

INSPECTION REPORT

TUFNELL PARK PRIMARY SCHOOL

Islington

LEA area: Islington

Unique reference number: 100430

Headteacher: Mr Alan Baldwin

Reporting inspector: Brian Rowe
1695

Dates of inspection: 7th - 10th May 2002

Inspection number: 195770

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Dalmeny Road London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Denise Bushell
Date of previous inspection:	23 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1695	Brian Rowe	Registered inspector	Geography Physical education Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
9079	Ann Moss	Lay inspector		How high are standards? (attitudes and behaviour) How well does the school care for its pupils? How well does the school work in partnership with its parents?
3774	Kanwaljit Singh	Team inspector	Foundation Stage English as an additional language Mathematics Art History	
27738	Christina Kadir	Team inspector	Special educational needs English Music Religious education	
23031	Ian Knight	Team inspector	Science Information and communication technology Design and technology	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Tufnell Park is a mixed primary school for pupils aged three to 11 years, situated in the London Borough of Islington. The pupils come from an increasingly broader range of social backgrounds, but the majority live in an area that is economically disadvantaged and where unemployment is high. There are currently 303 pupils on roll, making it a larger-than-average-sized primary school. The proportion of boys (157) and girls (132) varies slightly between years. There is a nursery class located on a nearby site with 28 children attending part-time and 14 full-time. Just over half of the pupils come from minority ethnic groups, a very much higher proportion than average. There are many different ethnic minority groups within the school. Nearly one-quarter of the pupils, a very high proportion, speak English as an additional language, and over ten per cent of these are at the early stages of learning English. The predominant additional languages spoken at home are Somali, Turkish and Bengali. The proportion of pupils (nearly 50 per cent) receiving free school meals is well above the national average. Pupils' attainment on entry is well below the national average. About 23 per cent of the pupils have been placed on the special educational needs register, of whom ten per cent have been assessed as having a high level of learning difficulty. These proportions are average when compared to other primary schools. Eight pupils have statements for special educational needs; this is above the national average. Similar to many schools nationally, the school has experienced difficulty in appointing experienced and qualified staff and a proportion of posts is filled with temporary teachers.

HOW GOOD THE SCHOOL IS

Tufnell Park Primary School is a good and improving school. By the time pupils reach the age of eleven, they attain academic standards that are below the average for all schools nationally, but above average for schools with pupils of a similar background. Pupil attendance rates are well below average. Pupils behave well and are keen to learn. Overall, teaching and learning are satisfactory, but especially good in the nursery and reception classes and Years 5 and 6. The overall progress made by pupils throughout the school is satisfactory, but it is more rapid in the nursery and reception classes and Years 5 and 6. The headteacher provides good leadership that has ensured significant school improvements and higher standards, and he has encouraged parents in the local community to have greater confidence in the school. The governing body now provides a clear direction for the school's development. The school gives satisfactory value for money.

What the school does well

- Ensures pupils make a good start to their education in the nursery and reception classes and achieve well in Years 5 and 6.
- Provides pupils with special educational needs and those with English as an additional language with good support.
- Promotes pupils' personal development, ensures pupils behave well and develop good relationships with each other and adults.
- Good leadership and management by the headteacher and governors have ensured the school has appropriate priorities for development, improved the confidence of parents in the community, raised standards, enriched the curriculum and broadened the range of activities.
- Has created a caring and supportive ethos in which pupils get on well together with positive racial harmony.

What could be improved

- Attainment in all subjects, but especially in writing, mathematics, science and physical education, with a priority in Years 1 and 2.
- The use made of assessment information to identify precise trends in attainment and to set pupils targets to achieve.
- Greater rigour and regularity in monitoring and supporting the quality of learning, the implementation of curriculum initiatives and the effectiveness of management strategies.
- Attendance of the pupils who miss school too frequently.

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 the last inspection in June, 1997. To a very large extent, the recommendations identified in the last inspection report have been successfully addressed. The school has also made improvements in many other important areas. These include: raising attainment, especially by the age of eleven, improving leadership and management and increasing the popularity of the school in the community. The school has also been successful in gaining a School Achievement Award for improving standards in Key Stage 2 national curriculum tests. A number of building projects have been completed. The role of the governing body is much clearer and governors now effectively fulfil their responsibilities in monitoring school development. The most important area that still needs attention is raising the attainment of pupils by the age of seven.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	D	A
mathematics	E	E	E	B
science	E*	D	E	C

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The table shows that in the 2001 national tests for 11-year-olds, pupils' performance in English was below the national average; in mathematics and science, it was well below the national average. In comparison with similar schools, standards were well above average in English, above average in mathematics and average in science. The school has improved its performance over recent years in line with the national trend. The full range of inspection evidence shows that the level of attainment of current children on entry to the nursery is below the level normally expected for their age, but the profile of attainment has improved during the last two years. In the nursery class, children make good progress in all areas of learning. This good progress is maintained in the reception class and, by the time children reach Year 1, their attainment is in line with the nationally expected standard in all areas of learning. Pupils make satisfactory progress overall in Years 1 and 2, but all pupils, especially the higher attainers, could do better. By the age of seven, standards are below national expectations in reading, writing, mathematics and science. Over the last four years, attainment has been on a slightly downward trend. Pupils make better progress in the junior classes, especially in Years 5 and 6. English standards are now closer to national expectations at the age of 11. Standards are below national expectations in mathematics and science. In information and communication technology (ICT), standards at the age of 11 are close to national expectations because pupils are taught by specialist teachers in a very good off-site facility. However, standards in ICT are below average at the age of seven years. By the ages of seven and 11, the standards of pupils' work in design and technology, art, history and music are similar to those found in other schools. Standards in geography and physical education are below expectations by the age of seven and 11 years. In religious education, standards are in line with local requirements. Standards in literacy and numeracy in subjects across the curriculum are below national expectations. The school has set aspirational targets in mathematics and English for 11-year-olds. Although these are demanding, they are also within reach.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and their attitudes are good.
Behaviour, in and out of classrooms	Behaviour, both in and out of lessons, is good. Pupils are polite and friendly to visitors and their manners are good.
Personal development and relationships	Relationships throughout the school are very good. By the time pupils leave the school, they are becoming mature young people who are confident in their opinions and views.
Attendance	Unsatisfactory. Despite the school working hard to improve attendance, rates are well below the national average.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory throughout the school. Teaching is good in the nursery. The teachers have high expectations and nursery staff provide a purposeful working atmosphere, which promotes the good concentration and learning of the children. All staff in the nursery challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. In the reception classes, teaching is also good and builds on the learning achieved in the nursery. Throughout the school, the teaching of literacy and numeracy is satisfactory overall but better in Years 5 and 6. Strengths include the way that teachers manage the pupils, a result of very good relationships that exist between them. Another strength is the use made of time and resources to provide stimulating lessons. Areas for development include the quality of asking probing questions to prompt pupils' understanding and get them to give extended answers. Further areas for development are a consistent approach to marking and matching the tasks set to challenge all pupils, especially the most able. For example, teachers sometimes do not match work well to pupils' capabilities in subjects other than English and mathematics, and this prevents them from making the best possible progress. Some teachers promote pupils' literacy and numeracy skills well in other subjects, but this good practice is not consistent across the school. Teachers make insufficient use of ICT because of a lack of computers in school. Teaching is unsatisfactory in physical education and, as a result, pupils make insufficient progress. Good use is made of classroom assistants, who effectively support pupils with special educational needs or English as an additional language and, as a result, these pupils make good progress in all parts of the lesson. Most individual education plans and support plans (especially in the juniors) are targeted carefully to help pupils to learn.

The school makes a good effort to meet the needs of all its pupils. There is good provision for pupils with special educational needs that ensures they make good progress. In many subjects, the higher-attaining pupils are not sufficiently challenged to achieve as highly as possible. The provision for pupils with English as an additional language is good and most pupils achieve their full potential.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a good curriculum that meets the National Curriculum requirements, albeit with weaknesses in some subjects. It is significantly enhanced through activities now funded through the local Education Action Zone, of which the school is a member.
Provision for pupils with special educational needs	Good. Teachers and class assistants make good efforts to support pupils and ensure that their contributions are valued and celebrated. The quality of individual education plans is good.
Provision for pupils with English as an additional language	Good. Pupils who speak English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all aspects. The school holds an act of collective worship each day. Pupils benefit greatly from the rich diversity of ethnicity and cultures represented in the school and the very good relationships that exist.
How well the school cares for its pupils	Good. Pupils are very well cared for by the school. Parents and pupils appreciate the high standard of care. All pupils are valued and the school's good ethos promotes very strong racial harmony. The school has good procedures for assessing pupils' attainment, especially in the core subjects of English, mathematics and science.

Parents have positive views about the school and are beginning to give increased support. They receive adequate information about school life and are always made to feel welcome.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The leadership and management of the school are good and there have been some important improvements since the last inspection. The school is led effectively by an enthusiastic and committed headteacher who is supported well by an effective senior management team.
How well the governors fulfil their responsibilities	The governors now provide good support to the school and there has been a clear improvement in their role since the last inspection. The governing body fulfils all its statutory duties.
The school's evaluation of its performance	Satisfactory. Monitoring by the headteacher and subject co-ordinators has identified the strengths and areas for development. However, owing to high levels of staff turnover and the implementation of several successful curriculum initiatives, little rigorous monitoring has been possible in subjects other than English, mathematics and science.
The strategic use of resources	Good. The school uses its specific grants well and is beginning to make better use of new technology in all aspects of its work. The school applies the principles of best value to major purchases.

The match of staff to the demands of the curriculum is satisfactory overall. However, the school, like many other inner city schools, has problems with the recruitment and retention of staff and this has had a negative impact on the quality of teaching and learning and the pace of curriculum development. Overall, learning resources are satisfactory, but there is a shortfall in the provision of computers. The accommodation is inadequate as there are limited facilities for a library and for teaching ICT and games activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The school sent out 275 questionnaires, of which 50 (18.2 per cent) were returned. Approximately 25 parents attended a meeting prior to the inspection to express their views about the school.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Children make good progress.• Behaviour is good.• The teaching is good.• The school has high expectations of the pupils.• They feel comfortable in approaching the school with problems.• The school is very well managed and led.• The school helps children to become mature and responsible.	<ul style="list-style-type: none">• The amount of homework.• Information about the progress their children make.

The inspection team mostly endorse the positive views expressed by parents. They do not fully agree with their views concerning homework, but the school could better inform parents of what they could do to help their children with their work. The information provided about children's progress is satisfactory, but reports do not explain to parents what children need to do to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Attainment on entry to the nursery class is below that expected for children of this age, particularly in communication, language and literacy and mathematical development. This is because many children do not have the everyday vocabulary to describe their ideas and experiences clearly and confidently. Through good teaching, children achieve well. Their achievement is good in the nursery because of the consistently good teaching. This rate of progress is maintained in the reception classes with further good teaching and deliberately small class sizes. By the time children reach Year 1, the attainment of most pupils is in line with the levels expected for their age in all the six areas of learning.¹ Although staff teach technical vocabulary well, for instance, in the development of language and mathematics, a significant minority of children still do not have the everyday vocabulary to describe their ideas and experiences clearly and confidently.
2. The profile of attainment of pupils on entry to school has changed over the last two years. As parents in the immediate locality gain greater confidence in the school, the number of higher-attaining pupils has increased. The attainment of pupils in the current reception classes is close to national expectations, whereas the profile of attainment in older year groups is skewed towards much lower attainment.

Years 1 and 2

3. By the age of seven, standards of attainment in the National Curriculum tests of 2001 were well below the national average in writing and average in reading. Compared to schools with a similar intake, standards in reading are well above average and in writing they are average. The percentage of pupils reaching the higher Level 3 was average in reading and writing. In the 2001 national tests in mathematics, seven-year-olds' attainment was well below the national average for the proportion achieving the expected Level 2, and below average when compared with similar schools. The proportion achieving the higher Level 3 was well below the national average, and below average when compared with similar schools. In the 2001 teacher assessments in science, seven-year-olds' attainment was well below the national average.
4. Evidence collected during the inspection indicates that attainment in English, mathematics and science is still similar to the 2001 test results. In information and communication technology, geography and physical education, attainment is also below expectations. In art and design, design and technology, history, music and religious education, attainment is in line with national expectations. There was no significant difference between the attainment of boys and girls. Although pupils make satisfactory progress in most subjects, standards are not high enough. Progress in physical education and ICT is not satisfactory, as pupils in Years 1 to 4 do not get sufficient access to computers to develop their knowledge and skills.
5. During the last five years, there has been a downward trend of attainment in writing, mathematics and science. The reasons for this are complex and have changed during this time. However, within a context of very difficult staffing issues, the most likely reasons are:
 - insufficient clarity of curriculum policy and practice to ensure progression of pupils' learning from Year 1 into Year 2;
 - insufficient detail in lesson planning to ensure consistency between classes;
 - lesson planning does not ensure that tasks in all lessons match the individual capability of the pupils;
 - good practice is not sufficiently shared between classes;

¹ Communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

- pupils in Year 2 have insufficient opportunities to develop writing skills across the curriculum;
- insufficient teachers' knowledge and expectations of what children should be expected to do to reach the higher levels of learning expected for their age in all subjects and areas of learning;
- insufficient opportunities for pupils to work independently and select and evaluate their work; and
- use of assessment, to decide which individual children are ready to move on to the next level of learning, is not sufficiently precise.

Years 3 to 6

6. By the age of 11, attainment in English was close to the national average and well above average when compared with similar schools. In the 2001 mathematics tests for 11-year-olds, pupils' attainment was well below the national average for the proportion of pupils achieving the expected Level 4, but above average compared to similar schools. The proportion achieving the higher Level 5 was below the national average, but well above average when compared with similar schools. Overall, pupils make satisfactory progress in Years 3 to 6. However, during the inspection, higher-attaining pupils were too frequently set work that was not sufficiently challenging. Pupils' attainment in the national tests in science was well below the national average, but close to average for similar schools. Only a few pupils achieved the higher levels. Inspection evidence indicates that standards in science are below national expectations by the end of Year 6. Inspection findings also reveal that fewer pupils than nationally reach the higher levels. Higher-attaining pupils do not make the best possible progress. This is because tasks are not always well matched to their different needs, with these pupils often completing the same work as other pupils before proceeding to appropriately challenging activities. Overall, progress is satisfactory but less so in the development of many of the skills of scientific enquiry. Most do not reach nationally expected levels in this component of the subject. In ICT, standards at the age of 11 are in line with national expectations because pupils have access to a nearby study centre with very good facilities and specialist teaching.
7. Inspection evidence suggests that attainment is now close to average for English, but below average in mathematics and science. Attainment is close to expectations in art, history and music, but below average in geography and physical education. In religious education, standards are in line with local requirements. There were no significant differences between the attainment of boys and girls. Pupils make satisfactory progress and in English and ICT, they achieve particularly well. The school has set aspirational targets in mathematics and English for 11-year-olds. Although these are demanding, they are also within reach.

Literacy and numeracy

8. Observations of lessons and scrutiny of pupils' work during the inspection showed that the standards in literacy are overall below average, but improving. Pupils' attainment in speaking and listening is average or above average for the majority of pupils throughout the school, including those with English as an additional language. Teachers ensure all pupils are included fully in the many activities they provide to extend pupils' speaking and listening skills. However, some teachers ask questions that need only a simple answer and opportunities are missed to extend pupils' oracy skills. For pupils at the end of Year 2, standards in reading are likely to be in line with the national average. The standards at the end of Year 6 are just below average. Higher attaining Year 6 pupils read with expression and understanding; average-attaining pupils read with suitable fluency and accuracy and lower-attaining pupils use a range of reading strategies to read the unfamiliar words they meet.
9. Standards in writing in Years 1 and 2 are well below average, but are much higher by the end of Year 6 and close to the national average. In Years 1 to 4, teacher expectations of what higher-attaining pupils can achieve are not high enough. The quality of pupils' work seen during the inspection confirms the rising trend in literacy achieved over the last three years. Pupils develop their literacy skills in other subjects such as religious education and history, but this good practice is not consistent across the school and is an aspect to be developed even further, especially in Years 1 to 4.

- Standards in numeracy are below average throughout the school. This is partly due to the low level of numeracy skills when pupils start school, but also due to some teachers not having sufficiently high expectations and to the work set, particularly for higher attaining pupils, which is generally too easy for them. As a result, these pupils spend most of their time consolidating the concepts and skills already learnt and their achievement remains only satisfactory. Numeracy skills are used and developed through science, history, art and geography.

Special educational needs and English as an additional language

- Overall, pupils with special educational needs make good progress in relation to their abilities and their individual education plans, especially in their acquisition of literacy and numeracy skills. They are well supported by both teachers and their learning support assistants. These pupils are set tasks that closely mirror those offered to other pupils, so that they feel included in all of the activities of the class. This is particularly successful in Years 3 to 6 where pupils who are withdrawn follow their own mini-literacy strategy, effectively supported by the extremely capable learning support assistants. In Years 1 and 2, the link between the work done in the withdrawal groups and in the classroom is not as effective as it could be.
- Overall, higher-attaining pupils do not make the progress of which many are capable, particularly in mathematics. In literacy, the recently-introduced focus on non-fiction writing targets is beginning to have a positive impact on raising more able pupils' achievements in writing across the curriculum. However, across the curriculum there is a tendency to plan work of a closed nature, where pupils are presented with worksheets that do not encourage the development of higher-order thinking skills.
- Pupils with English as an additional language who join the school in nursery and reception classes make progress that is similar to other pupils throughout the school and attain standards that are similar to their mono-lingual peers.

Pupils' attitudes, values and personal development

- Pupils continue to have good attitudes to school and to their learning. The school has worked hard to instil an appreciation of learning and good attitudes among its pupils and these are reinforced by the school's positive ethos. Parents report that pupils enjoy coming to school and ensure that most arrive on time each morning. When they arrive at school, they are happy and look forward to their day. Pupils are polite and cheerful and they are eager to learn. They have a positive approach to lessons and try hard to meet the expectations of their teachers, particularly in those lessons that are well organised and stimulating. This was seen, for example, in a Year 1 drama lesson where pupils responded very well to excellent teaching. Pupils are enthusiastic about their work and are proud to share their successes, as was seen in assemblies and in, for example, a Year 5/6 literacy lesson. These good attitudes and the enthusiasm for learning were, in fact, seen in many lessons throughout the school, including in the nursery class. The safe, welcoming and calm atmosphere promoted by the school provides an environment that encourages the pupils to do their best and pupils respond well to it. They develop good habits of working and settle down quickly to tasks. Sustained levels of concentration were observed in many of the lessons seen during the inspection, for example, in a Year 1 literacy lesson where the pupils concentrated for a long period of time, even when not directly supervised or supported by an adult.
- Pupils with special educational needs and those with English as an additional language have good attitudes to learning, especially when effectively supported by learning support assistants. Pupils with special educational needs are keen and enthusiastic learners. For example, two groups observed in Years 3 to 6, where work was well matched to pupils' capabilities yet challenging enough to keep them interested, were able to demonstrate their reading and writing abilities with pride.
- Behaviour in and around school is good, for example, in assembly and when pupils are moving around the school. During the lessons, when there is a change of activities, pupils move quickly and with the minimum of fuss, without wasting valuable time. The rewards and sanctions systems are well established and there is an obvious absence of oppressive behaviour, including bullying and racism. The school has created a caring and supportive ethos in which pupils get on well together with positive racial harmony. There have been five exclusions in the past year, involving

two pupils, and the inspection team found that the exclusion process has been used appropriately as a necessary strategy.

17. The school continues to have very good relationships amongst pupils and between pupils and adults. Pupils work together well and they co-operate and collaborate when necessary, as was seen in many lessons during group work. Higher-and lower-ability pupils work well together, readily sharing their knowledge and skills, and this raises the quality of learning of the whole class. There are common rules throughout the school. The pupils understand and follow these rules and have produced their own definition of bullying. Pupils are friendly and treat each other and adults with courtesy and respect. Pupils play in a happy, friendly atmosphere. Children identified as having special educational needs are totally integrated into all aspects of school life. Teachers are using circle time sessions² to help the children to understand, for example, the necessity of developing a sense of fairness and the use of compromise. Pupils, therefore, are developing a good understanding of the impact of their actions on others, and respect for each other's feelings, values and beliefs. They also celebrate festivals from many cultures, and the cultural diversity within the school is also celebrated. This also encourages the children in their personal development.
18. Pupils' personal development is good. They readily accept responsibility by doing tasks around the school. They also, for example, help to set up the hall for assemblies and they act as dinner monitors. The older pupils act as mentors in the infant playground. They collect money for charities and the School Council meets regularly. Their personal development is further enhanced by visits to places of interest and by residential visits for Year 5 and Year 6 pupils. Their self-esteem is regarded as important and there is a system of stickers and rewards to promote this.
19. Attendance levels are unsatisfactory, being well below the national average. The school is working diligently to improve the level of attendance. It is very aware of the importance of high levels of attendance and now follows appropriate procedures for registering pupils each day. It has clear mechanisms for following up any unexplained absences. However, some parents do not sufficiently support the school in its efforts to improve attendance rates. The school is working very closely with the Education Welfare Officer who comes into school twice a term. With the help of the home school liaison worker, they are also trying to promote better attendance and to discourage parents from taking children out of school for holidays in termtime. Although the school now feels it is beginning to have some success, it must continue with these strategies to make parents and pupils very aware of the importance of high levels of attendance for uninterrupted access to the curriculum in order to raise the attainment of all pupils.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is satisfactory overall and this standard has been maintained since the last inspection, despite considerable difficulties with staff recruitment and retention. Teaching is consistently good in the nursery and reception classes and in Years 5 and 6, where there are many strengths. The difference in the quality of teaching and learning experiences for pupils in Years 1 to 4 classes is too wide. Although there is some good teaching in these years, too frequently the pace of learning is too slow, the work set is not sufficiently matched to the ability of the individual pupils and teachers' expectations, particularly of the more able, are too low. Although some good teaching of physical education was seen in Years 5 and 6, the overall quality is unsatisfactory. This results in pupils making insufficient progress in learning games skills.
21. In Years 1 and 2, one-fifth of the teaching seen was good and two-thirds was satisfactory. One excellent lesson was observed, taught by a visiting drama specialist. Overall, the quality of teaching in the infant classes is satisfactory, but there are areas to develop. In the junior classes, the quality of teaching varies considerably, but is satisfactory overall. Teaching is much better in Years 5 and 6, where two-thirds was at least good and none was unsatisfactory. During the inspection in Years 3 and 4, nearly half the teaching was good, but nearly one-quarter was unsatisfactory.
22. The quality of teaching for the Foundation Stage is good overall. Of the eight lessons observed in the nursery, three were very good and five were good. Of the six reception lessons observed, five were good and one was satisfactory. Staff manage children's behaviour well. The cornerstone of this management is the very good relationships that they have with the children. They praise

² Lessons that promote pupils' personal and social development

children's efforts and achievements frequently and this fosters children's self-esteem so that they become increasingly more confident in their learning. Staff teach basic skills well, such as letter sounds in communication, language and literacy. The nursery teacher has high expectations of what children should achieve. This is shown in the way that staff are constantly looking for ways to challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes good concentration and learning by the children. Secondly, the lesson planning shows clearly what is to be taught and learnt and the different elements of the curriculum merge successfully into relevant topics. This ensures that children know what is expected of them in lessons and their learning is very focused. Thirdly, the teacher has good systems for assessing children's achievements and she uses these successfully to plan the next step in their learning. In the reception classes, teaching is also good. The governors decided to fund two small reception classes and this is having a positive effect on pupils' progress. Staff give good additional support to pupils with special educational needs and those for whom English is an additional language. As a result, they make good progress in relation to their prior attainment, for instance, reception children with special educational needs write their names with increasing accuracy and confidence.

23. Throughout the school, relationships between teachers and pupils are very good. Teachers know pupils very well. During the inspection pupils in Years 5 and 6 were taught in groups based on prior attainment for English, mathematics and science to prepare for the forthcoming national curriculum tests. Teachers knew pupils within the new groups, not just in their own classes, and provided them with good support. Teachers speak to pupils with respect and are in turn spoken to in a similar manner. Combined with the teachers' effective classroom management, this means that classrooms are mostly pleasant working environments. This promotes learning and contributes to the development of pupils' self-esteem, confidence in their capabilities and self-discipline. In the better lessons, pupils receive constructive feedback and some teachers discuss the work directly with pupils. This helps pupils to develop an awareness of their learning and helps them to set their own goals for improvements. This feature was more often seen in Years 5 and 6. Whilst this day-to-day assessment is a positive feature of the teaching of English and mathematics, the quality of marking is inconsistent in many subjects. Marking of literacy work is not consistently rigorous across the school; in a few classes, teachers' marking is thorough and detailed comments offer pupils constructive help, encouraging higher achievement. Some teachers do not have high enough expectations about the presentation of pupils' work and accept untidy work without a comment. This was the case in some science, history and geography folders. Some teachers do not consistently encourage higher-attaining pupils in the junior classes to take responsibility for their own learning. They manage pupils well, often firmly but unobtrusively, especially when it is time for pupils to move from one area of the school to another. This happens with little disruption.
24. Good teaching occurs when the learning objectives of the lesson are made clear to pupils and are well matched to their needs. By the use of sensitive interventions, teachers support, coach and challenge pupils as they develop their knowledge and understanding of the subject. The teachers' skilled and challenging questioning aids pupils' understanding and sets a good pace to the lesson. In the better lessons, learning is consolidated when the teacher reviews what is already known about the topic being discussed at the start of the lesson and uses constructive feedback during the lesson to help pupils improve their work. This was the case in many lessons in Years 5 and 6 during the inspection. In most lessons, teachers' subject knowledge is secure, but many teachers are less confident in physical education. Lesson planning is generally satisfactory. There is a consistency of approach across the Year 5 and 6 groups as a result of good teamwork between teachers. Planning is less consistent in the other parallel Years 1 and 2 and Years 3 and 4 classes. Planning arrangements in these year groups have been disrupted by considerable changes to staff. Teachers use a variety of teaching strategies. These include whole-class lessons, group work and sometimes one-to-one teaching.
25. Some teachers struggle to provide work that suitably challenges all pupils. There are times when a younger, lower-attaining child gets the same work as an older, higher-attaining child and there is no extension of ideas beyond that already planned for the lesson. In Years 1 to 4, the teachers' expectations of what higher-attaining pupils can achieve are not high enough. In a number of classes, teachers do not plan work with sufficient emphasis on pupils' investigative science work. This also limits the challenge for higher-attaining pupils. This stems, in part, from teachers not using the assessment information they have about pupils' skills, but also from some gaps in teachers' own knowledge and experience.

26. The amount and types of homework varies from class to class. Seventy-nine per cent of the parents who returned their questionnaires commented favourably about the work that pupils do at home, whereas 17 per cent of parents were dissatisfied. Most of the homework given is appropriate and supports pupils' learning.

Literacy and numeracy

27. Throughout the school, the teaching of literacy is satisfactory, but strongest in Years 5 and 6. In several lessons, teaching and learning was good or very good. Most pupils, but especially those in Years 5 and 6, make good progress because the basic skills and techniques in literacy are taught explicitly, systematically and thoroughly. In most lessons, teachers enthusiastically build on pupils' previous learning and make good use of well-chosen resources to encourage and motivate pupils. In the best lessons, teachers offer tasks in literacy lessons that challenge pupils to think and explain, both orally and in writing. In some lessons, however, teaching and learning focus too narrowly on tasks that anticipate a specific answer and this limits pupils' development in thinking about what to say or write.
28. The teaching of numeracy is satisfactory. The National Numeracy Strategy has helped teachers to improve their knowledge and understanding of the subject and now they feel secure in teaching mathematics. Teachers plan their lessons well and use good visual content to explain and demonstrate lessons; this helps pupils to understand and improve their learning. However, teacher' expectations for higher-attaining pupils are not high enough and these pupils do not meet challenging work. This slows their progress and achievement remains only satisfactory. In some numeracy lessons, teachers encourage pupils to explain how they arrive at their answers and to use appropriate mathematical vocabulary. This develops pupils' confidence in mathematics and increases their own awareness of their learning. Some teachers review the lesson, assess the level of pupils' understanding and ensure that they are further challenged in future lessons. Numeracy skills are developed through science, history, art and geography.
29. Whilst the school has made satisfactory progress in developing information and communication technology facilities, teachers make insufficient use of this resource in day-to-day teaching in the classroom. The school acknowledges that this is an area for further improvement and is soon to have its own on-site computer suite.

Special educational needs and English as an additional language

30. Teachers are very sensitive to the needs of pupils with special educational needs, and in most cases make good provision for them. This is an improvement since the last inspection. Individual education plans are drawn up for all pupils on the register and generally are used effectively by class teachers to guide lesson planning. Occasionally, the work is too hard or complex for the pupils to understand and the link between the targets set in pupils' individual education plans and the lessons taught in class is not made sufficiently clear in teachers' planning. Teaching assistants are very skilled at helping these children to join in with lessons and to benefit from them. There is a good working partnership between class teachers and the special educational needs co-ordinator, which facilitates prompt identification of pupils with learning difficulties or behaviour problems. Pupils' needs are efficiently assessed and an appropriate level of support is provided. Targets are clearly defined and regularly reviewed.
31. The quality of teaching received by pupils with English as an additional language is good and an improvement since the last inspection. Staff have high expectations and pupils are very responsive to the teaching provided. They are generally enthusiastic and highly motivated learners. The support staff work closely with class teachers and help pupils within classes. Successful strategies such as repetition of key vocabulary, modelling of correct answers and presentation of work with a strong visual content support pupils very well and this results in pupils' good achievement. Teachers use good strategies to check pupils' understanding of vocabulary before deciding which teaching points to reinforce. Pupils' learning is also helped by the opportunities afforded them to discuss work with monolingual peers. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. Pupils make good progress in developing basic skills in reading, writing, speaking and listening.

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

32. The school offers a good curriculum that meets the National Curriculum statutory requirements, albeit with weaknesses in some subjects. It is significantly enhanced through activities funded through the local Education Action Zone, of which the school is a member. These include initiatives to support achievement in the subjects of the National Curriculum, but also to enrich the school's arts provision. This leads to a rich curriculum, covering statutory requirements, that prepares pupils for the next stage of their education.
33. All subjects have policy statements that are reviewed by the school and the governors' curriculum committee on a regular basis. These include statements about equality of opportunity and the provision for pupils with special educational needs. They do not consistently refer to the needs of pupils with English as an additional language or pupils who are gifted and talented, and so they are not yet fully inclusive. Nevertheless, most policies and schemes of work are of satisfactory quality, with the exceptions of science and physical education. In science, the attainment target referring to scientific enquiry is not emphasised enough and neither gives sufficient guidance to teachers. The governors' curriculum committee meets regularly and discharges its functions effectively, monitoring progress towards the curricular targets of the school development plan, and overseeing policy statements.
34. Year group teams plan together and this is most noticeable in the consistency of planning and pupils' experiences in Years 5 and 6. It is less consistent in Years 3 and 4, and less apparent again in Years 1 and 2. This has the effect that expectations of how much work is recorded, for example, differ between classes.
35. The whole curriculum is considerably enhanced by the activities of the Education Action Zone. This funds a variety of artistic activities, including a storyteller and drama teacher for one day per week, musical activities and visits by theatre and dance groups to the school. It also pays for instructors in after-school clubs and the information and communication technology project housed at the Arsenal Football Club Study Support Centre. These activities have successfully raised pupils' self-esteem, as was seen in a drama performance by pupils in an assembly during the inspection week. These pupils confidently performed a short play of high quality to the rest of the school. Ten after-school clubs are supported, which are well attended. Each week, over two-fifths of the school, mainly junior pupils, take part in clubs as diverse as football and Christian Fellowship. This level of extra-curricular activity represents good provision by the school, especially for pupils who otherwise might become disaffected, are gifted and talented or who have a special educational need. In this sense, these clubs are very inclusive. The school has developed good links with partner schools in the Education Action Zone.
36. The school makes sound provision for pupils' personal, social and health education. The policy is effective and addresses sex education and drugs awareness appropriately. This is delivered in 'circle time', which is timetabled weekly for all classes. The community makes a good contribution to pupils' learning, principally through the provision from the Education Action Zone. This contribution includes the provision of specialist teaching in drama and the funding of the school's use of the Arsenal Study Support Centre. The Education Action Zone encompasses seven local schools in two local authorities. Through its organisation and meetings, it has engendered good links between the seven member schools, including the local high school. One example of this was the 'Seven as One' concert at Christmas when a massed choir sang.

Literacy and numeracy across the curriculum

37. The school has adopted and successfully implemented the National Literacy and Numeracy strategies. Teachers have had in-service training in the strategies and now feel secure in teaching both English and mathematics. Owing to staff mobility and many new staff on temporary contracts, the school has not been able to demonstrate the positive impact of the strategies on raising standards sufficiently by the end of Year 2. Teachers make good use of links that exist between subjects when they plan their class work. However, links with information and communication technology are in early stages.

Special educational needs and English as an additional language

38. The school has a strong commitment to equality in education. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal social development. There is also good support for pupils who have English as an additional language. The individual education plans are well supported by outside agencies and all who are involved with the pupils' continuing education, including parents. All pupils with special educational needs receive the full National Curriculum, with some areas of work modified for their specific needs. They are fully included in all the activities organised by the school, which supports their social and moral development well. Arrangements for identifying and supporting pupils with special educational needs are good. The teaching and support provided in withdrawal groups for pupils with special educational needs are effective. On occasions, because pupils are withdrawn for additional support in English and mathematics, they miss parts of lessons in other curriculum subjects. The school monitors this aspect closely, ensuring that all pupils receive their full curriculum entitlement. This is an improvement since the last inspection.
39. Pupils who speak English as an additional language receive a broad and balanced curriculum and take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence through the celebration of festivals and study of world religions, geography and history. There are notices, signs and books in other languages to show that the school values other cultures and languages.

Educational inclusion, including race equality

40. The school makes substantial efforts to include all pupils in every aspect of school life. It has a policy on equal opportunities that includes a useful checklist of issues to be covered. The school successfully provides opportunities to ensure that pupils are included both educationally and socially. This is particularly successful for pupils with special educational needs and those who speak English as an additional language. The provision that the school makes for pupils who speak English as an additional language is good. Pupils receive good-quality teaching from the additional support staff. A very small number of pupils, who join during the school years, having no previous schooling in this country and knowing little or no English, make good progress. Most pupils make progress and attain standards that are generally similar to their peer group. The school has clear aims and procedures to ensure that all pupils have full access to the curriculum. Pupils who are at the early stages of acquiring fluency in English from Reception to Year 2 receive additional support, and this is appropriate to meet pupils' needs. Pupils are moved appropriately in and out of groups, depending on their progress.
41. However, some teachers do not always plan to match work to the needs and ability of all pupils. In particular, the work given to the more able pupils is not sufficiently challenging. Good relationships exist between the pupils and staff and between the pupils themselves. The well being of all pupils is important to the school. The school accepts pupils from many different faiths and cultures and successfully integrates the pupils to create an environment of racial harmony and good relationships between all social groups.
42. There is a very strong commitment to the provision of equality of opportunity and access to the curriculum, with a clear emphasis on social inclusion. The school rarely excludes pupils and every effort is made to ensure they attend school regularly, but some parents do not support the school very well over this issue.

Spiritual, moral, social and cultural development

43. Overall, the provision for the spiritual, moral, social and cultural development of pupils is good and this standard has been maintained since the last inspection. The school holds an act of collective worship each day. In all the assemblies that were observed, there was an element of sharing values and reflection. Pupils benefit greatly from the rich diversity of ethnicity and cultures represented in the school and the very good relationships that exist.
44. Pupils' spiritual development is good. It is promoted well through daily acts of collective worship and in lessons, particularly through religious education. All assemblies are calm and ordered and a spiritual atmosphere is created which is conducive to reflection. During religious education lessons, older pupils are encouraged to develop their own values and beliefs as well as an awareness of

others. For example, Year 6 pupils discussing the reasons for St Paul's conversion to Christianity relate this to their own experiences in life, offering examples of where they changed their views about people, once they had got to know them better. In another example, two pupils, discussing their work on Judaism and Christianity, were able to relate their learning to a wider frame of reference, such as principles of care, consideration and kindness. These pupils expressed the view that these can be found in both of those beliefs as well as in one of the children's own religion, which happened to be Buddhism. Displays across the school and pupils' exercise books illustrate the many opportunities pupils have to study the main religions of the world and their traditions.

45. Pupils' moral development is good. The school has developed rules and codes that guide behaviour around the school, which pupils understand well. They know the difference between right and wrong. Individual classes display rules adapted to their ages and needs. Awards are given for good behaviour; these reinforce the underlying expectations of the school. Staff provide positive role models that give pupils insights into what is right and wrong. Any incident is dealt with immediately and fairly. The school has a very strong caring ethos and this results in pupils showing concern for others. Lessons across the curriculum often have a strong moral focus, as for example, in a Year 5 literacy lesson where some pupils demonstrated their ability to make reasoned judgements on moral dilemmas, such as whether to purchase cheaper rugs made with child labour or more expensive but ethically produced ones. There are also good opportunities within physical education lessons for pupils to abide by the rules of the game and have due regard for the health and safety of others.
46. Provision for pupils' social development is good. Adults set good examples in their relationships with each other and the pupils. Adults value each child and work effectively towards developing self-esteem. There is an emphasis on accepting responsibility for one's own actions. Pupils readily share ideas, with very good understanding of each other's views. They are encouraged to take responsibility in their own classroom and around the school. Pupils work well together, especially when provided with opportunities for collaboration such as was seen during music lessons. They respect each other's opinions, listen, negotiate, plan, revise and perform really well as a result of their mature behaviour.
47. Pupils' cultural development is good. The school effectively exploits the richness of its cultural diversity. An attractive display in the entrance hall informs visitors and the whole-school community of the wide-flung places across the world children, parents and staff originate from. The school ethos promotes openness and accords dignity to other peoples' values and beliefs. Pupils have a very positive approach to artistic and cultural enterprise through participating in drama clubs where they gain a sense of personal enrichment through encounters with rich cultural traditions from across the world. For example, Year 6 pupils performed a Yiddish traditional tale, the story of 'Shamil', expertly acting out a hugely entertaining tale with real confidence. As part of the school's religious education syllabus, the celebration of a diverse number of religious festivals ensures that pupils develop respect for the cultural diversity represented in the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Pupils are very well cared for by the school. Parents and pupils appreciate the high standard of pastoral care. All pupils are valued and the school's good ethos promotes very strong racial harmony.
49. Procedures for monitoring and promoting good behaviour are good and those for monitoring and eliminating oppressive behaviour are very good. The headteacher has identified the need to ensure that there is an even better understanding by all members of teaching and support staff of the necessity to promote consistently the guidance given in the school policies. Teaching and support staff make a significant contribution to providing a caring atmosphere and a safe and calm environment for all pupils, both in and out of lessons. Good behaviour is encouraged in ways that make sense to the children. Playtimes and lunchtimes are well supervised.
50. Procedures for monitoring and supporting pupils' personal development are good. Staff monitor children informally to support their learning needs. They know pupils well and respond sympathetically to each child, taking good account of personal circumstances that may affect learning in the school. There is a strong emphasis on raising all pupils' self-esteem. Pupils are becoming confident in their dealings with each other and with all members of staff. Teachers give good praise and encouragement during lessons, and achievements – large and small – are all

celebrated. This has a positive effect on pupils' confidence and encourages them to achieve more. Circle time is being used to help pupils learn to understand about themselves and others and there are opportunities for them to take responsibility with the daily routines around the school. Older pupils go into the infant playground at break times to act as mentors. The school council is now meeting regularly again and this gives the pupils more opportunities to voice their opinions and to be responsible members of their classes.

51. Statutory requirements are now fully met for child protection and there are good procedures in place to monitor their well-being. There is a named child protection co-ordinator who makes herself available to parents and children if they feel that they need her advice or help. Staff are receiving appropriate training to enable them to keep up to date with aspects of first aid. There is a comprehensive health and safety policy and regular risk assessments are carried out.
52. The procedures for monitoring and promoting attendance are good, which is an improvement since the previous report. Unexplained absences or lateness are followed up rigorously. Attendance figures are entered and checked regularly and the school works closely with the Education Welfare Office and home/school Liaison Officer. Despite these practices, the attendance figures are unsatisfactory, being well below the national average. The school is aware of the necessity to improve the levels of attendance and has identified the need to work more closely with those parents who do not sufficiently support the school's efforts to improve the attendance rates. All parents need to understand that this rate of absenteeism not only adversely affects pupils' learning, but imposes significant additional burdens on the teachers and the school's administrative staff.
53. The school cares well for its pupils with special educational needs and those with English as an additional language. The special educational needs co-ordinator liaises closely with teachers, support staff, outside agencies and parents. Parents of children with special educational needs are well informed about their progress through regular contact with teachers and through the termly reviews of individual education plans and the yearly reviews of 'statements'. The school has a supportive learning environment and ensures suitable opportunities for all pupils to develop their understanding of English. They are integrated in school life and are well cared for by the school. Mutual respect and tolerance of others' feelings, values and beliefs, underpin the good relationships within the school.

Assessment

54. The school has good procedures for assessing pupils' attainment, especially in the core subjects of English, mathematics and science. These involve careful consideration of the levels at which pupils are working each term, together with targets for their next term's work. Teachers do not yet involve pupils enough in setting their own targets. Pupils are, therefore, not yet taking sufficient ownership of their own learning. Assessments made are carefully moderated within the school and are accurate, as is shown by the close agreement between teachers' assessments in Years 2 and 6 and National Curriculum test results. They allow the school to track individual pupils' progress and to identify areas of weakness for a pupil. Targets for improvement in English and mathematics were seen in use in Years 5 and 6. However, the system is currently entirely manual, being based on paper records. This makes analysis of the data, to identify groups of pupils who may be performing well or underachieving, very difficult. Nevertheless, some useful analyses have been undertaken, which have identified, for example, that general weaknesses in mathematics include division, problems expressed in words and reading analogue clock faces, and that non-fiction writing was an area of weakness in English. However, comparative data, showing how well boys compare with girls, or how the attainment of different ethnic groups may vary, have not been as closely analysed because of the time required using a paper-based system. Plans are in hand to computerise the record keeping. Consequently, although assessment procedures are good, their use in curricular planning is satisfactory. Teachers in the nursery and reception classes keep detailed records of the progress children make towards the recommended Early Learning Goals, which are effectively used in their planning.
55. In the other subjects, assessment is less formal. The school is moving towards a situation in which the objectives for learning are shared with the class in each lesson and reviewed with the class at the end. This was observed taking place in many lessons during the inspection, allowing pupils valuable opportunities to reflect on their own learning. Teachers keep records that list the individual learning objectives and note those pupils who failed to achieve the objective. This technique reduces the administrative burden on teachers, whilst providing useful information for the next stage

of short-term planning. However, there is no provision currently for teachers to note down those more able pupils who comfortably exceed the learning objective, with the result that there is a potential for these pupils to be overlooked and not sufficiently challenged. This was observed in mathematics lessons, when teachers sometimes had insufficiently high expectations of their most able pupils. Marking does not always help pupils to develop understanding of what is the next step in their learning as well as celebrate what they have achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school continues to work hard at fostering good relationships with parents. During the last three years, the school has gained a much greater confidence of parents in the local community. Parents have positive views and warmly praise what the school achieves. They value its caring attitudes and are satisfied that their children make good progress. They believe teachers know their children well and that such secure personal relationships help pupils want to succeed. The vast majority of parents responding to the questionnaire stated their children like school and those seen during the inspection said their children are eager to come. They say that the school expects their children to work hard and achieve their best and this is helping them to become mature and responsible.
57. A few parents were dissatisfied with the amount of homework that their children receive, but the inspection team found that the amount given across the school was satisfactory. The inspection team did, however, agree with parents who felt that they could be better informed of what they could do to help their children with their work. Some parents felt that they did not receive enough information about the progress of their children. The inspection team judged that the information provided about pupils' progress is satisfactory, but reports, although they are adequate, do not explain consistently in each subject what their children need to do to improve.
58. The inspection team agrees with the positive views of the vast majority of parents (reported through questionnaires, at a meeting prior to the inspection and discussions with parents during the inspection week). It judges that the school does its best to work closely with parents in their children's education, and is actively trying to involve parents more in the life of the school. Parents speak highly of the good informal links with the headteacher and staff. They feel welcomed in the school. They see links as a two-way process, ensuring pupils' interests are to the fore. Parents appreciate the newsletters they receive and they are informed about the curriculum and topics that their children will be studying. There is a home/school agreement that parents are encouraged to sign and return to the school. There are also regular parent teacher consultation evenings. The school is well aware of the need to organise interpreters for some meetings, and a lot of information is sent out in different languages. Good use is made of the home/school liaison officer. The school prospectus and governors' annual report to parents meet statutory requirements.
59. Parents' involvement in the work of the school is satisfactory and has improved in recent years. Some parents come in to help with, for example, drama, cookery, football and gardening. The Home School Association is a small but dedicated group of people who provide valuable assistance to the school and have raised money to buy, for example, equipment for wet playtimes and resources for music. Three members of staff also help the Association and attend meetings, which further promotes good liaison with the school. There are four parent governors who make a valued contribution to school life.
60. Induction procedures for children entering the Nursery and Reception classes are good. Parents are pleased at how their children settle in and enjoy school. They also like the way pupils are expected to work hard. They also appreciate the care taken when the oldest pupils transfer to secondary school.
61. There is good communication with parents whose children have special educational needs or use English as an additional language. The teacher who provides additional support to pupils who are learning English as an additional language also runs workshops for half a day per week with these pupils' parents. In these workshops, parents have made some good-quality puppets and soft toys for pupils to use in the school. Parents who attend the workshop are generally those who can speak English well and have gone through the English education system. This is a good public relations exercise. The school has not evaluated the significance of the workshop in terms of raising standards. Parents who are bilingual are used to interpret and translate. If need arises,

interpreters can be provided. There is a 'homework club' for Turkish children in the neighbouring secondary school where pupils from the school also attend.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are good and there have been some important improvements since the last inspection, which include raising standards and gaining the confidence of parents in the local community.
63. The school is led effectively by an enthusiastic and committed headteacher who manages what is, in effect, a twin site school. Communication within school is good, with everyone sharing the sense of common purpose. This school is a pleasant, well-ordered and happy community that creates a learning environment that is educationally and socially inclusive. The mission statement and aims of the school reflect this commitment and are central to school life.
64. The headteacher is supported well by an effective senior management team. The roles of co-ordinators have been developed as a result of staff training opportunities and there has been an improvement in their effectiveness since the last inspection. Their roles are now more clearly defined with job descriptions. Monitoring by the headteacher, subject co-ordinators and local education authority advisors has identified the strengths and areas for development. However, owing to high levels of staff turnover, and the implementation of several successful curriculum initiatives, little rigorous monitoring has been possible in subjects other than English, mathematics, science and information and communication technology. The school has also established co-ordinators to manage Years 1 and 2 and Years 3 to 6, but they have had little time to review and monitor systematically the quality of education and implementation of the curriculum in the years for which they are responsible. For the two terms the school did not have a co-ordinator in post for Years 1 and 2. In addition, as three of the staff are on temporary contracts, the amount of curriculum co-ordination undertaken by the remaining teachers impacts on the overall effectiveness of their role.
65. The leadership and management of the Foundation Stage are good. The co-ordinator works for two days in the Nursery and one day to discharge her monitoring role. However, although overall management of the Foundation Stage is good, it is difficult to disseminate her effective teaching practice because of the Nursery being situated away from the main school.
66. The management of the provision for pupils with special educational needs is good. There is a good working partnership between class teachers and the special educational needs co-ordinator, which facilitates prompt identification of pupils with learning difficulties or behaviour problems. Pupils' needs are efficiently assessed and an appropriate level of support is provided. Targets are clearly defined and regularly reviewed. A comprehensive register of special educational needs is kept by the school and managed well by the co-ordinator. Appropriately detailed and specific individual education plans are provided for pupils on the register, written by the class teacher in conjunction with the special educational needs co-ordinator, and these are reviewed regularly. There are eight pupils with statements of special educational need in the school who receive the support detailed in their statements and who are well included in all school activities. Learning support assistants provide good support for pupils with special educational needs. They work well, have clear responsibilities and are valued. Most are well informed about the nature and range of need.
67. The co-ordinator for English as an additional language provides good leadership. The school has good procedures to monitor the progress of pupils who speak English as an additional language. Pupils' progress and attainment are monitored regularly. If pupils do not make appropriate progress, improvement strategies are implemented, such as additional support through teacher assistants, or help from the special educational needs co-ordinator is sought
68. The school development plan has appropriate priorities and is drawn up after full staff and governor consultation. It is a well-focused working document that enables the school to move forward. The governors now provide good support to the school and there has been a clear improvement in their role since the last inspection. The governing body fulfils all its statutory duties. Governors have a good knowledge of the strengths and weaknesses of the school and are able to act as 'critical friends'. They review aspects of the school's development plan at every governor meeting to

ensure that they are still relevant to the school. Those governors with specific responsibility for numeracy, literacy and special educational needs are well briefed.

69. Additionally, the governors have a good understanding of financial matters and have already started to consider the impact of next year's budget. However, the development and financial planning are for only one academic year and much longer-term planning is required for the school to realistically plan for major curriculum and building projects. The school makes use of the local education authority to provide budget monitoring and maintaining the accounts. It does not make sufficient use of this service to provide financial planning. The school has been prudent in its reserve of funds to equip a computer suite that is soon to be built.
70. The school uses its specific grants well and is beginning to make better use of new technology in all aspects of its work. The school benefits from an Education Action Zone budget, which it has used effectively for the creation of many exciting curriculum initiatives. These aim to raise pupils' attainment and provide a broader range of experiences for the children. The grant for special educational needs is used appropriately and provision for pupils is good.
71. The school also receives an Ethnic Minority Achievement Grant and adds extra funds from the school budget to provide support. The school spends the money wisely and to the best advantage of pupils. Currently, one teacher, who works 0.7 full-time equivalent, provides support and effectively co-ordinates the service within the school. She also runs a club for parents for half a day a week. The school has not yet evaluated its impact on pupils' learning and standards. The documentation associated with this grant has not been a burden on the administration of the school. The school office is well organised and it makes a valuable contribution to the day-to-day life of the school.

Staffing, accommodation and resources

72. The match of number, qualifications and experience of staff to the demands of the curriculum is satisfactory overall. However, the school, like many other inner city schools, has problems with the recruitment and retention of staff and this, over time, has had a negative impact on the quality of teaching and learning and the pace of curriculum development. However, the school has been fortunate to engage temporary teachers of good quality. Staff turnover is quite high and currently there are three long-term supply teachers who have no co-ordinator responsibility. This puts an additional burden on other members of staff. However, the use of support staff is good and the additional use of the Education Action Zone support staff has considerably enriched the curriculum.
73. There is a programme of staff training in place, and teaching, learning and the curriculum are monitored effectively by the headteacher and some subject co-ordinators. Staff new to the school are made to feel welcome and are well supported. The school has successfully implemented the first round of the performance management cycle.
74. The adequacy of the accommodation for teaching the curriculum is unsatisfactory. Although the premises are set within a pleasant and well-maintained site, there are no grassed areas for physical education or games activities. The Nursery accommodation, although of a good standard, is a five-minute walk from the school and this impacts on the progression of learning in the nursery and reception years. The indoor accommodation still has no dedicated library area other than the provision of some books in the school corridor. There is no computer suite and with only one computer per classroom, this is adversely affecting standards in ICT. However, the pupils have access to the Arsenal Study Centre and this is proving to be a valuable resource, especially for the older pupils. The administration area is very small, and there are problems with a leaking roof and wheelchair access. During the week of the inspection, the school was informed that funds have been made available and it intends to start working on some of these problems as soon as possible. The school is clean and tidy and pupils show respect for the site.
75. The overall adequacy of learning resources is satisfactory, despite the poor library facilities. Resources for history, science, English, physical education, geography, ICT, religious education and design and technology are satisfactory, and those for art, mathematics and special educational needs are good.

Value for money

76. Taking into account:

- the rate of progress made by pupils and the standards achieved;
- the improvements since the previous inspection;
- the quality of arrangements for pupils' personal development;
- the behaviour and attitudes of the pupils;
- the quality of leadership and management; and
- the relatively high unit costs per pupil.

The school is judged to give satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. To raise standards and improve the quality of education the headteacher, staff and governors should:

i. **Raise attainment in all subjects, especially writing, mathematics, science and physical education with a particular focus on Years 1 and 2:**^{**3}

(a) in writing by:

- ensuring the writing tasks given to pupils match their capability;
- ensuring writing techniques are taught consistently in Years 1 and 2;
- increasing the opportunities for pupils to investigate and develop language and writing skills by themselves without constant adult support; and
- making opportunities for longer pieces of writing in more subjects across the curriculum.

(Paragraphs: 99 - 110)

(b) in mathematics by:^{**3}

- increasing teacher expectation of what can be achieved in mathematics to ensure pupils work at the highest possible levels;
- increasing the opportunities for pupils to engage in mathematical problem solving exercises and develop mathematical language;
- providing more opportunities for them to correct their work after it has been marked so that they learn from their mistakes; and
- developing further the use of mathematics across the curriculum.

(Paragraphs: 111 - 119)

(c) in science by:^{**3}

- revising the science scheme of work to include all aspects of scientific enquiry and ensure learning builds on previous work in Years 3 to 6;
- ensuring work is matched to pupils of all capabilities, especially the higher attaining pupils;
- giving greater emphasis to investigative science, by planning and implementing work of appropriate challenge for all pupils; and
- introducing and implementing arrangements for assessing the development of scientific skills as pupils move through the school.

(Paragraphs: 120 - 126)

³ ** Already identified in the school's development plan

³ ** Already identified in the school's development plan

(d) in physical education by:

- developing teachers' expertise and confidence to teach physical education through sharing the good practice in school and providing further training opportunities;
- strengthening the co-ordination and planning for physical education; and
- regularly and rigorously monitoring the quality of teaching and learning.

(Paragraphs: 161 - 169)

(e) in Years 1 and 2 by:

- clarifying curriculum policy and practice to ensure progression from Year 1 into Year 2;
- improving lesson planning to ensure greater consistency between classes;
- improving the curriculum and lesson planning to ensure that tasks in all lessons match the individual capability of the pupils;
- ensuring that the good practice in Years 5 and 6 is shared and adopted in the development of all subjects;
- providing more opportunities for pupils in Year 2 to develop longer pieces of writing across the curriculum;
- raising expectations of teachers in the marking and assessment of work in all subjects⁴;
- raising teachers' knowledge and expectations of what children should be expected to do to reach the higher levels of learning expected for their age in all subjects and areas of learning;
- giving pupils more opportunities to work independently and to select and evaluate their work; and
- making more effective use of assessment to decide which individual children are ready to move on to the next level of learning.

(Paragraphs: 3 - 5)

ii. **Make greater use of assessment information to track pupils' progress and set them targets to achieve by:**

- providing further training for staff;
- using computers to store, analyse and communicate information readily to all staff; and
- making marking more consistent throughout the school so pupils are shown how to improve their work in all subjects.

(Paragraphs: 54, 55)

iii. **Ensure greater rigour and regularity in monitoring and supporting learning, the implementation of curriculum initiatives and effectiveness of management strategies by:**

- strengthening the role of key stage and subject co-ordinators;
- providing further support and training, especially for the managers of subjects and key stages;
- providing sufficient time for key stage and subject managers to monitor and support teaching and learning regularly; and
- devising and implementing a rigorous programme of monitoring for all subjects, building on the good practice in English, mathematics and science.

(Paragraph: 64)

iv. **Increasing the proportion of pupils who attend regularly by:****

⁴ Already identified in the school's development plan.

- continuing to stress the importance of attendance and punctuality and take action to raise the rate closer to the national average.

(Paragraphs: 19, 52)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Governors may consider including the following less important issues in their action plan.

- Improve the range of oral questions to pupils so they have to give extended answers and develop their thinking skills.
- Enhance the longer-term planning by producing a three-and five-year development plan.
- Increase the use of ICT in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	7	29	22	5	0	0
Percentage	1.5	11	45	34	8.5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28	275
Number of full-time pupils known to be eligible for free school meals	6	124

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	62

English as an additional language	No of pupils
Number of pupils with English as an additional language	69

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	23

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	20	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	18	21
	Girls	17	15	14
	Total	36	33	35
Percentage of pupils at NC Level 2 or above	School	82 (83)	75 (76)	80 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	19	20
	Girls	16	13	17
	Total	35	32	37
Percentage of pupils at NC Level 2 or above	School	80 (83)	73 (86)	84 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	22	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	10
	Girls	17	12	20
	Total	25	21	30
Percentage of pupils at NC Level 4 or above	School	69 (68)	58 (53)	83 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	9	11
	Girls	15	15	20
	Total	23	24	31
Percentage of pupils at NC Level 4 or above	School	64 (55)	67 (55)	86 (66)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	13
Black – African heritage	32
Black – other	9
Indian	4
Pakistani	0
Bangladeshi	10
Chinese	3
White	132
Any other minority ethnic group	36

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	2	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)	14.5
Number of pupils per qualified teacher	19.3
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	268

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	23.3
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	8.75

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	828,872
Total expenditure	819,954
Expenditure per pupil	2,554
Balance brought forward from previous year	47,425
Balance carried forward to next year	56,343

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	3.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 18.2%

Number of questionnaires sent out

275

Number of questionnaires returned

50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	21	7	5	0
My child is making good progress in school.	49	47	0	2	2
Behaviour in the school is good.	35	58	0	2	5
My child gets the right amount of work to do at home.	29	51	10	7	3
The teaching is good.	50	40	0	5	5
I am kept well informed about how my child is getting on.	36	45	12	4	3
I would feel comfortable about approaching the school with questions or a problem.	63	33	2	0	2
The school expects my child to work hard and achieve his or her best.	45	37	8	0	10
The school works closely with parents.	43	27	12	2	16
The school is well led and managed.	48	36	2	2	12
The school is helping my child become mature and responsible.	42	46	2	2	8
The school provides an interesting range of activities outside lessons.	40	34	10	2	14

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

78. The school has maintained the good provision in the Foundation Stage observed in the previous inspection. This provision is a strength of the school and children make a good start to their education.
79. There are one Nursery and two Reception classes in the Foundation Stage, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to the Nursery in September and January following their third birthday. They join the Reception classes when they are four. There are 30 children attending the two part-time sessions and 15 attending full-time in the Nursery. Thirty-seven children are in the Reception classes.
80. Parents and children are well prepared before they start school. They are invited to the school in the summer term before they start to meet staff and observe Nursery routines. Good induction procedures ensure that children quickly settle into the routines. The Nursery teacher invites parents to give detailed information about their children so that the school can support them well.
81. The school follows the Early Learning Goals of the nationally recommended Foundation Stage curriculum. This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development, and creative development. Each area of learning is made up of four stages or stepping stones, from which both progress and standards can be measured.
82. Children's attainment on entry to the Nursery varies but is below average overall compared to three-year-olds nationally. Children respond well to good teaching and make good progress in all six areas throughout the Foundation Stage. As a result, some exceed the Early Learning Goals in these areas by the end of the Reception year. Teaching and standards are broadly similar to those found at the last inspection. Nursery nurses and classroom assistants all contribute positively to the teaching and learning in the Foundation Stage classes. Two teachers job share and work a total of six days in the nursery, and another two share in one Reception class. All staff work very closely and job share work does not have any negative impact on teaching and learning.
83. The indoor accommodation is good and the curriculum is extended through the use of outdoor areas for both Nursery and Reception classes. The Nursery is housed in a separate building about 300 metres away from the main school. This presents some problems in both monitoring of teaching and learning and with the children's familiarity with the main school. The school has implemented some good strategies such as Nursery children attending assembly one day a week to get used to the main school ethos and its geography. The co-ordinator works for two days in the Nursery and one day to discharge her monitoring role. However, although overall management of the Foundation Stage is good, it is difficult to disseminate her effective teaching practice because of the Nursery being situated away from the main school. Children make good progress in all areas of learning through good teaching. The staff work well as a team. They plan together effectively, using national guidance, and place appropriately strong emphasis on ways to improve the children's personal, social and emotional, communication, language and literacy skills and their mathematical skills. They have a good grasp of how children learn through play and provide children with good first-hand experiences. All resources are used effectively to promote learning. There is a good balance of staff-directed and a child's self-chosen activities. This leads to all children being purposefully involved in a calm and quiet learning atmosphere. Staff have a good understanding of the needs of children who speak English as an additional language and use appropriate methods, such as visual materials, modelling language and asking children to repeat words and phrases. They use praise effectively to motivate the children.
84. Children's progress is tracked through observations on focused activities that are recorded in each child's record book. On-going evaluation and assessment are used well to inform planning. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end-of-year reports. If needed, the school uses translators and

interpreters to provide information to parents who understand little or no English. Important letters and messages are translated in to other languages to inform parents.

Personal, social and emotional development

85. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the Reception year, most children are on course to attain the standards expected of the Early Learning Goals.
86. In the Nursery, most children settle well and enjoy the Nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. They come into the Nursery with great enthusiasm and most separate happily from parents. Parents and carers are encouraged to stay with their children to help settle them. Children are well motivated, and apply themselves well to tasks, for example, when having a picnic outdoors they help each other to find the teapot and pour cups of tea for each other. This has a positive effect on their achievement. They have good relationships and show great consideration for the needs of others. For example, they help each other to tidy up at the end of the activities. Children are well behaved; they concentrate well and sit quietly when appropriate, for example during story times, assembly times and singing sessions. They are learning to share the equipment fairly and wait for their turn to use books or the computer or to have their turn on tricycles. Children are independent in their personal hygiene, put on their own coats for outdoor play and change for physical education lessons. Children have clear understanding of the difference between right and wrong. They understand simple rules like not running indoors and are keen to abide by them. Children of all ethnic backgrounds play happily together.
87. In the Reception classes, children are responsive to a more formal structure and respond well to story, whole-class writing and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. The good range of stimulating activities and good use of the outdoor area (weather permitting) provide opportunities for children to make independent choices, select activities and engage in imaginative play.
88. The overall quality of teaching and learning in this area is good. Children achieve well because they are constantly encouraged to develop high levels of independence. All adults provide good role models, and there are good relationships between adults and children. Children are treated with courtesy and respect and in turn learn to behave in the same way. Children are provided with a secure, caring environment where they can flourish.

Communication, language and literacy

89. Children achieve well in this area of learning and by the end of the Reception year, most children meet the standards of the Early Learning Goals. Most children speak confidently and have the expected listening skills. They enjoy listening to stories and take part in reading the familiar phrases. Some higher-attaining children are fluent readers of simple storybooks and they talk about the characters in the stories. Other children handle books correctly, use picture cues to tell a story and read familiar words in a text. They have an expected knowledge of letter sounds, which they use to help them with their reading. Children progress to writing simple sentences and use their phonic skills to spell simple words. They enjoy being 'authors' as they make their own books.
90. The overall quality of teaching in this area is good. Teachers of Reception classes successfully introduce the children to the type of work recommended in the National Literacy Strategy. This contributes well to their learning. In the Nursery, staff continually engage children in talk about what they are doing, resulting in them making good progress in their speaking skills. The systematic teaching of phonic skills helps children with their reading and spelling. Children are given many opportunities to experiment and develop early writing skills in the well-resourced writing area. Children who have potential special educational needs and those who are learning English as an additional language are well supported in most activities.

Mathematical development

91. Most children are on course to reach the expectations of the Early Learning Goals by the time they have completed the Foundation Stage. They count to 10 in a range of situations, and higher-

attaining children count to 20 and beyond. They carry out simple addition and subtraction sums using numbers to 10 and are beginning to record their sums. Throughout the Foundation Stage, the children are taught a good range of number songs and rhymes. This helps them to understand the concept of adding and taking away. When working with two-dimensional shapes, children use mathematical language confidently. Reception children, for example, know that a triangle has three sides and three corners. All children recognise mathematical terms such as 'tall', 'short', 'fat', and 'thin'. Children know the names of the days of the week and were observed using one-minute timers to see, for example, how many times they can jump, write their names or count numbers.

92. Mathematics is taught across the curriculum as well as in specific lessons. The quality of teaching and learning is good. All staff manage children well and behaviour is good. In Reception classes, good use is made of the National Numeracy Strategy as a basis for lessons. Teachers have good subject knowledge and they plan well, with clear learning objectives which they share with the children. In group work, children's needs are well targeted. Children are given many opportunities to match and sort. For example, they sort out cutlery into plastic and metal objects before putting it away in the home corner. Children are taught the value of coins and most can count pennies when they play in the class shop. The variety of teaching strategies employed engages children's attention well and encourages enthusiastic responses to mathematics.

Knowledge and understanding of the world

93. Attainment of the majority is in line with the expected Early Learning Goals by the end of Reception year. Children achieve well in this area of learning. In the Nursery, children learn the push and pull movements when they roll play-dough, and play with wheeled toys. They learn about their families when they draw and write about them in their books. They learn to explore and investigate when they plant beans and cress. They learn how heating can bring changes when they cook 'stir fry'. Reception children learn about how plants grow when they sow seeds and measure the growth of their beans. They learn about why foods decay, and observe the decaying process. When using the computer, children learn to manipulate the mouse to operate the program on the screen. They learn about a variety of materials when using construction toys, sand, water and clay. They learn about the past when they compare their toys with the toys in the past and visit the toy museum. They learn about other people's jobs when police officers and road safety officers visit and talk to them. They learn about their locality through visits to the local shops and the local library. Children learn about faiths and social customs through the celebration of Christmas, Chinese New Year and other festivals.
94. Teaching and learning are good. All adults support children well in investigating their surroundings and encourage them to solve problems. In one Reception class, children were given good opportunities to investigate and explore two contrasting phenomena of frozen and boiled water. Children were asked to hypothesise as to what will happen when the water in the kettle boils. Good responses from children such as 'I think smoke will come', 'I think steam will come' indicated children's understanding of what happens when water is heated. They had good opportunities to watch the water boil in a transparent kettle. They were given ice cubes to feel the frozen water and opportunities to hypothesise as to how to melt the cubes. Children who speak English as an additional language and who have special needs are well supported.

Physical development

95. By the end of Reception year, children's physical development is appropriate for their age. There is good provision both indoors and outdoors for Nursery and Reception children to develop their physical skills. They are given opportunities for using wheeled toys. Children showed good awareness of space and control and enjoyed the experiences. They have many opportunities to climb and balance. They use benches safely to slide and are able to use the large apparatus, climbing up and getting down. Nursery children moved with good control and co-ordination when they walked over the bridge. Most can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles, and cooking all give good opportunities to children to use their hands carefully. Inside the class, children move confidently, negotiating their space. Children in Reception classes consolidate and appropriately build on these skills. They use the hall for learning the skills of hopping, jumping and landing appropriately.

96. Overall the quality of teaching and learning is good. Staff in the Nursery provide a good range of materials to enable children to make a creative response during their physical activities. Staff in the Reception classes give children regular access to well organised activities to further develop the skills gained in the Nursery.

Creative development

97. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress and achieve the Early Learning Goals by the end of Reception year. They benefit from the specialist teaching in music and enjoy playing percussion instruments with the accompaniment of guitar. They have good opportunities to choose different instruments and explore sound and compose their own music. In whole-class sessions, they sing songs and action rhymes. Children know an appropriate range of nursery and action rhymes. Children use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques when they weave, print, make collage pictures and make models with clay. They play imaginatively with small toys and use the role-play to enact their visit to the doctor. In Reception classes, they build and extend on the skills already learned.
98. The overall quality of teaching and learning is good. Children are given opportunities to experiment with materials and to make their own creative responses. Role-play activities allow children to explore make-believe situations together as they pretend to have tea at an outdoor picnic. Staff appropriately extend their learning through good questioning, and give opportunities to find appropriate materials. The music specialist skilfully involves all children in singing, playing instruments of their own choice and supporting the development of their skills in composing their own music.

ENGLISH

99. Results in the 2001 National Curriculum tests for seven-year-olds were average for reading, but well below average in writing, when compared to all schools nationally. Compared to schools with pupils of a similar background, standards were well above average in reading and just above average in writing. For pupils at the end of Year 2, the inspection evidence confirms that standards in reading are likely to be average, and in writing, below average.
100. The current standards at the end of Year 6 in English are close to the 2001 national average. Standards are well above those achieved in similar schools. The quality of pupils' work seen during the inspection confirms the continual rising trend achieved over the last four years. The recent Teacher Assessments indicate it is likely that when national comparisons are available for 2002, the school's results will confirm the improving standards. At the last inspection, attainment was judged to be average by the end of Years 2 and 6. After a number of difficult years for the school, standards by the end of Year 6 have now recovered to those previously reported. In Years 5 and 6 pupils make particularly good progress and achieve well. In lessons, there are no significant differences between the work of boys and girls. Pupils who use English as an additional language make satisfactory progress and achieve in line with other pupils in their year group.
101. Since 1998, standards in Years 1 and 2 in reading have improved, but have declined in writing. Attainment in Years 3 to 6 have improved broadly in line with the rising national trend. The reasons for this difference in trends of results at the end of Year 2 and Year 6 are:
- the introduction of the National Literacy Strategy has had a greater impact on attainment in Years 3 to 6 than in Years 1 and 2;
 - the school has experienced a number of staff changes resulting in a less focused developmental work in Years 1 and 2;
 - the school did not have a Year 1 and 2 co-ordinator in place for two terms; and
 - there is an inconsistency in the way writing is taught across Year 1 and 2 classes.
102. However, the school is aware of the need to improve writing, in particular in Years 1 and 2. The recently introduced strategy for target setting with a focus on non-fiction writing is beginning to have an impact on raising the standards achieved, in particular, among those pupils of greater aptitude and ability in the subject.

103. Pupils' attainment in speaking and listening is average or above average for the majority of pupils, throughout the school, including those with English as an additional language. Specific speaking and listening skills programmes are used to support the few pupils who experience difficulties in this area. The majority of Year 1 and 2 pupils listen carefully and respond to stories with interest. Building on the good start they receive in reception classes, pupils are mostly given good opportunities to express themselves in a variety of lessons and contexts. In Year 1, for example, playing Chinese whispers, pupils concentrate well and listen carefully and are able to pass on the correct word. In Year 2, pupils listen to the story 'Oscar got the blame' with interest and enthusiasm and respond appropriately to the teacher's questions. In Years 3 to 6, pupils listen with concentration to their teacher's reading of the opening page of 'The Hobbit' and are able to identify metaphors, similes, adverbs, adjectives and compound adjectives. They demonstrate their ability to discuss moral issues such as the use of child labour, reflecting on the issue and giving well-reasoned answers. Teachers build effectively on pupils' speaking skills throughout the school, but sometimes their explanations at the beginning of literacy lessons are too long and pupils become confused. Also, questions with only one answer are asked too frequently so that pupils do not have sufficient opportunity to express themselves at length.
104. Reading standards in all years have been improving in recent years and are average in Years 1 and 2 and close to average in Years 3 to 6. Younger pupils show a developing awareness of phonics and pronunciation. Higher-attaining pupils read accurately, fluently and with understanding and expression. Pupils of average ability read with increasing accuracy and fluency, although not always with understanding. Less able pupils, including those with special educational needs, and those at the early stages of learning English as an additional language are at the beginning stages of developing their word and phonic skills and comprehension. Higher-attaining pupils in Years 3 to 6 are independent readers, with a minority reading at the higher reading level. They read and can retrieve information from a variety of sources, including non-fiction. They respond to plots and characters, expressing opinions about authors and, in some cases, the language used. Many pupils of average ability show sound comprehension skills, although they do not always read with expression or fluency. Less able pupils, including those with special educational needs, make good progress when given individual support. Support strategies used by the school, such as guided reading, reading recovery and the home reading scheme, have started paying dividends in terms of pupils' response and achievement. Evidence suggests that pupils enjoy reading poetry, including those with special educational needs, showing a well-developed sense of rhyme and rhythm.
105. In Years 1 and 2, standards in writing are well below average. Standards in writing are higher by the end of Year 6 and close to the national average. At the age of seven, pupils can sequence a story with some accuracy and pupils are beginning to develop some analytical skills, for example, by commenting on the characters of a story and writing about their nature. Writing is sometimes used well to support development in other subjects, for example, in history where pupils are writing about the fire of London, drawing on information from Samuel Pepys' diary, but opportunities to write at greater length in subjects across the curriculum are often missed. The written work on display shows pupils punctuating their sentences, accurately using full stops and capital letters.
106. Pupils' writing develops at a satisfactory pace overall in Years 3 to 6. The majority of pupils develop good technical skills and display increasing enthusiasm for the subject. The youngest pupils in Years 3 and 4 develop sound technical skills, many coming to a fuller understanding of writing an alliterative poem. In Year 4, pupils are developing understanding about the content and format of writing a persuasive letter on a matter they feel strongly about. However, in some Year 3 and 4 lessons, the writing tasks are not always well matched to the capability of the pupil. In Year 5, pupils are beginning to understand the power of words in the context of writing a leaflet trying to persuade people to purchase ethically made rugs. Extended writing is developed in Year 6, where pupils respond with enthusiasm to the story of 'The Hobbit', building on previous learning about story planning. Higher-attaining pupils successfully complete the opening paragraph, setting the scene and the characterisation of the creatures in the story. However, there are too few opportunities given for pupils to investigate and develop language and writing skills by themselves without adult support.
107. The teaching of spelling is generally satisfactory across the school. There are established routines for pupils to practise spelling at home and in school during additional times outside the literacy hour. Handwriting is inconsistently developed in Years 1 and 2; joined handwriting is taught, but then not consistently applied in pupils' writing tasks. In Years 3 to 6, the practice is applied with more rigour. The result is that most pupils in Years 5 and 6 are developing neat, flowing handwriting.

108. Throughout the school the teaching of English is satisfactory, but strongest in Years 5 and 6. Learning is satisfactory and, in the samples of work seen, pupils make the expected progress in their acquisition of skills and understanding. In several lessons teaching, and learning were good or very good. The principle differences in the effectiveness of teaching mostly relate to the expectations teachers have for their pupils' learning. In the best lessons, teachers offer tasks that challenge pupils to think and explain, both orally and in writing, rather than to respond to unchallenging questions. In the most effective lessons, teachers vary the complexity and nature of the questioning to meet the specific learning needs of individual pupils. In Years 3 to 6, the best lessons are those where tasks are planned to allow pupils the maximum opportunity to display what they know and understand, engaging their thinking with open-ended questions and setting no limit to what is expected of them. In some lessons, however, teaching and learning focus too narrowly on tasks that anticipate a specific answer, limiting the responses of higher-attaining pupils capable of achieving more. Across the school, teachers generally monitor the progress of their pupils well and are alert to the needs of others, even when working with a particular group during the literacy session. Lessons are generally well structured and managed, with well-prepared introductions and an appropriate review of learning at the end of lessons. Marking is not consistently rigorous across the school; in a few classes, teachers' marking is thorough and detailed comments offer pupils constructive help, encouraging higher achievement. The teaching of pupils with special educational needs is generally good, and pupils make good progress in their work.
109. The English curriculum is sufficiently broad and a full range of skills is taught. English skills are generally used well to support work in other subjects, especially since the introduction of the non-fiction writing targets. The National Literacy Strategy is effectively used, although its guidance could be interpreted more imaginatively in some classes to raise achievement further, especially among those pupils of particular aptitude and ability. The subject is managed well, but is more effective in Years 3 to 6. The co-ordinator, together with the senior management team, has a good understanding of the subject's strengths, and of where improvement is needed; they are well placed to support future developments in teaching and learning. Procedures for assessing pupils' performance, and acting upon the information gained this way, are in place and used effectively.
110. Resources are satisfactory. The library provision is currently unsatisfactory, although the school does its best to compensate for the lack of this important and learning-enhancing resource by buying into the local authority loan scheme. Pupils do not have sufficient access to computers until Years 5 and 6. There has been satisfactory improvement since the last inspection.

MATHEMATICS

111. Results in the national tests in 2001 show that overall standards at age seven were well below those found nationally, and below average when compared with similar schools. At age eleven, test results show that overall standards were well below the national average, but above average when compared with similar schools.
112. Inspection evidence shows that the standard of the current group of seven-year-olds is below what is expected nationally. Pupils' achievement is barely satisfactory since entering school in Year 1. Standards of the current eleven-year-old pupils are below those expected nationally and their achievement, including those who speak English as an additional language, is satisfactory. Teachers do not have sufficiently high expectations and work set, particularly for higher-attaining pupils, is generally too easy for them. As a result, these pupils spend most of their time consolidating the concepts and skills already learnt and their achievement remains only satisfactory. However, pupils who are identified as having special educational needs achieve well because of the good teaching and support they receive. There are no significant differences in the achievement of boys and girls and pupils from different ethnic minority groups. The standards of attainment have gone down since the previous inspection. Staff mobility has meant that in some classes pupils are not making as much progress over time as they should.
113. By age seven, standards of work seen in books and in lessons are below those expected nationally in all areas, but particularly in understanding mathematical vocabulary to solve problems written in words, and shape, space and measure. Most pupils, including those who are learning English as an additional language, make just about satisfactory progress in relation to their prior attainment. Pupils who are identified as having special educational needs make good progress as a result of support received during lessons. Most pupils recognise odd and even numbers and can count to 50 in steps of 2, 5, and 10. They learn methods of adding 9 and 11 and learn number bonds of ten

for quick mental calculations. Higher-attaining pupils are not yet confident working with numbers beyond 100. Lower-attaining pupils work comfortably with numbers up to 20 only. Most recognise and use coins to £1 in shopping activities. However, in the lesson seen in a Year 2 class, the higher attaining were not able to work out accurately the change from £1 after spending amounts such as 17p, 12p and 24p. Lower-attaining pupils were adding the value of coins up to 10p. Owing partly to staff changes and heavy reliance on temporary staff, the progress that pupils make remains barely satisfactory.

114. By age eleven, overall work seen is below national expectations in using and applying mathematics, in measuring time and in division. Pupils' mathematical language is not developed enough to understand the problem and use the correct method to find out the answer. Pupils have developed nearly satisfactory skills in mental mathematics and higher-attaining pupils can work confidently with numbers beyond thousands. Most pupils have a reasonable grasp of place value and of the four operations and can halve and double large numbers. However, pupils' skills in using the division method are underdeveloped. For example, in the preparation for tests, most pupils found it hard to divide 245 by 6 to get the answer. They sought each other's help to tackle the problems. Pupils confidently complete written calculations involving multiplication of three-digit numbers by one-digit number. However, they are not able to multiply and divide three-digit numbers by two-digit numbers. Little work is covered in using co-ordinates to locate a position and rotate regular shapes. In data handling, pupils are not confident in interpreting diagrams and graphs and are not secure with the knowledge and understanding of the meaning of mode, mean and median. Most pupils can find perimeters and areas of regular shapes and use a formula to calculate them. Little work was seen in time, using either analogue or digital clocks.
115. Pupils work well, showing good concentration and perseverance. The majority of pupils are keen and eager to learn, and concentrate and behave well in lessons. They work well in pairs and support each other well.
116. The quality of teaching and learning seen is satisfactory overall, with good teaching seen in Years 5 and 6 classes. In most lessons, teachers identify clear learning objectives and share the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected of them. This develops pupils' interest and an awareness of their learning. The three-part lesson structure recommended by the numeracy strategy is used effectively to promote pupils' learning. Teachers give due regard to mental and oral work at the start of a lesson. Pupils enjoy these appropriately short and sharp sessions. An appropriately high proportion of direct teaching keeps pupils on task throughout each lesson. Teachers' planning is good. Teachers give good demonstrations of the topic to be learnt using good visual content. For example, in a Year 5 lesson, the teacher used a 100-square number grid effectively to explain fractions, decimal fractions and percentages. Teachers who are experienced use their good subject knowledge and understanding to demonstrate skilfully and explain clearly a wide range of mathematical concepts. Teachers generally do not have high expectations and, as a result, the higher-attaining pupils are not given appropriately difficult levels of work. For example, in most classes, higher-attaining pupils finished work very quickly and spent most of the time revising skills already well grasped. Staff mobility hinders progress and continuity of learning. This also results in some areas of mathematics, such as using and applying mathematics, not receiving appropriate emphasis, hence the low standards in these aspects of mathematics.
117. Teachers are careful to evaluate with the pupils whether the learning intentions for the lesson have been met. They do this by reminding pupils of what they are expected to learn at different times during the lesson and they use the final session for reinforcement. In many lessons, similar work is given to all pupils. In some classes, there are insufficient opportunities for pupils to correct their work after it has been marked so they can learn from their mistakes. Lower attainers and pupils who have special educational needs are well supported and they make good gains in their learning. However, the higher-attaining pupils are not challenged effectively and their progress is never more than barely satisfactory. Teachers and pupils make effective use of the range of resources, including white boards, digit cards, number lines, number fans and 100 number squares, to consolidate and support pupils' mathematical understanding. Teachers feel secure in teaching mathematics with the guidance from the numeracy strategy.
118. Information and communication technology was used well in one lesson where pupils were measuring angles. However, it is not on the whole used well to aid and extend pupils' learning. Pupils use mathematics to assist with learning in other subjects. For example, they are involved in

drawing charts and taking accurate measurements in science, using timelines in history. They use shape and space well in art and design, take measurements and drawing in design and technology, and collect information and record in graph form in geography. However, the opportunity to use and develop numeracy skills is not sufficiently well planned in all subject schemes of work.

119. The leadership and management of the subject are good. Analysis of test results is thorough and used well to identify areas of weakness in pupils' learning. As a result, 'booster classes' have been introduced for Year 6 classes. However, no strategies have been developed to improve standards in Year 2 classes. The ongoing assessments are used to set class and group targets. The co-ordinator has monitored lessons and given written feed back to teachers with strategies to improve standards. However, many teachers have since left and no time has been available to monitor teaching and learning in the new teachers' classes. There is a good range of basic learning resources in each classroom, which are of good quality and used to support learning. The rate of improvement has been unsatisfactory and, correctly, mathematics is a priority in the school development plan.

SCIENCE

120. There are no tests in the core subject of science at the end of Year 2, but teachers' assessments show that pupils' attainment was below average in 2001. The proportion of pupils gaining at least the expected Level 2 was well below average, but average numbers gained the higher Level 3. This indicates attainment overall as being below average. However, if the school is compared only to those with a similar intake, then these proportions suggest attainment that was at least average, and above average in terms of those attaining the higher Level 3. Teachers' assessments for the pupils currently in Year 2 are very similar to those in 2001, although they cannot yet be compared with national statistics.
121. The results of National Curriculum tests for pupils aged 11 in 2001 showed that, overall, standards were well below the national average. Although the proportion attaining the expected Level 4 exceeded the national average, far too few pupils attained the higher Level 5. A comparison with schools in similar circumstances indicates overall standards were about average on this basis. Teachers' assessments for the current group of pupils in Year 6 show that the proportion gaining the expected Level 4 is likely to rise even further, but fewer pupils are likely to gain the expected Level 5. Recent results have shown no secure trend. Standards fell dramatically in 1999, but recovered in 2000 to a similar level to that now seen. There is no significant difference between the attainment of boys and girls or pupils from minority ethnic groups.
122. Inspection evidence, which includes an analysis of completed work and observations in lessons as well as a consideration of test and assessment data, indicates that attainment is below that expected at the end of Years 2 and 6. However, little work at the higher levels was seen, with most pupils in a class doing very similar tasks and producing very similar notes. Very little evidence was seen of the full breadth of the attainment target concerning scientific enquiry. Pupils were passive observers of demonstration experiments rather than active designers of experiments to answer burning questions. This lack of emphasis on scientific enquiry does not affect test results, as they are based more on factual recall, but does affect pupils' view of themselves as scientists. One reason that few pupils gain the higher levels, especially in Years 3 to 6, is that the scheme of work does not give staff sufficient guidance as to what topics to teach in any year group and to what depth. The result is that teachers in Years 3 and 4 teach almost the whole factual programme of study, which is then repeated, albeit in a different order, in Years 5 and 6. For example, when pupils learned what it is about an organism that indicates it is alive, pupils in Years 3 and 4 were expected to learn the same range of nutrition, movement, growth and reproduction as their older peers in Years 5 and 6, using the same mnemonic ('MRS NERG') to help them. This frantic gallop through the entire programme of study twice makes it very difficult for teachers, in the absence of other advice, to stretch the most able, and this is reflected in the school's assessments. Pupils in Year 6 have learned about forces and can draw force diagrams. They know about gravity, magnetic forces and upthrust in water. They also know about the skeleton and its properties as well as the systems in the body. Pupils in Year 2 understand that forces can be classified as pushes and pulls and may have twisting effects. They are beginning to understand the life cycles of plants, insects and mammals. When pupils' low attainment on entry to the school is taken into account, these standards indicate they are achieving satisfactorily. Pupils with a special educational need, or who have English as an additional language, make good progress, thanks to the targeted support they receive.

123. Overall, teaching and learning in science are satisfactory. No lessons could be observed in Years 1 and 2 because of the design of the school's timetable, but the analysis of work for pupils in these years indicates that teachers have a sound knowledge of the subject, plan effectively and have appropriate expectations. However, expectations of how much pupils will record differ markedly, with folders in one class bulging with work, whilst in the other, most work was oral and class-based with the consequence that the written record was much skimpier.
124. Four lessons were observed in Years 3 to 6. The quality of individual lessons varied from very good to unsatisfactory. This limited evidence, considered in the light of the analysis of completed work, indicates that teaching and learning in Years 3 to 6 are satisfactory. Pupils have good attitudes to the subject and behave well. They show good effort in lessons as they grapple with new concepts. In a very good lesson for Year 3, the teacher engaged young minds immediately by showing them a sealed envelope containing the answers to the question they would consider: 'Why do we need a skeleton?' Through skilful questioning, and with discreet guidance, the pupils were able to come up with the three functions. The teacher and his assistant ensured all of the class were included in this section. Pupils' learning was enhanced in this lesson by the skilful use of resources, like a full-size skeleton, and humour as the teacher used a ball of newspaper and sticky tape to represent the brain. Pupils were rapt with attention and worked hard on their recording with evident enjoyment. The ceremonial opening of the envelope at the appointed time was keenly anticipated. Further very good use of basic resources, for example, a home-made ball-and-socket joint, enabled pupils to get a good understanding of how the skeleton supports movement, in an enjoyable way.
125. Of course, not all teaching can be this exciting. When teaching was unsatisfactory in a lower junior class, the pace was too slow as the teacher focused too closely on minor misdemeanours. She moved pupils around the room to improve their concentration, but the effect was to slow the lesson down. In a satisfactory lesson on reversible and irreversible changes, pupils recognised that a chemical reaction in a model volcano using vinegar and sodium bicarbonate was irreversible. However, they simply observed the experiment, making some predictions. They had had no part in formulating the question nor in designing the experiment. Overall, work is not sufficiently matched to pupils of all abilities and, at times, the higher-attaining pupils are not sufficiently challenged to achieve the highest possible standards.
126. The co-ordinator has been in post a very short time and has had no opportunity to carry out an audit of the resources or practice in the school. She is aware that the current scheme of work gives inadequate guidance to staff and that experimental science is not given due prominence. She intends to undertake training shortly to enable her to remedy these shortcomings, and to monitor teaching and learning throughout the school. The school's system of assessment is used effectively to track pupils' progress and to inform future short-term planning, but there is insufficient attention given to assessing pupils' scientific skills as they move through the school.

ART AND DESIGN

127. The provision for pupils' development in art and design is good and, as a result, pupils' achievement is good. The school has maintained standards since the previous inspection. By the end of Year 2 and Year 6, most pupils attain standards that are in line with national expectations. Pupils, including those with special educational need and those who speak English as an additional language, make good progress from their individual starting points as they move up through the key stages. Art and design has been the focus subject for development. The wide range of imaginative and colourful displays in the classrooms and around the school celebrates pupils' achievement and demonstrates that pupils achieve well in the subject.
128. Pupils' skills and understanding of different techniques and use of a variety of media have been systematically developed as they move through the school. In Year 1 and 2, pupils experience a range of activities and media enabling them to explore colour, shape, and texture. They are introduced to paint, brush, crayon, chalk, charcoal and learn good control. No lessons were observed, but scrutiny of pupils' work indicates that they have worked with clay, are able to print on fabric, sort and arrange materials to make colourful collages and mix colours to paint their masks. They show good skills of observation in the portraits they make using pastels. They learn how to soften the lines to create the illusion of skin texture.

129. Pupils continue to make good progress throughout Years 3 to 6 because teachers have good subject knowledge. Art and design makes a good contribution to the development in history topics. Pupils gain good knowledge and understanding of Ancient Greece, Aztecs, Tudors and Romans when they make artefacts used in those times with effective results. The progress of pupils with special educational needs and those who speak English as an additional language is also good. All pupils are fully included in lessons and are able to express themselves in a variety of differing media. Pupils learn to appraise the style of famous artists and paint in their styles. Year 6 pupils were learning about William Morris's work and they designed and made the covers of their folders using his style of printing.
130. Visits to various art galleries and museums further extend pupils' knowledge and understanding of the art world. Their skills are enriched through the resident artists and pupils also get opportunities to get involved in animation work. An after-school club supports the development of pupils' skills in art and design well.
131. Only one lesson was observed in a Year 6 class. However, work on display and in pupils' folders indicates that teaching and learning are good in Years 3 to 6. In the Year 6 lesson, the teacher had very clear objectives that she shared with the pupils and demonstrated how to make the folder. As a result, pupils successfully completed their tasks. Teachers' own knowledge and understanding have greatly improved as a result of in-service training through various workshops and from observing resident artists' work. There are many links with history, geography, design and technology and mathematics. Pupils are given opportunities to work in the style of famous artists and use the computer to develop their own skills. However, pupils' skills in evaluating and developing work, by comparing ideas, methods and approaches used in their and others' work or to modify to improve work, are not well developed.
132. The leadership and management of the subject are good. The school has implemented a scheme of work that meets the National Curriculum requirements. Two part-time teachers co-ordinate the curriculum and provide good guidance to staff. Pupils' work is well displayed and celebrates their artistic success. The co-ordinators have not been able to monitor the quality of teaching and learning, but keep a close eye on standards through observing pupils' work on display and the work in their folders. The school has good resources that are used well. Assessments are made at the end of lessons and are shared verbally but are not yet recorded. Overall, satisfactory improvements have been made since the last inspection.

DESIGN AND TECHNOLOGY

133. It was possible to observe only two lessons devoted to design and technology, both in Years 3 to 6. Consequently, no judgements can be made about the quality of teaching and learning in Years 1 and 2. The school has little storage space available and so there were few examples of completed work that could be scrutinised, especially in Year 6. The school's timetable organisation meant that pupils had undertaken little design and technology earlier in the year. Consequently, it is not possible to make secure judgements about standards in the school at the end of Year 6.
134. Work seen on display, by pupils in Years 1 and 2, showed completed shakers made from a variety of containers. Pupils had considered what sort of sound they wanted their shaker to make and how they could achieve that effect with the materials they had at hand. In one class, pupils had designed an island in a cross-curricular project with geography. The standards of designing and making seen here were in line with National Curriculum expectations.
135. In the lessons seen in Year 3 and Year 6, standards were below expectations, but these were observed in the context of work in progress and do not constitute secure evidence about standards in the whole subject. Pupils in Year 3 were designing a place for a settlement in a topic linked with geography. They first had to decide whether their settlement was to be at a harbour, a crossroads, a hill-top or other location. Whilst they understood that their settlement would need ready access to water and a food source, as well as being easily defended, their designs changed into an art activity as they took care over their imaginary landscapes. The teacher in this satisfactory lesson led a useful discussion on how designs could be improved, prior to giving pupils some pictures of settlements as a stimulus. Her movement around the class later enabled her to discuss each pupil's work in some depth and ensured all were included in the lesson. In this section she used challenging questions and reinforced the geographical vocabulary associated with settlements. Pupils in Year 6 were designing and making felt squares using appliqué techniques on the theme of

'Explorers'. Pupils had previously produced a design of their square, including exotic animals, or maps of Africa, Australia or India. These were cut out accurately and pupils sewed them in place with care. They really enjoyed the lesson as their squares evolved into panels for the class banner. Both the teacher and the support assistant supported pupils well in this sound lesson, so that all, including those with a special educational need, were able to make progress. Pupils made sound progress in terms of the skills of sewing and some had amended their designs as they changed the proportions within them. However, they had not had the opportunity to consider other methods of joining the felt overlays on their panels. Pupils have insufficient opportunities to make use of ICT.

136. The co-ordinator has only recently taken on this responsibility. She plans to undertake training in both the subject and in the skills of co-ordination, but has not had the opportunity to carry out an audit of resources or to undertake any monitoring of teaching and standards. Until these activities have taken place, she will not be able to decide on future developments or prioritise action towards meeting any targets set. Overall, satisfactory improvement has been made since the last inspection.

GEOGRAPHY

137. Geography is taught as part of a topic scheme of work that operates throughout the school. During the inspection it was possible to observe only one lesson in a lower junior class. Consequently, it is not possible to judge the quality of teaching in school. Since the last inspection, the school has adopted a scheme of work that builds on the development of pupils' geographic knowledge and skills. However, as units are taught on a two-year cycle and all pupils usually complete the same tasks, pupils in the older age group of the cycle are insufficiently challenged in terms of developing their understanding of human and physical features and geographical skills. By the end of Years 2 and 6, pupils reach standards that are below national expectations. This represents a decline in the standards judged at the last inspection. The reason for this decline is the increased emphasis and time now given to teaching literacy, numeracy and information and communication technology. In addition, there is insufficient variation in the work to ensure that the older and more able pupils are sufficiently challenged to extend their knowledge and understanding. However, their response to tasks is positive and most enjoy the topics they study. There is insufficient evidence to judge the progress made by pupils with special educational needs or those who speak English as an additional language.
138. In Years 1 and 2, the recording of work is mainly in pictorial form and on worksheets, so that opportunities are lost for pupils to practise their writing skills. Several of the past work sheets were not completed and the level of presentation was lower than expected. Pupils appropriately study the local area and draw simple maps, showing the way to school. Because of the two-year cycle, there is little development in mapping skills between Year 1 and Year 2 pupils. During the term, pupils have studied climates and there were some lively displays in the classrooms about island locations. Overall, their achievement is satisfactory.
139. As is the case in the infant classes, the two-year cycle means that pupils from both the Year 3/4 and Year 5/6 groups often work at the same level and there is insufficient challenge for those of higher ability. A scrutiny of work from the Year 5 and 6 classes revealed some evidence of both human and physical geography, including studies in the local area. Some of the work was well presented, with extended writing explaining the causes of river pollution and different factors that affect the environment. However, there was little difference between the work of Year 5 and Year 6 pupils. The result of this is that, although some higher-attaining pupils achieve the national expectation, overall pupils do not acquire satisfactory knowledge or understanding and their acquisition of skills remains undeveloped, affecting the standards they achieve. Given their low starting point, the pupils make satisfactory progress.
140. In a lower junior lesson on settlements, the teacher focused on different sources of evidence for planning a new town. Pupils then had to decide in large groups where they would place houses, recreation facilities, aspects of transport and other amenities. Pupils worked in mixed-ability groups and the expectation was that those who could not read the instructions and labels would be helped by those pupils who could. Many pupils became frustrated with the task and this resulted in them being reprimanded for losing concentration. Consequently, the pace of the lesson was slow and the less and more able pupils made insufficient progress.

141. The school is aware that the schemes of work need to be revised and this is planned for when the current cycle of topics is completed. Assessment strategies are not sufficiently developed, but the school is to review procedures shortly. There are adequate resources to teach geography, but little evidence of the use of computers.

HISTORY

142. In the previous inspection, standards were judged to be in line with national averages by the end of both Year 2 and Year 6. The school has maintained these standards.
143. During the inspection week, history was taught in only Years 5 and 6 classes. Scrutiny of teachers' long-term planning and pupils' work indicates that curriculum requirements are met in all years. The standard of work meets that expected nationally for pupils of seven and eleven. Pupils, including those with special educational needs or those who are learning English as an additional language, make satisfactory progress. Good use has been made of local museums, art galleries and other places of interest to gain practical experiences. Visitors are invited to the school to extend the curriculum.
144. Evidence of attainment was derived from work in books and teachers' planning. By age seven, pupils have a satisfactory knowledge and understanding of the Victorian period. They know the typical homes of the time and items of Victorian household equipment, such as those used for laundry. Pupils have a good understanding of the importance of famous people from the past such as Mary Seacole and Florence Nightingale. They know that Florence Nightingale was a nurse and that she helped soldiers in many ways during the Crimean war. Pupils are aware of reasons for past events such as Guy Fawkes' attempt to blow up the Houses of Parliament. They are confident in using historical terminology such as 'past' and 'present' and identify changes that have taken place over time, for example, in medicine. They have an understanding of the use of sources of evidence for information.
145. By the age of eleven, pupils have a secure knowledge of a range of historical periods, such as the Tudors and Ancient Greece. Pupils are able to make sufficient connections between different periods studied. They know the importance of evidence for learning about past societies. Pupils understand the effects of different events such as the Roman occupation of Britain on the lives of Celts. Pupils have had access to a range of sources of historical information. They had opportunity to dress up in clothes from Tudor times. However, pupils' understanding of the interpretation of history is not well developed.
146. Attitudes to learning history are good. Pupils are generally interested and keen to share their knowledge and opinions. They listen attentively to their teachers and do their best to complete tasks.
147. No lessons were seen in Years 1 to 2 classes to make a secure judgement on the quality of teaching. The overall quality of teaching and learning in Years 3 to 6 is satisfactory. Teaching was seen in two lessons, in Years 5/6 and Year 6 classes. In these lessons, teachers made good use of resources to develop pupils' research skills. At the start of the lesson, pupils gained information effectively through a good teacher presentation as well as from finding information from books, fact sheets and CD-ROMs.
148. Good links are evident with literacy as pupils are encouraged to work and discuss their findings in groups and pairs. They research documents, write reports about life in Greek times, write Greek and Roman legends and write evaluations of their own work. Numeracy skills are developed when pupils talk about dates and write timelines. Information and communication technology skills are developed through the use of CD-ROMs to find further information.
149. Assessment procedures and recording are insufficiently developed. Teachers assess pupils' learning as they work through topics, but pupils' progress is not consistently recorded. The overview of the curriculum indicates that the National Curriculum requirements are being met. There is a scheme of work and the co-ordinator is in the process of updating it to meet the requirements of Curriculum 2000. Good use of visits and visitors is made to stimulate pupils' interest and extend learning. Resources are sufficient. There is currently little checking of teaching and learning in order that weaknesses might be identified and rectified.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. The previous inspection found standards in information and communication technology to be satisfactory in Years 1 and 2, but below expectations in Years 3 to 6. It criticised the arrangement of teaching the subject alongside other subjects of the curriculum. In response, the school allocated a weekly lesson devoted to information and communication technology. However, there are few computers in the school - typically only one per class - and this constrains teaching considerably. Whilst teachers are able to use the designated time to demonstrate techniques, pupils get little time to practise themselves. This remains true throughout Years 1 to 4. Consequently, standards at the end of Year 2 are below expectations and all pupils do not achieve as well as they should. Work on display shows that pupils have adequate skills using the keyboard and mouse, but there is little evidence of more advanced skills. Lesson plans sometimes incorporate the use of information and communication technology to support learning in, for example, numeracy and literacy, but no examples of such use were actually observed during the inspection. The difficulties inherent in using a single class-based computer are clear when the work of pupils is scrutinised. Pupils in one class had handwritten e-mail messages and designs for a CD-ROM information page instead of doing this on the computer itself. Progress in skills and knowledge is unsatisfactory throughout Years 1 to 4.
151. However, in Years 5 and 6, pupils have access to a good-quality computer suite operated under the auspices of Arsenal Football Club and funded through an Education Action Zone, of which the school is a member. These pupils receive concentrated sessions in a well-equipped suite and their progress is accelerated. This is further enhanced by the levels of staff available to support pupils. In a lesson observed, a class of pupils had at their disposal two qualified teachers and three further support staff for a class of 22. They made good progress in the use of spreadsheets in that lesson, showing good understanding of formulae and using their knowledge of formatting from other packages to format the output from their spreadsheets. Previously, these same pupils had produced presentations in the form of quizzes on Ancient Greece using PowerPoint, with a variety of transitions between the pages. The best pupils had mixed text, graphics and photographs effectively. The use of this resource has enabled the progress of pupils in Years 5 and 6, especially the most able, to be accelerated, and their skills were in line with those expected nationally. Pupils with special educational needs or who speak English as an additional language make the same slow progress in Years 1 to 4 as their peers and quicker progress in Years 5 and 6.
152. When using computers, or observing demonstrations, pupils treat the computers with respect and happily take turns in using them. No lessons were seen in Years 1 and 2, so a secure judgement cannot be made about teaching and learning there. In Years 3 to 6, two lessons were seen and the quality of teaching was satisfactory. Learning in the suite was better because of the favourable ratio of computers to pupils and the large number of 'tutors' able to help pupils quickly.
153. The curriculum covers the required areas, and the procedures for assessment are satisfactory. The co-ordinator offers positive leadership so that a clear educational direction is obvious in her work and the whole school shares a commitment to improve matters further. The co-ordinator has identified priorities for action that are very appropriate and have the potential to improve matters. For example, plans are in hand to extend the use of the current suite into Years 3 and 4, as well as providing a suite of computers within the school. At present, there are too few computers in the school to teach the subject effectively to those pupils who do not have access to the suite.

MUSIC

154. During the inspection, only two lessons were seen in Years 3 to 6, and a Year 2 class was observed performing a recently learned song during an infant assembly. Taking into account the evidence from these lessons, discussion with relevant staff and available records, it is judged that pupils surpass the expected standards for their age. Most pupils sing in tune and have an evident sense of enjoyment in music making. All pupils benefit from a weekly music lesson taught by the school's specialist teacher. This constitutes a considerable improvement since the last inspection, when statutory requirements were not fully met.
155. Younger pupils sing well and clap rhythms with control and sensitivity. During an infant assembly a Year 2 class sang a song in two parts, making sure that their singing balanced against the other part.

156. Older pupils can express their likes and dislikes of various types of music and many can recognise different instruments and use appropriate vocabulary to describe the sounds they make. Year 3 and 4 pupils sing and play non-western music such as 'Samba Batucada' with enthusiasm. They are learning advanced rhythms, and capably perform word rhythm and interlocking rhythm patterns. Pupils collaborate well when creating their own rhythms, using their voices and tuned and un-tuned percussion instruments. The teacher makes good use of the tape recorder to record pupils' performances, enabling children to evaluate and improve their work effectively.
157. Pupils enjoy singing and making music together. They listen attentively, following the instructions of the teacher, and work hard to ensure high standards of performance. Pupils, regardless of their language ability or special need, make good progress during their lessons with the specialist teacher. They look forward to their lessons and are eager to take part.
158. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Good subject knowledge, brisk, well-paced lessons, high expectations and effective use of demonstration by the teacher have a positive impact on pupils' learning. Pupils engage in peer evaluation of their performance, however, no formal assessment of pupils' developing skills, to inform future planning of activities, is currently being made.
159. The music teacher is not the designated co-ordinator, however, she uses her own musical ability to provide good leadership and support to her colleagues. Class teachers benefit from observing her teach their pupils during the weekly music lessons. She has written a detailed scheme of work that ensures the requirements of the national curriculum are being met. She provides them with lesson plans, taped music and suitable resources that enable teachers to build on pupils' learning. However, not all teachers consistently plan for such lessons. Music teaching is currently not monitored on a regular basis. To sustain the good improvements made since the last inspection, the school will need to ensure that all teachers develop their skills and confidence in teaching the subject and include it in their own lesson planning. The school makes insufficient use of ICT to teach music.
160. The school offers pupils a wide range of extra-curricular activities that enhance the timetabled provision considerably. Pupils have the opportunity to join recorder and guitar clubs. They take part in school productions and concerts such as 'The tales of the whales' project, dealing also with wider environmental and moral issues. The subject's contribution to pupils' spiritual, moral, social and cultural development is good. The resources are centrally stored and adequate for effective teaching.

PHYSICAL EDUCATION

161. Because of the inspection timetable, two lessons were seen in Years 1 and 2, and three lessons in Years 3 to 5. All involved pupils learning games activities. Findings are therefore based partly upon scrutiny of teachers' planning and assessments, discussion with staff and pupils, school documentation and other evidence.
162. Attainment at the end of both Year 2 and Year 6 is below average. This indicates a decline since the last inspection, when standards were judged as above expectations by the end of Year 2 and in line at the end of Year 6.
This decline in standards is due in part to:
- a reduction in curriculum time since the introduction of the national literacy and numeracy strategies;
 - difficulties in staff retention, resulting in the headteacher maintaining a caretaker role as co-ordinator;
 - the school not yet devising and adopting its own scheme of work; and
 - the teachers' lack of confidence and expertise to teach physical education.
163. Teachers' planning shows that pupils receive a full curriculum, including the teaching of swimming. By the age of 11, the majority of pupils meet the national expectation of swimming 25 metres unaided. However, in games activities, all pupils, including those with special educational needs and those for whom English is an additional language, do not make satisfactory progress in their learning. Their progress over the whole of each key stage is restricted by the limited amount of

taught curriculum time and the few opportunities for extra-curricular enrichment. However, the rate of progress is satisfactory in Year 5 and 6 classes.

164. By the end of Year 2, pupils' basic games skills are under developed and most find it difficult to strike and field a ball with confidence. They move with sound athletic ability, but lack co-ordination in throwing, catching and fielding skills.
165. By the end of Year 5, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. In a Year 5 lesson, the more able pupils showed good games skills, throwing accurately and catching well. This was the result of good teaching and the support from a teaching assistant. However, in a lower junior lesson, pupils were not confident and poor lesson organisation resulted in many becoming frustrated with their inability to perform simple striking skills. Pupils have not had sufficient opportunities to plan their own work and evaluate the outcomes of others, and this restricts their understanding of how to improve their skills and performance. Most play fairly and show good co-operation, particularly in the skills practice part of the lesson.
166. Pupils enjoy the subject and take pleasure in improving their skills. They usually change into appropriate clothing quickly and quietly. During lessons their behaviour is good, but they soon lose concentration when the pace of the lesson is too slow or the activities not appropriate for their ability. Pupils show respect for the equipment and move apparatus sensibly, applying good safety rules. Physical education makes a positive contribution to pupils' moral and social development as they have many opportunities to both co-operate and compete, and learn to cope with success and accepting decisions that may go against them. Teachers make opportunities in lessons to reinforce these aspects of pupils' personal development. Overall, pupils do not achieve sufficiently well in games activities.
167. The overall quality of teaching and learning is unsatisfactory throughout the school, although some satisfactory teaching was seen in Year 1, and some good teaching in Year 5. Strengths of teaching include an emphasis in the lesson on the development of practical skills, with teachers and assistants effectively supporting individual pupils. There is usually good attention to aspects of health and safety. The areas for development include teachers' subject knowledge and planning for lessons to proceed at a brisk pace, with the focus on keeping the pupils active. In a few lessons, the organisation did not ensure sound progress in learning and teachers did not sufficiently build pupils' confidence by using examples of pupils' work, or enabling pupils to evaluate their performance. However, good relationships between the teacher and pupils are a positive feature of most lessons. There is a sufficient range of equipment in school to ensure that pupils of all abilities are able to develop their striking skills, but the most appropriate equipment to match the individual pupils' ability was not always selected. Consequently, a few became frustrated and lost concentration at the end of the session. For example, the lesson would have benefited from pupils using shorter handles and bats with a larger striking surface.
168. There is a limited range of extra-curricular physical education activities and few opportunities available for pupils to play against other schools and to take part in local tournaments. The overall provision for the subject has declined since the previous inspection.
169. The subject does not have an up-to-date policy. The school does make some use of a commercial scheme of work, but not all staff are familiar with it or use it to plan lessons. The co-ordinator has produced a realistic action plan for future developments. Assessment is not well developed and is mainly informal, through observations of pupils in lessons. The co-ordinator has little direct influence on the levels of attainment throughout the school. Arrangements for the monitoring of teaching and learning are not established. The accommodation and resources are adequate to teach the National Curriculum. However, the extent of progress that pupils can make is restricted by the frequency of lessons, the limited amount of curricular time currently allocated to the subject and lack of teacher expertise.

RELIGIOUS EDUCATION

170. Owing to timetabling arrangements, only two lessons and one plenary were observed during the inspection. However, taking into account the work seen in pupils' books, available records, as well as discussions with pupils, staff and work on display, it is possible to judge that pupils' attainment is

in line with the expectations of the Local Agreed Syllabus in Years 2 and 6. This confirms that standards have been maintained since the last inspection.

171. In Years 1 and 2, pupils learn about caring for living things and our environment. They talk confidently about their responsibilities in caring for their friends, family, pets and home and school environment. Topics studied during Year 1 and Year 2 include an opportunity to develop pupils' understanding of the nature of celebrations and community festivals such as Easter, Christmas, Divali and Hanukkah.
172. In Years 1 and 2, pupils learn about the importance of food in religion such as the reason for Muslims fasting during Ramadan. Teachers invited members of the fasting Muslim community into school to share a meal at the end of a fasting day and talk to pupils and teachers about the meaning of this ritual.
173. In Years 3 to 6, pupils compare and contrast aspects of Christianity and Judaism, developing their understanding about the main beliefs of these religions and how they affect people's lives. They talk with confidence about the importance of St. Paul to Christianity and are able to explain why he became a Christian. By the age of eleven, pupils demonstrate sound knowledge and understanding of important principles and practices relating to major religions. Pupils are developing an understanding about the distinctive features of religious tradition such as rituals and symbolism and the importance of places of worship. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. However, a small number of pupils are withdrawn for additional literacy support during some of these lessons; teachers compensate by working with these pupils on the content of the lessons at other times during the week. Pupils' attitudes and behaviour during lessons are good.
174. The quality of teaching is satisfactory in all year groups. Teachers' plans take good account of the Agreed Syllabus. Teachers demonstrate sound subject knowledge and use questioning well to test pupils' understanding and recollection. They sensitively encourage pupils to offer their own ideas and contribute to discussions. Teachers in Years 1 and 2 do not have a sufficient focus on the principles underlying religious education in their planning. These principles and the learning intentions are not made sufficiently explicit to pupils during lessons. Throughout the school, teachers do not make formal assessments of pupils' developing skills to inform the planning of new activities. Insufficient use is made of ICT to help pupils develop their understanding in religious education.
175. The programme of activities is enriched by visits to local places of worship such as the Neasden Temple and St Paul's Cathedral and a comprehensive personal and social provision. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural education.
176. Leadership and management of the subject are given a low priority. For example, the co-ordinator monitors planning and resources, but not the quality of teaching, learning and the effectiveness of the curriculum.