

INSPECTION REPORT

LEOPOLD PRIMARY SCHOOL

Willesden

LEA area: Brent

Unique reference number: 101504

Headteacher: Mrs Audrey Kendall

Reporting inspector: Mr Martin Beale
19385

Dates of inspection: 7 – 10 May 2002

Inspection number: 195817

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 to 11 years

Gender of pupils: Mixed

School address: Hawkshead Road
Willesden
London

Postcode: NW10 9UR

Telephone number: 020 8459 5654

Fax number: 020 8459 6245

Appropriate authority: The governing body

Name of chair of governors: Mrs M Price

Date of previous inspection: 23 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19385	Martin Beale	Registered inspector	Mathematics	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalms	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23413	Robert Allen	Team inspector	Special educational needs French Geography History Music	
15447	Christine Glenis	Team inspector	Foundation stage Art Design and technology	
8696	Abul Maula	Team inspector	Information and communication technology Physical education Science	How good are the curricular and other opportunities offered to pupils?
3588	Kuldip Rai	Team inspector	English as an additional language Equal opportunities English Religious education	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average, popular and over-subscribed primary school with an attached nursery. There are 404 pupils attending the main school and a further 51 children attend full-time in the nursery. There are considerably more girls than boys. The school serves a diverse community and virtually all of the pupils are from minority ethnic backgrounds. Almost half are of black-Caribbean heritage and a quarter are of black-African heritage. One-third of pupils has English as an additional language, but only 18 are at an early stage of learning English, these figures having fallen considerably in recent years. The main first languages spoken are Twi and Yoruba. The proportion of pupils entitled to a free school meal (twenty-four per cent) is above the national average, but has fallen in recent years. The number of pupils identified with special educational needs is well below average and three pupils have statements. The main reasons for higher levels of need are severe learning and emotional and behavioural difficulties. The overall attainment of pupils when they enter the reception classes has varied in recent years but is average for the present intake.

HOW GOOD THE SCHOOL IS

This is an effective school, providing a good education for the pupils and serving its community well. Pupils make good progress and achieve standards in English, mathematics and science that compare extremely favourably with other schools. However, this is partly at the expense of teaching other subjects to sufficient depth. Strong leadership is maintaining the drive for improved teaching and higher standards. Teaching is satisfactory overall, but is particularly good at the top of the school and is a major factor in the high test results that Year 6 pupils achieve. A strong feature is the commitment of the pupils to their learning and their enthusiasm for school. All of this is achieved at a high cost per pupil, and therefore the school provides satisfactory value for money.

What the school does well

- Pupils make good progress in English, mathematics and science and regularly achieve high test results in Year 6.
- Much of the teaching in Years 5 and 6 is of a high quality.
- Pupils with special educational needs and English as an additional language make good progress.
- Many pupils, particularly at the top of the school are highly motivated and keen to learn.
- The strong leadership of the headteacher has ensured that standards have risen and the school has become popular with parents.
- Very good provision is made for the pupils' cultural development and their moral development is promoted well.
- Pupils are keen to participate in the very wide range of extra-curricular activities.

What could be improved

- Pupils do not achieve as well as they should in art, design and technology, geography and history.
- There is a significant proportion of less than satisfactory teaching, particularly in Years 2 to 4.
- The learning of children in the nursery and reception classes is not planned to national guidance.
- The school does not enable pupils to take sufficient responsibility for their behaviour and learning.
- The work of the class support staff is insufficiently structured, focused and evaluated.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1997. National Curriculum test results have improved, and at a faster rate than nationally in Year 6. As required by the last report, governors have set the headteacher targets and have introduced good procedures to have oversight of the work of the school. A programme has been introduced to monitor and improve teaching, but this has not been to the rigorous criteria needed to have a significant impact. Other key issues have not been tackled with sufficient rigour. The curriculum in the nursery remains narrow, and independent thinking

and learning are not promoted consistently throughout the school. The work undertaken to improve punctuality has met with only limited success.

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	A	A	A	A*
mathematics	A*	B	A	A
science	A*	A	A	A*

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

The high test results achieved by Year 6 pupils represent very good progress for most during their time at the school. Results have risen since the last inspection at a more rapid rate than nationally. In 2001, virtually all pupils achieved at least the nationally expected Level 4 in English, mathematics and science, and a considerable number achieved Level 6 in science. The A* grade means that the school's performance was in the top five per cent nationally. Test results for Year 2 pupils have varied more and fell in 2001 from a high point in 2000. Results in writing were above average but reading results fell to close to the national average and mathematics results fell sharply to below average. There has been no significant variation between the results of boys and girls in recent years. Although boys of black-Caribbean heritage have achieved lower results than others, they are improving. The school's targets were achieved in 2001 and have been set at a realistic level for 2002.

Inspection evidence is that children in the nursery and reception classes make satisfactory progress. Most children are on course to achieve nationally expected standards by the time that they enter Year 1. Pupils continue to make satisfactory progress in Years 1 and 2, achieving as expected based on their attainment on entry to Year 1. Most pupils are working at the level expected for their age at the end of Year 2 in the core subjects of English, mathematics and science, and a small number are working at a higher level. Pupils make good progress in Years 3 to 6 and achieve higher standards than might be expected from their earlier test results when in Year 2. Virtually all of the pupils are working at the expected level for their age in the core subjects by the end of Year 6, and a significant number above this level. However, overall standards in these three subjects are not as high as last year and are only above average. Pupils with special educational needs and English as an additional language make good progress, largely because of the individual attention that they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are mostly very keen and interested in their learning and participate with enthusiasm in the additional activities provided beyond the normal school day.
Behaviour, in and out of classrooms	Satisfactory. Behaviour varies considerably and is a direct reflection of the quality of teaching and the skill with which individual teachers handle classroom discipline.
Personal development and relationships	Good. Pupils of all backgrounds work and play happily together, making it a harmonious school. Older pupils respond well to their responsibilities around the school.

Attendance	Good. Attendance is consistently well above average but many pupils are not punctual to school.
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Pupils mostly enjoy coming to school, and older pupils show a particularly strong commitment to learning and a strong desire to succeed. In some classes, they are not taught to take responsibility for their behaviour, and need careful supervision as a result.

TEACHING AND LEARNING

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

Teaching is satisfactory overall, but is most effective in Years 5 and 6. This, along with the effort and commitment of Year 6 pupils, as shown by their willing attendance at after-school lessons, accounts for their good overall progress in the core subjects. The teaching of pupils with special educational needs and English as an additional language is satisfactory. Overall, English teaching is good and mathematics teaching is satisfactory. The national strategies for literacy and numeracy have been satisfactorily implemented, but the development of these skills is not promoted effectively in other subjects. The best lessons have clear objectives and are well structured and carefully prepared. This enables pupils to learn and consolidate skills securely. The lively and brisk teaching in some classes engenders a sense of purpose and results in rapid learning taking place. Homework is used very effectively to support and consolidate learning but not to challenge and extend. The majority of the less than satisfactory lessons were seen in Years 2 to 4. Here some of the work is repetitive and teachers have few strategies to interest pupils and control their behaviour. This results in bored and disinterested pupils and disruptions to the flow and pace of learning. A general shortcoming is that pupils are rarely given the opportunity to work together or to take responsibility for their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The emphasis placed on English, mathematics and science and the time allocated to these subjects is at the expense of teaching to sufficient depth in other subjects.
Provision for pupils with special educational needs	Good. The high number of support staff are not always well directed, although this additional input means that pupils make good progress.
Provision for pupils with English as an additional language	Satisfactory overall. Teachers' planning does not tackle the pupils' individual language needs, but the high level of support in classes ensures that they receive close attention during lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school very successfully develops the pupils' cultural awareness. The cultural diversity of the pupils is valued and celebrated at every opportunity. A strong moral code is promoted. The provision for spiritual and social development is satisfactory.
How well the school cares for its pupils	Satisfactory overall. Day-to-day care for pupils is apparent but the lack of policies and procedures leads to inconsistencies, especially in the way the behaviour of the pupils is managed.

National Curriculum requirements are met in all subjects with the exception of design and technology. The curriculum is considerably enhanced by the wide range of extra-curricular activities and the teaching of French to all pupils. The curriculum in the nursery and reception classes is narrow, focused mainly on literacy and numeracy, national guidance is not being used effectively to plan the children's learning across these two years. The school has established a strong partnership with parents, which considerably enhances the standards achieved by their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong leadership of the headteacher and her high expectations of staff have ensured that the pursuit of improving standards has been central to the work of the school.
How well the governors fulfil their responsibilities	Satisfactory overall. The governing body provides valuable and effective support for the improvement of the school but has not ensured that all policies are fully up to date.
The school's evaluation of its performance	Satisfactory. Systematic procedures have been adopted for monitoring the work of teachers and analysing test data, but have not resulted in significant action to improve the quality of teaching.
The strategic use of resources	Unsatisfactory. Funding has been used well to support the school's priority of maintaining a high level of teaching staff, but this valuable and expensive resource is not being deployed efficiently.

Senior staff and subject co-ordinators are playing an increasingly significant and effective part in the management of the school. Teaching staff levels are very high, and the accommodation and learning resources are both satisfactory overall. However, the library is not used sufficiently. Governors have neither adopted nor applied the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good. • Their children are expected to work hard and as a result are making good progress. • The school is well led and managed. • Their children like school. • Staff are approachable. • The school works closely with parents. 	<ul style="list-style-type: none"> • No matters were raised either at the very well attended parents' meeting or in the high return of the pre-inspection questionnaire.

Parents are almost unanimous in their praise and support for the school. The inspection team recognises the strength of their views and generally agrees with the aspects that please them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall attainment of children when they enter the reception classes has varied in recent years. Baseline assessment data for the current intake is broadly average. Children make satisfactory overall progress during their time in the nursery and reception classes. Most are on course to achieve standards expected nationally by the time that they enter Year 1.
2. Progress continues to be satisfactory during Years 1 and 2. National Curriculum test results for Year 2 pupils have fluctuated in recent years, broadly reflecting variations in the attainment of pupils on entry to the school. Test results in reading, writing and mathematics fell in 1998, but then rose for the next two years before falling again in 2001, quite sharply in reading and mathematics. Writing results were the best and were above the national average and well above results in similar schools. Reading test results were close to the national average and above results in similar schools, while results in mathematics were below the national average but close to similar schools. The main reason for the differences between subjects was that although similar numbers of pupils achieved Level 2 in all three subjects (the standard expected for Year 2 pupils) more pupils achieved the higher Level 3 in writing. The teachers' assessments of Year 2 pupils for science in 2001 were close to the national average at Level 2 but well below average at Level 3. More able pupils did not do as well in science as they did in reading and writing. There has been no significant pattern to any variation between the performance of boys and girls or between pupils of different ethnic backgrounds in recent years.
3. The standard of work seen in Years 1 and 2 during the inspection does not fully reflect these most recent test results. This is largely because baseline assessment data shows these two year-groups to be slightly stronger overall. Pupils are making satisfactory progress and achieving standards in English, mathematics and science that are close to the national average. Virtually all of the pupils in the current Year 2 are on line to achieve the standard expected for their age, with slightly more at Level 3 in mathematics than last year and slightly fewer in writing. The latter is caused by handwriting not being of a standard for pupils to achieve this higher level. Attainment in most other subjects is close to national expectations, with pupils generally making satisfactory progress. The exception to this is in design and technology, where pupils do not achieve as well as they should and attainment is below expectations.
4. There has been a significant improvement in test results for Year 6 pupils since the last inspection and at a faster rate than improvements nationally. Mathematics and science results reached a high point in 1999 when they put the school in the top five per cent nationally. The results in English, mathematics and science in 2001 were all well above average and represented very good progress from the pupils' earlier test results when they were in Year 2. Virtually all of the pupils achieved the expected Level 4 in each subject, and significant numbers achieved the higher Level 5. Of particular note was the impressive number who achieved Level 6 (the standard expected of Year 9 pupils) in science.
5. There has been no overall pattern to any variation in test performance by gender, although girls achieved better results at Year 6 in 2001. An analysis undertaken by the school of variations in attainment by ethnicity shows boys of black-Caribbean backgrounds achieving lower, but improving, results in Year 6. The school is using examples of positive role models as one strategy to raise their expectations and aspirations.
6. The current Year 6 are not as strong a year group, as shown by their earlier Year 2 results. While again, virtually all pupils are working at the expected Level 4 in English, mathematics and science and the school's challenging targets look likely to be met, slightly fewer than in previous years are working at higher levels. This still represents good achievement by these pupils in relation to their earlier test results in Year 2. Several factors account for the good overall progress made across

Years 3 to 6 and the above average standards in each of the core subjects even though teaching is only satisfactory overall. Firstly, the school places considerable emphasis on the core subjects and allocates considerable teaching time to them at the expense of other subjects. This is particularly the case in Year 6 from September until the pupils sit National Curriculum tests in May. Secondly, in preparation for these tests, extra lessons take place after school which are attended by virtually all Year 6 pupils. Thirdly, homework is used extensively in Years 3 to 6 to practise and consolidate basics skills. Finally, a high proportion of the teaching in Years 5 and 6 is good or better. The pupils are therefore prepared very well for National Curriculum tests.

7. Pupils do not achieve as well as they should in art and in design and technology and attainment is below expectations by Year 6. By contrast, pupils make good progress in physical education. Attainment in this subject as well as in geography, history, ICT, music and religious education is close to national expectations by the end of Year 6. All pupils are taught French for one lesson each week. Most make very good progress and achieve good standards throughout the school.
8. Most pupils with special educational needs make good progress. This is largely as a result of the high concentration of additional staff, who are often qualified teachers, who offer close attention to small groups and individuals as the need arises. Another good influence is the pupils' own strong motivation. These factors also support the good progress made by pupils with English as an additional language, not only in learning English but also in most subjects.

Pupils' attitudes, values and personal development

9. Pupils enjoy coming to school. Their enthusiasm and motivation along with their commitment to learning significantly benefit the progress that they make. This was particularly evident during the inspection when, in preparation for their National Curriculum tests, many Year 2 and Year 6 pupils remained behind after school for extra lessons. Many pupils are also keen to participate in the wide range of extra-curricular activities on offer.
10. Children in the nursery and reception classes settle well into the school routines. In many lessons, pupils respond positively and concentrate well on the activities that they are set. Where teaching is good and teachers have high expectations, particularly in Year 6, most pupils show very good attitudes in lessons. Pupils listen carefully to their teachers, willingly answer questions and contribute to discussions, such as in a science lesson in Year 6 when discussing evaporation and vapour. At other times, pupils lack concentration and effort, particularly when not directly supervised by an adult. In lessons where the pace is slow, they become restless and easily distracted, especially in the final review section. This detracts from the quality of learning of the class.
11. Behaviour in the school is satisfactory overall. In Years 5 and 6 it is frequently good and on occasions very good. This contributes significantly to life in the school and the learning that takes place. The school is an orderly environment where most pupils know how to behave and respond well to the values promoted. Behaviour in lessons is good when teaching stimulates interest and staff set clear expectations. It deteriorates, most noticeably in Years 3 and 4, when some teaching lacks challenge and interest. No pupils have been excluded in recent years. Pupils generally play happily together on the small playground and work in a harmonious atmosphere.
12. In spite of the number of staff changes, pupils have good relationships with their teachers and the other adults who work in the school. The majority of pupils get on well together. Most pupils are friendly and polite to each other and adults, but at times they show insufficient respect for others. There are harmonious relationships between pupils from different ethnic, cultural and religious backgrounds. They show respect for the values and beliefs of others, as was illustrated in a Year 5 religious education lesson when they listened respectfully as their teacher introduced the topic of Sikhism. On occasions, however, pupils do lack self-control and an awareness of how their actions affect others.

13. Pupils gain an increasing sense of responsibility and maturity as they move through the school, as is evident in the consistently good attitudes of pupils in Year 6. Their personal development is affected, however, by the few opportunities to use their initiative and to take responsibility for their own learning. Some pupils rarely have the opportunity to work together in pairs or small groups. Pupils in Year 6, chosen to be prefects by pupils and staff, carry out the daily responsibilities given to them conscientiously. They supervise pupils around the school and look after younger pupils. House captains speak confidently about their house achievements in assembly.
14. Attendance has improved since the previous inspection, and has been consistently maintained at a level well above the national average. Parents take their responsibility to advise the school of reasons for absence, so that now there is little unauthorised absence. The good attendance rates contribute to the learning that takes place. Punctuality remains a problem in the school. Many pupils travel a considerable distance to school and as a result high numbers arrive after the bell has rung. Registration is casual in some classes and pupils are not recorded late unless registers have been returned to the office, so that it is not always recognised when pupils miss time at the start of the day.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching and learning are satisfactory overall throughout the school; this is a similar picture to the last inspection. During the current inspection, teaching was satisfactory or better in 88 per cent of lessons and was very good or better in 13 per cent. The teaching in Years 5 and 6 was consistently good or better with one exception, while most of the less than satisfactory teaching was in Years 2 to 4. Despite the regular observation of lessons by senior staff and subject co-ordinators, several of the shortcomings identified by the last report still remain. For example, some teachers still do not ensure that pupils' understanding is developed sufficiently, and there are only limited opportunities for pupils to take responsibility for their learning.
16. Teaching in the nursery and reception classes is satisfactory overall. Staff work well as a team in each classroom. Teachers use questioning well to stimulate the children's thoughts. However, there are some shortcomings, which need to be reviewed. Lessons often follow the format expected for older pupils. Children spend too long sitting listening to their teachers rather than taking part in purposeful, well-organised activities. Tasks are not always carefully planned to meet the ages and aptitudes of the children, who can become bored and restless.
17. The one exception to the better teaching in Years 5 and 6 was a lesson in design and technology. Teaching in design and technology across the school is unsatisfactory with four out of the five lessons observed being less than satisfactory. The main reason for this is that teachers do not have a clear understanding of what constitutes design and technology. Often the lessons provided were art or science. As a result, pupils' skills, knowledge and understanding are at an immature level even in Year 6. By contrast, the teaching of French once each week to all classes is of a consistently high quality and is very good overall. Lessons are brisk and lively, and benefit considerably from the specialist teacher's high level of subject expertise. There are also some variations in the quality of teaching between other subjects. Generally, teaching is satisfactory in all subjects with the exception of art in Years 1 and 2, and English, science, music and physical education in Years 3 to 6 where teaching is good.
18. Teachers usually have clear objectives for what pupils are to learn in each lesson and share these with the pupils so that they have a clear picture of the purpose of what they are doing. Teaching and activities are then chosen carefully to meet the lesson objectives. This was particularly effective in a Year 6 literacy lesson. The objectives were displayed and shared with the pupils. The text chosen provided a good context for discussing racism in a multicultural society. Questions and explanations were very clear and helped the pupils to identify language connections and grammatical features of formal letter writing. The objectives for a timed story-writing activity in preparation for forthcoming tests were shared in another Year 6 English lesson. The importance of planning was carefully explained as well as the possible devices for making the story more interesting. A sense of purpose and pace was generated. Similarly, the objectives

were shared and explained to the class in a Year 6 mathematics session developing the use of the calculator. The teacher had a calm manner to which the pupils responded well. Most pupils were very attentive and keen to answer. Questioning was such that pupils had to think carefully about methods they had previously been taught. The activity then provided good consolidation of these skills.

19. The best lessons were generally well structured and carefully prepared. For example, the good structure of a Year 5 music lesson engaged the pupils and built their learning progressively. The good atmosphere in the class and the strong relationships that the teacher had established were used to motivate the pupils well. Lively, informative and well-structured teaching in a Year 4 literacy lesson helped the pupils to understand verses and rhyme. A very purposeful and vibrant atmosphere was established in the class, where the pupils contributed with enthusiasm. Teaching is often brisk and lively, encouraging the pupils to learn new ideas rapidly. The teacher's brisk and engaging style in a Year 6 French lesson, clear objectives and excellent preparation, resulted in a very good pace to learning. The pupils readily participated in all aspects of the lesson. Similarly, the crisp and clear style in a Year 5 lesson introducing Sikhism engaged the pupils and involved them fully in the learning process. Well-worded and lively questions were a further strength.
20. Homework plays a significant part in the progress made by pupils. It is set very regularly and generally completed conscientiously. This enables skills to be practised and consolidated securely; however, homework needs to be used consistently to challenge and extend pupils.
21. Teachers usually set tasks for pupils at a range of levels of difficulty. However, the purpose behind each activity is not always clear. They are not planned to meet the specific needs of groups or individuals. In particular, higher-attaining pupils are not extended through investigations, solving problems or individual research. The work that they complete is generally of a similar form, but perhaps slightly harder than for other pupils. Their work can be repetitive, and while this consolidates and develops basic skills well and accounts in part for the school's good test results, it does not deepen their thinking or understanding. This weakness was also reported at the last inspection. Furthermore, pupils are rarely given the opportunity to work in pairs or small groups on a common task. As a consequence their skills of collaboration are not sufficiently developed. In general, teachers do not enable pupils to take sufficient responsibility for their own learning. More use could also be made of ICT skills to support learning in many subjects.
22. There are also some inconsistencies in the way in which teachers manage the behaviour of the pupils and the organisation of their classrooms. In the best lessons, praise and encouragement are used effectively to reinforce the clear and understood expectations of behaviour. Pupils in these classes respond well to this approach by concentrating hard and enabling lessons to proceed undisturbed. Some teachers have not established their expectations, do not implement the school's policy on the positive approach to discipline or ignore pupils who behave badly. The flow to these lessons is disturbed as teachers have regularly to stop teaching to correct poor behaviour. It is from these classes that most pupils have to be monitored or removed on account of their behaviour. Teachers in these classes do not enable the pupils to learn how to take responsibility for their own behaviour and learning, and pupils are not always able to work unless under direct adult supervision.
23. Pupils with special educational needs are usually fully included in all lessons. There is some appropriate withdrawal for such activities as reading practice, and some less appropriate withdrawal for social or disciplinary reasons. This can be for unacceptably extended periods of time, and affects pupils with special educational needs more than others. The generous provision of additional staff - usually teachers - in every classroom means that pupils are well supported, and make good progress. Support staff are involved in lesson planning with class teachers and know the objectives and content of each lesson. Sometimes they share in whole-class teaching. However, they have little more to do than observe when the lead teacher is addressing the whole class (which may often be a considerable part - or even the whole - of the lesson). Generally, they exercise a roving brief, and offer help as and when the need arises, and therefore this aspect of teaching lacks direction and structure. Pupils' Individual Educational Plans are drawn up by class teachers under the supervision of the special educational needs co-ordinator. They are appropriately detailed in both the analysis of needs and in recommendations as to how they should be met. They are regularly reviewed and are effective instruments in informing teaching. Good use is made of the Local Education Authority's support service for pupils with special educational needs.

24. All staff ensure that they give equal attention to boys and girls, and pupils from different groups in the classroom. A small proportion of pupils learning English as an additional language are targeted for support by a specialist teacher. In addition, there are two full-time bilingual classroom assistants who are based in the reception classes. Although the specialist teacher provides support in the classroom, she plays a minimal role during the whole-class part of the lesson, mainly supporting pupils when they are working independently. She carries out this function satisfactorily, but her contribution at the level of planning and whole-class teaching is negligible as there is no partnership teaching. Consequently opportunities for her to provide a role model of language teaching to mainstream staff are very limited, thereby reducing her impact on the overall provision for pupils learning English as an additional language.
25. It is a concern that some of the shortcomings identified by the last report have not been addressed successfully, particularly by teachers who were in the school at the time. Vigorous action now needs to be taken to improve teaching in Years 2 to 4 so that the efforts of the pupils and teachers in Years 5 and 6 can build upon more secure progress in earlier years.

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

26. The overall curriculum is unsatisfactory. While the curriculum in the main school has breadth in that all subjects are studied, it lacks balance because several subjects are taught for insufficient time and to insufficient depth. This is due to the emphasis placed on English, mathematics and science. The time allocation to subjects such as design and technology, geography and history is minimal. Timetable arrangements mean that these subjects are not regularly taught, thus resulting in a lack of continuity to pupils' learning. This is particularly the case in Year 6 where the emphasis on teaching core subjects this year has meant that several subjects have not been taught at all, although the intention is that these will be crammed in to the small amount of time left after national tests have been taken. This arrangement is unsatisfactory and needs to be reviewed. The school has understandably focused on English and mathematics in its effort to raise standards. It is now aware of the need to provide appropriate opportunities for pupils to develop their knowledge, understanding and skills in other subjects.
27. There are shortcomings to the curriculum in the nursery and reception classes. Staff do not plan together across the two years to ensure that teaching progressively builds on children's skills and learning. The two year-groups are viewed as separate entities, with no overall co-ordination. Weaknesses highlighted by the last report have not been rectified. National guidance for the curriculum for children of this age has not been adopted successfully. Furthermore, although children in the nursery have free access to an outside play area this is not the case for reception children. Consequently, there is no link between the inside and outside curriculum as national guidance recommends.
28. A broad curriculum framework is in place, with planning also supported by subject policies and national guidance. In principle this should ensure that the curriculum meets statutory requirements. However, as with the previous inspection, this is not the case for design and technology. English and mathematics are given priority, and all classes have daily literacy and numeracy sessions. However, strategies employed for the development of literacy and numeracy skills across the curriculum are not well developed. Similarly, although ICT skills now receive good attention through regular lessons in the computer suite, insufficient use is made of class-based computers to support learning in other subjects. The provision of personal, social and health education is satisfactory. Pupils receive sex education and are made aware of the dangers of drugs. The provision of homework makes a very good contribution to pupils' learning and attainment, as does the teaching of French throughout the school. There are some strong cross-curricular links.
29. All pupils, regardless of gender, ethnicity or stages of learning English as an additional language, have full access to the curriculum. The school has sound policies for equal opportunities and

inclusion. Their implementation has made a positive impact on the celebration and promotion of linguistic and cultural diversity, and racial harmony in the school. However, some pupils miss aspects of the curriculum when they are withdrawn from lessons for long periods of time because of their misbehaviour. There is a school policy for gifted and talented pupils and specific funding is received to provide programmes to extend these pupils. Several pupils have been identified in this category, but do not receive particularly effective extension programmes to support their learning.

30. The provision for pupils identified as having special educational needs is satisfactory, and follows the guidance in the recently superseded Code of Practice. The plan is to adopt the new Code of Practice at the beginning of the next academic year. The main reason for the satisfactory quality of this provision is the sheer number of additional staff - often qualified teachers - in each classroom.
31. The curriculum is enriched by an impressive range of extra-curricular activities and educational visits. Parents and volunteers from the community assist with various activities such as sport and music. Relationships with linked secondary schools are good, and these contacts support pupils' overall progress.
32. There is satisfactory provision for spiritual development overall. Religious education lessons have a good impact on pupils' spiritual development where staff teach about a range of religions relevant to the school community. Staff provide good opportunities for pupils to listen to a range of stories and poems in English and provision in music is good. Pupils learn to appreciate the music, emotions and feelings engendered when the choir or steel band perform, the standard of which is very good or excellent. Displays show that pupils have discussed and considered concepts such as forgiveness and empathy, and the house meetings during the inspection gave staff and pupils an opportunity to discuss concepts such as honesty and truth. A strength of the assemblies are the frequent references to the inclusion of all as one family who should care and show kindness for each other, no matter how varied are the different languages and religions of the school community and the world. The quality of assemblies and acts of collective worship is inconsistent and the school does not meet the requirement for a daily act of collective worship. When staff lead class assemblies they include different beliefs in their prayers. Staff do not make full use of the whole curriculum, such as art and design and technology to develop pupils' spiritual awareness.
33. Provision for moral development is good. Staff provide good role models and reinforce pupils' growing awareness of right and wrong through the successful implementation of the behaviour policy in many classes. However, pupils' behaviour is not always managed well and rewards such as biscuits are given even when pupils' behaviour and attitudes have been poor for most of the lesson. This does not encourage a sense of right and wrong or what behaviour deserves rewards. Pupils are aware of the school and class rules even if they do not abide by them. Pupils' achievements are celebrated positively in lessons and class assemblies. Staff provide opportunities for pupils to discuss moral issues in lessons and in house meetings, although some teachers tend to dominate discussions. Sometimes discussion about behaviour can lead to pupils 'telling' on others, and this is not always a positive aspect. The police liaison officer visits the school regularly to support staff and pupils in developing their knowledge of how abiding by rules creates a better, safer environment in and out of school.
34. Provision for the pupils' social development is satisfactory. Staff plan opportunities for pupils to take on some responsibilities when acting as prefects or head pupils. However, although pupils are allowed to vote for head pupils and prefects, staff take the final decision. This defeats the purpose of voting and does not encourage pupils' sense of responsibility. Care is taken that all pupils, including those with special educational needs and those for whom English is an additional language, are fully integrated into the life of the school. Assemblies provide opportunities for all pupils to make presentations, which they enjoy and carry out responsibly. The house system is intended to encourage pupils to take responsibility for their learning and behaviour and an opportunity to express views or opinions. However, this was not achieved during the inspection when several house discussions were controlled by the staff. Meetings with

prefects are not recorded and the use of the prefects' behaviour books is not monitored. Only a few pupils have the opportunity to be prefects. Older pupils gain greatly from the opportunity to take part in a residential visit to an outdoor residential education centre.

35. The school's provision for cultural development is very good. Music makes a significant contribution, and members of the steel band have performed in the local hospital and for the local mayor. Choir performances show sensitivity and musicality. The school celebrates Black History Month and visitors such as black nurses and doctors provide good role models. There is a wide range of extra activities such as martial arts, which are well attended. Pupils attend concerts, and theatre groups have visited the school. Visits to Hampton Court and the Horse of the Year Show enrich pupils' awareness of different cultural and sporting pursuits. Displays do not supplement cultural development. Art and other work are not displayed well and there is little use of the work of famous artists to broaden pupils' knowledge of the subject. Houses are named after famous people such as Maya Angelou, Mother Teresa and Florence Nightingale, representing different cultural groups. Staff build well on the diverse and vibrant local community and there is a very strong focus on black role models from all walks of life. Staff and pupils use different languages while calling and answering the register and French is taught throughout the school, which is a further good addition to the pupils' cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has maintained a caring atmosphere that supports the variety of personal and educational needs of the pupils. The headteacher and staff know the pupils well and are committed to ensuring their well-being. Good day-to-day care is apparent, but more structured procedures to ensure the welfare, health and safety of the pupils have not been established.
37. Child protection is taken seriously. Day-to-day first-aid and care for pupils who are unwell are satisfactory, although formal systems to ensure that staff are aware of any pupils in their class with medical conditions have not been established. The governing body is committed to ensuring a safe environment, although a clear structure for promoting health and safety is not in place. The school has no health and safety policy, although informal checks of the site and premises take place.
38. The good systems to monitor and support the pupils' personal development, keep track of their needs and provide a secure foundation for them to learn. Despite a considerable turnover in staff, teachers know and understand the needs of pupils in their class, using this knowledge to monitor their personal development. They record any concerns, and these are then discussed in regular staff meetings or with the behaviour co-ordinator. The Friday assembly recognises the achievements of pupils by rewarding the winning house with a cup.
39. The school's assessment policy sets out a clear vision of how assessment can inform teaching, learning and progress. It also places good emphasis upon the importance of involving pupils in the evaluation of their own progress. However, this development, it is acknowledged, is only in its infancy, and the routine involvement of pupils in self-evaluation has yet to pervade the culture of the school. Annual test results are well analysed in terms of prior attainment, gender and ethnic origin, providing a useful whole-school overview. Routine procedures for tracking pupils' progress are now well established in the core subjects of English, mathematics and science, as well as in ICT. Nevertheless, there are no such systematic procedures across the rest of the curriculum, where practice is inconsistent between teachers, classes and subjects. It is planned to extend formal assessment to these other subjects "within two or three years"; this is too long a delay before proper attention is given to the accurate and consistent recording of pupils' progress in many aspects of their learning. The assessment of the achievement of pupils with special educational needs is good. A range of tests and informal procedures is used, and recording is full and detailed. Reviews reflect the same detail, and effectively follow progress against the targets set in individual education plans. The attainment of pupils targeted for English as an additional language is assessed regularly and records of their progress are kept. However, assessment information is not used effectively to inform planning so that it focuses clearly on the needs of pupils targeted for specialist support.
40. The school has high expectations of how pupils are to behave. However, the lack of an up-to-date behaviour policy results in staff being unclear about the procedures to be adopted. This leads to

inconsistencies in the way pupils are managed, as staff use individual systems that are not always effective. The behaviour co-ordinator spends considerable time and effort identifying and dealing with incidents of inappropriate behaviour and follows precise procedures that include involving parents. Systems record inappropriate behaviour and track pupils causing concern. The school is very clear about its intolerance of bullying, and racial and sexual harassment. During the inspection, no incident of any type of harassment was seen; however, some pupils reported that teasing rather than bullying does take place, but any incidents are appropriately dealt with. There are clear procedures for monitoring racial incidents and reporting them to the governing body and the Local Education Authority.

41. Good attendance and punctuality are encouraged and the school has put a great deal of effort into their improvement. Newsletters from both the headteacher and governing body constantly make parents aware of their obligations to ensure that pupils attend regularly and arrive on time. The Education Welfare Officer has also visited homes of persistent offenders. However, punctuality has not improved. The school's efforts do not extend to monitoring punctuality sufficiently closely for it to be fully aware of the number of pupils arriving late. Neither are reliable procedures in place to notify parents when their children are late.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school is very highly regarded by parents, and a strong and effective partnership has been established that significantly benefits all pupils. The large number of parents who attended the pre-inspection meeting and responded to the questionnaire expressed overwhelming support for the school, the headteacher and staff. They value the high standards achieved by the school and expressed no real concerns. Parents unanimously agree that the school is well led and managed. Almost without exception they report that their children like school, that the school expects them to work hard and achieve their best, and that they are being helped to become mature and responsible. They are happy with their children's progress and judge teaching to be good. Most feel comfortable approaching the school and are pleased that the school provides regular homework.
43. The school has maintained the good links with parents reported at the last inspection. The headteacher makes it clear that she values parents as partners in the education of their children. Induction into the nursery is well organised. It establishes a positive relationship and clear expectations of the role parents are expected to play. The headteacher encourages parental involvement at home and is happy for them to be involved in school life. Parents are invited to celebration assemblies and meetings and events are very well attended. A Friends' Association organises fund raising events. This has enabled the recent purchase of a new sound system and camera for the school.
44. Most parents support their children's learning at home. From the nursery onwards they share books, listen to children read and many frequently sign their child's reading diaries. All teachers set regular work for pupils to complete at home. Parental support in this, and other encouragement given at home, is an important factor in supporting the progress made by pupils and the high standards that they achieve. The school is committed to the involvement of parents from minority ethnic backgrounds in the education of their children and the life of school generally. Parents regularly help with the celebration of festivals such as Eid and Diwali and aspects of religious education.
45. The information provided for parents is good overall. Newsletters each month keep parents informed about school matters, forthcoming events and key dates. A detailed prospectus contains useful information about the school and its routines. Parents are provided with opportunities to understand the curriculum and topic work being taught. Regular curriculum meetings are held, the most recent being a well-attended meeting to explain physical education. All year teams provide parents with information on the curriculum and topics being covered in lessons, although there is variation in the detail and not all are in a style that is easily understood by parents. The current system of two parent consultation evenings is satisfactory. Written

reports provide satisfactory information about what pupils can do, but do not include targets for future development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides strong leadership for the school. She has successfully ensured that the commitment to high standards in English, mathematics and science, along with striving for high standards of behaviour, have remained the school's main priorities in recent years. She has high expectations of staff and pupils alike and has the full confidence of parents. The school is generally successful in meeting its main aims of providing opportunities for all pupils to learn and to achieve, and to promote the pupils' spiritual, moral, social and cultural development. The headteacher has turned Leopold Primary into a popular and oversubscribed school that strives hard to fulfil the aspirations that parents have for their children.
47. Management structures, which have been established to support the drive for high standards are generally secure. However, there are some shortcomings in their operation which have the effect of limiting their impact. The work of staff is carefully scrutinised with a view to improving the quality of teaching. The regular observation of lessons and other procedures, such as analysing pupils' work and teachers' planning, are thorough. However, observations of teaching have not been carried out to sufficiently rigorous criteria. As a consequence, particular shortcomings in the teaching of individual teachers have not been identified and steps taken for their elimination. The school has made a start on organising pupils' test and other data in a manageable form. However, it does not analyse information available in a systematic manner so that the effectiveness of any action taken can be evaluated. Furthermore, the process of performance management has not been fully implemented and currently is not being used to any great effect as a vehicle for improving teaching and thereby raising standards.
48. Senior management and staff with subject and other responsibilities have a clearly defined role, which they generally fulfil effectively. They have a significant role in monitoring standards and the quality of teaching in their areas. However, here too the lack of clear and rigorously applied criteria by which teaching is evaluated has limited their impact. Several staff are also relatively new to their post, but are generally providing valuable advice and support for their colleagues.
49. There is a co-ordinator for equality of opportunity. She has a clear understanding of issues related to this area and promotes equality of opportunity satisfactorily. As a result, all pupils are well integrated in the school. The provision for English as an additional language is managed by the headteacher and the co-ordinators for English and special educational needs. The arrangements for the management of equality of opportunity are currently informal, with no scheduled meetings of the specialist teacher and the bilingual classroom assistants as a team.
50. The co-ordination of special educational needs is satisfactory. The co-ordinator is a very experienced teacher with a good knowledge of the school, the pupils and their needs. She maintains very detailed records, and offers sound advice to her colleagues. Her contacts with external support services are good. The deployment of the unusually large resource of additional classroom support is, however, insufficiently structured and focused. While individual contributions are monitored, the effectiveness of this investment is not evaluated, and there are no systematic procedures to link the amount and quality of support provided to the progress made by pupils.
51. The governing body has made significant progress since the last inspection. Its committee structure and regular, focused visits to observe the school at work have enabled governors to monitor developments such as the use of the new computer suite. They give strong support to the work of the headteacher and are starting to gain a clear understanding of the school's strengths and what steps are needed to eliminate weaknesses. Where they are less effective is in helping to develop a shared view of the school's future direction with the headteacher, staff and parents. For example, improvement planning and the identification of priorities for development are usually prepared by school staff for discussion and approval by the governing body. Financial planning has generally supported the action to be taken, although the principles of best value have not been formally adopted and are not applied when preparing financial plans and allocating resources. Funding has been used effectively to support the priority of having a high level of teaching staff. However, procedures have not been introduced whereby the effectiveness of this

decision can be evaluated. Governors, therefore, have no secure way of knowing whether they are achieving full value from this considerable financial commitment.

52. The school is well staffed, with a good range of expertise and experience among teachers. Some teachers were trained overseas and several are employed in a support capacity. Teachers are suitably qualified to teach individual subjects and meet the needs of pupils with special educational needs and those for whom English is an additional language. There are currently no newly qualified teachers. However, a satisfactory system of induction to support the professional development of newly qualified teachers, and to induct new teachers into the school is in place.
53. The school's accommodation is satisfactory. Most classrooms are of a reasonable size, though some are quite small. They are well kept with a range of displays to provide a stimulating learning environment. The school benefits from two halls and specialist rooms for art, music and ICT. The playgrounds are small for the size of the school. There is no outside play area for reception children, which impedes their progress.
54. Resources are satisfactory overall. They are good in English, music, ICT, and for pupils with English as additional language, but are unsatisfactory in design and technology. There is a good range of resources, including dual language books, to celebrate the linguistic and cultural diversity in the school. The library provides potentially a valuable resource for research work. However, since it is freely accessible only when the teacher-in-charge or another member of the staff is there, its effectiveness is reduced.
55. The school has made satisfactory progress since the last inspection, but some challenges still remain. Some of the unsatisfactory features then have not been effectively eliminated. Achieving a consistently good quality of teaching and learning remains to be tackled through more rigorous monitoring of lessons to clear success criteria.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. To build on the progress made since the last inspection, the school should
 - (1) Raise standards in art, design and technology, geography and history by (paragraphs 3, 7, 17 and 26)
 - Increasing the time allocated for teaching each subject
 - Ensuring that National Curriculum requirements are met for design and technology
 - Improving staff expertise specifically in design and technology.
 - (2) Raise the quality of teaching, particularly in Years 2 to 4 by (paragraphs 15, 21-25 and 47)
 - Adopting rigorous criteria for monitoring the work of teachers and implementing Performance Management arrangements*
 - Improving the questioning techniques of some teachers
 - Using assessment information more effectively when planning the next steps in each pupil's learning
 - Providing regular opportunities for pupils to collaborate by working in pairs and small groups.
 - Ensuring that the marking of pupils' work gives them a clear indication of what it is that they need to do to improve.
 - (3) Plan the curriculum in the nursery and reception classes as a coherent two-year programme to national guidance. (paragraphs 27, 61, 63 and 65)
 - (4) Provide planned opportunities in all classes for pupils to take responsibility for their learning through research, investigation and extended tasks, and ensure that all staff adopt the school's positive approach to managing behaviour so that all pupils learn to take responsibility for their behaviour. (paragraphs 15, 21 and 22)

- (5) Provide clear criteria for the role and deployment of all classroom support staff and introduce procedures to evaluate their cost-effectiveness. (paragraphs 23 and 51)

Other issues which should be considered by the school

In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan.

- (1) Plan opportunities for the systematic use of ICT to support learning in other subjects. (paragraphs 21 and 28)
- (2) Provide a daily act of collective worship for all pupils. (paragraph 32)
- (3) Introduce procedures to monitor the progress of pupils in foundation subjects. (paragraph 39)
- (4) Adopt and implement a health and safety policy. (paragraph 37)
- (5) Adopt and implement the principles of best value. (paragraph 51)
- (6) Provide regular training for all staff in child protection procedures.* (paragraph 37)

**These items have been identified as priorities for development in the school improvement plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	28	32	7	3	0
Percentage	1.3	11.3	35	40	8.7	3.7	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)	51	404
Number of full-time pupils known to be eligible for free school meals	-	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	3
Number of pupils on the school's special educational needs register	5	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	151

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0

National comparative data	6.1
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	26	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	22
	Girls	36	36	36
	Total	56	57	58
Percentage of pupils at NC level 2 or above	School	89 (90)	90 (89)	92 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	20
	Girls	37	36	37
	Total	58	60	57
Percentage of pupils at NC level 2 or above	School	92 (89)	95 (95)	90 (92)
	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	22	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	21
	Girls	27	26	25
	Total	48	48	46
Percentage of pupils at NC level 4 or above	School	98 (94)	98 (94)	94 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	21
	Girls	22	27	24
	Total	40	49	45
Percentage of pupils at NC level 4 or above	School	82 (94)	100 (94)	92 (98)
	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	183
Black – African heritage	89
Black – other	21
Indian	14
Pakistani	18
Bangladeshi	0
Chinese	0
White	14
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	18.3
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25.5
Total number of education support staff	2
Total aggregate hours worked per week	55
Number of pupils per FTE adult	12.75

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5

Exclusions in the last school year

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

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

Financial information

Financial year	2001-02
	£
Total income	1,183,304
Total expenditure	1,242,259
Expenditure per pupil	2,724
Balance brought forward from previous year	134,175
Balance carried forward to next year	75,220

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	455
Number of questionnaires returned	219

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	19	0	0	1
My child is making good progress in school.	73	26	0	0	1
Behaviour in the school is good.	60	33	5	0	2
My child gets the right amount of work to do at home.	69	25	4	0	1
The teaching is good.	78	18	1	0	2
I am kept well informed about how my child is getting on.	61	32	5	2	0
I would feel comfortable about approaching the school with questions or a problem.	75	21	2	0	2
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	75	23	2	0	0
The school is well led and managed.	85	14	0	0	1
The school is helping my child become mature and responsible.	68	27	0	0	4
The school provides an interesting range of activities outside lessons.	47	38	8	1	6

Other issues raised by parents

- The pre-inspection meeting was very well attended by over 80 parents. They were virtually unanimous in their praise for the work of the school and the headteacher. They raised no significant matters of concern.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. All children attend the nursery and reception classes on a full-time basis. The entry of new children to the nursery in September and January is well planned to ensure that the children settle in quickly and happily. Inspection evidence indicates that most children make satisfactory progress in all areas of learning in the nursery. The attainment of children on entering reception classes in September 2001 was broadly average in all areas of learning except for reading and writing where it was below average. Children's progress in reception, including those with special educational needs and English as an additional language, is satisfactory in most areas of learning but unsatisfactory in physical development and aspects of creative development such as imaginative and role-play, because there are too few opportunities for children to develop such skills. Inspection evidence indicates that most reception children are likely to meet the early learning goals in all of learning by the time that they enter Year 1.
58. The quality of teaching is satisfactory overall in the nursery and reception classes for each of the areas of learning. There are good features in many lessons where all staff use questioning very well to encourage children's learning, sometimes encouraging very young children to ask questions themselves. Staff contribute significantly to most activities, for example whole-class and small group guided reading or at times when children express their concerns or opinions. Learning opportunities are not always planned to match the age, different needs or learning objectives as described in national guidance for children of this age. Children spend too long in whole-group sessions, activities are insufficiently varied and staff do not adapt their teaching style to the age of the children. Staff are aware that the organisation of teaching should be reviewed. The teaching of physical development is unsatisfactory; this is not helped by the reception classes not having easy access to the outdoor area. Groups are sometimes sent to the outdoor area but, during the inspection, these were mainly lower-attaining children doing unchallenging activities.
59. Nursery nurses and learning assistants work harmoniously with teachers and children. Bilingual staff interpret for children when appropriate, but this is not a well-planned aspect of teaching. In a significant minority of lessons, although planning and subject knowledge are satisfactory, staff do not have adequate discipline strategies to manage the misbehaviour of a minority of children and this hinders learning for all children. There are limited opportunities for pupils to choose activities or to make real choices within lessons.
60. Daily planning is not always well focused. There are rarely specific learning objectives for children with English as an additional language or with special educational needs. Some targets on Individual Education Plans are too broad to enable staff to plan appropriate activities. Daily assessment systems are at an early stage and do not inform future planning sufficiently.
61. There is no scheme of work for the whole Foundation Stage. This means that learning objectives do not link together across nursery and reception years. However, the curriculum and planning within year groups is generally consistent, ensuring that children in the two classes cover the same aspects of the curriculum. A strength of the curriculum is that planning covers topics thoroughly and staff provide a good range of activities within topics. Nursery and reception staff have no time to meet to plan or discuss relevant issues, and teachers and support staff are not expected to plan together.
62. Assessment systems are being developed but are not yet implemented well enough to monitor children's progress adequately. Recent formats introduced in the nursery give more and better information about learning in all curriculum areas and are a good basis on which to build for both year groups. Initial assessments about the children's settling-in period are limited and do not provide a good foundation for planning. Records were not passed on to reception staff last year and this defeats the purpose of assessment.

63. Reception classes are housed in two classrooms which are cramped with little space for structured and independent play, and children do not have easy access to an outdoor area. The nursery is housed in a spacious purpose-built room with a secure outdoor area which is used well but is limited in space. The nursery is satisfactorily resourced for all areas of learning. Reception classes are not resourced appropriately.
64. Both nursery and reception children take books home and parents and carers support this very effectively, although very few parents and carers helped in classes during the inspection.
65. There is a very new foundation stage co-ordinator who has not been in post sufficiently long to carry out the role effectively. She and other staff are aware that they need to improve the overall curriculum for the whole foundation stage to ensure children's progress. Currently there is no overview or monitoring of planning or the curriculum. Monitoring of teaching is carried out by staff who have little knowledge of the teaching of young children. The key issue from the previous inspection has not been addressed by the senior management of the school and insufficient progress has been made.

Personal, social and emotional development

66. Nursery children showed good attitudes and behaviour in almost all of the sessions observed. They work and play together harmoniously and enjoy most activities, although at times some have difficulty taking turns or helping to put equipment away and, in a hall lesson, took little notice when staff told them how many can safely use apparatus. Some younger children are very confident and talk with pride about what they have been doing.
67. Reception children's attitudes and behaviour are satisfactory. They are not always very involved in what they are doing, especially when they have to wait quite a long time for their turn or they have been seated and inactive for too long. They had good attitudes and behaved well. They shared musical instruments well, learnt to make eye contact when speaking to peers and were interested in what they did. When sessions are too long or groups too large, children lose interest become restless and noisy. Movements between activities are disorderly on occasions. When using computers, pairs do not always share the mouse even though staff have told them to do so. Most children learn to distinguish right from wrong, to have respect for each other and form constructive relationships with their peers and adults. However, many children are not yet able to work independently without interrupting others.

Communication, language and literacy

68. Children are given frequent opportunities to listen and extend their vocabulary, such as during story-telling, shared writing and answering questions. Staff encourage good listening. Almost all nursery children listen well to stories and learn to answer questions. Individuals are able to ask relevant questions; for example, when working together to make a large-scale picture of the giant from 'Jack and the Beanstalk'. They chat freely with other children and known adults and many have enough confidence to initiate discussions with inspectors. They are not always articulate but are frequently fluent when describing incidents in their lives or in stories. With adult support they performed well in an assembly attended by parents and carers, showing examples of the work they have done this term. The children pay careful attention to stories, learning to follow storylines and join in the refrains with enthusiasm. They remember known stories and can sequence pictures accurately to retell other stories. Children can tell stories from pictures in books, talk about or choose a favourite book, know characters' names and use different voices for different characters. However, they do not always handle books well. Staff provide frequent opportunities for children to develop pencil control or make marks using different media such as pencils, pens and paint. Children learn to recognise their names and form letters in their names independently.

69. Most reception children listen satisfactorily, although they do not always carry out what they have heard. Most can express their wants and needs. Children usually speak confidently in small groups but not in whole-class sessions, and staff do not always encourage them to project their voices or speak clearly. There are limited opportunities for children to initiate speaking in role and imaginative play. They can choose books independently and most know terms like 'title'. Those who read to an inspector read mainly from memory or word recognition. They were not using sounds confidently although they were confident with letter names but this did not help them with unknown words. Very few were able to talk about the content even if they knew the story. Pupils of all abilities read simple frequently-used words out of context well. Records indicate that children sometimes keep books for quite long periods of time before they are changed. Many children write independently with confidence and read this writing even if the spelling is unconventional. This is a strength of the writing curriculum, although work in books shows that opportunities for such writing are infrequent. Work in books consists mainly of filling gaps in words and sentences and handwriting skills; these are less challenging activities. Almost all write their names independently and usually their handwriting is well-formed. Many children spell simple familiar words accurately or make reasonable attempts at unknown words. There are few opportunities for children to write independently in role or imaginative play.

Mathematical development

70. Nursery children are learning to count to 10 using different resources including computer programs. They can sing songs which involve counting backwards, such as '10 Green Flowerpots' to match the topic of growth. Children have learnt about shapes such as squares and circles. They experiment with different measuring equipment when playing with sand or water. In discussion with adults, they know the sequence of days in the week and months in a year, can work out which date follows the previous one and know that the year is 2002. Staff regularly reinforce number language and knowledge.
71. Reception children understand the principle of counting on and simple addition to 10. Some groupwork for higher-attaining children is less challenging than that planned for average attainers, and work does not always match learning needs. A good feature of the lesson planning is that the number theme underpins all activities. However, children do not always focus on that aspect and the activity becomes unchallenging; for example, when children were asked to work out how many animals out of 10 are left in the sand as they remove one at a time which, in practice, became finding animals in the sand. They use computer programs to match the number of objects to numerals to 10. Most form numerals satisfactorily. Work in books shows that children have learnt about basic mathematical language and higher-attaining children are learning simple subtraction.

Knowledge and understanding of the world

72. Provision for this area of learning is generally good. Staff plan a wide range of learning opportunities many of which relate well to a main topic. Nursery children experiment with the properties of water and sand. They observe the growth of beans and the conditions in which they grow best. Staff encourage them to use the appropriate language. They learn about different people and places in and beyond their environment through the use of stories, role-play and through celebrating festivals from different cultures. There is a satisfactory range of large and small construction equipment which children use effectively; for example, four boys built and named models, such as 'London Bridge' showing an awareness of stability and structure. They are confident in talking about the changes in the daily weather.
73. Children in reception and the nursery learn French. The experienced specialist teacher has good teaching skills, plans a wide range of activities and uses humour well but the groups are too large and the teaching too formal, particularly for nursery children, who were not very involved. They listened, repeated object names and answered questions but needed much adult support. Reception children know simple vocabulary and use greetings such as 'Bonjour Madame' accurately. They imitate the teacher's accent well.

74. Reception children were learning about light and dark through simple experiments using blindfolds and considering how light helps us. They were not well behaved during these activities and were not able to talk about the effects of light and dark. They learn about several different religions and, during the inspection, wrote about Noah's Ark showing awareness of the story and God's influence on the people involved. Work in books show that children have looked at how living things change and grow over time, differences in texture such soft or hard. Children show satisfactory computer skills. They are learning to click, drag and use the mouse to place objects on a graph or to turn pages in a story.

Physical development

75. Children make satisfactory progress in manipulative skills using equipment such as pencils, crayons, scissors, paint, brushes and glue. Nursery children have frequent learning opportunities outdoors to use equipment such as bicycles and a climbing frame. They develop physical skills appropriately and some are very agile. The outdoor space is limited and few activities are planned which focus on specific learning skills. The indoor lesson was unsatisfactory. Staff put out apparatus before the lesson and this limited space, inhibited movement and the equipment was not suitable for young children. Safety aspects such as numbers of children on the apparatus and suitable footwear for using the apparatus are not reinforced sufficiently. However, despite the limited space which meant all activities had to be done on the spot, warm up activities were good and enabled children to stretch and use different body parts.
76. Reception children have one indoor physical education lesson per week. Staff use playtimes to provide opportunities for children to practise skills such as running or jumping. However, neither of these is sufficient. The timetable indicates that reception children have access to the nursery outdoor area once each week but, during the inspection, only some children, mainly the lower-attaining, had this. Individual children have good skills of climbing and running.

Creative development

77. Children make satisfactory progress and are likely to attain the standards expected by the time they enter Year 1. Nursery staff provide many opportunities for children to draw, colour, paint, cut and glue. Children have experience of using playdough to form and make objects and staff plan opportunities for children to take part in large-scale work using paint and collage skills. They sing frequently with adults and these skills are developing satisfactorily. In the assembly for parents and carers, the children sang songs very well combining words, rhythm and actions very effectively.
78. Reception children can use sponge printing techniques appropriately to contribute to a wall display of Noah's Ark or a farm scene. Individual children use computer programs to explore colours and tools. They learn to sing tunefully, although few singing activities were observed during the inspection. Classes have one weekly session in the music room, which offers children infrequent opportunities to explore sounds, music and instruments. Staff plan potentially challenging activities in these sessions such as clapping to simple notation. However, the lessons were not well organised and children had to wait for their turn as too few instruments were used and the groups were too large even though two members of staff worked with the children. Staff cannot monitor individual skills or progress effectively in these situations. There were few opportunities for role-play to develop and stimulate children's imaginations and creative language. Staff teach pupils how to use materials and tools in a safe way and most children respond to this guidance well. Creative activities link well with other areas of learning; this is a strength of the curriculum.

ENGLISH

79. Test results for Year 2 pupils in 2001 in reading were in line with the national average and above it in writing. Year 6 test results in English were well above the national average for all schools, and

were very high in comparison with similar schools. Standards, particularly those achieved by Year 6 pupils, have improved considerably since the last inspection as a result of improved teaching and better monitoring of pupils' progress to identify those who need additional support.

80. The evidence from the inspection shows that Year 2 pupils achieve standards in speaking and listening, reading and writing which are in line with those expected from pupils of their age. Attainment in writing in Year 2 is not as good as indicated by last year's national test results. This is mainly because pupils' handwriting does not meet fully the requirements of the higher Level 3, with even the higher attainers not using joined writing consistently. This has resulted from a lack of a clear policy on when the teaching of joined writing should be introduced. Furthermore, pupils do not always present their work tidily. Year 6 pupils achieve standards which are above those expected from pupils of their age. These standards are lower than the test results last year. The reason for this is that the current Year 6 is relatively less strong. This is clearly indicated by the very low test results achieved by them when they were in Year 2. Achievement is satisfactory in Years 1 to 3 and good in Years 4 to 6. There are no significant variations in the standards achieved by pupils in relation to gender or ethnicity. Pupils with special educational needs and those learning English as an additional language make good progress.
81. Year 1 pupils generally listen to their teachers' instructions and explanations with attention, and respond to questions well. Pupils particularly enjoy listening to stories read by teachers, who make good use of voice, gestures and pictures to convey meaning. Their vocabulary is developing satisfactorily as a result of teachers encouraging pupils to explain their understanding of tasks, and reinforcing the meaning of technical language as was seen in a Year 1 lesson on comparing and contrasting story settings. Most pupils are able to sustain concentration for long periods of time. They are also keen to contribute their ideas in response to questions. Pupils are willing to talk about their work and share their experiences. The higher and average attaining pupils are able to talk at some length about the stories they have read. In Years 3 to 6, pupils get sufficient opportunities to take part in discussions during the whole-class part of lessons. As a result, they make good progress in speaking and listening. By the end of Year 6, they speak with confidence and their responses are well thought out. For example, in a Year 6 religious education lesson, pupils produced considered, careful and well-worded responses in a discussion on the treatment of sacred texts in different religions. Pupils also give sustained accounts of events in the books that they have read. However, there are limited opportunities for them to take part in debates and drama activities to enhance their speaking and listening skills.
82. Pupils have regular opportunities to develop their reading skills in Years 1 and 2, and progress is satisfactory. By the end of Year 2, higher and average attainers read accurately and with confidence. They show that they understand of texts by retelling stories they have read. They are developing preferences for favourite authors and books, and can give some reasons for their choices. They know how to use contents and index pages to locate information. The below average pupils can read only familiar words in simple reading matter. Pupils in Years 3 to 6 make good progress overall. By the end of Year 6, most pupils enjoy reading a wide range of literature for pleasure. They have developed preferences for favourite authors and books in their personal reading, and are able to justify their choices in great detail. Pupils have opportunities to study quality literature, such as *Macbeth* and *Great Expectations*. They are able to talk about characters and plots in stories with understanding and confidence. Pupils' research skills are well developed and they make good use of dictionaries and thesauruses to support their reading and writing. A very small number of pupils lack confidence in reading aloud, and tend to ignore punctuation to mark pauses and grammatical boundaries. Pupils across the school have good opportunities to read regularly at school and at home.
83. Most Year 1 pupils write stories, using simple sentences. Their handwriting is legible, and monosyllabic words are generally spelt correctly. Progress is satisfactory in Years 1 and 2, with most pupils being able to develop their ideas in a sequence of simple and complex sentences. The higher and average attainers write for a range of purposes and audiences. They begin to write stories with settings and descriptions of characters. Their handwriting, spelling and punctuation are satisfactory, although they do not always produce sufficiently tidy work. Furthermore, even

the higher attainers do not use joined writing consistently. As pupils move through the school, they make good progress except in Year 3 where it is satisfactory. They write for a wider range of purposes and audiences, and begin to produce more extended pieces of writing. By the end of Year 6, most pupils are able to sustain ideas interestingly in their writing and choose words for effect. They begin to extend meaning in complex sentences, using a range of connectives. Opportunities for planning, drafting and redrafting are having a positive effect on the quality of pupils' work. The higher and average attaining pupils produce lively and thoughtful pieces of narrative and non-narrative writing. Pupils' punctuation and spelling are overall good, but their handwriting is satisfactory, with some pupils not producing tidy work. Although most pupils' writing is grammatically correct, the lower attainers do not have sufficient control over sentence structure. There are insufficient opportunities for writing in other subjects.

84. The quality of teaching has improved since the last inspection when it was satisfactory. It is now good overall. However, there are variations across the school. It is satisfactory overall in Years 1 and 2, and good overall in Years 3 to 6 where some very good teaching was also seen. Where teaching is good or better, teachers' instructions and explanations are clear and they use questions effectively to check and extend pupils' learning. Lively and well-structured teaching engages the pupils' interest so that they are focused and learn well. As a result, pupils make good progress. For example, in a very good lesson in a Year 4 class, the teacher's very good questions and very clear instructions build on pupils' previous knowledge and understanding of the structure of alphabetical poems to prepare them for writing them on their own. During independent work, pupils with special educational needs and those learning English as an additional language were well supported. As a result, all pupils made good progress. There are some weaknesses in teaching. Pupils are given tasks to carry out independently for which they have not been sufficiently prepared during the introductory part of the lesson. Review sessions are not used effectively to bring the lesson together, and support staff play a minimal role during the whole-class part of the lesson.
85. The role of the newly appointed co-ordinator for English is developing well, and she provides good leadership at the level of monitoring and supporting the development of the subject. Although some evidence of teachers making a positive attempt to develop pupils' speaking and listening was seen in religious education and art, overall there is not a systematic approach to the promotion of oracy and literacy skills in other subjects. Resources are good and they are generally used well, although more planned opportunities to use ICT to support learning in English are needed. However, unsatisfactory use is made of the library because it is not accessible to pupils throughout the day. This restricts opportunities for research work.
86. The school has made good progress since the previous inspection, with standards in English rising considerably. However, there is scope for raising them further by developing policy on the promotion of literacy in other subjects and on the teaching of handwriting. Teachers should ensure that pupils are clear about the tasks given to them for independent work and how they should carry them out. The role of support staff should be reviewed so that all of them play an active role throughout the lesson.

MATHEMATICS

87. Pupils mostly make good progress, and in several cases very good progress in mathematics during their time in the school. From average attainment on entry they achieve particularly good test results by Year 6. Standards are considerably higher than at the last inspection. Test results for Year 2 pupils in 2001 were below the national average, having fallen substantially from the previous year. Inspection evidence indicates that standards are slightly higher this year and are judged to be close to the national average. Pupils achieve as expected in Years 1 and 2. Few pupils in Year 2 are failing to reach the level expected for their age, although only a small proportion are working significantly above the expected standard. Test results for Year 6 pupils in 2001 were well above the national average and represented very good progress from the same pupils' test results when in Year 2. Inspection evidence indicates that standards are slightly lower in the current Year 6 and are above average rather than well above average. This group of pupils is slightly weaker as their earlier Year 2 test results show, but this still represents good

progress for most pupils. Achievement is good overall in Years 3 to 6. Few pupils fail to reach standards expected for their age and many are working above this level, particularly in Years 4 and 5 where attainment is relatively higher.

88. Teaching is satisfactory overall throughout the school, with some lessons that are very well taught but a small proportion of unsatisfactory teaching. This is a similar picture to the last inspection. Pupils' learning is also satisfactory. The structure of the daily numeracy lesson has been implemented in all classes but with quite varying degrees of success. However, there are several factors leading to the good progress and high test results by Year 6. Firstly, the school allocates much teaching time to mathematics, particularly in Year 6 as pupils are prepared for the national tests. Secondly, pupils are highly committed and motivated as was shown by virtually all Year 6 pupils remaining for an hour each day after school for extra lessons. Thirdly, homework is used very well to support learning and to consolidate the pupils' skills. Finally, much of the teaching as pupils approach their final tests in Years 5 and 6 is good or better. All of these factors combine well, account for the good Year 6 test results and compensate for some of the shortcomings in lessons lower down the school.
89. Whole-class teaching has clear objectives, which are usually shared with the pupils but are rarely returned to at the end of lessons to evaluate the success of pupils in achieving the objectives. As a result, pupils are not always aware of the purpose of a lesson and how well they are doing. Teaching is usually brisk and in many cases is lively, and explanations are confidently given. Pupils concentrate well during these sections of lessons and are keen to answer questions. Written activities used to consolidate learning are at times unimaginative in some classes. Often these activities consist of repetitive questions that do not extend or challenge the more able. While they enable basic skills to be consolidated securely, the pupils' mathematical understanding is not deepened. In most classes, these activities are pitched at various levels, but are not always based on a clear understanding of the next steps needed to promote the learning of particular groups of pupils. This can result in boredom and a lack of concentration amongst pupils in some classes. Teachers do not always handle this well, allowing some pupils to complete little. Opportunities are also missed to assess progress and extend pupils further in review sessions at the end of each lesson. When these are not well planned their potential and impact is lost.
90. Pupils with special educational needs and English as an additional language make good overall progress because of the school's significant investment in additional teacher support in classes, particularly in Years 3 to 6. Although these teachers are often not gainfully employed during whole-class teaching sessions and therefore inefficiently used, their support for small groups when working on written tasks is invaluable. The individual support that pupils receive during these activities enables them to sharpen their skills and understanding considerably. As a result, very few pupils fail to achieve the standard expected for their age.
91. Most pupils develop a good range of basic skills and knowledge, particularly when calculating with whole numbers in Years 1 and 2 and then with decimals, fractions and percentages by Year 6. Mental arithmetic skills are sound and the speed of recall of number facts is satisfactory. However, in many classes the tasks and activities employed in oral sessions at the start of each lesson are unimaginative and lack variety. In only two classes were resources used to stimulate interest and deepen understanding in these sessions, and weekly planning also showed this to be very much the normal pattern. Pupils are also not questioned sufficiently to explain how they have arrived at their answers, so that the possible range of strategies that could be used in any calculation is not explored.
92. Pupils generally become secure in their understanding of the metric system of measure, with older and higher-attaining pupils using their understanding of decimals to convert from one unit to another with ease. Pupils in Years 1 and 2 start to develop a secure understanding of the properties of shapes, such as the number of sides of two-dimensional figures. By Year 6, most pupils can calculate the area of a rectangle and higher-attaining pupils have begun to consider how to calculate the circumference and areas of circles. Data is handled and presented clearly,

and higher-attaining Year 6 pupils are able to interpret and evaluate data in a variety of ways including calculating averages and using this when comparing sets of data.

93. There are some weaknesses in the progress that pupils make and the depth of their understanding. This shortcoming was also highlighted at the last inspection. Teachers do not provide sufficient opportunities for pupils to solve problems, undertake mathematical investigations, engage in practical work or collaborate in pairs and small groups. Younger pupils in particular are not presented regularly with questions to interpret. As a result, most pupils do not readily use and apply their mathematical skills when faced with unfamiliar situations and they lack independence to work on extended and complex tasks. Furthermore, classroom computers are not being used consistently and effectively to support learning in mathematics. When observed being used during the inspection, the software did not relate to the main lesson objectives even though suitable software was available. Finally, there is no policy for the promotion of numeracy in other subjects, so that teachers miss opportunities to extend, support and apply the pupils' skills at other times during the day.
94. Subject leadership and co-ordination is satisfactory and has been effective in raising standards since the last inspection. However, overall improvement has been only satisfactory since the last inspection. Some shortcomings have not been tackled with sufficient rigour and the structure of the daily mathematics lesson has not been securely implemented in all classrooms despite the regular monitoring of lessons and advice and guidance given to teachers.

SCIENCE

95. Attainment in science is in line with national expectations at both Year 2 and Year 6, with higher attainers in Year 6 exceeding them. Many pupils in the current Year 2 demonstrate a developing understanding that seeds need water and light to grow. Younger pupils have begun to develop an understanding of the characteristics of living things and what is needed to make them survive. These pupils are achieving well in view of their level of attainment on entry and making relatively better progress than those in Year 2. This is due partly to ineffective teaching and learning in Year 2 and partly to issues relating to the behaviour of some pupils. The overall attainment of the current Year 2 pupils does not, therefore, repeat the results of the 2001 teachers' assessments which judged those pupils' attainment as being above average in comparison with similar schools. In their work on investigating gas, higher attaining pupils at the end of Key Stage 2, a minority in the class, identify the process when water changes to a gas. Pupils of average ability show an understanding of water turning into a gas as a result of evaporation. Some are not yet fully certain about the concept of 'vapour'. Inspection findings represent some improvement in Year 6 pupils' attainment since the previous inspection when the level of pupils' attainment occasionally fell below that expected for their age. Pupils' very high level of attainment by the time they leave the school, which was confirmed by 2001 national test results, is the result of much focused teaching and additional coaching which they receive before taking the tests.
96. The quality of teaching observed was satisfactory in Key Stage 1 and good in Key Stage 2. Most teachers have secure, and sometimes good, subject knowledge and this enables them to use questioning effectively to promote pupils' learning. This was evident in the majority of lessons observed. In good teaching, an explanation of subject-related vocabulary ensures pupils' understanding whilst enhancing their motivation. In weak teaching, learning during the lesson fails to meet the teacher's objectives and activities are not sufficiently matched to the full ability range. Teaching, generally, involves an emphasis on copying and limits opportunities for pupils to plan, set up and evaluate their own experiments.
97. Learning reflects the impact of effective teaching. The majority of pupils throughout the school respond to investigative work with enthusiasm, and pupils with special educational needs and those learning English as an additional language benefit from practical activities. This leads to pupils with special educational needs making good progress and those learning English as an additional language making satisfactory progress overall. High motivation on the part of many older pupils enables them to develop their scientific knowledge and understanding. Year 3 pupils

were observed consolidating their learning about plant growth with particular reference to how water is transported through the stem to other parts of a plant. Pupils in a Year 4 class were observed making good progress in learning about muscle and movement and consolidating their knowledge about a muscle having to contract to make bones move and about muscles acting in pairs. Contrary to the findings of national tests, there is no significant gender or ethnic difference in pupils' learning in science. Most pupils co-operate and collaborate, when encouraged to so, and are well behaved. Generally, they relate well to each other and their teachers.

98. The adoption of the Qualifications and Curriculum Agency scheme has enabled the school to offer a broad and balanced science curriculum. Planning includes some investigative activities, though there is room for further improvement in this respect. There is some evidence of cross-curricular links with literacy and numeracy, and the school is currently trying to develop links with geography. More effective use could be made of ICT to support pupils' learning in science. There is a plan for a weather station and installation of a river model in the pond to demonstrate evaporation. Science is adequately resourced with some recent enhancement of equipment. The subject is well managed, though the coordinator is fairly new. The subject benefits greatly, though mainly at Key Stage 2, from regular assessment of pupils' work, target setting and monitoring of teaching. The co-ordinator is aware of the need for pupils to be given opportunities to plan, carry out and record the outcomes of their experiments and for differentiation of work according to ability to be fine-tuned.

ART AND DESIGN

99. Teaching in Years 1 and 2 is good and, by the end of Year 2, pupils' attainment is in line with national expectations. The school has maintained the standards found at the time of the previous inspection. Some pupils in Year 2 are learning to apply paint according to the effect they wish to achieve, for example to make leaf prints. They understand the principle of printing but do not keep this in mind when they apply the paint or decide which side of a leaf makes the best print. However, some interesting effects are created by them applying too much paint or using the flatter side of the leaf, through pupils dragging leaves over the paper or making patterns using different colours. Other Year 2 pupils were rubbing leaves using wax crayons. This was not a challenging activity, but they were not able to do it effectively. When they are given guidance as to how to use the rubbing technique satisfactorily, they show real excitement when the leaf shape appears on the paper. Teachers do not always make clear which skill they want pupils to learn, for example to make a pattern with the leaves and colours or to observe and recreate the pattern in the leaf. The pupils could not talk about the purpose of the work. Year 1 pupils were learning to draw an animal from observation. Many produced recognisable drawings but several were immature for their age. Individual pupils produced good quality drawings representing the animal quite accurately. The teacher gave helpful guidance about shading and observation. She asked the pupils to experiment with the sketching pencils, which they had not used before. However, she did not reinforce this and most pupils did not take advantage of this valuable opportunity. Staff plan for pupils to evaluate their own and others' work but teachers did most of the evaluating, thus limiting progress and pupils' knowledge of their learning. Pupils enjoy the lessons and most, including those with special educational needs or English as an additional language, make satisfactory progress.
100. Although teaching in the small number lessons observed in Years 3 to 6 was satisfactory, standards are below those expected nationally. The school has not maintained the standards found at the time of the previous inspection and the expected improvements for developing the curriculum have not taken place. The time allocated to the subject is very low as it is shared with design and technology. Art is taught inconsistently; for example, more art will be taught after National Curriculum tests have been taken. However, this arrangement is unsatisfactory for the development and extension of skills. Some Year 6 pupils were able to draw features of the outside playground from observation satisfactorily, but most were producing immature drawings and working with very basic resources such as crayons. Year 5 pupils can paint colourful pictures but the representations are immature and pupils have very little choice or selection of resources when setting out to achieve a desired effect. There was very little opportunity for pupils

to create for themselves, mainly copying the teacher's work and following a prescriptive style. Year 4 pupils' work was in line with national expectations where they make satisfactory use of lines, shapes and patterns to represent journeys they have or want to make. Teaching was good in this lesson. Staff worked together well to complement each other's skills and they circulated well to explain and give instructions as to how pupils could improve their work.

101. Throughout the school pupils enjoy lessons even when the teaching is unsatisfactory. Staff continue to over-direct pupils as was found at the time of the previous inspection. This limits creativity and independence. There is a small amount of artwork on display, representing few pupils' work. Some books contain very little work and much is focused on a narrow range of skills.
102. Subject co-ordination is unsatisfactory. The current co-ordinator is well qualified and enthusiastic, but she is a temporary teacher. The subject has not been a high priority in the school in recent years and no relevant training has taken place. There is no monitoring of planning, coverage of the curriculum and teaching. The scheme of work is yet to be completed and this inhibits pupils' progress and development.

DESIGN AND TECHNOLOGY

103. There has been a decline in standards in design and technology since the last inspection. The subject is not given a sufficiently high priority and National Curriculum requirements are not met. Attainment is below national expectations at the end of both Year 2 and Year 6. The time allocated for teaching design and technology is considerably below that recommended. Furthermore, staff subject expertise is limited to such an extent that lessons claimed to be for design and technology are more often art, or in some cases science. As a consequence, pupils do not develop or practise skills regularly and are not achieving the standards of which they are capable.
104. Only one lesson in Years 1 and 2 was observed, and there was very little design and technology work in books or on display. The standard of work in the lesson observed was poor. Pupils were decorating card for a crown of a hat. There was no planning or design aspect to the activity. Pupils were told what to do, which resources to use and these were given to the pupils so there were no opportunities for pupils to choose or select resources.
105. Teaching in Years 3 to 6 was unsatisfactory in the majority of lessons and standards were unsatisfactory or poor in all of the lessons observed. The behaviour of pupils in Year 3 did not help them to make simple picture frames, which was a very basic activity. They did not understand what they had to do and few were able to talk about how they were to make the frames. Staff had few strategies to manage the unsatisfactory behaviour. Some Year 5 pupils were making cardboard instruments to test the pitch of elastic bands and whether a bridge feature will change the pitch. The introduction had included the observation of violin strings and how strings have different notes. This was a good strategy; however, the pupils' skills were immature. Basic techniques, such as cutting were unsatisfactory. None were confident in talking about what they were doing. There was poor attainment in a Year 4 class where the work was indistinguishable from early science activities. The pupils reported that they had done this work in both Years 2 and 3. Pupils did not behave well, were not interested and, on occasions, were disobedient - refusing to carry out the teachers' instructions. Resources were not ready and pupils had to fetch them. Poor resources led to some unsafe practices; for example, pupils were stripping wire and unscrewing lamp-holder screws with scissors. The teacher did not stop these practices. Although Year 6 pupils settled to work well, there were good relationships and the teacher introduced the mask-making activity in the context of other work using artefacts from a pupil's home, the activity was unchallenging and attainment was poor. Pupils did not plan, design or evaluate their work. They did not select resources themselves but chose from those provided by the teacher. They carried out basic decoration activities, such as colouring, fixing wool or other materials but this was more appropriate for younger pupils. The lesson plan did not match the long-term plan for the subject, providing much less challenging activities.

106. The curriculum does not fulfil statutory requirements and the overall curriculum is unsatisfactory. There is very little evidence of work in displays and books. There are very few examples of pupils dis-assembling objects to see how they work or are designed. Pupils have few opportunities to evaluate their or others' work. There is no co-ordinator, no whole-school scheme of work and even the current long-term plan does not significantly influence teachers' planning. There is no monitoring of teaching. The successful development of the subject found at the time of the previous inspection has not continued and provision is worse.

GEOGRAPHY AND HISTORY

107. The last inspection reported that pupils' attainment in these two subjects was in line with what might be expected nationally. Teaching and progress were mainly satisfactory, and an appropriate amount of time was allocated for each subject. In terms of standards, teaching and progress, the picture remains the same, but the time allocation is insufficient for the subjects to be covered in sufficient breadth and depth.

108. In history, in Year 1, pupils' work on Florence Nightingale showed that they could recognise her qualities as a famous person, but they had little concept of her place in history. In Year 2, some good work - with illustrations - demonstrated an understanding of the drama of the Great Fire of London - but again with limited understanding of historical implications. One pupil, offering his own version of Samuel Pepys' experience, said that he "did not know about the Great Fire until a friend rang him and told him about it". Nevertheless, standards, in the areas covered are satisfactory, with a sound knowledge of facts, with limited depth or breadth.
109. The picture in geography among the classes in Years 1 and 2 is similarly in line with national expectations, but there is more detail and more focus in the work - particularly on a comparison between the school's locality and a Scottish island, and in the enthusiastic work in one class on protecting the environment and recycling.
110. In Years 3 and 4, work in history show the same lack of sense of time and historical development as among the younger pupils. Year 3 pupils' work on invaders and settlers was good, showing good knowledge of the period of the Celts, Romans and Saxons. A study of the Tudor period in Year 4 was thin as a result of some weak teaching, but there was better understanding when the conditions experienced in World War II and the reasons for it were being examined. In Year 5, the Brent Black History Week was the focus, as well as the Victorian period. Again, some good factual knowledge was demonstrated, but personal response and evaluation were rare. In these three year groups, pupils attain at the levels expected for their age.
111. In geography, Year 3 pupils undertook an examination of their locality, identifying local features on a street plan, and in Year 4 the study extended to a village in India whose layout and living conditions were well understood. In Year 5, in a consideration of the water cycle, some experiments had been undertaken to measure how water penetrates different substances. Although the terms of the experiment were laid down by the teacher and there was little independent work from pupils, satisfactory attainment was shown in this year group, as in Years 3 and 4.
112. No judgement is offered on standards in either subject in Year 6 as no work had taken place up to the date of the inspection, owing to the time devoted to preparation for statutory tests in English, mathematics and science. This position is unsatisfactory, as this means that pupils are deprived of access to history and geography for a period up to half way through the third term of the year. The limitations of time also affect teaching, learning and standards in every year group. While the minimum of the National Curriculum is usually covered, there is not enough focus or detail.
113. Largely as a result of this, but also sometimes because of a lack of subject knowledge, standards of teaching are - while judged overall as satisfactory - inconsistent. In general, topics are covered conscientiously, but in a way which relies too much upon copying from the board or cutting out or colouring worksheets. There is a lack of emphasis upon pupils' personal research and evaluation, and only one example was seen of pupils working directly from source material. In the seven lessons observed in both subjects, one was very good, two were good, three were satisfactory, and one was weak. Teaching, judged by content in the scrutiny of samples of pupils' work, was satisfactory. The best lessons are characterised by pace, structure and clear objectives, and the best lesson was effective because of the teacher's own contagious enthusiasm. There are no systematic arrangements for formal assessment in either subject. Marking, though usually carried out, is often cursory and does not indicate how pupils can improve. It does not give sufficient attention to the correction of errors in literacy.
114. This general picture of satisfactory teaching is well supported by the approach of pupils, which is usually lively and enthusiastic, and this combination is the reason for satisfactory standards in spite of the limitations of time. It also means that the quality of learning and the progress of pupils - including those with special educational needs and those with English as an additional language - are also satisfactory. Nevertheless, it is also reasonable to conclude, given the success of pupils in the national tests, that there is a capacity for higher attainment if the time were there.

115. This problem is readily recognised by the recently appointed humanities co-ordinator, who has a clear and accurate vision of the needs of the subjects for which she is responsible. If the opportunities for the broadening and deepening of the subject content are provided, she is well placed to deliver an improvement in standards. Very appropriately, she places a high priority upon improving resources. While these are satisfactory in both subjects, in order to support the required improvement items such as up-to-date atlases and weather measuring equipment are needed in geography, and in both subjects objects and artefacts would enhance pupils' understanding.
116. The contribution of these subjects to the pupils' spiritual, moral, social and cultural development is satisfactory: to their spiritual development, through empathy with people of other times, beliefs and cultures; to their moral development, through their examination of ethical issues (like caring for the environment); to their social development, through their studies of how different societies function; and to their cultural development by understanding how and why different cultures develop.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Attainment in ICT is in line with that expected nationally at the end of Year 2 and Year 6. This reflects an improvement since the previous inspection, which judged attainment as being broadly in line in both key stages.
118. By the end of Year 2, most pupils know how to use the drawing software to create pictures and save their work. Younger pupils display appropriate mouse and keyboard skills. They know how to use the space bar, with a minority of higher attainers moving the cursor to a given location on the screen. They do not, however, load the program or save their work. Older pupils in Years 3 to 6 demonstrate appropriate control and monitoring skills by writing and running a program for sequencing traffic lights. Other pupils have started using a simple database and presenting survey information in different graphs. Many pupils throughout the school use word processing and the Internet in the context of writing for different purposes.
119. Teaching observed was satisfactory and had some good and very good features. Teachers' levels of subject knowledge vary, but in the majority of cases are secure for the group they teach, and some have well developed skills. The use of effective questioning by teachers enables pupils to pay attention and concentrate on their tasks, although their planning does not always incorporate tasks set at a variety of levels of difficulty. Teacher-led activities often leave little opportunity for pupils to take responsibility for developing their computer skills by solving problems for themselves. In less effective teaching, a great deal of time is spent on managing the behaviour of some pupils.
120. Learning observed was satisfactory and sometimes good. Most pupils are enthusiastic when having hands-on experience of computers. They collaborate well in sharing equipment. Many are well behaved and benefit from well-established relationships. Pupils' positive responses contribute to their learning. They work at their own pace, and there is no significant difference in the way boys and girls develop their computer skills. The pupils learning English as an additional language and those having special educational needs make good progress overall, in developing their computer skills. Those who have access to computers at home make relatively more rapid progress.
121. The ICT curriculum is broad and balanced. The school has tackled the issues raised in the last inspection report. The new computer suite, the lunchtime club and the support that the school is receiving from a teacher from the local beacon school are having an impact on pupils' progress and attainment. The subject is well resourced and managed. There are now more computers, some with high specification. This together with enhanced ICT provision and staff awareness reflects further improvements since the last inspection. Procedures are in place for end-of-unit assessment based on the nationally recommended scheme, and the co-ordinator has started monitoring teaching. Portfolios for individual pupils and the whole school are also being developed

to ensure continuity and progression in pupils' learning. The co-ordinator is aware of the need for further development of control and monitoring. Some examples of cross-curricular links were observed, but the wider use of ICT in other subjects is unsatisfactory.

MODERN FOREIGN LANGUAGES

French

122. The last inspection reported high standards and good teaching in French. This remains the case. Pupils learn well and enjoy their lessons. They attain standards above those which might be expected from children of similar ages.
123. During the inspection, three lessons were seen; in the reception class, Year 2 and Year 6. Some notebooks from Years 5 and 6 were also sampled. The teaching in all of the lessons was very good, and in one it was outstanding. The work is made very interesting by the teacher's engaging and entertaining style. The pupils enjoy what they are doing, and they swiftly overcome inhibitions about speaking a foreign language. They repeat accurately and learn swiftly. The teacher is a native French speaker, and as a result of this and of her own understanding of what pupils might find difficult, pupils' accents are unusually good. Lessons are conducted almost entirely in French, and are run at a lively pace; very good use is made of the time allowed. Resources, like puppets, pictures and objects such as seashells, when a visit to the seaside is the focus, are very well used.
124. Pupils make good progress, and even in the Reception class they use greetings and follow simple instructions. In Year 2, pupils can recall a good variety of words and expressions, and apply good deductive skills which help them to work out the meanings of new words from the ones they already know. In Year 6, pupils have a good knowledge of a selection of fixed expressions and use them confidently. Equally good progress is made by pupils with special educational needs and those for whom English is an additional language, because of their own motivation and because of their complete inclusion in what are largely spoken lessons.
125. The programme of study is devised by the teacher who provides it, and is developmental and embodies high expectations. Some written work is undertaken by older pupils, but this is often not marked owing to the fact that the teacher is only in school for one and half days a week. All classes have about half an hour of French, and this very successful initiative enriches the whole curriculum socially and culturally, as not only a language but a way of life is revealed. It also has a strong bearing upon literacy, as it encourages an interest in and an understanding of how languages work.

MUSIC

126. In the last inspection, it was concluded that high standards had been achieved in music. In singing, playing and instrumental work, pupils achieved exceptionally well. The finding of the present inspection is that, with the exception of the steel band, which achieves a high standard of playing, standards throughout the school are no higher than average. It is difficult, without detailed knowledge of developments over the intervening time, to account for this decline, but the most obvious reasons are changes in the subject leadership, and some reduction in the time allocated because of the greater emphasis in the curriculum upon other subjects.
127. Throughout the school, pupils sing with enjoyment, confidence and a good sense of timing and rhythm. Volume and diction are well controlled. However, there is a lack of tunefulness, even in the choir, to the extent that while all other elements are strong, this is not, and the melody may be difficult to distinguish without an accompaniment.
128. Pupils in Years 1 and 2 sing together well, and have a good reserve of songs known by heart. They can sound simple rhythmic patterns, largely as a result of their own good motivation, and of teachers' enthusiasm, which is a good compensation for a lack of subject expertise. In Years 3

to 6, attainment is at a similar level. The process of learning is better, however, as teachers' expectations develop, and some use is made of subject specialist knowledge. Pupils develop some knowledge of the technicalities of music, and can apply simple graphic notation in Year 5, and have some understanding of formal notation.

129. Pupils' learning is at its best when teachers share enjoyment and motivate them to perform well. Teaching is good overall, but is more effective in Years 3 to 6. Teachers' subject knowledge is very variable, and there is a need to develop a scheme of work supported by commercially recorded material which will supply what teachers with limited musical knowledge cannot. Of the five lessons seen, one was very good, two were good, and two were satisfactory. All pupils are fully included, and those with special educational needs or English as an additional language have the same quality of learning and make the same progress as their peers. In the good and very good lessons the quality of leadership in performance was high, the whole class was involved, and there was improvement through carefully paced rehearsal throughout. In the lessons that were no more than satisfactory, teachers' subject knowledge was thin and there were moments when pupils' excitement was not well controlled. There is additional enrichment to the music provision through the choir, the steel band, and through the availability of individual and small group instrumental tuition.
130. Two teachers new to the school share the co-ordinator role. They are beginning to have an impact upon the musical life of the school through their advice to other staff, their leadership of the choir, and the use of their musical skills when they teach the classes of other teachers. They are approaching their task with enthusiasm and the capacity for improved success in the subject is good. There are, however, no arrangements for the formal assessment of pupils' progress. Music resources and accommodation are good and are well used.
131. Pupils' social and moral development are well supported in the sharing and mutual support required in ensemble work, their spiritual development in the beauty of their own and others' compositions, and their cultural development through music from a rich variety of cultures.

PHYSICAL EDUCATION

132. Attainment in physical education is in line with national expectations at the end of both Year 2 and Year 6. This indicates that the school has broadly maintained standards in the subject since the last inspection.
133. The majority of pupils in Years 1 and 2 display appropriate control and co-ordination of their hands and feet when moving to music. A minority of higher attainers have relatively better control of their body in demonstrating their sense of rhythm associated with their movement whilst working with a partner. Many pupils follow their teachers in moving forwards, backwards and sideways, but younger pupils have little awareness of space. Pupils in Years 3 to 6 demonstrate sound indoor athletic skills relating to running, jumping and skipping. Pupils do not develop their skills in sequencing movements and improving their performance through evaluation.
134. Swimming is available to Year 5 pupils, and eight pupils have already completed the full 25 metres. The school is planning to extend the provision to younger pupils.
135. Teaching observed was of good quality, particularly in Years 3 to 6. Careful planning and effective demonstration reflect good subject knowledge on the part of most teachers, whilst ensuring appropriate match of activities to pupils' interest and ability. Teachers manage resources and pupils well. However, pupils are not sufficiently encouraged to learn from each other through evaluation, and warm-up activities are not always sufficiently rigorous. Learning observed indicates that most pupils are well motivated and show high levels of concentration. They show well-developed co-operative and collaborative skills. Many work enthusiastically in learning to develop individual skills or group strategies relating to movement and games. They use equipment with care. Their good behaviour enhances the quality of their learning, and this enables them to make good progress both within lessons and over time. There is no significant

gender difference in pupils' learning. Pupils with special educational needs and those learning English as an additional language make good progress in developing skills relating to physical education.

136. Documentation reflects a broad physical education curriculum being offered, though the focus during the week of the inspection was mainly on movement and games. The subject has some links with science. It is adequately resourced, and some pupils benefit from the specialist coaching they receive from outside agencies. They are learning various ball skills whilst developing strategies relating to competitive team games. There is also little evidence of monitoring and pupils' skills being assessed or recorded systematically. The co-ordinator is new to her post, but has already undertaken a resources audit and organised a successful physical education day which was attended by parents.

RELIGIOUS EDUCATION

137. Standards in religious education are similar to those at the time of the last inspection, with pupils in Years 2 and 6 meeting the expectations of the locally agreed syllabus. Achievement is satisfactory overall. There are no significant variations in standards achieved by pupils in relation to gender or ethnicity. Pupils with special educational needs, and those learning English as an additional language make good progress.
138. Year 1 pupils' previous work shows that they have covered a satisfactory range of material. By Year 2, pupils show a sound understanding of the work they have covered in religious education. For example, most know the names of the holy books of the religions they have studied, and that they should be treated with respect. They also know the names of the major festivals in Christianity, Hinduism and Islam, and to some extent how they are celebrated. Pupils explore themes such as sharing and caring in the context of stories of Guru Nanak and Twenty Rupees, and Florence Nightingale. In their current work on Judaism, they are gaining a sound understanding of the Ten Commandments by relating them to their class rules. Pupils in Years 3 to 6 continue to develop their understanding and knowledge of different religions as well as developing respect for religions other than their own. By Year 6, pupils show a sound understanding of the religions that they have studied. They know the importance of religion and prayer in the lives of the believers, and how belief in God can help them. For example, they talk about the importance of religious rules and laws to the believers in showing them the way they should lead their lives. In their current work on sacred texts, pupils are learning that religious texts are central to the beliefs of the believers. Pupils across the school are developing positive attitudes towards people whose religious beliefs and traditions may be different from their own. Pupils have overall a greater knowledge of their own religions than that of others, and their understanding of religious ideas is better than their knowledge of factual information about different religions.
139. The quality of teaching is satisfactory overall. However, there are variations across the school. Teachers' subject knowledge is secure, and is used well to plan their lessons. Their instructions and explanations are generally clear, and they introduce lessons in an enthusiastic and lively manner. Where teaching is good or better, teachers' lessons are well structured. They make good use of questions to challenge pupils' thinking, and draw out of them their previous knowledge and build on it successfully. For example, in a very well-planned and well-structured lesson on Sikhism, the teacher made effective use of questions to help pupils in the Year 5 class to understand the concept of symbol, and to relate this understanding across religions. Weaknesses in teaching occur where teachers include too much content in lessons, and the lack of appropriate strategies to manage pupils' behaviour.
140. The religious education curriculum is broad and balanced, and meets the statutory requirements of the agreed syllabus. The new co-ordinator provides satisfactory leadership in the monitoring and development of the subject. The quality and range of resources in religious education are satisfactory and they are used well overall. Currently the arrangements for assessment are unsatisfactory. The provision for enriching the subject through visitors from different faith groups is

satisfactory. The school recognises the need to undertake visits to different places of worship in the near future.