. They are very good at using spontaneous situations to develop children's ideas. They listen effectively and their relationships with children are excellent. They ask very good open-ended questions to help children think. All staff work hard to extend children's use of language and imagination. Staff create many excellent opportunities for children's development, managing resources well to stimulate discussion. They encourage all children's efforts towards reading and writing and celebrate children's work well in the attractive displays. Some classrooms have excellent displays that show children print in many different ways on labels, on posters and alphabets, for example.

### **Mathematical development**

82. The children make good progress in counting and in recognising shapes and patterns. As they take part in activities they show confidence in using mathematical language such as "the same" or "too small" or "stripy pattern". They often learn these skills through everyday experiences such as counting how many children have had their face painted as tigers and if their faces are the same. In the Reception classes the daily numeracy sessions build on their understanding. By the end of the Reception year, most children can count and recognise numbers up to ten, count backwards and forwards, count in twos, predict outcomes to simple problems and are moving on to record their answers.

83. The quality of teaching is always satisfactory and is often good or very good. In the nursery activities are introduced to consolidate skills. For example, children count out four stripes in order to make a zebra puppet and arrange these stripes to make patterns. Good questions from staff, such as "Where will you staple your puppet so your hand will fit?",

develop children's thought and their skills in prediction and problem solving. However, on occasions the questions can be closed and so opportunities to really challenge and extend children's mathematical understanding are not taken. In the Reception classes elements of the National Numeracy Strategy are introduced over the year. This is well used by teachers to meet the needs of the children. It also prepares the children for their transition into Year 1. Children develop skills in working out mathematics in their head. Teachers adapt their questions according to the ability of the children, which means those children further their skills. Children recognise numbers on a chart. They count out how many bangs on a drum the teacher makes. Higher achieving children can count in tens up to one hundred. Activities are also carefully planned and well taught so children develop number skills well. They are adapted for different levels of learning. For example, Reception children working at a lower level practise skills in ordering a story and recreating symmetrical patterns. Higher achieving children learn how to measure objects around the room using non-standard measures, such as picture cards of caterpillars that are all the same length. With the teachers support they begin to develop skills in predicting and recording their findings, such as "the door is five caterpillars long". Classrooms are used effectively to display numbers and other aspects of mathematics such as different sizes and colours of shapes.

### **Knowledge and understanding of the world**

84. The quality of teaching for this area is good; activities are appropriately planned and questions from staff develop children's knowledge and understanding. Children in the nursery show an interest in their surroundings and are confident exploring and investigating for themselves. Staff provide good opportunities and interesting resources through which the children develop these skills. For instance, they develop an understanding of technology as they learn how to operate a portable tape recorder with a microphone. They use different types of phones and most can operate the computer independently. Staff take everyday events to further children's understanding. For example, children are encouraged to watch the teacher put staples in a stapler or the nursery nurse modelling how to use a pulley in the sandpit so that children can have a go independently. Children learn about changes that take place in nature. They have grown and cared for plants in their vegetable garden and observe shoots growing on beans. The staff take opportunities to develop children's skills in observation and their scientific vocabulary. For example, as they play with cornflour and water, one child remarks "It melts!". This also shows that children are beginning to make links with previous things they have learnt.

85. In the Reception classes children build on these skills. An interest in the world around them is encouraged; children collect ants from the garden and observe them through a magnifying glass in order to count their legs. Children share their observations, showing surprise at the way ants moved. They carry out some investigations; for example, they learn to use pipettes so they can drop food dye on to paper that has been painted with a solution of sugar and water. They make close observations and the higher achieving children make the connection between the solution and why the colours ran. The quality of teaching in all classes is good and reflects a secure understanding that children of this age learn through taking part in interesting practical activities. Through listening to simple stories, such as that of the 'Prophet Mohammed and the Camel', children develop an awareness their own cultures and those of other people.

### **Creative Development**

86. The children are making good progress in the nursery and in the Reception classes. A good range of activities is provided and adults are skilled in supporting children's learning. Staff prioritise and encourage children's own ideas and expression, which is a strength of the teaching, particularly in the nursery. This results in the children making good progress in creative development. Imaginative play is strength. Children enjoy choosing their own face painting and then instantly take on that character roaring like tigers, climbing like Spiderman or moving like a butterfly. Resources are accessible in the nursery and this encourages the

children's exploration. For example, they choose tapes to sing to and explore the sounds instruments from around the world make. Children use paint and other media imaginatively.

87. Skilful teaching develops children understanding. In Reception the children mix colours and make their own observations, for example, that yellow and green make blue. Staff allow children to make their own discoveries and then reiterate what they have learnt. In both the nursery and Reception children confidently enjoy role-play where they create stories and express their ideas. Adults join in and this develops children's confidence, particularly for the younger children or those acquiring English as an additional language.

### **Physical development**

88. Attainment in physical development is good for all pupils, including those with special educational needs and those for whom English is an additional language. Children move safely, with confidence, control and co-ordination. They can run, jump, hop and skip with appropriate dexterity. They competently use a range of small and large apparatus and travel around, under, over and through balancing and climbing equipment. They are aware of space and can move in the hall and outside conscious of themselves and others. They use tools, construction and malleable materials with absorption and increasing control.

89. In the outdoor area and in the hall children walk, run, skip, hop and climb. They love running with the parachute making it rise and fall. They are becoming aware of how high they can climb and how far they can stretch. They repeat their physical activities with increasing dexterity, and enjoy repeating an activity that they have learn such as hopping on one leg, throwing and catching a soft ball with an adult or with a friend over a short distance, and controlling a ball with their feet. Children are aware of their own and others' space, for example, when using wheeled toys they steer well and take great care to avoid crashes. In a movement lesson in the hall nursery children understood about sitting in a space and could run around without bumping into one another. They are becoming increasingly skilful with bats and balls. They throw balls with reasonable accuracy and by the end of Reception year many are good at catching.

90. Tools such as scissors, pencils, crayons, glue sticks and the computer are handled carefully. Children dress and undress themselves to go outside, they put on protective aprons for water play and painting. They use construction materials with confidence, and in their use of wet sand and play dough press moulds and cutters to make various shapes. Children had great fun using chopsticks to pick up noodles and became quite adept at it. They confidently complete jigsaw puzzles and play with dolls house people and other small world toys. They take good care of resources and help well with putting them away.

91. Teaching in this area is good. Physical activities are well planned both indoors and outdoors. The outdoor provision in the nursery is well resourced and used well as a natural extension to work done inside. In Reception classes time is allocated so that children have opportunities for physical activity in the hall and outside.

### **ENGLISH**

92. Standards in English have improved since the last inspection. They are now in line with national expectations at the end of both Year 2 and Year 6. This represents a steady upward trend over the past four years. All pupils now, including those who speak English as an additional language, make good progress. Nearly seven in every 10 pupils at Anson speak English as an additional language, therefore the judgements on standards throughout the report relate to these pupils. Provision for speaking and listening is now satisfactory. There has been considerable progress on resources for English but there is still no school library which makes it hard for teachers to give pupils experience of choosing books from large collections.

93. In the National Curriculum tests in 2001, the percentage of pupils in Year 6 reaching the average standards was in line with the national standards as was the percentage reaching higher standards. In comparison with schools in similar contexts, results were well above average. The pattern is the same in Year 2, with pupils performing in line with the national standard for reading and writing. When compared to schools in similar contexts, results were well above average at the end of Year 2. Pupils attained more highly in reading than writing in 2001 at both Year 2 and Year 6. The targets set by the school for English are appropriate.

94. Evidence from pupils' work, teachers' records and discussions with pupils during the inspection week shows standards in the present Year 6 to be close to national expectations. Standards in Year 2 are also close to national expectations although the number of special needs pupils means fewer pupils are likely to reach higher than average standards in 2002.

95. Speaking and listening is close to national expectations at the end of Year 2 and Year 6, although younger pupils do not always have the breadth of vocabulary to discuss topics in depth. Pupils' listening skills are good; they are attentive in class and listen to the teacher and each other well. By the end of Year 6, pupils make good contributions to discussions and answer questions thoughtfully. This was observed in Year 6 lessons where pupils analysed advertisements successfully in the literacy hour.

96. Pupils are able to read with fluency and accuracy. By the end of Year 2 and Year 6, standards are in line with national standards. They rely on sound/letter relationships to work out unfamiliar words but do not make sufficient use of meaning of the text to read accurately. Many younger pupils do not read with expression, although books are well chosen by teachers to match pupils' targets. One example of this was the work developed from the book, '*Where the Wild Things Are*' in Year 1. Children responded with enthusiasm to the exciting story and acted out the events. Pupils in Years 1 and 2 know the difference between information books and stories and average and able pupils can locate information using the contents page and index. The school has a well run Reading Recovery programme and this has improved standards in reading. However, few pupils in Years 1-4 are able to talk about favourite books or authors or to explain how they select books for themselves. The majority of older pupils have more knowledge of a range of texts and some can talk with confidence about them. They are less confident talking about themes or ideas in the books they read. They have secure understanding about locating information in printed material or through information and communication technology but have only a limited grasp of the need to make sure that sources of information are correct.

97. Standards in writing are in line with national expectations at the end of Year 1 and Year 2. This is the result of good teaching of the basic skills. With the significant number of pupils at the early stages of learning English, there are few pupils attaining the higher levels at the end of Year 2. Pupils write in grammatically correct sentences, using capital letters and full stops. Spelling of common words is usually accurate. They are able to write for different purposes such as letters and recounts of events. There are opportunities to make their own books and there is some lively writing on display based on the '*Frog and Mouse*' story. In Years 3 / 4, some good examples of extended writing were seen during the inspection, such as writing to go with landscape work in art in Year 6 and writing a story in one of the Year 3 / 4 classes. Less able and some average pupils do not produce sufficiently developed pieces of writing. The school has rightly identified this as an area for development. Information writing of different types was seen in the books for science, history and geography which also showed a consistent use of correct punctuation and spelling. Good use is made of information and communication technology to organise and present writing in a variety of ways. A new handwriting scheme has been purchased for use across the school. This has yet to impact on the quality of writing in pupils' books, which is not always joined or well formed.

98. The quality of teaching is good. All teachers have a good understanding of the National Literacy strategy and they plan well in teams across the mixed age classes. As a result, pupils concentrate in group sessions and settle quickly when required to work

individually, making good progress in learning English. However, although each team manages the two year groups effectively, tasks set for the higher attaining pupils are not always sufficiently challenging. There is little direct planning for speaking and listening and drama, although role-play is used effectively to extend understanding. Information and communication technology is satisfactorily integrated into English lessons. In Years 1 and 2, the teaching of phonics and basic grammar is a strength. The books teachers select to develop reading and writing are mostly stimulating and well matched to the intended learning. There are positive relationships between pupils, teachers and support staff which lead to very good management of pupils' behaviour and well established classroom routines. Expectations are made clear and all pupils understand their own personal targets. Learning support assistants make a good contribution to all the lessons they support. Where they manage additional aspects of literacy through small group work, they are very effective in their use of time, teaching of basic skills and pupil management. Work is marked regularly although the new marking system is not fully in operational in all classes. Reading assessments are well established and provide good information, but not all teachers use them to identify the next steps for each pupil. The assessment of writing is under developed. There are not yet opportunities for teachers to meet and systematically grade pupils' work in accordance with the national curriculum levels of attainment.

99. Teaching and support for pupils with English as an additional language was identified as a strength of the school in the last report. It remains very good and its impact contributes to the rise in standards in English across since the last inspection. The English as an additional language teachers and learning support assistants have a good understanding of the language needs of pupils. Pupils are supported either within lessons or in small groups. They contribute to the teaching of the national strategies for literacy and numeracy. Much of the support is directed towards pupils at the early stages of learning English, but other pupils also receive targeted support. Provision for pupils who have both English as an additional language and special educational needs is good. Additional time is given to pupils who join the school in the middle of a year. This helps them settle in successfully and gives them both curriculum and personal support. A pupil buddy system ensures that these children are also supported in the playground and around the school. There are additional lessons for the most able, but the evidence from lesson observations suggests that a small group of very able pupils could be challenged further.

100. Considerable work has been undertaken to overhaul the books in order to ensure good coverage of the curriculum. Best value principles have been used to identify suppliers. Teachers now have well organised information and communication technology materials for shared, independent and guided reading. Resources, including the book stock, reflect a range of cultures and traditions. Books in a variety of home languages are available in every classroom and scripts are displayed around the school. The provision for speaking and listening in the curriculum is satisfactory. It is good in many classes across the school, but no scheme of work is in place to meet the full requirements of this strand of the National Curriculum for English. Some teachers make use of role-play, but drama provision is weak.

101. Some classrooms provide a stimulating book area with displays and books organised to help pupils choose for themselves. This good practice is not found in all classrooms. There is no library and no organised system to enable pupils to locate books on a specific subject. The stock of information books is limited across the school. In Years 1 and 2, there are not enough books which young children can easily read for themselves. In Years 3 to 6 there are not enough books to appeal to the interests of pupils of this age. The Internet is available in all classrooms and pupils are developing these research skills. The programmes on the classroom computers enable the information and communication technology requirements for English to be met.

102. The school has developed a very good assessment system for pupils' English learning. The English as an additional language co-ordinator has made an impact on the quality of records kept for individual pupils. All pupils have individual targets for English and



mathematics. This has made a positive impact on pupil attainment. The school is in the process of developing a system to track individuals or groups from nursery to Year 6.

103. Subject leadership is good. This provides clear direction for colleagues who are kept up-to-date through training. The national Literacy Strategy has been strengthened across the school and appropriate priorities for development are identified. Some subject monitoring and moderation of work samples has taken place over the past year. The scheme of work does not include speaking and listening and this, together with drama and extended writing have been identified as areas for development. The co-ordination of English as an additional language is good. The work of the staff is supported effectively through training and there is a consistent focus on working to improve provision for pupils. There are sufficient resources available for the small group work.

## **MATHEMATICS**

104. Pupils in Year 2 and Year 6 attain the standards expected for their ages in mathematics. This broadly reflects the results of the most recent National Curriculum tests for pupils at the end of Year 2 and Year 6. Since the previous inspection, in which standards in Year 2 were in line with the national average, there was a fall in standards. However, recent improvements have brought standards back in line with the current national average. Standards at the end of Year 6 have remained broadly in line with the national average since the previous inspection. In comparison with similar schools these are very good results and are well above average at the end of both Year 2 and Year 6.

105. Pupils, including the pupils with special educational needs and those with English as an additional language make good progress. In most classes programmes of work are adapted for the pupils with special educational needs and those at the early stages of learning English and they often receive extra support from support staff within the school. The 'booster' classes are improving the performance of specific groups of children and mathematics is taught in ability groups throughout the school. These strategies support the progress of pupils, especially those achieving at a lower level. In Year 2, the number of children achieving the current national average is almost twice as high as last year, but very few pupils reached higher levels. This is partly due to a higher number of pupils with special educational needs in the year group and approximately a third of the children at the early stages of acquiring English.

106. Pupil's achievement is good overall. They make good progress because of the quality of teaching they receive. By the end of Year 2 they read and write numbers up to 100 and use mental calculation strategies to solve problems. They add two digit numbers together and use appropriate recording strategies. Pupils are beginning to explain the processes they use and staff support them in this. However, some pupils acquiring English have difficulty in using mathematical vocabulary, for example, getting 'one less than' mixed up with 'one more than'. When the teaching focuses on pupils being aware of the strategies they use in mathematics, their understanding of the subject is enhanced. Pupils can record time for o'clock and half past the hour.

107. By the end of Year 6, pupils can carry out mental calculations quickly in their head. They have strategies to check their answers and can use appropriate units in measurements, for example in capacity. Higher attaining pupils can order, add and subtract negative numbers. They can also measure and draw angles to the nearest degree, identify symmetry in shapes and interpret graphs and diagrams. Pupils can solve number problems using addition, subtraction, division and multiplication up to ten times table.

108. The quality of teaching overall is good with teaching in some lessons very good. There are a number of strengths that account for pupil's progress. The strongest teaching seen was in Years 5 / 6, where all the lessons observed were very good. These lessons were characterised by the clarity and pace of teaching. Children were stimulated by interesting and

challenging activities. Teachers question pupils skilfully to probe their understanding and assess their progress and, therefore, children develop a clear understanding of methods of working out mathematics. All teachers have good subject knowledge and use the National Framework to plan structured lessons that have clear learning objectives, which are shared with pupils.

109. Teachers use resources to interest pupils. For example, in Year 5 the teacher used a bottle of cola to demonstrate aspects of capacity and in Year 3 / 4 large number boards are used to explain division and multiplication by 10. Throughout the school teachers praise pupils' efforts. This means pupils are keen, enthusiastic learners who are not worried about making mistakes. Pupil's attitudes are particularly good in Years 5 and 6. All teachers for mathematics follow the school's marking policy. This is particularly useful when it helps pupils to evaluate what they have done or to set targets for improvement. Learning support assistants provide good support for specific groups of children.

110. Although there are many strengths in the teaching there are also some areas for development. In some lessons in Years 1 and 2 the higher attaining pupils are not always sufficiently challenged. This is reflected in the recent National Curriculum tests where there has been a drop in the number of Year 2 pupils achieving the higher level. In some lessons work is appropriately adapted for pupils attaining at lower levels but sometimes work, particularly written tasks, is not adapted for the higher attainers. For example, when pupils were asked to write down strategies they used for addition and subtraction of sums up to 20, this proved too easy for some pupils. In some lessons in Years 3, 4 and 5, the objectives of lessons are introduced too quickly and so some pupils, especially those at the early stages of acquiring English, are not always clear about the tasks or familiar with more challenging mathematical vocabulary.

111. Leadership and management of the subject are good. All teachers have introduced the national numeracy strategy successfully and have been supported by appropriate training. Staff meetings and in-service training have supported teachers in their delivery of the strategy. The termly and weekly plans are based on the national Framework and this has improved the quality of teaching. The monitoring of teaching is on-going and this supports staff in improving their skills. In monitoring the quality of teaching, it has been noted that pupils' strategies for mental mathematics have improved. All staff are involved in setting targets, which are based on information from regular assessments.

## **SCIENCE**

112. Standards are still just below those expected nationally by pupils of the same age. The curriculum has been meticulously reviewed and improvements made to the schemes of work that teachers follow in lessons. Lesson planning is much improved and teaching is consistently good. The school is making a more robust effort to teach the investigative side of science, ensuring pupils get the opportunity to experiment and understand how to carry out a fair test. Pupils have not developed important scientific skills such as the importance of accuracy in measurement. A Year 3/4 class is a good example, as pupils measuring liquids had no understanding of the need to be accurate. The review and development of science is too recent to have yet had a big impact on pupils' skills but early indications are very positive.

113. Whilst the work in lessons shows that attainment is a little below average, pupils' achievements are generally satisfactory. They are making appropriate steps to continue to improve. This shows that the school is making a difference to pupils' achievements but that things could be even better. It is now in a strong position to improve standards in science.

114. By the end of Year 2, pupils have a satisfactory knowledge of plants and animals. Pupils can name the parts of plants and understand what they need to grow healthily. They know how animals change as they grow older. In the Year 1/2 classes, pupils were able to recognise the different stages in the life cycles of butterflies and frogs. Most can sort animals

and insects into different groups using simple classifications and some knew the term amphibian.

115. By Year 6 pupils have a sound understanding of scientific ideas. They have an appropriate knowledge of basic scientific facts; they know the difference between solids and liquids and how some different materials behave. They are aware about the construction of bodies, the skeleton, the circulation of blood and what humans need to be healthy. They understand about evaporation and condensation. In a Year 3/4 lesson pupils were learning about friction and how to carry out a fair test. The question they were answering was "What material makes a good lubricant?". They had a very hazy view of what a fair test was and little knowledge of scientific terms such as friction. However, during the course of the lesson they quickly used scientific terms themselves and they clearly understood what they needed to do to make the experiments accurate. Given the school's new focus on investigative work these skills will be reinforced well and pupils will develop understanding of how to apply their knowledge to practical situations. Pupils with special educational needs and those with English as an additional language make similar progress to their classmates as they move through the school.

116. Both teaching and learning are always satisfactory and often good and have improved since the last inspection.

117. The particular strengths in teaching and learning are:

- teachers' very good relationships with their classes encourages and motivates pupils;
- teachers are good at encouraging pupils to behave well so that all pupils benefit from lessons;
- teachers are very conscientious about teaching science and their good preparation and careful planning ensure that pupils know what is expected of them and understand what they are doing;
- the new focus on investigate work is beginning to help pupils learn to be scientists and work in scientific ways;
- pupils are supported well by their teachers and this helps them to make good progress.

118. Teachers are organising interesting lessons to enthuse and interest the pupils. In the Year 5/6 lessons pupils were studying different habits around the school. They loved the investigative work and were highly motivated to look and learn. Their lack of experience in investigation showed as they looked with enthusiasm rather than methodically and therefore missed some useful information. They could, however, talk clearly about food chains, of predators and prey and relate it to what they had seen. Teachers do not yet plan investigative work at different levels to stretch every pupil enough.

119. The work of science is led and managed very well. Teachers' plans and pupils' work is monitored to help ensure that the right topics are covered: as a result pupils study a broad range of topics. There is a well thought-out set of improvement plans which will raise standards in lessons. Analyses of the national tests, for example, and the way pupils answer different questions, showed that science investigations were the major weaknesses. The new focus on experimentation is having an impact on lessons and the co-ordinator knows there is still a need to keep a balance between experiments and knowledge, so that pupils have the knowledge and practical skills to deepen their understanding. A consistent system to assess and record pupils' achievement in science will support these developments well.

## **ART AND DESIGN**

120. Pupils get a broad and interesting experience in art. They use a wide range of materials over their time at the school. Standards are generally in line with those expected nationally for pupils of the same age. Pupils visit a good range of exhibitions and galleries every year and this gives them a good understanding of the work of a range of artists. Work is attractively displayed around the school and gives art a high profile. Art club gives some pupils

additional opportunities to make pictures such as the colourful paintings inspired by Georgia O'Keefe.

121. By Year 2 pupils have learnt to use paint, coloured pencil, felt tip pens and pastels. The younger pupils have produced interesting patterns playing around with the marks different drawing materials make. They have begun to develop their imagination by illustrating stories they have heard and those they have made up. They often record information they have learnt in other subjects by drawing or painting. For example, in history pupils will draw events that they have learnt about such as Viking long-ships or life in Florence Nightingale's hospital. They use tactile modelling materials such as clay and play dough. Pupils in the Year 1/2 classes demonstrated they had understood about the life cycle of the butterfly by making models of each stage in the process. They learn about art and design around them through artists who visit the school and their own visits to galleries.

122. By the time pupils are in Year 6 they have increased their knowledge of art techniques they learnt when they were younger. They work with increasing accuracy and attention to detail when representing things, and in using a variety of materials, tools and techniques demonstrate increasing control. However, in some cases they have not built on skills sufficiently to be obtaining the standards they could. For example, whilst young pupils paint from their early days in the nursery the skills of painting are not systematically developed over their time in school. Pupils have had good opportunities to produce some excellent three-dimensional heads out of plaster soaked mesh and effective clay African masks. Pupils discuss the work of well-known artists such as Matisse and Van Gogh, sometimes producing their own versions of famous paintings and sometimes seeing the real picture for themselves in a London Gallery.

123. Pupils have produced pictures of plants by drawing from first-hand observation in Years 1/2, and in Years 3/4 have drawn each other using charcoal. These show that pupils are learning to record accurately what they see and learning to use more detail.

124. Throughout the school the quality of teaching art is satisfactory. Teachers are well organised and well planned. In a Year 1/2 class the teacher used the subject language well so that pupils understood about paper being portrait or landscape and what collage is. She intervened well during the course of the lessons showing the class different teaching points using the children's on-going work to demonstrate. Teachers check effectively that pupils who speak English as an additional language understand the task they are given and use examples to show what they mean. In some lessons pupils are given such clear step by step directions that everyone ends up with almost exactly the same finished piece. This does not allow pupils to use their creativity or to choose and develop their own ideas.

125. Because classes consist of pupils from two year groups the art curriculum rightly follows a two year cycle. The pressure on teaching time with English, mathematics and science being quite rightly a priority means that art happens infrequently. To give pupils a useful and rich experience teachers have to make each art lesson really good. To continue to improve pupils' experience in art the co-ordinator for the subject will need to monitor lessons to check the balance between developing skills and using individual creativity is correct whilst ensuring all aspects of the National Curriculum are being covered and that pupils are gaining the maximum they can in the time available.

## **DESIGN AND TECHNOLOGY**

126. Attainment in design and technology for pupils at the end of Year 2 and Year 6 is in line with that expected nationally. Pupils, including those with special educational needs or with English as an additional language, make sound progress. There are no significant differences in the attainment of boys and girls. The picture is similar to that described in the previous inspection.

127. By the end of Year 2, pupils are able to construct a range of models and artefacts using a variety of materials including cardboard and textiles. In a Year 1/2 class, for example, 'pop up' books were used successfully to introduce pupils to the idea of simple levers to produce movement. Teachers plan carefully to ensure that pupils experience a wide range of design and make activities. In Year 3/4, pupils extend their skills of planning and designing of sliding mechanism to produce a model of a zoo. They design their own sandwich snacks applying their knowledge of healthy food. The teacher built upon the pupils' interest and systematically introduced terminology for description. In Years 5 and 6, pupils have made papier mache models of trainers and constructed moving vehicles. The latter assignment required pupils to measure accurately. Higher attainers had made a three-dimensional model. They evaluate their vehicles and made improvements as a result. There is some evidence of teachers using ICT to support learning in design and technology.

128. The quality of teaching is satisfactory. Teachers use effective stimuli for generating interest in design and technology projects, and manage pupils well in the ensuing practical activities. They build on work covered by the younger pupils, providing opportunities to broaden their knowledge and skills. Most teachers ensure that pupils with special educational needs and those with English as an additional language make the same progress as other pupils in the class through focused support from the teacher or the teaching assistants in the class.

129. The subject co-ordinator is new and developing his role well. He has monitored the products of the pupils and recognises the need now for teachers to strengthen the level of demand for older pupils to ensure that standards improve further. The assessment procedures are not in place yet. Resources are satisfactory. Overall progress since the last inspection is satisfactory.

## **GEOGRAPHY**

130. Attainment at the end of Year 2 and Year 6 is close to nationally expected levels in geography – a similar position to the last inspection. The judgement on the attainment in geography is based on a scrutiny of pupils' work and discussions with teachers and children and the two lessons observed in Year 1/2 as, owing to the school's rolling programme, geography was not taught during the term of inspection in Years 3 - 6. Most pupils, including those with special educational needs and English as an additional language, make satisfactory progress in geography.

131. By Year 2, pupils develop good mapping skills in identifying countries around the world, following the story of 'Barnaby Bear'. They know the name of the countries that make up the United Kingdom and the capital cities of these countries. They show satisfactory knowledge of the immediate locality of the school, identifying the changes needed to make the local area safer. They study and discuss how a good quality environment can be sustained and improved, exploring how recycling can aid to save environment. By Year 6, pupils study the course of a river and successfully identify the main features, such as rapids, tributary, source and mouth of a river. They also examine the effects of climate on a river and environment higher up the mountains while studying various mountains, such as Mount Fuji. They extend their study of the world and consider and evaluate the harmful effect of rubbish. In Years 3 /4, pupils learn about world weather and explore weather features of Keshorepur, a village in India.

132. The quality of teaching and learning is satisfactory, overall. Teachers have good relationship with their pupils and this enables them to set high expectations of behaviour. Teachers are knowledgeable about the subject and plan well to ensure that all pupils take part in lessons. Resources are used well and links with other subjects such as art are good.

133. Management of the subjects now is satisfactory. The co-ordinator is new to the post and is clear about what needs to be done but has not had sufficient time to make an impact on standards. However, she is developing her role effectively. Resources are satisfactory.

## **HISTORY**

134. Attainment at the end of Year 2 and Year 6 is close to nationally expected levels in history: this is a similar position to the last inspection. Most pupils, including those with special educational needs and English as an additional language, make satisfactory progress in history.

135. Pupils in Years 1 and 2 are gaining an understanding of the past and present time in history lessons. Pupils in Year 1 look at a range of different toys and identify and compare old toys with their own new toys. In Year 2, pupils extend the understanding of chronology through the study of the events and the famous people from the past. For example, they learn about the Great Fire of London, listen to the story of Mary Seacole and learn about her contribution to improving nursing care. They can follow a time-line and recognise the differences between holidays taken now and in Victorian times. In Years 3 and 4 pupils can use a time-line to sequence events in the past. They gain an understanding of why the Vikings and Anglo-Saxons settled in Britain and how their settlement changed British society. They are beginning to use evidence to find out how the Viking long ships were navigated even though there were no compass in those days. Pupils in Years 5 and 6 study the events and people of Ancient Greece. For example, pupils in Year 6 explore the concept of democracy and examine the evidence successfully to find out the differences in how Sparta and Athens were ruled. They are able to evaluate the life of children in both countries and many come to a conclusion that girls did as well as boys in Sparta but not in Athens, despite it being a democratic country. They begin to collect evidence from Britain since 1900 and examine the benefits and disadvantages of the arrival of railway in Britain.

136. The quality of teaching and learning is satisfactory overall. Teachers have good relationship with their pupils and this enables them to set high expectations of behaviour. This helps pupils to be confident in their learning. Teachers are knowledgeable about the subject and plan satisfactorily to ensure that all pupils take part in lessons. Pupils enjoy the study of history and respond well in lessons. Resources are used appropriately to enhance pupils' understanding of historical facts and links with other subjects such as English are good. Teachers use questioning techniques in lessons satisfactorily to test pupils' understanding. Pupils' learning in history is enhanced appropriately by the introduction of Black History week and visits to places of historical interest, such as the Tower of London and the British Museum.

137. Management of the subject is now satisfactory. The co-ordinator is new to the post and is clear about what needs to be done but has not had sufficient time to make an impact on standards; however, she is developing her role effectively. The curriculum, based on national guidance schemes, has been introduced effectively and ensures consistency in what is to be taught. Resources have improved since the last inspection and are now satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

138. Standards in information and communication technology for Year 2 and 6 are in line with national expectations. This is a significant improvement from the position at the last inspection when standards were below nationally expected levels in both key stages. Due to the new information and communication technology resources all pupils are achieving appropriately. Arrangements for the inclusion of all pupils including those with special educational needs have been suitably achieved due to the use resources. There is no significant difference between the attainments of boys and girls.

139. In Year 2 standards are average. Pupils know how to word-process and edit work satisfactorily. For example, the majority of pupils in Year 1 and 2 word-processed and saved

their writing about animals. Most pupils drew a picture in the style of Keith Harry and some learnt how to use the flow fill function. Year 2 pupils have created a graph to show their favourite colours. They have chosen words in a word bank to write about food, used a mouse to select words. Pupils enjoyed programming a simple robot to move backwards and forwards. Few pupils recalled using programmes that explore real and imaginary situations.

140. The standards of pupils in Year 6 are average. Pupils know how to enhance their work adding pictures to word processing satisfactorily. There are good links between literacy work and information and communication technology projects. For example, in a Year 5 and 6 lesson pupils added images effectively to their writing and word-processed reports about the World Cup. They also amended their writing well and made an article for younger pupils to read. These older pupils changed font size and text colour so that the article was interesting to seven year olds. They also used their literacy skills to produce computer-generated presentations about the solar system. In a Year 3 and 4 lesson, pupils explored font sizes and added images to create birthday cards. Pupils collect and investigate information satisfactorily. Older pupils use spreadsheets and calculate averages using formulas. Numeracy studies link well with information and communication technology projects. For instance, pupils in Years 5 and 6 utilized mathematical data effectively to create pie charts about how pupils came to school. Year 3 and 4 pupils entered data about their hair colour and height using data handling programmes. Pupils also use the mouse to draw effectively: for example, Year 3 and 4 pupils drew faces in the style of Andy Warhol. This is a considerable improvement since the last inspection when pupils only knew how to word-process. The Internet is used satisfactorily in information and communication lessons to carry out research. However, pupils rarely use e-mailing and few pupils have experiences of controlling events. Pupils throughout the school rarely print out their work or keep work in a folder.

141. The quality of teaching is satisfactory overall. Teachers have established effective teaching methods to develop basic skills in the subject by using the mobile computer suite for a half a day a week per class. Basic skills of information and communication technology are suitably taught, for example, when Year 3 and 4 pupils learnt how to input information into a database. Teachers have high expectations of pupils to search the Internet and research facts such as the largest aluminium cans capacity, which is linked to their studies in numeracy. Effective learning methods are used when teachers support pupils learning by giving them a list of instructions to follow. Teachers employ very good behaviour management skills, which means that pupils behave very well, concentrate carefully and enjoy using the computers. They work sensibly and independently on them, overcoming problems for themselves due to high expectations of teachers. Teachers do not always use specific oral feedback and the use of self-evaluation by pupils is not often seen in lessons. Pupils from minority ethnic groups and those learning English as an additional language are well supported by staff and they achieve satisfactorily. The weekly planning of teachers is satisfactory, but there is no specific learning objective for the more able pupils. Assessment records are not being used and annual reports to parents do not assess pupils' attainment accurately or inform parents how pupils could improve.

## **MUSIC**

142. The majority of pupils achieve average standards. Most pupils' work at nationally expected levels due to effective teaching. This is a significant improvement since the last inspection when standards were below average. Throughout the school pupils enjoy music and delight in performing to each other. Arrangements for the inclusion of all pupils are suitably achieved so that pupils are effectively included in all lessons. Pupils with special education needs and those from minority ethnic groups are well supported and achieve well. There have been many improvements in the provision for this subject. The school now has a good range of musical instruments. More able pupils are well extended through extra music sessions where pupils learn to play a variety of instruments at a local music club. All Year 3 and 4 pupils learn to play the recorder.

143. Pupils compose their own music satisfactorily. In Year 1 and 2 pupils use their voices and hands to make weather sounds. They then combine rain, thunder and storm sounds to create beautiful weather music, using percussion instruments. In Year 5 and 6 pupils create pleasant mood music using percussion instruments and voices in a variety of ways. Pupils are given many opportunities to listen to music from all around the world. For instance they listen to music from European, African and Indian composers and learn to appreciate different types of music that are found in the world.

144. Singing is part of music lessons and school assemblies. Pupils say that they enjoy singing lessons. They co-operate and work well in groups when they compose mood music. Year 5 and 6 were able to identify accurately what type of mood music other pupils had created. The pupils valued all groups' work and listened intently to mood sounds that had been recorded onto a cassette because of very good behaviour management skills of teachers. Some pupils do not recall learning clapping rhythms often.

145. The teaching of music is good overall. Teachers carefully plan lessons, although they do not set separate learning objectives to extend more able pupils. Resources are used well by pupils to make original compositions. Basic skills are well taught when pupils learn how use percussion instruments. Effective learning methods were used when pupils were expected to perform their compositions to the class. Good organization skills of teachers allow all pupils to develop musical skills when they learn to play instruments. Pupils who are learning English as an additional language and those from minority ethnic groups are well supported by staff and they make good progress. Teachers do not always give pupils specific feedback about what they have done well and what they could do to improve. There are few opportunities for pupils to self-evaluate their achievements. Teachers do not plan many activities in lessons, which enable older juniors to record music using musical notation. The school has musical programmes for use on the computers, but their use is underdeveloped in a considerable number of classes.

## **PHYSICAL EDUCATION**

146. Standards of physical education are average. The majority of pupils in Year 2 and 6 work at nationally expected levels for seven and 11 year olds. This is a similar picture to that found at the time of the last inspection. Boys and girls achieve similarly. Pupils with special educational needs and those from minority ethnic groups are well supported and make good achievements. Arrangements for inclusion are appropriate and pupils are included well in all aspects of the subject. Improvements include new resources.

147. In Year 2 the majority of pupils work at appropriate standards for their age. Standards of dance are satisfactory as a result of good teaching. Pupils in Year 1 and 2 created movements that were inspired by fireworks. They moved with considerable control when they moved as a rocket would once it has been lit and changed their actions to demonstrate how it flew through the air. Flowing dance movements were used by pupils to create a beautiful 'Catherine Wheel' sequence.

148. In Year 6 pupils work at national standards expected for 11 year olds. Year 5 and 6 pupils demonstrated average ball control. They undertook practice activities, which promoted bowling, batting and fielding skills. The whole class played a co-operative game of 'Kwik Cricket' and more able batters obtained good scores during their innings. Year 3 and 4 developed their athletics skills satisfactorily. They learnt how to hurdle due to effective instruction from the teacher. Younger pupils learnt how to throw a discus and put a shot reasonably accurately. All Year 5 and 6 pupils have had weekly swimming lessons. One third of the Year 6 pupils swam twenty-five metres and gained the national swimming standard. Pupils who are learning English as an additional language achieve well and work at nationally expected standards in all aspects of the subject. Older pupils do not recall having been involved in many gymnastics activities.



149. The quality of teaching is good overall. Warm up activities are used effectively at the beginning of lessons. Teachers organise their lessons well so that pupils could experience different activities at the same time. Teachers set high expectations of pupils to work together in team games. Very good behaviour management skills ensure that pupils have very positive attitudes to the subject and behave very well. Some teachers give specific feedback to pupils about effective skills used, but other teachers do not give this type of high quality comment. Teachers' knowledge and understanding is good. It enables pupils to learn the correct body position to adopt when catching a low flying ball. Resources are used well to ensure that pupils have opportunities to develop skills in many aspects of the subject. Teachers' planning is carefully thought-out, but it does not consistently set specific learning objectives for more able pupils. Opportunities for pupils to evaluate their own and others movements are rather limited. Numeracy, literacy and information and communication technology studies are rarely linked to physical education activities.

## **RELIGIOUS EDUCATION**

150. Throughout the school attainment in religious education is in line with the expectations of the locally Agreed Syllabus. This is similar to when the school was last inspected in 1997.

151. Pupils in Years 1 and 2 are developing an understanding of several world faiths. They know that the Bible is a special book for Christians and are able to make the connection between this book and the Qur'an in Islam. Children of this age have a basic understanding of Christian festivals and stories from the New Testament and from other major religions.

152. By Year 3 and 4 pupils are developing a secure grasp of key features of the major religions. They are able to recall the points of 'the noble eightfold path' in Buddhism. By Year 5 and 6 they have developed a broader understanding of key features of the worlds leading faiths. They learn about symbolism in religions and apply their knowledge as they interpret pictures and representations on a baptism candle. The school community includes pupils from all the major world faiths and this is beneficial in developing an understanding of religious diversity. For instance, some Year 5 and 6 pupils talk about their religions and their places of worship, recognising that each faith has important similarities.

153. Pupils are learning well throughout the school. Pupils who have special educational needs are well supported. This is because staff adapt their questioning appropriately and prepare work that meets their needs. Pupils who have English as an additional language also achieve satisfactorily. Learning support assistants are well deployed to support the learning of specified groups of children. For example, they quietly provide explanations during class discussions for children who are at the early stage of learning English and support pupils with special educational needs with written work. For the older pupils in the school, extension work is provided which extends their skills and understanding.

154. Throughout the school pupils have positive attitudes to work. They are keen to take part in lessons and are interested and respectful of each other's views and religions. For instance, some Year 6 children share their own experiences of baptism and teachers praise their contributions. These older pupils in the school are aware that differences in views are to be celebrated not discriminated against; for example, as they complete an activity about values given to birth and death ceremonies in different religions they know that their opinions are as valid as those pupils of other religions.

155. The quality of teaching is always satisfactory and is often good. Lessons are planned to build on what children have already learnt and teachers reiterated this; for example, Year 5 and 6 children are asked to recall about birth ceremonies for Islamic children, before moving on to baptism. This consolidates pupil's learning. Another good aspect of teaching is the way that connections between the major faiths are introduced. For instance, children in Year 1 and 2 learn that many religions have teaching in a special book. Where teaching is good, the content of the lesson is related directly to pupils' lives. For example, after listening to the

parable 'The Prodigal Son', pupils in Year 1 and 2 are asked "Why do you think his brother was upset?" and "Why was his father so kind to his son?". Such questions encouraged pupils to discuss emotions such as jealousy, love and forgiveness, relating these feelings to instances they have experienced in the playground. Teaching encourages thought. Pupils in Year 5 and 6 are asked to think about the meanings of the symbols on a baptism candle. One child offers that the 'first and last letter of the alphabet symbolises life and death'. Teaching supports children in articulating their answers, for example, when a child attempts to explain that the burning of a candle represents God giving light to one's life. Teachers often draw on pupil's own religious experiences which means children learn from each other. In a satisfactory but effective lesson, there were missed opportunities for the pupils to explore how religious tradition impact on the everyday life of believers.

156. In all the lessons observed teachers' expectations of children's behaviour are explicit and they spend little time on the management of pupils. Displays in the school and work in children's books reflect a balanced curriculum and teachers' good knowledge of the curriculum. Good lessons are enhanced by the use of resources to support learning, for example, in a Year 1 and 2 class pupils look at a Bible and large information books. Information technology is used effectively to support this subject; some Year 5 and 6 pupils independently use the Internet to gather supporting information for their lesson.

157. The curriculum meets legal requirements and the new co-ordinator has targeted areas of development. The co-ordinator informally monitors the quality of lessons although this is not yet systematic in ensuring the quality of teaching. She ensures that religious education is taught regularly in all classes and that planning throughout the school corresponds to the locally agreed syllabus. These factors have been influential in maintaining the standards in the subject. Over the last year necessary resources have been purchased. Teachers make use of local resources, for example, taking their class to a local church or Hindu temple. Religious leaders within the community have visited the school in the past and this has enhanced the curriculum. However these links are not being currently maintained; this is an area the co-ordinator has targeted in order to raise the standards further.