

# INSPECTION REPORT

## **ST MARY'S C of E PRIMARY SCHOOL**

Willesden

LEA area: Brent

Unique reference number: 101537

Headteacher: C Tobin

Reporting inspector: M Whitaker  
1424

Dates of inspection: 1<sup>st</sup> – 4<sup>th</sup> October 2001

Inspection number: 195552

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Garnet Road Willesden London
Postcode:	NW10 9JA
Telephone number:	(0208) 451 0363
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Appropriate authority:	Governing Body
Name of chair of governors:	M Lindsay
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1424	M Whitaker	Registered inspector	Physical education Equal opportunities Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9563	J Reid	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?
24022	J Lawson	Team inspector	English Art Music Foundation Stage	
12125	M Slaughter	Team inspector	Science Information and communication technology	
7813	K Wood	Team inspector	Design and technology Geography History	How good are the curricular and other opportunities offered to pupils?
15011	M Wallace	Team inspector	Mathematics Religious education	
19861	K Trikha	Team inspector	English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

St Mary's C of E Primary School is a voluntary aided school for boys and girls aged between three and eleven years. There are currently 335 pupils on the roll of the school, including 25 children in the Nursery. The school serves a largely socially disadvantaged area, with the majority of pupils living on the local housing estate. The estate is currently being refurbished and this is having an effect on the number of pupils attending the school as they move out of the area whilst their housing is improved. A larger than average proportion of pupils is entitled to free school meals, currently 119. The school serves a culturally diverse population with 93.5 per cent of pupils from minority ethnic groups, mainly African Caribbean and African. Sixteen different languages are spoken, principally Yoruba, Twi and Somali, and English is an additional language (EAL) for 108 pupils. This is higher than the national situation. A higher than usual percentage of pupils have special educational needs (SEN), although the number with statements of SEN is about average. There are currently 117 pupils on the special educational needs register and three pupils with statements. The attainment of pupils when they enter the school is well below the levels expected for their age.

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

St Mary's is not yet an effective school because standards in English, mathematics and science are too low at the end of both key stages. However, there are encouraging signs of improvement. The relatively new headteacher, well supported by the governors and key staff, is providing very good leadership and management for the school and this is beginning to raise standards. The most recent national tests and evidence from the inspection confirms this. Progress has been hindered by significant staffing problems, particularly during the past year, which have resulted in four teaching posts being filled by agency staff and three by temporary appointments. It is difficult for the school to sustain improvements in standards in these circumstances. However, the quality of teaching during the inspection was good. Given the difficult circumstances, the quality of teaching, the effectiveness of the leadership and management and the improving standards, the school provides satisfactory value for money.

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

- Plans the curriculum well, providing a broad range of experience including the National Curriculum.
- Uses assessment effectively to ensure that teaching is matched to pupils' needs.
- Ensures that children have a good start to their education in good quality nursery provision.
- Provides a caring environment where pupils' personal development is well supported.
- Analyses the standards being achieved and takes effective action to improve in areas of weakness.
- Monitors and evaluates the quality of teaching and has been effective in improving it.

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

- Standards in English, mathematics and science at the end of both key stages.
- Provision for Reception aged children.
- The timing and structure of afternoon lessons, including the carousel arrangements in Years 3/4.
- Attendance and punctuality.
- The range of extra-curricular activities offered.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvements since it was last inspected in April 1997. There has been improvement in all of the areas previously identified as weaknesses. The quality of teaching has

improved considerably because planning and the management of behaviour is better. The leadership and management are now good where they were previously poor. The relatively new headteacher has provided very good leadership and management and this has had a very positive effect on teaching and learning, and consequently on the standards being achieved. Although standards are not high enough, there are signs of significant improvement.

## STANDARDS

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

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

Attainment in English was in the bottom five per cent in the country, whilst attainment in mathematics and science was well below national averages in the 2000 national assessments for eleven year olds. When compared to similar schools' attainment in English and science it was well below average and below average in mathematics. Results in the 2001 tests show an improvement in all areas at the end of both key stages and evidence from the inspection shows that attainment in Year 2 and Year 6 is continuing to improve in these three subjects. Results in reading, writing and mathematics were well below average for seven year olds in the 2000 tests. The improvements seen during the inspection and in the 2001 tests is the result of very good leadership and management and good teaching.

The trend of results in the past three years has followed the national trend and the school achieved its target in 2001. The targets set are challenging but realistic.

Evidence from the inspection showed that standards in other subjects of the curriculum, including information and communication technology, are broadly average.

Children enter the school with very low levels of attainment compared with national expectations. Although standards at the end of the Nursery remain low, children have achieved well making good and rapid progress. This is not sustained during the Reception year and by the time children enter Year 1 standards remain below expected levels.

During the inspection, throughout Key Stage 1 and Key Stage 2 pupils achieved well and made good progress in most subjects because of the quality of teaching and this is now beginning to have an impact on the standards being achieved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and respond well most of the time.
Behaviour, in and out of classrooms	Satisfactory. Behaviour in lessons is usually satisfactory but can deteriorate if work is not matched to the needs of pupils or lessons lack challenge.
Personal development and relationships	Personal development and relationships are good. Although opportunities for personal development are satisfactory, relationships

	are a strength.
Attendance	Unsatisfactory. Attendance is below the national average and punctuality is unsatisfactory.

In the vast majority of lessons pupils listen carefully and follow instructions; they are keen to succeed and generally behave appropriately. Where behaviour is less than satisfactory it is often because the work set is not appropriate. However, there is a small number of pupils who misbehave because of their emotional difficulties.

Temporary exclusions were extensively used by the headteacher during her first year and this has, in part resulted in better behaviour. Although the school tries hard to ensure pupils arrive promptly to school, the start of the day is affected by pupils' late arrival.

## TEACHING AND LEARNING

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

Teaching in the Nursery is good enabling children to make good and rapid progress from a low starting point; teaching in Reception is unsatisfactory because planning is insufficiently linked to the needs of the children and time and resources are not used effectively to enable children to make progress.

The quality of teaching in English and mathematics in Years 1 to 6 is consistently good. As a result, literacy and numeracy are effectively taught. Planning of lessons and matching work to pupils' needs are strong features of this teaching. Teaching overall is good. Lessons are well planned and a detailed analysis of areas of weakness in pupils' learning is used effectively to improve teaching and raise standards. Pupils are well managed in most lessons, although where weaknesses occur in teaching behavioural problems can result. The use of homework to support learning is unsatisfactory. Pupils with special educational needs and those for whom English is an additional language are effectively taught and make the same amount of progress as other pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is enriched through links with the community, initiatives to support personal development and relationships with other institutes. The timing of afternoon lessons and the carousel arrangement in Years 3/4 causes difficulties. The range of extra-curricular activities is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory. Provision is matched to the needs of pupils and support is appropriately provided enabling pupils to make progress.
Provision for pupils with English as an additional language	Satisfactory. The specialist support and work of assistants enable pupils for whom English is an additional language to make progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral, social and cultural development is good. Spiritual development is satisfactory.
How well the school cares for its pupils	Good. Procedures for assessing and monitoring pupils' personal and academic development are good.

The school has developed effective partnership with parents. Good quality information is provided to parents to enable them to support their children. The curriculum meets statutory requirements, although the length of lessons and the way in which the curriculum is organised for some classes in



the afternoons causes some problems. This is because for some classes the afternoon teaching time is longer and consists of only two lessons. As a result it is difficult for pupils to maintain their concentration. Assessment arrangements in English, mathematics and science are good and the school Child Protection and other welfare procedures are good.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher and key staff have provided very good leadership and management for the school. This is a key factor in standards beginning to improve.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They have a clear understanding of the strengths of the school and the areas for development.
The school's evaluation of its performance	Very good. The headteacher, staff and governors have undertaken a detailed analysis of the school's results and are taking effective action to raise standards.
The strategic use of resources	Resources are effectively used to support learning. Available staffing is appropriately deployed. Learning support staff are very effective in lessons.

The relatively newly appointed headteacher, supported by key staff and governors, has provided very good leadership and management and this is having a marked effect on standards and the quality of teaching. There are currently enough teachers to meet the demands of the curriculum, but staffing is not secure because of the number of temporary appointments and recruitment is a problem.

There are currently seven teaching posts not filled by permanent staff. Accommodation and resources are satisfactory overall. The school has introduced the principles of best value and spends its money wisely.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The school is well led and managed.</li> <li>• Behaviour has improved considerably.</li> <li>• The school is open and approachable.</li> <li>• Expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework provided.</li> <li>• The range of activities outside lessons.</li> </ul>

Evidence from the inspection supports the areas which please parents. Leadership and management are very good, expectations are generally high and a concentration on developing teaching and learning has led to improved behaviour. The school works well with parents and listens to them. The parents are right to wish to see an improvement in homework and a development in the range of activities offered outside lessons.

## **PART B: COMMENTARY**

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

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

1. The school's results in English, mathematics and science are still not high enough. In the national tests in 2000 for eleven year olds, attainment in English was in the bottom 5 per cent of the country, whilst attainment in mathematics and science was well below national averages. When compared with schools considered to be similar, attainment in English and science was well below average. It was below average in mathematics. Results for seven year olds in 2000 were well below average in reading, writing and mathematics. The school's results have followed the national trend in recent years, but the gap between its results and those schools with higher results has not been reduced. However, there are signs of a significant improvement in all areas. The results in the 2001 national tests indicated a much higher percentage of pupils achieving better results. There were significant improvements in all areas for seven year olds, and eleven year olds also improved. The school met its target in 2001. Evidence from the inspection also identified better achievement in all areas for pupils with different levels of attainment and for those for whom English is an additional language. These improvements are the result of the very good leadership and management provided by the relatively newly appointed headteacher and have led to improved teaching and learning and a commitment to raising standards of achievement throughout the school. The improvements made, and the structures and systems established for analysing and monitoring results and taking effective action, are likely to lead to continued improvement. However, the recruitment and retention of teachers could slow the process of improvement.
2. When children enter the Nursery, levels of attainment across the areas of learning are well below those normally expected for children of a similar age. As a result of the consistently good teaching children make good progress, learn effectively and despite attainment being below expected levels when they move to the Reception year, all pupils achieved well. This does not continue in Reception. During the inspection children made insufficient progress and achievement was unsatisfactory in Reception because planning was insufficiently detailed and teaching did not match the needs of the children sufficiently well and, as a result, not enough learning took place. Generally children have not made enough progress during their Reception year and attainment when they move into Year 1 is below that expected for pupils of their age. However, because of the good achievement in the Nursery, achievement during the Foundation Stage is satisfactory overall.
3. In English pupils achieve well and make good progress in both Key Stage 1 and Key Stage 2 despite attainment being below national averages. This includes pupils with special educational needs and those for whom English is an additional language. The good progress made by pupils can be attributed to the improvements in teaching, planning and assessment since the last inspection. The literacy strategy has had a positive impact on standards.
4. In Key Stage 1 achievement in speaking and listening is good; pupils willingly participate in class discussion and in Year 2 their vocabulary is extended, for example in editing work – they change the word 'fix' to 'repair'. Despite this achievement pupils' skills remain underdeveloped and many do not respond in full sentences. However, by the end of Key Stage 2 pupils' attainment is broadly the same as that of other children of their age. They have learned to use imaginative vocabulary in descriptive writing and can listen to and provide opinions about stories recalling the important features.
5. Good progress is made in reading and pupils achieve well in relation to their prior attainment. In Key Stage 1, higher attaining pupils are able to use a range of strategies to tackle unknown words and can recall stories and predict what will happen next; lower attainers begin to use letter sounds effectively and can talk about familiar stories. In Key Stage 2 pupils are able to talk about their favourite author and give reasons for their choice. Despite the good achievement, more progress could be made. There is currently an inconsistent approach used in reading throughout the school. The school's home reading scheme, for example, is not used

for all pupils and continuous analysis of the standards achieved is not as well developed throughout the school as it could be.

6. Similarly in writing, whilst attainment remains below expected levels, pupils make good progress and achieve creditable standards. Writing is used for a range of purposes and is promoted in other subjects, such as history when writing about famous people.
7. The marking of pupils' work enables them to make good progress because, for example in Year 6, areas for further development in writing are identified and discussed with pupils, whilst in Year 2 there is a consistent approach to correcting pupils' work with comments about how writing could be improved.
8. Standards in mathematics are below the national average for pupils at the end of Years 2 and 6, however all pupils, including pupils with statements of special educational needs and pupils who are learning English as an additional language, make good progress in their learning in relation to their prior attainment. This is because of the good quality teaching they receive. Support is well deployed in English and available support is used effectively in mathematics. Finance does not allow it to always be available.
9. Progress and achievement in number work is good throughout the school. In Year 2, higher attaining pupils recognise even and odd numbers and can explain how they know a number is odd or even. Higher-attaining pupils use a small range of strategies for addition and subtraction effectively. High attaining Year 2 pupils use appropriate number operations with two-digit numbers with reasonable security. Pupils experience good opportunities to estimate, investigate, measure and compare the length of different body parts such as arms, wrists and legs. This interactive work helps higher attaining pupils successfully explain who is the tallest person; lower attaining pupils need adult support to complete the measuring task. Progress in learning is greater when support is available, but this is not always consistent.
10. In Year 6 higher attaining pupils work out simple ratio problems and round numbers up and down. They take away shopping item prices from £20, for example £7.49 and give the correct answer. Number work is slower than one would expect and pupils need a lot of reinforcement on this aspect. Average pupils are beginning to know the difference between a decimal and a fraction and can arrange the fractions in order from the smallest to the largest. Lower attaining pupils are less secure in their tables and need adult support. Pupils who are learning English as an additional language and pupils with special educational needs are supported by adult helpers and solve problems with low numbers.
11. Pupils' mathematical skills are used in other subjects. For example, they produce simple bar graphs to show results in science. Spatial awareness, estimating and counting skills are developed in physical education. In music Year 2 pupils identify a repeating pattern in the music. The use of mathematics in information and communication technology (ICT) could be better. There is insufficient software for pupils to develop their mathematical skills sufficiently in this subject.
12. The attainment of pupils in Key Stage 1, in science, has improved since the last inspection. Attainment is in line with national expectations for the majority of pupils. In Year 1 pupils can correctly label the external parts of the human body and they are able to name a range of different types of animals. In Year 2 pupils understand that animals and humans grow and reproduce. Pupils in one Year 2 class looked at diagrams showing the life cycle of a butterfly carefully. They were then able to correctly order cut-out shapes of the egg, larva, pupa and adult. Overall, pupils are achieving well and making good progress.
13. The attainment of pupils in Key Stage 2 has also improved since the last inspection. The majority are attaining standards that are still below the national expectation, although they make satisfactory progress and achievement is sound. Pupils in the lower juniors recognise that humans need different types of food in order to remain healthy. However, many Year 4 pupils cannot give clear, simple explanations of the roles of the different food types. In Year 6 pupils' attainment is below national expectations, where only the more able pupils can make simple predictions about how a shadow might change as the light source is altered. However,

they attain satisfactory standards when they use their scientific knowledge and understanding to predict how different objects will affect the path of light from a torch. They are able to accurately describe how a reflection is different from a shadow.

14. In the other subjects of the curriculum the standards attained by pupils at the end of both key stages, with the exception of geography in Key Stage 1, are similar to those attained by other seven and eleven year olds. This represents satisfactory achievement and progress. Attainment in geography in Key Stage 1 is below that normally seen, because teaching is sometimes not sufficiently demanding and as a result pupils do not always make enough progress.
15. The school has analysed data according to ethnic groups and an action plan to raise the achievement of particular groups, such as African Caribbean girls, is in place and forms part of the school development plan. This is an improvement since the last inspection. Discussion with pupils revealed that they are able to understand the use of technical vocabulary and use appropriate expressions in their writing by working in small groups with the EMTAP (Ethnic Minority and Traveller Achievement Project) teachers. Pupils for whom English is an additional language make satisfactory progress and are able to attain similar levels to others in all years.

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

16. Pupils' attitudes to learning are good overall. During their time in school, pupils gain confidence about what they can achieve in a variety of learning situations. The majority of pupils show interest in the life of the school. Many show that they can be motivated and enthusiastic learners. In a Year 6 history lesson where pupils were studying a typical Victorian day, they were eager to offer ideas and explanations and worked productively. Pupils show that they can give good attention and persevere. In a Year 1 physical education lesson pupils followed instructions well and all completed the tasks when throwing accurately and working in teams. However, where teaching is unsatisfactory pupils attitudes deteriorate, they lose concentration and time is wasted. A small minority of pupils need close supervision and extra encouragement.
17. Pupils' behaviour overall is satisfactory. Parents, pupils and staff say that attitudes and behaviour have dramatically improved over the last year. Good behaviour was seen in many lessons. However, when pupils are given inappropriate activities and there is a lack of challenge and low expectations, their behaviour becomes unsatisfactory. A few pupils have severe behavioural problems and staff sometimes have insufficient strategies and support to deal with them. Generally pupils are friendly and welcoming. Overall, they are clear about the way they should behave and follow the daily routines appropriately to create an orderly community. However, a few pupils are still aggressive and strident at times around the school. The high incidence of fixed-term exclusions is a consequence of strict adherence to the behaviour management strategies of the new headteacher. Fixed-term exclusions were used to demonstrate that specific kinds of misbehaviour were completely unacceptable. The strategy proved successful and the number is now much reduced. There have been no permanent exclusions.
18. Pupils' personal development is satisfactory. Pupils' relationships with other pupils are good overall and with staff are nearly always good. As they progress up the school they learn to co-operate, share and take turns. In a Year 5 mathematics lesson where pupils were investigating multiplication and division in problem solving, they co-operated well with one another and showed good independent thinking. Pupils are tolerant of one another. There is good racial harmony in the school community. There are incidents of name-calling. However, these are a form of unkind abuse and urban aggression and are not racist in nature. Pupils respond well to opportunities to take responsibility. The school prefects have a mature approach and are proud of their position. Pupils gave generously at their Harvest Festival to show their concern for the homeless. Pupils in the classroom act sensibly when asked to perform tasks and are keen to help.
19. Attendance is unsatisfactory. A contributory factor is families staying on roll after they have moved because they have not notified the school. No group shows any significant attendance

variation. Unauthorised absence is well above the national average. Some parents have difficulties giving written reasons for their child's absence. Too many pupils arrive late to school which disrupts the start of the school day. The school meets the statutory requirements for the recording and reporting of attendance.

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

20. The quality of teaching is good overall. During the inspection 80 lessons were observed. Teaching was satisfactory or better in 92.5 per cent of lessons; it was good in 45 per cent, very good in 15 per cent and excellent in one lesson. Teaching was unsatisfactory in five lessons and poor in one. This represents a significant improvement since the last inspection.
21. In the Foundation Stage teaching is satisfactory overall. It is good in the Nursery, but unsatisfactory in Reception. The nursery teaching is good because sessions are well planned and activities are well matched to children's levels of attainment. As a result they make good and rapid progress in all areas of learning, often from a low starting point. Children with special educational needs and those for whom English is an additional language, make good progress in the Nursery. Reception children do not make the same rate of progress. The newly appointed staff at present lack in-depth knowledge of the curriculum. Planning is not as well developed and does not always meet the learning objectives for the Foundation Stage.
22. Standards of teaching in English are good in Key Stages 1 and 2 and, as a result pupils achieve well. The National Literacy Strategy has been successfully introduced and developed and this has had a positive effect on teaching. Planning is very thorough and teachers identify clear learning objectives for all pupils; consistency in planning enables pupils to build on their learning as they move through the school. Assessment is effectively used to identify future learning objectives for pupils and good use is made of questioning to probe and further develop understanding. Although some teachers are new and temporary and have a limited knowledge of the literacy strategy, the planning supports them well. Those teaching at the end of each key stage have a good level of expertise in English.
23. Planning is also a strength in mathematics, again supported by the national strategy. The newly developed assessment procedures are also supporting teaching.
24. Subject knowledge is a strength in mathematics and this enables basic skills to be effectively taught throughout the school. Learning is always shared at the beginning of each lesson and reviewed at the end and this encourages pupils to focus on what needs to be improved.
25. In general the management of pupils is good. The focus on teaching and learning strategies has led to better classroom management and better behaviour. However, when classroom organisation and management is not good, behaviour can deteriorate; for example, in Reception and in a Key Stage 1 geography lesson.
26. Support assistants are used effectively to support learning, particularly in English, although occasionally the limited support, for example in some mathematics lessons, reduces the amount of progress some pupils can make. Support for pupils with special educational needs and those for whom English is an additional language is used well. This ensures that these pupils have access to all subjects and are able to make progress.
27. As in English, the standard of questioning used in mathematics is good and this promotes learning well.
28. The expectations of teachers are usually satisfactory, although in science teachers do not always challenge the higher attaining pupils; for example, in a Year 1 lesson pupils were encouraged to name various animal models they had made, but this was not developed to discuss the different features of the animals. However, support staff are also used effectively in science to support learning. They have a clear understanding of the learning objectives and are able to take an active role in lessons. Teachers do not always have a good understanding of experimental and investigative work in science and this can lead to confusion in lessons.
29. A weakness in the teaching is the inconsistent use of homework to support learning.

30. The planning of specialist teachers for whom English is an additional language is generally secure and comprehensive and is linked to the lesson plan of the mainstream teacher and an assessment of EAL learners. Information is collected on pupils' achievements including reading scores based on the benchmark reading test and EAL stages of language development to match work to pupils' needs.
31. Where this focused support is in place satisfactory progress is made. For example, in Year 2, they are able to tell the difference between fiction and non-fiction. In Year 5, teaching based on clear learning objectives of deepening the children's understanding of a story enables them to use words like "enormous" to replace "big" while writing a story and demonstrate the use of speech marks in their writing.

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

32. The curriculum for children in the Foundation Stage is satisfactory and meets requirements. Planning is very thorough in the Nursery and as a result children progress well. In the Reception year planning is insufficiently detailed. This is linked to the current staffing position and the school is aware of the need for improvement in this area.
33. At both key stages, the curriculum meets statutory requirements, including sex education. It is appropriately broad and balanced in the allocation of time to each subject. This is an improvement since the last inspection. The curriculum is planned effectively, providing a broad and relevant range of experiences. Co-ordination of subjects is generally satisfactory, though leadership of design and technology, art and music is presently the headteacher's responsibility, the co-ordinator for English is temporary and for science, history and geography is seconded.
34. The school bases its provision upon published schemes of work contained in national guidance. These are adapted well to the school's purposes in most subjects. The school provides effectively for the National Literacy and Numeracy strategies. An increasing number of cross-curricular links have been identified, though the use of ICT across the curriculum is not fully in place. In both key stages, class teachers within most year groups work and plan together effectively, ensuring consistency. The headteacher and her deputy, supported by the LEA, effectively take an overview of the curriculum, monitoring both teaching and standards and taking necessary action. The monitoring role of subject co-ordinators is restricted to core subjects only. This is a school-agreed priority because of the staffing situation but plans are in place to extend this. Sex education and the dangers of drug misuse are taught satisfactorily within the Health Education programme. The curriculum succeeds in promoting pupils' intellectual and physical development and the good quality teaching in Years 2 and Year 6 ensures that pupils are well prepared for the next stages of their education.
35. Guarantees of equality of access and opportunity for pupils to enjoy all curriculum subjects and aspects of school life are rooted in the school's foundation. However, inspection evidence reveals weaknesses. For example, the school needs to re-examine the timings and structure of lessons in the afternoon, especially the carousel arrangement in Years 3 and 4. Pupils find it difficult to work in this situation where they have to move between teachers. As a result progress and behaviour are affected.
36. The school recognises and provides for the range of special educational needs. Work is well matched to the identified needs of the pupils and appropriate support is provided. As a result pupils with SEN make as much progress as the other pupils.
37. Pupils are able to join in competitive sports, such as netball and football. The promotion of sport by the local authority has enabled pupils to benefit from football and cricket coaching from representatives of QPR and Middlesex CC. The Infant and Gospel choirs have performed locally and nationally. Pupils take part in local charitable fund raising. Visits to museums and visits from outside speakers, for example in history, enhance and complement all pupils' learning. Although the use of teaching time is enhanced by a wide range of activities, visits and

visitors, the range of extra curricular activities is unsatisfactory. The school wishes to develop its provision and staff are currently introducing new activities.

38. Links with the local community make a good contribution to pupils' learning. For example, Infant and Gospel choirs perform both locally and nationally. Pupils sing in local care homes for the elderly. The Parish Priest is strongly involved in the life of the school. Pupils raise funds for local charities such as the St Mary's Night Shelter. Football and cricket coaches from Queens Park Rangers and Middlesex Cricket Club respectively work in the school. The Kufi Organisation promotes the Afro-Caribbean heritage for pupils through drama workshops.
39. Links with other schools are good. The music co-ordinator for a local primary school is seconded for one day a week to work in the school. Transition meetings are held and headteachers from the main feeder schools participate. Year 6 pupils visit their prospective secondary school to become familiar with it. A mentoring programme is about to start alongside the College of North West London. There are good links with the local special school.
40. The overall provision for pupils' spiritual, moral, social and cultural development is good. The school has moved forward since the last inspection in maintaining and further developing good practice, especially in pupils' moral, social and cultural education. It has successful strategies for countering stereotyping with good role models from different cultures. This raises pupils' confidence and self-esteem and makes a significant contribution to learning. During the inspection the pupils participated fully in an excellent Harvest Festival service in the local church. Displays throughout the school demonstrate clearly the good work done by pupils on spiritual, moral, social and cultural development.
41. The provision for spiritual development is satisfactory. The whole school and class assemblies provide a good opportunity for pupils to become receptive to an understanding of themselves and others, and for contemplation and spiritual growth. Pupils participate in different festivals such as Christmas and Diwali. However, not all teachers are taking the full opportunity to explore the spiritual dimension of curriculum areas such as art, music, science and literature.
42. Moral and social development is good. Pupils develop a clear sense of right and wrong. Since the arrival of the new headteacher, the clear and consistent implementation of the school's behaviour policy gives strong support to pupils' moral and social development. Good behaviour is re-enforced by a graduated system of rewards. Staff are nearly always courteous in their contact with pupils and their relationship with pupils is good. The personal, social and health programme, together with circle time help pupils to develop belief in themselves and respect for the views of others. The lessons seen during the inspection were at least satisfactory. However, there is no whole-school planned programme for the delivery of personal, social and health education. The school ensures that pupils are put in a variety of social situations and that they gain confidence as they progress up the school. They are given responsibilities in their class and throughout the school. They carry them out well. The school prefects take their role seriously. Year 6 pupils help the younger pupils to play games in the playground.
43. The provision for pupils' cultural development is good. The school promotes respect and understanding of diverse cultures and ethnic groups including faith groups. Many areas of the curriculum contribute to pupils' cultural development such as the projects on Jamaica and the Victorians. Music provides many opportunities such as the Gospel Choir, Indian dance and music and regular music concerts. Black achievement is celebrated during Black History Month. An artist in residence has worked with Years 2 and 4 on African masks and close observation work. The Kufi organisation promotes Afro-Caribbean heritage through drama work with Year 5. The school makes a good range of visits available to pupils to enhance the curriculum such as museum and theatre trips. Many visitors give talks to pupils including the local Member of Parliament, the fire brigade and a parent talking about toys.
44. Additional support for EAL learners enables them to have full access to the curriculum. Experienced EMTAP teachers make a significant contribution in providing equal curriculum access for groups of EAL pupils whatever their ethnic origin or level of competence in English. As a result they are able to make the same amount of progress as other pupils. The inclusion of pupils with special educational needs and for those for whom English is an additional

language is well developed.



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

45. The statutory requirements are met in regard to reporting the results of national assessments to parents at the end of each key stage. Parents receive Annual Reports that meet this need. There are effective systems for assessing pupils' attainments in place for the core subjects of English, mathematics and science. Their use in the planning of further work is good. Day to day assessment in the Nursery and Reception is systematic. It includes simple tests and analysis soon after pupils' entry to school and the results are used on an individual basis. Staff keep careful records of attainment for each child. New skills are noted as they are acquired and records dated and expanded. Activities are generally planned to match pupils' attainment, though this is not as well developed in Reception classes.
46. In both key stages, teachers use assessment data well in the core subjects to plan work to meet pupils' needs. Teachers both share their learning objectives with pupils and mark work against these objectives. This helps pupils to understand how well they are doing and how to improve. Individual target setting in English, mathematics and behaviour is therefore effective in supporting learning and progress. The targets can be tracked and fresh ones set as necessary. Assessments feed planning and critical information is passed on year to year from class to class, giving guidance on the levels of pupils' attainment and their targets. There is a close match for example, between teacher assessments and national tests at ages seven and eleven. The assessment co-ordinator is very well organised and aware of the difficulties caused by staff turbulence in recent times. Her action planning is coherent and seeks to develop greater understanding amongst staff about the level of pupils' work through joint assessment and agreement. This at best would help to ensure consistency in agreeing the levels achieved. Assessment in non-core subjects is not fully established but is developing in all areas. The school recognises the need to raise expectations of assessment in this area. The gathering together of portfolios of pupils' work-samples, appropriately levelled and possibly moderated, is beginning to help staff.
47. Assessment is appropriately developed for pupils with special educational needs. Individual education plans are in place and these clearly identify the small steps pupils need to make in order to progress. Annual reviews of statements are thorough. Similarly, assessment for pupils for whom English is an additional language is in place and this is effectively used to enable them to make progress.
48. The school provides a supportive and safe place in which to learn. New pupils are helped to settle in well. During the inspection a teacher checked that a 'buddy' was looking after a new arrival at playtime. The school is well informed about pupils' and families' cultures, values and customs. The school works hard to ameliorate the problems that pupils experience when there are frequent changes to their class teacher. Health and safety procedures are appropriate. Accidents are recorded, fire drills are carried out regularly and equipment is tested. However, there is only one first-aider with up-to-date training and risk assessments have not been carried out. The local education authority is about to provide risk assessments for schools in the borough. The school has effective child protection procedures. All staff are regularly up-dated in their knowledge of these issues. There is good liaison with outside agencies to secure pupils' welfare.
49. Measures to promote good behaviour are effective and the monitoring of behaviour is good. The new headteacher has deliberately worked on improving behaviour. Good discipline is promoted through a clear policy understood by all and by the re-enforcement of responsible behaviour through a graduated system of rewards. The new behaviour policy was formulated in consultation with staff, parents and pupils. The use of temporary exclusions, alongside developing approaches to teaching and learning, has had a positive effect on the behaviour of most pupils. The School Meals Support Assistants play a positive role in contributing to the ethos of the school. There is specific provision for the needs of some Afro-Caribbean pupils through the Home Office programme 'On Track'. This is aimed at identifying children and families at risk of entering crime. Support is offered through the Afro-Caribbean Home Mediation Service and through a new initiative 'The Place to Be' which works with pupils with severe emotional and behavioural difficulties. The Pyramid Trust also provides school clubs for a limited period for pupils who are emotionally withdrawn. All of these initiatives have made a

good contribution to the significant improvement of behaviour in the school. Circle time and personal, social and health education lessons are used effectively to help relationships. The school provides an environment free from racism and where pupils know that disagreements, harassment and bullying will be dealt with promptly when they occur.. The personal development of pupils is closely monitored when there are concerns.

50. The monitoring of attendance is satisfactory. The attendance figures are analysed carefully each week and any absences followed up. Parents know the procedures for reporting the reasons for absence. The school frequently informs them of the importance of punctuality and attendance in newsletters. Rewards are given for good attendance and punctuality. The school liaises well with the Educational Welfare Officer. An initiative to improve punctuality called 'Early Bird' met with limited success. Forms have been created to help parents with limited English provide reasons for absence to reduce the level of unauthorised absence. It is too early to evaluate the impact of this.

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

51. Overall, parents are satisfied with the school. They are pleased with the way the school has progressed since the previous inspection. They say the focus is on caring and that expectations are now higher for behaviour. However, they would like regular homework set at an appropriate level, more extra-curricular activities and some think they are not sufficiently informed about their child's progress. The inspection team agrees with the first two concerns, but thinks there are a suitable number of formal opportunities to learn about their child's learning. The headteacher and class teachers are approachable and available to discuss with parents their child's progress throughout the school year.
52. The school has good links with parents. The school brochure, newsletters and other letters home are well presented and written in a clear, accessible way. A welcome is given to new parents with children starting in the nursery at an introductory afternoon and a leaflet gives them useful information. The annual reports to parents are good. They are personal to each child and as well as giving information about what the child has studied and can do, they generally indicate specific areas where they can improve in mathematics and English. There are opportunities to meet formally with the class teacher each term, where parents can discuss the level their child is working at and the targets that have been set. Staff act as interpreters where necessary. Parents and pupils in Year 6 attended an information evening about transfer to secondary schools. Parents of pupils in the Junior classes receive a curriculum information sheet telling them what their child is studying this term. The headteacher responds to parents concerns promptly and deals with urgent matters in an unbureaucratic straightforward way.
53. Parents' involvement in the life of the school is satisfactory and growing. The school puts much effort in encouraging parents to be involved. Attendance at parents' evenings is good and last year the school succeeded in talking at least once to 99 per cent of parents about their child's progress and achievements. Large numbers of parents attend school performances and events. Few help in the school on a regular basis but they are always available to help on visits and around the school when asked. The parent-teacher association is run by a few dedicated parents. The events that it organises are well supported and are helpful in reaching out to parents who are reluctant to participate in the life of the school.

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

54. Leadership and management of the school are good. This is an improvement since the last inspection. The headteacher has provided very good leadership and management in the relatively short time she has been in the school; the governing body has developed its role and fulfils its statutory responsibilities well, and the role of subject leaders has been developed well in most areas. These improvements are beginning to have an impact on the standards being achieved. The results in national tests have improved and evidence from the inspection shows that the structures and systems established have led to an improvement in teaching which has led to pupils making greater progress and achieving well in relation to their earlier attainment. Staff and governors have a shared determination to raise standards and improve the quality of

education for the pupils. The capacity to succeed is currently good, but the instability in the permanent staffing structure means that this is not fully secure.

55. The headteacher, staff and governors are clear about the drive to improve standards. A detailed analysis of the standards being achieved by different groups of pupils enables the school to focus its energy on areas of weakness. The quality of teaching has improved considerably and despite a high turnover of teachers and a large number of temporary teachers, the systems established have supported them well. The detailed, clear planning procedures and assessment information have been particularly beneficial in this.
56. The role of subject leaders has been developed, although the high staff turnover has meant that the headteacher has had to take responsibility for an unreasonable number of subjects. Where leaders are clearly identified, their roles and responsibilities are clear and discharged well. Subject audit and action plans have been developed to enable the school to focus on the most important priorities and these feed into the school improvement plan. They also ensure that finances are appropriately allocated to the various areas.
57. Co-ordinators are responsible for subject planning and monitoring to ensure appropriate coverage of the curriculum. Joint planning in classes and year groups ensures consistency and ensures that pupils can build on their learning as they move through the school.
58. Effective monitoring of teaching and its impact on learning has been undertaken by the headteacher, supported by local education authority staff and information is effectively used to develop teaching strategies and improve learning.
59. The governors have developed their role since the last inspection. They fulfil their statutory responsibilities well and are very supportive of the school. Through more active involvement they have developed a clear understanding of the strengths and weaknesses of the school. They are rightly concerned with recruitment and retention of staff and are actively seeking ways to address this.
60. Financial procedures are sound and spending is matched to the educational priorities of the school. Principles of best value are being introduced and developed, and as a result the school spends its money wisely. The school provides satisfactory value for money despite low attainment because pupils are making progress, the quality of teaching is good and leadership and management are effective.
61. The deployment of staff employed through the Ethnic Minority and Traveller Achievement Grant is good. EMTAP teachers successfully provide small group support to beginners in English and to children who are at risk of underachieving at the end of Key Stages 1 and 2.
62. The school has an effective policy on supporting EAL learners and all staff have received training on raising the achievement of minority ethnic children including those who speak English as an additional language. The literacy co-ordinator has been trained along with the EMTAP teacher in using the QCA stages of language development.
63. The school's commitment to valuing the cultural heritage of children is evident through displays, for instance on the black history month and languages such as Twi and Yoruba are acknowledged through signs around the school. However multicultural resources to reflect the diversity of languages in school are not yet available in sufficient quantity.
64. There are sufficient teachers for the number of pupils in the school. The school has recently experienced a high turn over of staff and it currently employs a large number of teachers from overseas. The school's systems for inducting new staff are good and new teachers felt well supported by the school. The recruitment of two experienced teachers through secondments for this academic year is helping to raise the level of pupils' achievements. The school uses its support staff appropriately to work with pupils who have special educational needs and with those who speak English as an additional language. This has a positive impact on their learning.

65. There is a comprehensive staff handbook, which provides new staff with information about the school's procedures. It contains generic job descriptions and guidelines on managing pupils' behaviour. The deputy headteacher acts as a mentor to newly qualified teachers (NQTs). These teachers are released from teaching for one half day each week. They can use this time to attend training courses, observe other teachers, or visit other schools. The school has links with two beacon schools and arranges visits to these schools. New staff benefit from the school's established procedures for planning. Teachers plan together in parallel year groups, following the schemes of work for each subject. However, this system has not provided appropriate support for the current teachers in the Reception classes as both of them are NQTs.
66. The school has supported its teachers from overseas by arranging catch-up sessions on literacy and numeracy run by the borough's consultants. In the summer term the school arranged for the newly appointed teachers from overseas to work in the school alongside other teachers, in order to familiarise themselves with the school before the start of the academic year.
67. Arrangements for performance management do not meet statutory requirements. The school has an appropriate policy for performance management and the headteacher has agreed her objectives with the governors. However, not all teaching staff have had meetings with team leaders to agree their objectives because of the current staffing situations.
68. The premises supervisor, office staff and canteen staff all contribute well to the smooth running of the school.
69. The school buildings are clean, generally well maintained and provide an attractive learning environment for the pupils. The school is on one site, but with a Nursery and each key stage housed in separate blocks. The connecting walkways to the Key Stage 2 block skirt the edge of the buildings and are bordered by the earth banks of the Nursery accommodation. In heavy, prolonged rain, these walkways are flooded. The water is inches deep and poses a hazard for pupils and staff.
70. The accommodation does not restrict the access or the curriculum for pupils with special educational needs. Teaching accommodation is generally adequate. Most classrooms are of a good size. All are equipped with appropriate facilities. Specialist provision includes two halls, an ICT suite and libraries in each key stage.
71. There are display areas in all rooms and along the walls of communal areas like the main entrance. They are well used by teachers and the quality of display is good. It is informative and in some cases used as an integral part of the teaching process.
72. Outside provision for the Nursery is spacious and well equipped with a grass area and a paved area. A brick-built sand pit is not presently in use and collects rainwater in inclement weather. Reception pupils do not have dedicated play provision but join infant pupils in a playground with adequate space. It is well used through the structured play provision led by LSAs. The junior playground is separated from the school by a public right of way. It has a tarmac surface and is surrounded by high wire fencing and a low brick wall that is in places broken down as a result of recent vandalism. This demands a high level of supervision because of public access in the proximity. The school recognises that this situation is unsatisfactory and is in discussion with the LEA and the Diocese.
73. The resources for the school are generally satisfactory but are good in physical education and information and communication technology. The new computer suite is having a positive impact on children's learning and all classrooms have direct access to a computer. There is a good range of equipment for gymnastics and games. There are a number of library areas which have a good range of books and which include provision for pupils with English as an additional language. In English a range of new resources is being introduced in handwriting, reading, spelling and writing. In the Foundation Stage reception children do not have enough out-door play equipment to develop their gross motor skills. Resources are well cared for and used effectively to enhance learning. Staff make good use of the resources available.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the headteacher, staff and governors must:

- i. Improve attainment in English, mathematics and science at the end of both key stages by:
  - adopting a more structured approach to the teaching of reading (paragraph 100);
  - ensuring consistency in the school's approach to teaching handwriting (paragraph 103);
  - considering the grouping of pupils during the numeracy strategy (paragraph 105);
  - using ICT to support learning in mathematics (paragraph 109);
  - reviewing the allocation of support staff during the numeracy strategy (paragraph 110);
  - having higher expectations of higher attaining pupils in science (paragraphs 116, 117, 120);
  - developing teachers' understanding of experimental and investigative work in science (paragraph 117); and
  - using homework more consistently to support learning (paragraph 29)
  
- ii. Improve the quality of education in the Reception year by:
  - ensuring that planning clearly identifies learning objectives for children and is more closely matched to the national guidelines (paragraphs 21, 32, 76);
  - improving the quality of teaching, particularly in relation to the management of children (paragraphs 21 and 76).
  
- iii. Improve the use of curriculum time, particularly in Years 3/4, by:
  - reviewing the timing of afternoon lessons (paragraphs 35, 153);
  - reviewing the carousel arrangements (paragraphs 35, 149).
  
- iv. Improve attendance by:
  - reducing the level of unauthorised absence (paragraph 19);
  - improving punctuality (paragraph 19).

In addition to the above issues the governors should consider ways of developing the range of extra-curricular activities offered to pupils (paragraph 37).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	36	25	5	1	0
Percentage	1.25	15.0	45.0	31.25	6.25	1.25	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	310
Number of full-time pupils known to be eligible for free school meals		119

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		117

English as an additional language	No of pupils
Number of pupils with English as an additional language	108

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	41

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	27	22	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	12	13	15
	Total	29	30	34
Percentage of pupils at NC level 2 or above	School	59 (58)	61 (54)	69(79)
	National	83 (82)	84(83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	17
	Girls	12	14	14
	Total	28	33	31
Percentage of pupils at NC level 2 or above	School	57 (63)	67 (79)	63 (73)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	22	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	10
	Girls	12	12	15
	Total	20	22	25
Percentage of pupils at NC level 4 or above	School	49 (53)	54 (53)	61 (51)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	11	13	15
	Total	18	22	25
Percentage of pupils at NC level 4 or above	School	44 (56)	54 (60)	61 (63)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	161
Black – African heritage	83
Black – other	9
Indian	8
Pakistani	10
Bangladeshi	0
Chinese	0
White	30
Any other minority ethnic group	9

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

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

	Fixed period	Permanent
Black – Caribbean heritage	22	0
Black – African heritage	8	0
Black – other	6	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	17.3
Number of pupils per qualified teacher	18
Average class size	24

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

Total number of education support staff	14
Total aggregate hours worked per week	202

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25
Total number of education support staff	1.0
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000-2001
	£
Total income	928722
Total expenditure	949237
Expenditure per pupil	2594
Balance brought forward from previous year	56260
Balance carried forward to next year	35745

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	12
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4

*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	58

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	0	0
My child is making good progress in school.	41	40	16	3	0
Behaviour in the school is good.	36	38	14	7	3
My child gets the right amount of work to do at home.	31	31	24	14	0
The teaching is good.	40	40	7	2	7
I am kept well informed about how my child is getting on.	52	34	12	0	2
I would feel comfortable about approaching the school with questions or a problem.	57	33	2	0	7
The school expects my child to work hard and achieve his or her best.	52	36	7	0	5
The school works closely with parents.	38	48	10	0	2
The school is well led and managed.	36	41	2	2	17
The school is helping my child become mature and responsible.	41	41	9	3	5
The school provides an interesting range of activities outside lessons.	26	26	22	7	19

## **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**

74. At the end of the Foundation Stage children do not meet the standards expected for their age. All children including those with English as an additional language and those with special educational needs make satisfactory progress from a very low starting point when they start the nursery.
75. Children start nursery with very low levels of skills, knowledge and understanding for their age and throughout the nursery year all children including those with special educational needs and English as an additional language make rapid progress. The nursery provides a very good start to children's education and has made improvements since the last inspection. Teaching in the nursery is good and provides a wealth of opportunity for children to meet the requirements of the curriculum for the Foundation Stage. Teachers' plans are detailed and evaluated weekly and on-going assessments record children's progress and identify areas for future development. The nursery teacher has a good understanding of the needs of the young child and uses this to extend children's learning.
76. Provision for reception aged children has not improved since the last inspection and children do not make the same rate of progress. Staff are newly appointed to the school and at present lack in-depth knowledge of the Foundation Stage curriculum. Planning for reception classes is not as well developed and does not always meet the appropriate learning objectives for the Foundation Stage. Whilst resources are currently limited the school has bought new equipment to enhance children's learning in all areas of learning. On occasion, teachers struggle to implement successful strategies for dealing with disruptive behaviour and work planned does not always take into account the varying needs of the children in the class. As a result, all children in reception including those with special educational needs and those with English as an additional language do not maintain the rate of progress they make in the nursery.

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

77. Children make good progress in their personal and social development in the nursery. They are becoming familiar with their environment and can select areas to work in. Most children display good levels of concentration and independence in those areas. For example, in the book area two children enjoyed looking at comics of their favourite characters and in water play children enjoyed filling and emptying containers with coloured water. In reception classes some children demonstrate sustained interest whilst exploring the sand, but most children require the support of an adult to help them maintain concentration and complete their task. All children in reception make good attempts to dress and undress themselves for games. During outdoor play nursery children play co-operatively on the seesaw and take turns to use the slide. In both nursery and reception classes some children work well together, for example, nursery children fasten each others aprons whilst reception children can share equipment when working with dough. However, children's social skills are generally poorly developed, many children are not able to work together co-operatively and constructively and this is particularly noticeable in the reception classes where much time is spent re focusing children's attention. As a result, reception children do not make as much progress in their social and emotional development.
78. Staff have worked hard to familiarise children with the routines and organisation of the nursery. The nursery teacher is successful in reinforcing correct behaviour and uses every opportunity to develop children's social skills, for example, during snack time children are encouraged to say 'please' and 'thank you', and are constantly reminded of good eating habits such as eating with your mouth closed.

## **Communication, language and literacy**

### *Speaking and listening*

79. A large number of children have English as an additional language and they enter nursery with low levels of attainment in spoken language.
80. In the nursery very good use is made of all learning opportunities to develop and extend children's vocabulary and the nursery teacher readily joins in with children's play. For example, when using the road map and cars she talks about the different types of transport and in the house area she asks challenging questions such as "What sort of egg do you have", "How did you cook it?" During whole group times children are willing to talk and share their ideas and listen well to one another. Whilst good progress is made in speaking and listening children often do not use complete sentences and their vocabulary is limited.
81. In reception children are provided with opportunities to listen to stories and to join in with poems and rhymes. Children are also encouraged to talk about their observations of leaves and snails through appropriate questioning, but their speech is generally under developed and their vocabulary is limited. The progress made in speaking and listening in reception is not as good and most children have difficulty in listening to and following instructions.

### *Reading*

82. As soon as they enter nursery children are made aware of books and share them with each other or an adult. They are helped to identify the differences between print and pictures and are beginning to respond to the story. In reception children know that words communicate meaning, can talk about familiar books and are learning about rhyming patterns through poems and nursery rhymes. Children throughout the Foundation Stage are made familiar with well-chosen books about friends and families and draw pictures to enhance their understanding. All children including those with special educational needs and those who have English as an additional language make satisfactory progress in reading. The school is in the process of restructuring its approach to the teaching of reading and has planned training for staff.

### *Writing*

83. Children make satisfactory progress in their writing. Reception children have opportunities to write in play situations and are making progress in attempting to write their names. Children are beginning to develop an awareness of letters and some are exploring letter patterns in their play writing. In nursery daily opportunities are made for children to make attempts at writing. Most are able to make marks on paper using an appropriate pencil grip. Scrutiny of teachers' plans for reception children indicate that there are insufficient opportunities for children to develop and improve their writing skills.

## **Mathematical development**

84. In the nursery, children are introduced to a range of activities that help them to explore number and measurement. Children fill and empty containers in the sand and water and some are beginning to understand that they need the smaller bottles to fill the larger ones. Good use is made of all opportunities to develop mathematical awareness, for example fruit is counted at snack time and wheels are counted when children play with the cars. On the computer children match objects and in threading they sort beads for colour. Children make good progress in their mathematical development they can count in number rhymes and can sort farm animals into sets.
85. In Reception, children are able to count and recognise numerals to 9, they are learning to sequence numbers and use counting in a range of activities. Children are exploring capacity by filling and emptying different sized containers but children are not introduced to appropriate mathematical vocabulary in this area. Children make satisfactory progress in their mathematical learning but activities are not organised well enough and do not always challenge

children's thinking.

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

86. All children make good progress in this area. Reception children benefit from using the school's computer suite and nursery children enjoy following simple programs. Children display good levels of control over the mouse and can select simple operations.
87. In science children use magnifiers to observe the features of leaves and to watch snails move. In nursery children make dough. They carefully follow instructions and are able to recall the ingredients used. They change the colour of water with dye and decorate biscuits, mixing icing sugar, water and food colourant. Children are learning about their local environment and can identify key features and buildings. In the nursery children make very good use of a large road track with photographs of key features to make pathways for their vehicles. Reception children are learning where they live.
88. Children undertake a range of creative activities. They have explored pattern and texture from leaf rubbings and collage work and have explored colour by mixing paint. Nursery children are making good progress in their portrait work by representing themselves using different media, for example, drawing, painting and collage.
89. In music children make good progress. They willingly participate in songs and are keen to learn new songs. Songs are well chosen to enable all children to participate by copying actions as well as sounds. All children have opportunities to explore the sounds made by musical instruments. However reception children would benefit in their learning from a more structured approach for exploring rhythm and sound. Good use is made of the home area, for nursery children the focus is regularly changed to allow for social interactions and imaginative play. In reception, imaginative play areas are not stimulating and lack focus for some children.

### **Physical development**

90. Children make good progress in their physical development. In the nursery children benefit from the use of an enclosed paved and grassed area which they use with confidence. Children run and chase each other in the spaces available and confidently explore the equipment available. Children can slide in various ways, roll tyres and are learning to throw and catch. In reception children's outdoor play is limited to school play times and they share the playground with children in Key Stage 1. There is no outdoor play equipment available for their use at this time. Reception children participate in physical education lessons where they explore travel. In the two lessons observed, children became over excited and as a consequence the learning objectives for the lesson were not met. The inexperienced teachers do not have the appropriate strategies and do not follow the school's procedures closely enough.
91. All children are exposed to a range of activities for developing their fine motor skills. They can use scissors and paste sticks, and can manipulate malleable materials using tools for rolling and printing.
92. The Nursery teacher uses her knowledge of the Foundation Stage well in her role as co-ordinator. She has clearly identified appropriate areas for development and supports staff by monitoring their planning. The inspection took place very early in the term and there had been insufficient time for the co-ordinator to develop the necessary support for the inexperienced reception teachers.

### **ENGLISH**

93. At the time of the inspection, standards in English at the end of Key Stage 1 are below national averages, however, substantial improvements have been made since the last inspection. Children enter school with low levels of attainment in literacy. There are a large number of children for whom English is an additional language and a significant number of pupils who have special educational needs. All pupils including those with special educational needs and those who have English as an additional language make good progress. There is a similar

picture in Key Stage 2. By the end of Year 6 standards in English remain below national averages but the school has continued to make improvements since the last inspection and all pupils make good progress. The additional teaching provided for pupils with EAL is effectively used to enable them to make progress. Well targeted support for them and for pupils with SEN is successful in raising their levels of achievement.

94. The good progress made in standards at the end of Key Stages 1 and 2 can be attributed to the improvements made in teaching, planning and assessment since the last inspection. All teachers, particularly those at the end of each key stage, are clear about what they want pupils to learn. They use the end of lessons well to assess pupils' learning against these objectives. Teachers plan for the range of needs and cultural diversity within the class and use effective questioning to probe and further develop children's understanding. Teachers' plans are detailed, there is clear consistency within year groups and progression throughout the school. The school has introduced procedures for measuring pupils' attainment and uses commercial tests to assess pupils as they move through the school. They assess work against national curriculum levels and provide detailed end of year profiles with identified targets for future learning.
95. The subject co-ordinator has conducted a literacy analysis to improve standards throughout the school. The most recent test results have been analysed, conclusions have been drawn and targets have been set. The effects of this detailed and extensive analysis are already beginning to impact upon the standards attained by some pupils. Agreed targets for writing have been identified for each year group and improvements have been planned in reading, handwriting and spelling through the introduction of new resources, schemes and through staff training.
96. The school has successfully implemented the National Literacy Strategy and this is having an impact on the standards achieved throughout the school. As a result of the schools own analysis of literacy additional reading and writing lessons have been introduced to improve standards attained by pupils in both key stages. Teachers towards the end of each key stage have a good level of subject expertise and generally apply the elements of the literacy hour to meet the pupils' needs well.
97. By the end of Key Stage 1 standards in speaking and listening are below those expected for pupils of this age. Pupils in Key Stage 1 make good progress. Teachers provide opportunities for pupils to talk to the whole class; in Year 1 pupils talk about their news and are beginning to ask questions and in Year 2 pupils are encouraged to comment on the work of others during the discussion at the end of lessons. Pupils willingly participate in class discussions and in Year 2 are increasing their vocabulary. For example, when editing their class instructions one child suggested that the word 'fix' should be replaced by 'prepare'. However, children's speaking and listening skills are generally underdeveloped and many pupils do not respond in sentences and have a limited vocabulary. Pupils do not always listen to one another and some require more planned opportunities to listen and to develop their attention and concentration.
98. By the end of Key Stage 2 pupils meet the standards expected for their age. During shared writing pupils in Year 5 use imaginative vocabulary to produce descriptive story writing for example, 'succulent', 'petrified' and 'abandonment'. Pupils make good progress in their listening. They can listen to and give opinions about stories read and are able to recall and represent the important features.
99. Whilst pupils in both key stages are provided with opportunities to speak, teachers do not plan for children's development in this area. As a consequence, there are no planned opportunities for role play and for dealing with opposing points of view.
100. Pupils make good progress in their reading. In Key Stage 1 higher attaining pupils use different strategies for approaching unknown words; they can recall the story and predict what will happen next. Lower attaining pupils are beginning to use their knowledge of letter sounds in their reading and will talk about familiar stories. In Key Stage 2 children can talk about their favourite author and give reasons for their choice. More fluent readers use expression, self-correct mistakes and can summarise the story making reference to the text. At the end of Key Stage 2 most pupils understand terminology such as 'index', 'contents', 'glossary' and 'blurb'. Higher attaining pupils in Years 3 and 4 can read aloud unrehearsed text and opportunities are

provided throughout the key stage for children to discuss the story line and analyse the main characters. For example in Year 5, pupils suggest 'adventurous', 'careless' and 'playful', to describe one of the characters. At present there is an inconsistency in the approach used in reading throughout the school. Not all children benefit from the school's home reading scheme and therefore opportunities for extending and continuing the reading that goes on in school is not maintained by all children. The school is in the process of reorganising its reading materials and has planned for new resources and school in-service training. This will have a positive impact on pupils' learning. Additional support is provided for some pupils and this is accelerating their progress.

101. There are a number of shared library areas throughout the school and there are a range of stimulating books for use as reference and for reading. In Key Stage 2 the redecorated library attracts children and books are well organised and co-ordinated into categories and numbered. Not all children are familiar with locating specific books and few classes have planned time in this area. The school is beginning to address this as it has been identified as an area not previously covered well.
102. Standards of attainment in writing in both key stages are below national averages. However, pupils make good progress in their writing and good improvements have been made since the last inspection. Pupils write for a range of reasons and use other subjects well to extend their writing skills. For example, in religious education pupils record their feelings and in history pupils write about famous people. Most classrooms provide a print rich environment and teachers effectively use different types of print for labels and signs. Pupils in Year 2 explore the features of different types of sentences when writing instructions, they write about characters in a story and predict story endings. Higher attaining pupils use capital letters and full stops and spelling shows evidence of phonic strategies and visual patterns. Scrutiny of work shows that pupils have made progress in the quantity of work produced and in their use of patterns. However, lower attaining pupils do not always complete their work but effective marking provides opportunities for pupils to practise their weak points, for example spelling correction and letter formation. Year 6 pupils are developing their understanding of journalistic style and language by writing their own headings for a range of stories. In Year 5 pupils show a clear understanding of what is required for effective story writing. Higher attaining pupils in Year 6 use correct punctuation and understand the layout for direct speech. They can summarise a story and provide good descriptions of an appropriate scene for a story. Pupils' written work provides evidence of progress and the presentation reflects the pride they have in their work. Lower attaining pupils are developing their use of punctuation and beginning to explore the use of paragraphs in their writing. In both key stages marking of pupils' work is positive. In Year 6 areas for further development are identified and discussed with some pupils and in Year 2 teachers follow the same system for marking work.
103. At the time of the inspection handwriting does not meet the expectations for children of this age. In both key stages pupils are inconsistent in their joining of letters. The school is in the early stages of introducing a handwriting scheme to help teachers plan more carefully so that pupils can develop their handwriting skills more systematically.
104. Pupils' attitudes are generally satisfactory throughout the school. When they are good pupils work co-operatively together and provide positive feedback when asked to comment on other children's work. Most children are eager to participate and show interest in their work. When attitudes are unsatisfactory children have difficulty listening to one another and maintaining concentration during whole class work.

## **MATHEMATICS**

105. Standards are below the national average for pupils at the end of Years 2 and 6. However all pupils including pupils with statements of special educational needs and pupils who are learning English as an additional language make good progress in their learning, in relation to their prior attainment. Last year standards in national tests significantly improved in both key stages with a greater improvement at Key Stage 1. The school has worked hard to improve standards. Pupils would benefit from consideration being given to the groupings for mathematics to increase challenge and to the more rigorous use of homework.

106. Since the last inspection the school has made good progress in developing mathematics. Curriculum time and allocation of mathematics has improved. The National Strategy for Numeracy is being implemented well and is having a positive effect on teachers' planning and pupils' learning. The school assesses national test performance extremely well and targets areas of weakness. This strategy is having a positive impact on standards and quality of teaching. Teachers have improved the use of mental and oral work and there is now good attention to the appropriate use of mathematical language throughout the school. Problem solving and application of mathematics have improved significantly. Progress in number work is good because the teachers reinforce this work well. Data handling and the use of information and communication technology could be better, especially in Key Stage 2. The school has insufficient software to ensure that all pupils develop mathematical skills and understanding using computers.
107. Progress in number work is good throughout the school. Pupils in Year 1 use number blocks to write simple addition sums and count to 20 with support. In Year 2, higher attaining pupils recognise even and odd numbers and can explain how they know whether a number is odd or even. Higher-attaining pupils use a small range of strategies for addition and subtraction effectively. Average pupils complete simple addition in money problems. Lower attaining pupils colour basic shapes and identify numbers under ten. They investigate how many ways they can make a total of 20 but they do not recall number facts easily or quickly. Many need counting aids to complete number sequences. High attaining Year 2 pupils use appropriate number operations with two-digit numbers with reasonable security. They are beginning to represent data they have collected. Pupils experience good opportunities to estimate, investigate, measure and compare the length of different body parts such as arms, wrists and legs. This interactive work helps higher attaining pupils successfully explain who is the tallest person; lower attaining pupils need adult support to complete the measuring task. They name basic shapes correctly. The amount of support staff available is effectively used. However, this is not consistently available for all classes. Progress is clearly greater when support is present and effective. The school plans to review the allocation of support as school priorities change.
108. In Year 6 higher attaining pupils work out simple ratio problems and round numbers up and down. They take away shopping item prices from £20; for example £7.49 and give the correct answer. However, pupils do not calculate their answers as quickly as expected for their age group and they need a lot of reinforcement. They complete word problems involving multiplication and division and higher attaining and average pupils know their times tables. Average pupils are beginning to know the difference between a decimal and a fraction and can arrange the fractions in order from the smallest to the largest. Lower attaining pupils are less secure in their tables and need adult support. Problem solving is well established and pupils in Year 5 solve simple problems such as 'Jenny has 36 sweets and four friends, she shares the sweets, how many sweets does each friend get?' Pupils can identify the operation needed to solve the problem but many pupils need support with this. Pupils who are learning English as an additional language and pupils with special educational needs are supported by adult helpers and solve problems with lower numbers. Higher attaining pupils in Year 3 are beginning to recognise an equilateral triangle and explain why it is equilateral.
109. Pupils' mathematical skills are used in other subjects. For example, they produce simple bar graphs to show results in science. Spatial awareness, estimating and counting skills are developed in physical education. In music Year 2 pupils identify a repeating pattern in the music. The use of information and communication technology in mathematics is unsatisfactory. There is insufficient software for pupils to develop their mathematical skills sufficiently in this subject.
110. The quality of teaching is good, overall in both key stages. Throughout the school, teachers' planning derives securely from the National Numeracy Strategy, which ensures that a balance is achieved, over time, of all the required elements of the subject and that the required knowledge and skills are taught in a logical sequence. Recently improved assessment and recording procedures are being used consistently; this is also having a positive effect on teachers' planning, leading to the identification of work for groups of differing needs and capabilities within each class. Although the consistency and quality of support in classes

throughout the school are variable, classes with good quality support make more progress and achieve better than classes with no support for pupils. Relationships are good but it was noticeable that a lot of pupils need the support of adults to maintain concentration and to complete their work. Learning support assistants work well with lower attaining pupils including those with special educational needs.

111. Teachers' knowledge of the subject is good and they teach the basic skills well. Learning is always shared with pupils at the start of lessons and reviewed at the end; this method encourages pupils to focus on what is needed to improve. The activities devised interest the pupils and extend their learning well. As a result, pupils are interested in the tasks set them and are positive about mathematics. Appropriate technical vocabulary is used frequently, which encourages the pupils to learn it naturally. Standards of questioning are good and the teacher uses every opportunity to challenge pupils' understanding; the pace of lessons is good and pupils are fully involved in reviewing their learning at regular intervals.
112. Homework is not used as effectively as possible to reinforce and extend pupils' learning. Not all classes systematically have homework on a regular basis and attention to this aspect is not as good as you would expect to find in most primary schools.
113. The subject is led and managed very well. The co-ordinator is very enthusiastic and has been effective in devising good planning and assessment procedures to support her colleagues and to improve provision for all pupils. As a result, standards have risen since last year and the school's aims are reflected very well in current practice. Pupils' performance in national tests has been carefully analysed and steps are being taken to counteract weaknesses. Mathematics has a prominent focus in all classrooms and wall charts are well used in all lessons to guide and reinforce learning. The co-ordinator has no opportunities to monitor and evaluate the quality of teaching and learning in classrooms, although this has been undertaken by the headteacher.

## SCIENCE

114. The attainment of pupils in Key Stage 1 has improved since the last inspection. The scrutiny of pupils' work and observation of lessons show that attainment is satisfactory and in line with national expectations for the majority of pupils. In Year 1 pupils can correctly label the external parts of the human body and they are able to name a range of different types of animals. In Year 2 pupils understand that animals and humans grow and reproduce. Pupils in one Year 2 class looked at diagrams showing the life cycle of a butterfly carefully. They were then able to correctly order cut-out shapes of the egg, larva, pupa and adult. The scrutiny of pupils' work showed that Year 2 pupils can use block graphs to present a tally of their favourite foods.
115. The attainment of pupils in Key Stage 2 has also improved since the last inspection. However, the scrutiny of pupils' work and the evidence from observation of lessons show that the majority of pupils in Key Stage 2 are attaining standards that are still below the national average. Pupils in the lower juniors recognise that humans need different types of food in order to remain healthy. However, many Year 4 pupils cannot give clear, simple explanations of the roles of the different food types. Year 5 pupils are working at low levels where they simply state what happened and do not attempt to offer an explanation of the results of their investigation on gasses. In Year 6 pupils' attainment is below national averages where only the more able pupils can make simple predictions about how a shadow might change as the light source is altered. Attainment is now in line with national averages in Year 5 where pupils understand and explain fair testing well. These pupils are able to explain what they will change and what they will measure during an investigation into the rate of evaporation. The more able Year 5 pupils identify a range of factors, such as where to place the wet cloth, the size of the cloth, the shape of the cloth and the amount of water added to the cloth, when planning this investigation. In Year 6 pupils attain satisfactory standards when they use their scientific knowledge and understanding to predict how different objects will affect the path of light from a torch. They are able to accurately describe how a reflection is different from a shadow.
116. Teaching is mainly good in Key Stage 1 and pupils make good progress in the majority of lessons. No unsatisfactory lessons were observed during the week of the inspection. Teachers identify clear objectives for learning in their planning and share these with the pupils. This



enables teachers to maintain a clear focus throughout lessons and allows pupils to be clear about what they have learnt. However, teachers do not always identify sufficient opportunities in their planning to challenge the more able pupils. In a Year 1 lesson the teacher encouraged the class to name the various animal models they had made, but did not discuss the different features of the animals. Teachers have good strategies for class management and in general make good use of resources. In a Year 2 lesson the teacher made good use of the board to focus on teaching points about life cycles. She used a picture in a Big Book to effectively illustrate the life cycle of a butterfly. This meant that the class was able to discuss what they knew about life cycles meaningfully and develop their knowledge and understanding well. In a Year 1 lesson the teacher used questioning techniques well, in order to focus pupils' thinking about the characteristics of animals. However, she did not provide the pupils with any visual stimuli to help them. This meant that many pupils were unclear about what she was talking about. Teaching was very good in a Year 2 lesson where the teacher's good class management enabled all pupils to participate well in a discussion about childbirth. The teacher handled pupils' questions sensitively and provided explanations at an appropriate level for the age of these pupils. This enabled all pupils to make very good progress in developing their knowledge and understanding about humans and other animals.

117. Teaching in Key Stage 2 has improved since the last inspection. It is now at least satisfactory and there is some good and some very good teaching. Teaching is satisfactory in Years 3 and 4. Teachers identify clear objectives for pupils' learning in their planning. They share these with pupils so that the class is clear about what they are learning. In one Year 3/4 class the teacher used her good subject knowledge and understanding to successfully develop pupils' ideas about the need for different types of food for energy and growth. However, after the class discussion many pupils made slower progress because the teacher did not provide any resources to enable them to work independently. In another Year 3/4 lesson the teacher's calm class control and good organisation of resources enabled all pupils to make good progress in highlighting information about food groups from printed texts. At the end of this activity the teacher did not take the opportunity to ask questions and reinforce what the class had found out. Consequently, some pupils did not make satisfactory progress in developing their understanding of why we need different types of food. Teaching in Year 5 is at least good. In Year 5 teaching was good where the teacher used challenging questions to encourage pupils to make predictions and then think about their observations. Pupils made good progress in developing their understanding that a gas is responsible for making a cake rise and for the bubbles in a fizzy drink. Teaching was very good in Year 5 where the teacher shared the objective for learning with the pupils after an initial discussion to check pupils' understanding of evaporation. This meant that all were very clear about what they were going to learn. The teacher had excellent subject knowledge and understanding. This enabled her to provide very clear explanations and to ask pupils probing questions. Pupils made very good progress in planning their investigations on the rate of evaporation. In Year 6 teachers use good subject knowledge and understanding to give clear instructions that enable pupils to make good use of time during practical work. In one Year 6 lesson the teacher used a planning board effectively to help pupils to identify the range of factors they could change or measure when investigating shadows. This meant that pupils were clear about how to set about their investigation. In another Year 6 lesson the teacher gave clear instructions to help the pupils to make predictions about how different objects might affect the path of light from a torch. However, the teacher gave out the equipment for the investigation too early. This meant that many pupils were distracted and began investigating before they had made any predictions. Year 6 teachers do not identify sufficient opportunities to challenge the more able pupils. The more able pupils are not encouraged to use their scientific knowledge and understanding enough when making predictions.
118. Teachers use class assistants effectively to help support individual pupils or small groups of pupils. Assistants clearly understand the learning objectives for the lessons and provide active support throughout lessons. Pupils with special educational needs and those who speak English as an additional language make good progress in science lessons.
119. Pupils' attitudes to science are positive throughout the school. Pupils show interest in the subject and are enthusiastic about practical work. They are keen to contribute their ideas and to learn more. This enables pupils in both key stages to develop their scientific skills, knowledge and understanding. In Key Stages 1 and 2 teachers' established routines and good class

management skills enable pupils to learn in an orderly atmosphere. Pupils listen to each other's ideas and in Key Stage 2 pupils co-operate effectively together when working in groups to solve problems and carry out practical work. Pupils use equipment with proper regard for care and safety. The quality of pupils' written work is satisfactory in both key stages. Teachers mark work regularly. Marking tells pupils what they have done right and where appropriate provides explanations and asks further questions of pupils.

120. The curriculum provides a balance between the different areas of the programmes of study and there is an appropriate emphasis on practical science. The school allocates sufficient time to the subject. The school has recently adopted the Qualifications and Curriculum Authority (QCA) exemplar schemes of work for science as a basis for planning. Teachers adapt this scheme to the needs of their pupils, but do not identify sufficiently challenging objectives for the more able pupils in the school. Most work is planned only for middle and lower ability pupils. The school has recently recruited an experienced teacher through secondment to co-ordinate science. This teacher is enthusiastic about her role and has begun to identify areas for development through her analysis of National Test results, monitoring of teachers' planning and sampling of pupils' work. There is a recently agreed policy for science, which provides appropriate guidance for teachers. The school's resources for science are only just satisfactory for current provision. Pupils use the school's facilities for information and communication technology (ICT) to gather information and present their investigations. Year 5 pupils had word-processed descriptions of their cotton reel investigations and had used computers to draw graphs of their results.

## **ART AND DESIGN**

121. Pupils in both Key Stage 1 and Key Stage 2 attain standards in line with the national expectation. In Year 1 pupils are able to use crayons to produce portraits of each other. They look carefully and produce some realistic representations. Year 2 pupils use crayons more carefully and work more accurately when drawing self-portraits. Pupils in Year 1 can talk about what they find difficult about drawing faces. In Year 2 pupils are able to say what they could do to improve their work.
122. In Years 3 and 4 pupils use pencils skilfully to draw their interpretations of dream music. They produce accurate drawings of different aspects of a money-bag and draw their own designs for a money-bag. Year 3 and Year 4 pupils work competently with resources to make collages based on dreams. They are able to create colourful, visual and tactile images and can talk about what these images represent. In Year 6 pupils are able to use various shading techniques, such as cross-hatching, smudging and stippling, to show the effects of sunlight on a church. No Year 5 art and design lessons were seen during the week of the inspection.
123. Teaching is at least satisfactory in Key Stage 1. In a Year 1 class the teacher taught pupils how to observe and demonstrated how to scrape paint from a surface to reveal crayon underneath. This enabled the pupils to make satisfactory progress in using these techniques to draw a friend's face. Teaching was good in a Year 1 lesson where the teacher clearly explained the tasks and asked questions to check pupils' understanding and encourage close observation. This enabled many pupils to produce accurate drawings of each other.
124. Teaching is good in Key Stage 2. In a Year 3/4 lesson the teacher used her good subject knowledge and understanding to provide clear explanations. This ensured that the pupils knew exactly what they were doing. She organised an appropriate range of resources well and provided good support for individual pupils. This enabled the pupils to make good progress and produce some interesting collages to represent their dreams. In a Year 6 lesson the teacher used her good subject knowledge and understanding to give pupils clear instructions on shading techniques. She encouraged the pupils to observe the effects of light carefully by looking at the nearby church through card frames. This enabled many pupils to make good progress and produce some effective drawings. The teacher kept the pupils focused on the learning objective throughout the lesson. Throughout the school pupils enjoy art and design activities. They work co-operatively and handle materials in an appropriate manner. They are keen to talk about their work and recognise how they might improve it.
125. Teachers use class assistants effectively to help support individual pupils or groups of pupils.

Assistants clearly understand the learning objectives for the lessons and provide active support throughout lessons. Pupils with special educational needs and those who speak English as an additional language make good progress in art and design lessons.

126. The school has recently adopted the Qualifications and Curriculum Authority (QCA) exemplar scheme of work for art and design. This scheme meets the requirements of the National Curriculum in all areas of the subject. Sufficient time is allocated to the subject and resources are satisfactory. The previous co-ordinator left the school last term and the headteacher is care-taking the subject until the appointment of a new co-ordinator.
127. There is a range of good quality display work around the school. Year 3 and 4 paintings of fruits from different parts of the world and Year 5 perspective pencil drawings show pupils' efforts to record details from real life. Other displays, like the Year 2 pastel drawings of heaven, show how pupils have used art to interpret their imaginations. A colourful display of African masks and tie-dye by Year 4 pupils illustrates an example of art from the wider world. The school recently worked with a visiting artist. As a result of this collaboration, Year 2 pupils have produced a display of good observational drawings of friends' eyes. The school organises a limited range of visits. Pupils in Years 3 and 4 used a visit to the British Museum to stimulate their Ancient Egyptian art work. Pupils in Years 1 and 6 have visited the Grange Museum to examine local archives. As a result of these visits, Year 1 pupils produced drawings of toys and Year 6 pupils produced art work on the Victorians.

## **DESIGN AND TECHNOLOGY**

128. By the end of both key stages, pupils achieve average standards in the work seen. By the end of Key Stage 1, pupils can design and make simple models that need wheels and axles, consolidating their skills of joining, fixing and assembling. Boys and girls, including pupils with SEN and EAL make satisfactory progress. Pupils in Year 1, bake bread with due regard to safety. In Year 2, pupils of all abilities practise ways of joining wheels and axles to allow movement of their vehicles. By the end of Key Stage 2, pupils accompany their work with plans on paper, though no evidence was seen of justification for their choices or ideas. Progress is satisfactory. Higher attaining pupils in Year 5, investigate materials and methods of assembling musical instruments, producing clearly labelled drawings. Average and lower attaining pupils, including those with SEN, can establish the different sounds and ways of producing them, for example by shaking or beating. Pupils in Year 3/4 design and make African masks, modelled on those from Gambia in West Africa. Painted features are clearly added for effect, and to impress an audience. Throughout the school there is lack of rigour in assessment of pupils' attainment in design and technology. More able pupils are not stretched sufficiently through unchallenging tasks.
129. Taking into account all of the evidence from lessons observed and from the scrutiny of completed work, the quality of teaching is satisfactory. Activities are planned and managed satisfactorily to promote pupil interest, and to support the progressive development of design and technology skills through the scheme of work. In a satisfactory lesson in Year 2, the teacher consolidated pupils' skills in joining, fixing and assembling, through the provision of an appropriate variety of resources. In Key Stage 2, younger pupils were given opportunities to plan and draft their own ideas for the design of money containers, whilst older pupils were encouraged to investigate the assembly of musical instruments and to consider their purpose. The quality and range of learning opportunities provided are satisfactory. Good links with religious education have been identified through the pupils' construction of Sukkah booths.
130. Arrangements for the leadership and management of design and technology are limited at present due to staff changes. Action planning is appropriate. There have not been any opportunities for recent in-service training for staff. The accommodation is good, and there is a satisfactory range of learning resources.

## **GEOGRAPHY**

131. Attainment in geography is below national expectations at Key Stage 1 and in line at Key Stage 2. During their time in school, most pupils, including those with SEN and EAL, have made satisfactory progress by the age of 11. Pupils' attainment in geography remains depressed due

to low standards in writing. Overall, standards have improved from a very low base since the last inspection, especially in Key Stage 2. In both key stages, pupils appreciate that Willesden can be contrasted with places further afield such as the major cities of the UK or the Caribbean. By the end of Key Stage 2, pupils have satisfactory understanding of the journey of a river from source to sea. They celebrate the physical and human features of the island of Jamaica – the homeland of many families. Pupils successfully use maps with increasing complexity as they progress through the school.

132. Taking into account all the evidence from lessons observed and from the scrutiny of work, the quality of teaching is poor in Key Stage 1, but satisfactory in Key Stage 2. The geography lesson in Year 3 was good. The teacher's enthusiasm and good relationship with these pupils promoted good learning about the location of Jamaica and the UK. In Year 5, the teacher's coherent planning enabled pupils to both explore 'water' poetry and to understand the main key words associated with the journey of a river from its source to the sea. Teachers generally use appropriate geographical vocabulary to develop pupils' understanding. However, in Year 2 the teacher's planning was inadequate leading to poor management of pupil misbehaviour. Resources chosen were completely inappropriate. For example, the physical map did not show the country boundaries – so pupils had difficulty locating Poland from where Barnaby Bear had sent them a postcard. Teacher expectations, whilst generally satisfactory, do not always take into account the needs of pupils of different abilities. This is confirmed in most of the evidence collected. Moreover, pupils in mixed age classes experience differing teacher expectations of the amount of work they should cover over time in geography. This has been affected by the lack of continuity in staffing, where the priority has been to ensure that consistency in English and mathematics has taken priority.
133. Co-ordination of geography is satisfactory with some good features. The seconded co-ordinator has checked teachers' planning and the adequacy of resources. He is aware of the shortcomings of the latter in Key Stage 1 and in Years 3 and 4. He has attended co-ordinators' liaison meetings at the local Teachers' Centre. Geography is promoted appropriately. The curriculum is well planned, including fieldwork in local streets and at an urban studies centre. However, delivery of this curriculum has been disrupted through staffing changes so the co-ordinator's good work is not yet fully effective.

## HISTORY

134. Attainment in history is in line with national expectations at both key stages. As pupils, including those with SEN and EAL, move through the school, they make satisfactory progress in the development of their skills, knowledge and understanding in history in Key Stage 1; it is better in Key Stage 2. The mismatch between good progress in Key Stage 2 and only average standards at the end of the key stage, is attributable on the one hand to the low writing standards revealed in the scrutiny of work and on the other to the strength of teaching, especially in Year 6. Overall, standards have improved markedly from a very low base in the last inspection. By the end of Key Stage 1, pupils have a sense of chronology derived from them handling and classifying a collection of toys as 'old' or 'modern'. Similarly, they place important people such as Florence Nightingale and Her Majesty the Queen into the correct century. By the age of 11, pupils use their research skills well and use primary sources such as photographs to investigate poor working conditions for Victorian children.
135. Taking into account all the evidence from lessons observed and from the scrutiny of completed work, the quality of teaching in history is satisfactory with some good elements in Year 2 and Year 6. In a good lesson in Year 2, effective discussion of objectives related very well to pupils' earlier work. Pupils deepened their knowledge and understanding of terrible conditions in the military hospital at Scutari in the Crimea and the work of Florence Nightingale. In Year 4, the teacher's good reference to maps enthused pupils so that their learning about the importance of the River Nile to the Ancient Egyptians was good and some could make inferential judgements based on their analysis of evidence. Teachers generally use appropriate historical vocabulary to develop pupils' understanding. In Year 6, pupils follow up a history lesson in the ICT suite, where the teacher's very good subject knowledge prompted pupils to make effective use of search engines on the internet to trace information on Victorian schools. Teachers' planning is generally satisfactory, with some good features, for example, the visit to the British museum by

Years 3 and 4 and the follow up lessons that promoted pupils' enquiry skills well.

136. Co-ordination and management of history are good. The co-ordinator, although on secondment, has checked teachers' planning and the level of resources. He has attended co-ordinators' liaison meetings at the local Teachers' Centre. History is promoted effectively, as seen in the quality of the displays around the school. Generally good opportunities are presented through the scheme of work, for example, visits to museums and visitors, like Alice from the Toy Museum. The curriculum is well planned and resourced satisfactorily. There are cross-curricular links with ICT and with Literacy where poems by pupils in Year 6 on the lives of Victorian children are very evocative of dreadful working conditions.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137. Standards of attainment at Key Stage 1 have remained in line with the national expectation since the previous inspection. In Year 1 pupils use computers effectively to word-process their "I Wonder " poems. They are able to use the mouse to move objects on the screen and then accurately place them in different locations. In Year 2 pupils draw pictures using a "Paint" program. They are able to use "Kidpix" in a satisfactory manner in order to create pictures for a slide show around the theme of Barnaby Bear. Year 2 pupils have appropriate mouse control and many can use the "save as" command to save their work in named files.
138. Standards of attainment at Key Stage 2 have improved since the last inspection. The majority of pupils are working in line with national expectations. Pupils in Year 5 use computers appropriately to word-process accounts of their science investigations into cotton reels. They make good use of computers when they use them to draw graphs of the results of their cotton reel investigations. In Year 6 pupils use "Kidpix" effectively to draw and write information about themselves. Year 6 pupils can compare CD ROMs with books. They are able to use different Internet search engines effectively in order to find the best sources of information on Victorian schools. Attainment was unsatisfactory in a Year 3/4 lesson where the pupils spent too much time drawing letters using different fonts by hand.
139. Most information and communication technology (ICT) lessons take place in the school's recently opened ICT Suite. This is a very useful resource with new multimedia computers and printers and a good range of installed software. All classes have regular time-tabled access to the ICT Suite and this allows a very good hands-on experience for the pupils with a two to one ratio of pupils to computers. This means that pupils have become confident in the use of computers. The majority of pupils understand how to log on to the system. They use the mouse accurately and negotiate menus with confidence.
140. Teaching is good in Key Stage 1. Teachers plan clear objectives for learning and organise how pupils use the ICT Suite well. This enables pupils to make effective use of their time in the ICT Suite. In a Year 1 class the teacher and class assistant moved around groups throughout the lesson to provide support. The teacher drew the class together at appropriate points in order to discuss any general problems. This ensured that pupils were always on task and were able to make good progress. In a Year 2 lesson the teacher's good command of ICT enabled her to provide pupils with clear instructions. She maintained good pace throughout the lesson and used questions well to check pupils' understanding. This ensured that pupils made appropriate progress during the lesson.
141. Teaching in Key Stage 2 has improved since the last inspection and it is now at least satisfactory. In a Year 3/4 lesson the teacher explained the learning objectives clearly to the class and used the board effectively to demonstrate different fonts and sizes of letters. She managed the class well. This enabled all pupils, many of whom had special educational needs, to understand what they were doing and remain focused on their work. However, the teacher did not provide the pupils with sufficient access to computers to develop their hands on experience. In Year 6 teaching was very good where the teacher used her strong subject knowledge and understanding to ask challenging questions. This ensured that the pupils thought carefully and made good progress when comparing books to CD ROMs. The teacher's very good class management enabled the pupils to use their time in the ICT Suite well. The teacher made good use of the plenary time to reinforce what the pupils had learnt.

142. Pupils enjoy using the ICT Suite and use their time there well due to their teachers' clear planning, good organisation and effective class management. Pupils in both key stages are keen to talk about how they use computers. Younger pupils use the correct terms when describing how they use the keyboard and mouse. Older pupils recognise the need for quality in their presentations.
143. Teachers use class assistants effectively to help support individual pupils or pupils working in pairs. Assistants clearly understand the learning objectives for the lessons and provide active support throughout lessons. Pupils with special educational needs and those who speak English as an additional language make good progress in ICT lessons.
144. ICT is co-ordinated effectively by an experienced, enthusiastic teacher, who has written an appropriate policy for the subject. The school has started to base its planning on the Qualifications and Curriculum Authority (QCA) exemplar scheme of work. This scheme complies with the requirements of the National Curriculum. Sufficient time is allocated for ICT teaching. The school has appropriate measures to ensure that pupils use the Internet properly. The co-ordinator is to produce guidelines for the use of email when it is set up next term. The new ICT Suite provides a good resource for the subject. However, resources for teaching about control are insufficient. The co-ordinator has identified relevant cross-curricular links and there is evidence around the school of how ICT has been used in subjects such as science, English, art and history. The Cornerstone Literacy Project Team worked with older pupils, who produced word-processed reviews of the musical Fame, following a visit to Victoria Palace. However, the school needs to further develop its range of software used to support other subjects, particularly mathematics. The co-ordinator carries out appropriate monitoring and evaluation of the subject. The school is well prepared to begin its New Opportunities Fund (NOF) training to develop teachers' ICT skills in January.

## **MUSIC**

145. By the end of Year 2 and the end of Year 6, standards are typical of what you would expect for pupils of this age. Standards found in the last inspection have been maintained. The progress made by all pupils, including those with special educational needs and those with English as an additional language is good. Pupils throughout the school demonstrate good vocal skills and their singing is good. Photographic and newspaper reports indicate that the school Gospel choir achieves very good standards of performance.
146. Pupils make good use of their music in many areas of the curriculum. Literacy skills in music are developed well through the acquisition of listening skills, understanding the meaning of songs, singing from memory, developing a musical vocabulary and performing skills. They generally pitch notes accurately and sing with an increasingly clear tone. Pupils control sounds through singing and playing. Music makes a very good contribution to pupils' spiritual, moral, social and cultural education. In Year 5 there are very good links with history. In choir Year 2 pupils learn a song about Kenya, Africa and Tanzania and they conclude their lesson with a canoe song from Canada.
147. Pupils in Year 2 sing well showing good control of pitch, dynamics and rhythm. A local music specialist leads singing practice. Pupils enjoy their singing and sing with energy and expression. They are encouraged to improve their performance because the teacher emphasises posture and breathing. Year 2 pupils sing 'Count your blessings one by one.' Movement and simple actions encourage pupils to develop their rhythmic response. This was evident in the harvest service at the local church. There are good opportunities for pupils to investigate sound and copy rhythmic patterns containing four notes and a clap. Pupils comment on their own and others' work. High attaining pupils identify patterns in the music. Pupils have good opportunities to develop co-operation and work with others.
148. By the end of Year 6 the quality of singing, knowledge of music and the positive attitudes are well developed. Pupils control their voices well to match the speed and rhythm of the music and have a good tonal quality when singing, both loudly and softly. Part-singing is good and very well developed, as is the ability of higher attaining pupils to harmonise adding quality to the

singing. Pupils sing a good range of songs including 'When the saints go marching in', 'O Sinner Man' and 'Drunken Sailor'. Three high attaining pupils sing over the main choir, harmonising effectively. The quality of singing is good and often very good because expectations are high. In Year 6 pupils are developing an understanding of timbre, duration and dynamics because the teacher has very good subject knowledge. High attaining pupils in Year 6 explain the meaning of dynamics. They produce a simple rhythm, changing the dynamics and responding to a regular pulse. Lower attaining pupils create a sound but are unable to maintain a regular pulse. Recording work is less well developed throughout the school. Appreciation skills are developing well and pupils identify and comment on the compositional elements in their own and others' music. In Year 5 pupils sing a modern and original version of the Tudor song 'The Three Knights.' They recognise and name Tudor instruments because the teacher identifies them clearly and reinforces learning skilfully. Attainment in Years 3 and 4 is below what you would expect to see because teaching methods and organisation do not successfully enhance learning.

149. The quality of teaching is good overall, with some very good teaching seen in both key stages. Where teaching is very good, pupils make very good gains in their knowledge and skills. In a Year 5 lesson the teacher explains the importance of music for the Tudors. This contributes to pupils' developing knowledge of music. Tasks are reinforced well to extend pupils' learning. As a result, pupils' attitudes to music are good. Behaviour is good overall and reflects the quality of teaching and support. Very good management and a brisk pace characterise the most effective lessons so that everyone applies creative effort, which allows pupils to extend their musical skills and knowledge. When teaching is unsatisfactory there is insufficient support and unsatisfactory teaching methods used, such as in the Year 3 and 4 carousel, where pupils move between three subjects, resulting in poor attitudes and unsatisfactory learning. The carousel method is totally unsuitable for the pupils who are unable to cope with the constant change of teachers and insufficient opportunities to consolidate their learning. Teachers spend the majority of the time managing behaviour and attainment is well below what you would expect to find.
150. There is currently no subject co-ordinator for music and the subject is being led by the headteacher. Planning is satisfactory and some teachers are well qualified to teach music and this enhances the school's provision. Resources are satisfactory, but could be better. Peripatetic teachers come into school on a regular basis and pupils are introduced to the violin. The teacher is a very good role model and the session is fun but challenging. Pupils are very keen to take part in concerts and festivals and music is incorporated into seasonal performances, such as Christmas activities.

## **PHYSICAL EDUCATION**

151. Standards in physical education are average in both key stages. This is the same as at the time of the last inspection. There is no difference in the standards between boys and girls, those for whom English is an additional language, or those with special educational needs. The school has ensured that the curriculum in PE covers all the required areas and that pupils of all ages receive a broad and balanced programme of activities.
152. Pupils in Key Stage 1 work enthusiastically in games, learning to throw accurately using a range of techniques, under-arm, over-arm or rolling towards a target. They are able to describe which technique is the most effective and they had to explain why one method is more successful than another. They learn to respond to music, linking together a series of movements to form a sequence in dance lessons. Many pupils in Year 2 are very good performers in dance and they link their music and dance lessons well. Teachers are very enthusiastic; thorough planning and high levels of praise and encouragement enables pupils to make progress.
153. In Key Stage 2 younger pupils develop their gymnastic skills, learning to use space effectively and linking movements to create sequences. They learn to work co-operatively in pairs and try hard to develop synchronised movements such as rolling together and developing balance. They are challenged to describe movements and say what they liked about them, developing good links with their literacy work and promoting speaking and listening skills. Teaching is good because it provokes pupils' analytical skills and encourages them to improve their movements

by deciding what is and what is not effective. The length of the lesson time in the afternoon sessions is often too long and this affects pupils' ability to sustain their interest and motivation towards the end of a lesson. This leads to teachers having to spend too much time managing behaviour and reduces the impact of the lesson. Older pupils in Key Stage 2 are following a swimming programme at the local Sports Centre. Teachers' records indicate that attainment is what would be expected of 11 year olds. By the time they leave school most pupils are able to swim, with some being very competent swimmers.

154. The co-ordinator has recently taken on responsibility for the subject and has done a thorough job in analysing the provision and developing an action plan to take the subject forward. Assessment is not yet adequate and is a key area for development. Resources are good.