

# INSPECTION REPORT

## **BARHAM PRIMARY SCHOOL**

London

LEA area: Brent

Unique reference number: 101515

Headteacher: Ms Kim Beat

Reporting inspector: Mr D J Curtis  
20893

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> March 2002

Inspection number: 196194

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Danethorpe Road Wembley Middlesex
Postcode:	HA0 4RQ
Telephone number:	0208 902 3706
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Appropriate authority:	The governing body
Name of chair of governors:	Param Sandhu
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	English Physical education	How high are standards? (The school's results and achievements) How well are pupils taught?
Mr B Jones 9542	Lay inspector		How high are standards? (Attitudes, behaviour, personal development/relationships and attendance) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mrs D Wilkinson 23048	Team inspector	Foundation Stage Special educational needs	
Mr J Palethorpe 20671	Team inspector	Science Music	How well is the school led and managed?
Mrs E Pacey 25925	Team inspector	Mathematics Art and design	How good are curricular and other opportunities?
Mr M Galowalia 20832	Team Inspector	English as an additional language Equal opportunities Design and technology Geography	
Mrs J Bavin 16038	Team inspector	History Religious education	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Barham Primary School is situated in Wembley in the London Borough of Brent. It is a much larger than average primary school, with a total of 665 pupils on roll, including children who attend the nursery on a part-time basis. This is a multi-racial school, with over 20 languages spoken by its pupils. Five hundred and twenty-nine pupils come from homes where English is an additional language, of whom 213 receive specialist funding for their learning; as a proportion this is above the national average. There are 143 pupils on the school's register of special educational needs, with eight pupils having Statements of Special Educational Need; this is an above average proportion. One hundred and thirteen pupils are entitled to free school meals; as a proportion this is above average. The number of pupils who enter or leave the school at times other than for normal admission or transfer is high. In the last two years there has been a significant turnover of teaching staff. Children enter school with standards which are significantly below average, especially in speaking and listening.

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

This is a good school with many strengths. Pupils are happy, confident and full of smiles; they show a genuine love of learning. Together with good teaching this makes a significant contribution to the very good progress they make in the key skills of literacy and numeracy. The leadership and management of the school are very good and make a significant contribution to this being a truly inclusive school where all pupils irrespective of ability, gender or ethnicity are valued and expected to achieve highly. The school gives good value for money.

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

- By the age of 11, standards in information and communication technology are above national expectations.
- All pupils, irrespective of ability, gender or ethnicity, make very good progress in their learning.
- The teaching of children in the nursery and reception is very good.
- Pupils' attitudes to learning, their enthusiasm for school and the quality of relationships are very good.
- The leadership and management of the school are very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

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

- Standards in science, physical education, and art and design.
- The standard of pupils' handwriting and presentation of their work.
- The condition of the school's library, including the quality of books.
- Pupils miss the same lessons each week, particularly when receiving peripatetic music tuition.

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

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

The school has made good progress since the previous inspection. The quality of teaching has improved, with a much higher proportion of very good teaching. The key issue of reducing the proportion of unsatisfactory teaching has largely been addressed, although some weaknesses in subject knowledge remain. Standards by the end of Year 6 have improved year on year.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	E	D
Mathematics	C	C	D	D
Science	D	B	E	E

**Key**

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

Similar schools are those with more than 20 per cent and up to 35 per cent of pupils entitled to free school meals.

When interpreting the above table it is important to recognise that standards are affected by the high number of pupils who leave or join the school at times other than of normal admission and transfer.

Current inspection findings show that, by the end of Year 6, standards in English and mathematics are average, with those in science below average. In English and mathematics, more-able pupils achieve standards which are above average. Standards are improving, particularly in English and mathematics, as a result of very effective teaching which contributes to pupils making very good progress in their learning. Standards in information and communication technology exceed national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In design and technology, geography and history, standards meet expectations for 11-year-olds. In art and design, music and physical education, standards are below expectations for pupils of this age.

Current inspection findings judge that, by the end of Year 2, standards in reading and writing are below average, with those in mathematics average. In reading and writing, more-able pupils achieve average standards. Inspection evidence indicates that pupils make very good progress because of consistently high quality teaching in literacy and numeracy. Standards in information and communication technology are above national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in design and technology, geography, history and music meet expectations for their age. In art and design and physical education, standards are below expectations for 7-year-olds.

Children in the Foundation Stage meet the expectations of the Early Learning Goals in their personal and social development, physical development and creative development. In communication, language and literacy, mathematical development, and knowledge and understanding of the world, they do not meet expectations.

Pupils with special educational needs and those with English as an additional language make very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and show a genuine love of learning.
Behaviour, in and out of classrooms	Good; pupils behave well in lessons and when moving around the school. At break and lunchtime, pupils behave particularly well.
Personal development and relationships	Very good; pupils relate well to each other and to all adults they meet. The degree of racial harmony in the school is excellent.
Attendance	Satisfactory, with little unauthorised absence.

## TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is very good and a strength of the school; it makes a significant contribution to the good progress children make in their learning. Teachers, learning support assistants and the nursery nurses plan an exciting and stimulating range of activities for children.

Strengths of teaching in Years 1 to 6 include good relationships with pupils which contribute successfully to pupils' enthusiasm for learning. Teachers show good subject knowledge, and the purpose of the lesson is made clear to pupils. Lessons are well planned and meet the differing learning needs of pupils. In the few lessons where teaching is unsatisfactory, particularly in physical education, teachers' subject knowledge is less secure and the organisation and management of work mean that pupils make insufficient progress in their learning.

The teaching of literacy is very good; teachers implement effectively the National Literacy Strategy and this has a positive impact on the improving standards. The teaching of numeracy is good. Teachers implement the National Numeracy Strategy effectively and as a result standards in mathematics are improving year on year.

The teaching of pupils with special educational needs is very good, particularly in the small group sessions when they are taught away from their own classroom. Teaching is very focused and meets the needs of these pupils very well.

The teaching of pupils with English as an additional language is very good and has a positive impact on the good progress made by pupils, many of whom arrive at the school speaking no English. There is a very effective partnership between teachers and the EMTAG (Ethnic Minorities and Travellers Achievement Grant) team which means that planning and support for pupils' learning needs are very good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, with particular strengths in the Foundation Stage and in the successful implementation of the National Literacy and Numeracy Strategies.
Provision for pupils with special educational needs	Very good; pupils are supported effectively in lessons. Individual education plans are of good quality and contain realistic targets.
Provision for pupils with English as an additional language	Very good; a significant strength is the effective partnership between teachers and support staff which gives pupils an excellent start to learning English, especially in the nursery, the reception and Year 1
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good, with significant strengths in the provision for social and moral development and this has a strong impact on pupils' very good attitudes to school and to their good behaviour. Provision is good for spiritual and cultural development and has a direct impact on pupils' valuing and respecting the many cultures and faiths represented in the school.
How well the school cares for its pupils	Good, with strengths in procedures for assessing pupils' learning and for monitoring and promoting good behaviour.

The school has effective links with parents. The Foundation Stage curriculum is a significant strength, as is the school's use of the results of assessments to plan pupils' future learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher supported ably by her deputy headteacher provides strong leadership and effective management. There is a clear commitment to raising standards and making this a truly inclusive school.
How well the governors fulfil their responsibilities	Good; governors fulfil all of their statutory responsibilities; they are hard working and very supportive in their work in the school.
The school's evaluation of its performance	Good; the school carries out very detailed analysis of pupils' performance by ability, gender and ethnicity.
The strategic use of resources	Very good; funding for pupils with special educational needs and for those with English as an additional language is used effectively and efficiently.

The school has sufficient teachers and support staff to meet pupils' learning needs. There is no secure outdoor area for children in reception. The library is in need of refurbishment and replenishment. The new 'ICT-Suite' is having a positive impact on raising standards in information and communication technology. Leadership and management make a strong contribution to pupils, particularly those with English as an additional language, being included fully in the school and making good progress. The school has a very good understanding of how to apply the principles of best value in its spending decisions.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teaching is good.</li> <li>• Behaviour is good.</li> <li>• The school is well led and managed.</li> <li>• Children make good progress at school.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework children receive.</li> </ul>

Twenty-two parents attended the meeting with the registered inspector before the inspection and 221 questionnaires were returned. Inspection findings support the positive views of parents. In relation to homework, some parents said their children get too much, whilst others said they did not get enough. Inspection evidence suggests that the amount of homework children are given is appropriate for pupils of this age.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. Children enter the nursery with standards which are well below expectations for their age. Many speak little or no English. During their time in the nursery they make very good progress as measured against the stepping stones of the Foundation Stage curriculum. Children continue to make very good progress in the reception and, by the time they start Year 1, have achieved the expectations of the Early Learning Goals<sup>1</sup> in their personal, social, physical and creative development. However, they do not meet the expectations of the Early Learning Goals in communication, language and literacy, mathematical development, and knowledge and understanding of the world. All children, including those with special educational needs and those with English as an additional language, make very good progress because of high quality teaching.

#### *Years 1 and 2*

2. The results of the 2001 National Curriculum assessments for pupils in Year 2 were well below the national average in reading and writing and below average in mathematics. The proportion of pupils achieving the higher Level 3<sup>2</sup> and above was well below average in reading and below average in writing and mathematics. These results confirm the year-on-year trend of standards being well below average. When compared to those in similar schools nationally<sup>3</sup>, results were below average in reading and mathematics and well below average in writing. However, there are a number of important factors which affect standards by the end of Year 2. These are:
  - children entering school with very poor language skills;
  - the high proportion of pupils at a very early stage of learning English;
  - the high number of pupils who join or leave the school at times other than of normal transfer/admission; for example, in one of the current Year 2 classes only 50 per cent of the pupils have been in the class from the start of the key stage;
  - an increasing number of pupils who are designated as refugees;
  - the high number of pupils with special educational needs.
3. Current inspection findings judge that, by the end of Year 2, standards in reading and writing are below average, with those in mathematics average. In reading and writing, more-able pupils achieve average standards. Inspection evidence indicates that pupils make very good progress because of consistently high quality teaching in literacy and numeracy. Many, in view of their early stage of language acquisition on starting school, achieve exceptionally well by the end of Year 2. Standards, particularly of those pupils who stay in the school from the nursery to the end of Year 2, are improving because of the strong emphasis the school places on teaching the key skills of reading, writing and number.
4. By the end of Year 2, standards in information and communication technology are above national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. Standards in design and technology, geography, history and music meet expectations. In art and design and physical education, standards are below expectations for 7-year-olds.

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<sup>1</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education— These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six— There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

<sup>2</sup> It is the national expectation that by the age of seven pupils should achieve Level 2 or above in the National Curriculum assessments.

<sup>3</sup> Schools with more than 20 and up to 35 per cent of pupils entitled to free school meals.

## Years 3 to 6

5. The results of the 2001 National Curriculum assessments for pupils in Year 6 were well below the national average in English and science and below average in mathematics. The proportion of pupils achieving the higher Level 5<sup>4</sup> or above was below average in English and mathematics and well below average in science. However, the school made a detailed analysis of its results, and evidence shows that when the ten pupils who joined the school in Year 6 (all at an early stage of English acquisition) were taken out of the results, a more encouraging picture emerged. At the expected Level 4 and above, results in English were average, with those in mathematics above average. However, in science, results remained well below the national average. When compared to those in similar schools nationally, results were below average in English and mathematics, but well below average in science. Trends show year-on-year improvement since the time of the previous inspection, with the school's results improving faster than the national trend. The factors outlined in paragraph three have a similar impact on standards by the end of Year 6, especially the high number of pupils who enter or leave the school at times other than of normal admission/transfer. Last year this figure amounted to over 20 per cent of the school's population.
6. Current inspection findings judge standards in English and mathematics to be average, with those in science below average. In English and mathematics, more-able pupils achieve standards which are above average. Standards are improving, particularly in English and mathematics, as the result of very effective teaching which contributes to pupils making very good progress in their learning. There is a very strong emphasis on teaching the key skills of reading and writing for all pupils. In science there is inconsistency in the quality of teaching, including gaps in teachers' subject knowledge.
7. By the end of Year 6, standards in information and communication technology exceed national expectations. Standards in religious education meet the expectations of the locally agreed syllabus. In design and technology, geography and history, standards meet expectations for 11-year-olds. In art and design, music and physical education, standards are below expectations for pupils of this age. Despite the significant improvement in the teaching of music, pupils in Year 6 have too many gaps in previous knowledge, skills and understanding for them to 'catch up' and achieve expected levels.
8. Pupils with special educational needs are supported well, particularly in the nursery and reception. In these classes they make very good progress and achieve well. Progress throughout the rest of the school is good. As a result, pupils achieve well and occasionally reach average standards by the time they leave.
9. Pupils for whom English is as an additional language who have been in school for a similar period of time as most other pupils attain comparable standards. They achieve well and make good progress throughout the school. Those who join the school with little or no English are supported effectively by teachers, learning support assistants and, often, their classmates, and this contributes to them making good progress in their learning.
10. The school analyses accurately and carefully the results of the National Curriculum assessments by ability, gender and ethnicity. It uses the results of this information to set challenging and realistic targets for its pupils. Allowing for the factors in paragraph 3, particularly the increasing number of refugee families, the school has the quality of teaching, leadership and management that will allow it to meet its targets.

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<sup>4</sup> It is the national expectation that, by the age of 11, pupils should achieve Level 4 or above in the National Curriculum assessments.

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

11. Pupils' positive attitudes to learning are an important strength of the school and have a significant impact on the very good progress made in their learning. Pupils are proud of their school and are very eager learners. They want to do well and their response in lessons is impressive. Their attitudes were good or very good in more than nine lessons out of ten. Many pupils come to school with little knowledge of English. They are keen to improve their knowledge of the language. From the reception year onward they do a lot of reading at home. They love going into the school's new computer suite. Pupils are delighted when they get the chance to represent their school. Boys', girls' and mixed soccer teams compete against other schools. Pupils play tag rugby and take part in cross-country competitions. As part of 'Black History Month' pupils performed Jamaican dances, and researched and spoke about Mohammed Ali and Martin Luther King. Pupils consistently bring credit to the school through their courtesy on visits outside the school and their welcome to visitors.
12. Pupils behave well in and out of lessons and around the school. They respond well to the school's behaviour policy. They are aware of the chance for their class to win the 'Super Class of the Week' award. Pupils keep an eye on how many stickers their class has won for good behaviour and, as a result, they maintain good standards of behaviour at break times and lunch. Despite the poor condition of the canteen and the lack of space in the hall, there is no disruptive behaviour or excessive noise. The playground is very cramped. It was originally built for 260 pupils. At the peak of the midday break it now accommodates over 600. At the pre-inspection meeting, parents said that the crowded conditions could be intimidating for younger children. This is a justified comment. However, it is the result of the very large numbers, and is not due to misbehaviour by older pupils. Bullying is very rare. The school is almost three times the size of the average primary school, but it made only three temporary exclusions (two pupils) in the past year.
13. Relationships are very good. Pupils depend on one another because so many need help with the language when they first come to school. As they become proficient, they help newcomers in turn. Similar support happens in the computer suite, where inexperienced pupils often work with expert partners. Teachers, assistants and pupils work together effectively to ensure the full inclusion of any pupils who need help. Throughout the school, pupils co-operate very well. Children in the nursery and reception are very good at sharing and taking turns. There is no harassment because of race or gender. Year 6 pupils came up with the idea of becoming 'Yellow Hats' to take care of younger pupils in the playground. They use the 'Mediation Bench' to resolve difficulties at an early stage. They now wear yellow badges because their 'clients' kept asking to borrow the hats. Pupils have excellent respect for the feelings, values and beliefs of other people. In a year that has seen tensions, both internationally and in the local area, pupils maintain their friendships and remain calm. They relate very well to the adults at school. A striking example came after the death of a member of staff in a previous academic year. The children in a reception class spontaneously took off their shoes and knelt in prayer.
14. Pupils take on responsibilities very well. There are register monitors in every class. Even in the younger classes, pupils look after learning resources in different subjects. The school council has two representatives for every class from Years 3 to 6. These pupils present their class's ideas for how to make life better at school. Older pupils canvass classes in reception and Years 1 and 2. In the week of the inspection the council voted to spend a budget of £60 on extra equipment for the playground. It was the votes of the younger classes that carried the majority. Pupils come up with their own ideas to raise funds in response to appeals on television. They recently ran their own bring-and-buy sale. Pupils subscribed generously to the earthquake fund when a pupil's family lost their home in Gujerat last year.

15. Attendance was satisfactory at 93.4 per cent in 2000/01. This is 0.5 per cent below the national primary average, but it is 0.7 per cent above the rate at the time of the previous inspection. Families have responded well to the school's efforts to discourage long holidays in term time. Unauthorised absence is below the national average. Pupils are eager to come to school, and arrive punctually. As a result lessons start on time and pupils are immediately involved in learning.

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

16. The previous inspection report judged the quality of teaching to be 'satisfactory or better in 86 per cent of lessons', with '8 per cent very good or better'. However, '14 per cent were unsatisfactory'. Weaknesses were identified in:
- teachers' expectations and the pace and challenge of lessons;
  - gaps in teachers' subject knowledge which led to gaps in the accurate assessment of pupils' work;
  - dull lessons, with an over-emphasis on dealing with pupils' behaviour;
  - poor lessons where pupils made no progress and teachers were unable to maintain discipline;
  - the teaching of religious education being unsatisfactory, and in the teaching of music and history.
- These weaknesses resulted in the key issues: (1) 'to improve the quality of teaching in the minority of classrooms where it is poor or unsatisfactory'; and (2) 'to make better use of expertise in the school and spread the best practice in teaching more widely'.
17. Current inspection findings judge that teaching is good and that it makes a positive contribution to pupils' very good attitudes to learning and to the improving standards in the school. The quality of teaching has improved significantly since the last inspection and the key issues have been largely addressed. During the inspection the quality of teaching was satisfactory or better in 93 per cent of lessons, including 30 per cent which were very good or better. Seven per cent of lessons were unsatisfactory, most of which were in physical education, and were weak due to teachers' insufficient subject knowledge.
18. In the nursery and reception classes teaching is very good, and very effective teamwork is seen throughout the whole of the Foundation Stage. This consistency of high quality provision is of great benefit to the children. The bilingual assistants and teachers give especially good support to the high proportion of children who are at the early stages of English acquisition. This helps to ensure that these children are included very well in all activities.
19. All adults in the Foundation Stage team have a particularly good understanding of children's needs and of how they learn. In the case of the teachers and nursery nurses, this is outstanding. As a result, activities are particularly well planned and taught, and this encourages very good progress in learning new skills and knowledge. In particular, the teaching of reading is exceptionally good and makes an important contribution to the quality of reading skills seen in the school. The very good relationships between adults and children, together with the challenging activities and use of praise, help children to behave well, concentrate, work hard and make very good progress. The good use of assessment ensures that activities build well on previous learning. A very good homework programme supports learning particularly well.
20. The teaching of pupils with special educational needs is good; there is a good mix of small-group sessions, with pupils sometimes withdrawn from class, and whole-class work. On those occasions when pupils are withdrawn from normal classwork, especially when they work with the specialist teachers, teaching is very good. The high quality

expertise and understanding of these teachers means that they use very effective methods to help pupils learn. As a result, pupils often make very good progress on these occasions. In class lessons, effective work, well matched to the stage at which pupils are working, is often set, especially in English, mathematics and science. This ensures that pupils are included well in learning activities. On most occasions this helps pupils to achieve well at the level at which they are working and also encourages good attitudes to work. There are a few occasions when pupils are not given enough help to show what they have learnt in a lesson, for example teachers do not scribe for them.

21. The overall quality of teaching and learning for pupils with English as an additional language is very good. The support teachers, support staff and class teachers work very closely with each other. They share responsibility for teaching whole classes. In literacy lessons they follow the standard lesson structure. They work with groups of targeted pupils when the class is given tasks to perform independently. They prepare lessons well and put in a lot of effort to develop pupils' language, confidence and independence. Teachers have good knowledge and understanding of the processes and procedures of additional language acquisition. They provide good models of English for the pupils to emulate. Methods used are effective. Teachers' high expectations of what pupils can learn and their determination are well rewarded by pupils' grasp of new words and understanding. Very good relationships, sensitivity and ethos in most classes help these pupils to learn and interact well with others.
22. The teaching of literacy is very good and has a positive impact on improving standards and the very good progress pupils make in their learning. Teachers place a very strong emphasis on developing pupils' speaking and listening skills in lessons through asking questions and encouraging pupils to read their work to the rest of the class. There is a strong emphasis on teaching the key skills of reading and writing, with the result that pupils make very good progress in these areas. A significant strength of the teaching is that it produces in pupils an enjoyment of reading and writing, and in many lessons they are 'bursting' to read their stories and poems to the rest of the class. However, teachers are not consistent in reinforcing their expectations in relation to pupils' handwriting and presentation.
23. The teaching of numeracy is good and has a significant impact on improving standards and the very good progress pupils make in their learning. Teachers have a good understanding of the National Numeracy Strategy and implement it effectively. The very clear explanations, praise and encouragement from teachers create an atmosphere in which pupils thoroughly enjoy their mathematics and develop a high level of confidence during lessons. There is a strong emphasis on teaching mental arithmetic and the use and application of multiplication facts.
24. In the best lessons, introductions are clear and the purpose of the lesson is shared with the pupils so that they have a very clear understanding of what they will be learning and what is expected of them. For example, in an excellent Year 4 literacy lesson the teacher reminded pupils that the purpose of the lesson was, 'to collaborate with others to write stories in chapters, using plans with particular audiences in mind'. In a very good Year 5 literacy lesson, the teacher's reading of an extract from 'Harry Potter' had the class 'spellbound'. The teacher provided an excellent example for pupils of how a story should be read and, in doing so, captured their imagination. As a result, when pupils had to rewrite an extract from Harry Potter as 'science fiction' they were inspired and produced some exceptional work.
25. Where teaching is of high quality and work is matched carefully to the differing learning needs of pupils, the result is that all make very good progress in lessons and enjoy their work. For example, in a very good Year 5 literacy lesson, more-able pupils were expected to use paragraphs and speech marks in their retelling of 'Harry Potter' as

'science fiction'. Pupils with special educational needs were supported effectively by the class teacher, who worked with them to develop their understanding of 'science fiction' vocabulary. Pupils with English as an additional language were given the task of matching sentences describing 'alien characters' with the correct 'character' on the worksheet. Throughout the lesson pupils were totally absorbed and worked exceptionally hard.

26. In the best lessons, teachers use the plenary or final part of the lesson effectively, particularly in giving pupils opportunities to apply their speaking and listening skills. For example, at the end of a very good Year 4 literacy lesson, all pupils irrespective of ability were encouraged to share their character descriptions with the rest of the class. As a result, they gained confidence in speaking to an audience and their self-esteem was raised considerably. A significant strength was that the audience valued and appreciated the work of their classmates. In many lessons during the inspection, pupils' enthusiasm to read their own work showed vividly their very positive attitudes to learning.
27. Throughout the school, relationships between pupils and teachers are good. In lessons pupils are supported effectively. Teachers make good use of resources, particularly the 'ICT-Suite' to support pupils' learning. Where available, learning support assistants are used well to work with small groups of pupils, including those with special educational needs and those with English as an additional language.
28. Where teaching is unsatisfactory, mainly in physical education, there are weaknesses in subject knowledge and a lack of sufficient training to teach the subject. Teachers do not pay sufficient attention to health and safety, particularly the wearing of jewellery, and this poses a risk of injury to pupils in lessons.

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

29. The school has maintained the broad and balanced curriculum reported in the previous inspection and has made good progress in addressing the issue related to using the results of assessments to plan pupils' learning.
30. The curriculum for children in the nursery is broad and stimulating and meets the requirements of the Foundation Stage of learning for young children. They enjoy a wide range of very well planned activities which make a significant contribution to the very good progress they make in these classes. As a result, all of the children, including those with special educational needs and those at an early stage of English acquisition, make a very good start to their education. However, in the reception there is insufficient large outdoor play equipment to support and further improve their physical development.
31. The curriculum for both infants and juniors is broad and includes all the subjects of the National Curriculum, including sex education, education about drugs misuse, and religious education. The provision for personal, social and health education is very good. Its impact can be seen in all areas of school life and has a positive effect on the way in which pupils treat other people. Strategies for teaching literacy and numeracy are being implemented successfully and have a positive impact on pupils' learning.
32. The provision for pupils with English as an additional language is very good. They are taught mostly in their own classes; few are taken out of lessons for additional teaching support. Teachers' planning matches carefully their specific learning needs and includes a good range of books and worksheets to promote learning effectively. Where appropriate, teachers and support staff make effective use of pupils' first languages to help them understand their work and new ideas. As a result, they make very good progress.

33. The provision for pupils with special educational needs, including those with a specific statement of need, is very good in the nursery and reception classes. Children are given a very good foundation on which to make progress as they move through the school. The provision in Years 1 to 6 is good and staff work hard to ensure that pupils are fully involved in the school's activities. Because of the good identification and monitoring procedures, there is a strong awareness of where pupils may need extra support. The school uses an effective range of strategies, including 'booster classes' and early literacy support, as well as 'springboard' classes for mathematics. Individual education plans clearly provide for pupils' needs and give teachers useful advice when planning work in class. There is good liaison between class teachers and the co-ordinator for special educational needs. This ensures that any work planned for sessions outside the main class activities fully supports the learning that takes place in lessons.
34. The curriculum is well planned and organised. Each subject is carefully planned to ensure that the whole of the National Curriculum is covered. The whole-school overview of topics ensures that there is no unnecessary repetition in the work covered. Teachers use the overview to plan interesting and relevant work in more detail for each half term. They work closely together to ensure that as far as possible pupils of the same age in different classes receive the same lessons. However, the time made available for some subjects is not always well used or monitored. For example:
- too much time changing clothes for physical education restricts the time spent in the lesson;
  - some lessons go on for too long and the following lesson is missed or cut short;
  - pupils leaving class for music at regular times each week miss the same lessons.
- When this involves a subject only taught at that one time, pupils miss the opportunity to develop relevant skills, knowledge and understanding, for example in physical education and in art and design. As a result, although all pupils within classes are fully included in lessons, a significant number of have only restricted access to the whole curriculum and this hinders their progress.
35. The school provides a satisfactory range of extra-curricular activities. There is a popular school choir which meets throughout the year. Many of the activities are seasonal, such as football and drama. Clubs, such as Indian dance and judo, are provided by valued groups from the community, who also use the school during the weekends for cultural and language groups attended by both pupils and parents. In addition, the school works closely with secondary schools in the area which invite pupils to activities, such as science workshops, drama productions and an inter-schools music concert. Satisfactory use is made of visits and visitors to support the curriculum, for example a visit to the British Museum to study work in history combined with a visit to displays about Indian culture. A residential visit organised for older junior pupils provides good opportunities for promoting their personal and social education. Homework is encouraged to support the current work in class and prepare older pupils for the next stage of their education. Links with local primary and secondary schools are good. Teachers meet frequently and pupils have the opportunity to get to know secondary school staff. This helps to make the transition to secondary school smooth and efficient.
36. The provision for pupils' spiritual, moral, social and cultural development is very good. This is because the school's ethos of valuing each individual pupil very highly makes an enormous contribution to their experience and learning. This represents an improvement since the last inspection, when the school was judged to be good at promoting pupils' moral, social and cultural development but weak at promoting their spiritual development. The school very successfully teaches tolerance and so pupils learn to respect each other and to work together, and there is an absence of racism in spite of world conflicts that have the potential to cause discord between pupils.

37. Provision for spiritual development is now good and there has been considerable improvement since the last inspection. The school is justifiably proud that no pupil is withdrawn from collective worship at the request of their family. All members of staff respect and value each pupil, and so consistently teach them to value themselves and each other. The school provides good opportunities for pupils to value the non-material world in several subjects, such as creative writing. For example, a pupil writes, 'My mother is the light of my life because she looks after me .....  
God is the light of my life because I worship him'.
38. The music that pupils sing in assemblies stimulates their appreciation of the natural world and the changing seasons. Assemblies are thought provoking. During the inspection younger pupils had good opportunities in one assembly to think about new life, new beginnings and resilience. In another assembly older pupils thought about the importance of light and seeing things clearly.
39. Members of staff provide very good opportunities for pupils to distinguish between right and wrong. They encourage very good behaviour through the school and individual class codes of conduct. Teachers are adept at emphasising the positive and they provide very good role models, treating all pupils with consideration and respect. They regularly use teaching methods that help pupils to take responsibility for their own actions.
40. Provision for pupils' social development is very good because teachers have high expectations of their skills of co-operation and collaboration. Younger pupils take responsibility for routine tasks, such as delivering the registers to the office. Older pupils willingly act as 'mediators' in the playground. The school council is a very good way of giving pupils the experience of developing skills in decision making and representing their peers. Social education permeates all aspects of school life and contributes to the very good relationships that exist throughout the school.
41. The good provision for cultural education is seen in the way in which the school values the diversity within its population. Members of staff celebrate 'difference' in the school by encouraging pupils to use their home languages in lessons. They teach an appreciation of the diversity of the local community that is enhanced by the contribution of governors and by visits to local mosques, temples and churches. They sing, compose and listen to a variety of music from several cultural traditions. The use of art as a similar means of extending pupils' understanding of many cultures is under-developed.

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

42. The school is a caring school. Large as it is, adults and pupils work together in a family atmosphere to provide good standards of care. There are good arrangements for first aid. The school has two welfare officers. Four members of staff have full current certificates. The school aims to notify parents if their child has had an injury. At the parents' meeting, there was concern that this sometimes did not happen because of the very wide range of languages in the playground. Inspection findings do not support these views. The school has appropriate child protection procedures. The assistant headteacher is the designated teacher. Staff receive training regularly and are aware of requirements.
43. The school has a good, clear health and safety policy. The governor responsible for health and safety has professional expertise. He walks round the site with the site manager twice a year. He reports regularly to the governing body. The site manager checks every day and corrects minor issues as they arise. He and the cleaners work hard to keep the school in clean condition.

44. However, there are health and safety concerns. At the time of the inspection, the school was due to build a new large sports and arts hall. This would resolve many problems in the present accommodation, much of which dates from the time when the school was much smaller. The canteen, where 180 pupils eat cooked lunches, is cramped and in poor condition. It has no toilets, either for pupils or catering staff. They have to use facilities in the main building. The hall is not big enough for the 450 pupils who bring packed lunches. A particular issue that came up at the parents' meeting and in interviews is the inadequate toilet accommodation for pupils at lunchtime. Only the toilets on the ground floor are available for pupils during this time of peak demand. About 70 per cent of pupils' toilets are on the upper floor. The school tries hard to keep the ground floor toilets in an acceptable condition. It cleans them thoroughly at the end of the day, and freshens them up at 11.30 each morning. Even so, parents say that often their children will not go into the infant toilets at the end of the day. The new sports and arts block will provide greatly improved toilets, accessible throughout lunchtime. If building does not start very soon, the school will need to build a separate toilet block.
45. Since the time of the previous inspection, some furniture and equipment have passed the end of useful life. Inspectors identified chairs and gymnastics mats that were no longer in safe condition. The school removed them immediately. There are also concerns about health and safety in some subjects. In physical education, some pupils had not removed their earrings. In a Year 2 art lesson, pupils had to climb to an awkwardly placed sink to wash their paintbrushes.
46. The school has achieved significant improvements in monitoring pupils' academic and personal development, and their educational and personal support and guidance. The previous inspection found that teachers were concentrating on what they had taught rather than on what pupils had learnt.
47. The assessment co-ordinator analyses results of the Year 2 and Year 6 National Curriculum tests during the summer holidays. Pupils in Years 3, 4 and 5 take the optional end-of-year tests. The school keeps a detailed record for every pupil. It analyses, in detail, individuals, groups and classes by age, gender, ethnic group and language.
48. Teachers make good use of the information. They set targets for individual pupils and for groups of pupils in their class. The analysis of the tests shows where a significant number of pupils in their class need extra help. For example, in order for the many pupils with English as an additional language to improve their writing in Year 2, they need extra time for speaking and listening. The school is confident that this extra time will help increase the percentage of pupils moving from Level 2c<sup>5</sup> to 2b by the end of Year 2. It continues this support to help more pupils move up to Level 2b in the autumn term of Year 3. This puts them on target to reach national expectations by the end Year 6. Teachers use this information in their medium-term planning, and relate it to each lesson.
49. Pupils with special educational needs get good support in achieving the targets on their individual educational plans. Well trained learning support assistants give them effective support. The school provides very well for pupils with Statements of Special Educational Need. Very good help from teachers and assistants makes it possible to include these pupils fully in their class's learning.
50. The school has a good system of assessing and recording the language development of pupils with English as an additional language. The school is gradually moving towards using the nationally recommended assessment criteria for English as an additional language. The school also keeps detailed records of pupils' attainment in terms of

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<sup>5</sup> [Level 2 is divided into Levels 2c, 2b and 2a, with 2a being the highest.](#)

National Curriculum Levels in English, mathematics and science, as it does for other pupils.

51. The school monitors pupils' personal development well. Teachers know their pupils and relate to them effectively. Class teachers keep a record of pupils' personal development with their academic records. The annual reports to parents give judgements on pupils' personal development as well as their academic achievements.
52. The school has good procedures for behaviour and discipline. It places great emphasis on rewards for good behaviour. Pupils are responding enthusiastically to the opportunities to win points from teachers and assistants, in and out of lessons. Teachers aim to correct behaviour with a positive phrase such as 'Well done, those children who are working'. The school sets out to achieve full inclusion for all its pupils. Even so, it applies sanctions when necessary. The three exclusions (two pupils) last year were all of refugee pupils with a very disturbed background. All three were short term, and they helped the pupils settle at school. At the pre-inspection meeting, parents said the school does not have enough lunchtime supervisors in the playground. In fact, the school has 14 supervisors at lunchtime. This is a sufficient number even in this large school with a crowded playground. At present, however, the school is not deploying them to full effect.
53. The school has very good systems for promoting attendance. The clerical officer has long experience in using the computer system. She produces informative printouts speedily to inform the management team. The school has made a major effort to deter families from taking holidays in term time. This has worked. Similarly, the school has improved punctuality since the previous inspection. Class teachers take registers very promptly. As a result, pupils are ready to make a brisk start to their lessons each morning and this makes a positive contribution to their very good attitudes to school.

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

54. Parents have a good opinion of the school. They say their children like the school. They give positive replies to the other questions on the questionnaire. At the pre-inspection meeting, a parent said, 'It's a great school.' Their main concern is about the amount of homework their children get. Some parents think there is too much, but others think there is too little. The inspection judgement is that the amount of homework set is appropriate.
55. Links with parents are satisfactory. Class teachers meet parents every term. In the autumn there is a 'meet the teacher' evening. The spring meeting reviews the child's progress and sets targets. In summer, parents have the opportunity to discuss the annual report. Teachers work closely with parents on the individual education plans of pupils with special educational needs. Teachers provide very good support for pupils with a Statement of Special Educational Need. In addition, the school works effectively with the many parents of children with English as their additional language. The school provides interpreters in many languages for meetings with parents. This achieves good inclusion of parents who have recently arrived in the area. Some parents regret that improved site security makes it harder for them to have a word with class teachers at the end of the day. The school does arrange appointments on request. The school association does not have a regular programme. However, groups of parents get together to raise funds. Last summer a sponsored walk raised over £3,000 for the school's new sports and arts centre. Last term, parents attended a coffee morning in support of a cancer charity. Six parents have just started a toddler and coffee morning in the nursery.
56. The school provides satisfactory information for parents. Annual reports to parents on their children provide a lot of detail on English, mathematics and science. However, the format combines all the other subjects into a total of three broader categories. For

example, teachers write about music, art and physical education as 'arts'. This gives less focus than when the reports deal with each subject separately. A key issue in the previous inspection was that the governors' annual report and the prospectus did not meet statutory requirements. Both documents now meet requirements and are clear and easy to read.

57. Parents contribute well to their children's learning, even though they participate little at school. They come in to help with cooking and crafts in the younger classes. A mother helps prepare the free fruit provided by the 'Healthy Eating' initiative. Parents accompany children on educational trips. They give good support to the school's homework policy. They share books frequently at home. Some reception children take three books home each week. Parents encourage their children to persist in their learning. They help them appreciate the value of education.

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

58. The leadership and management of the headteacher and key staff are very good. The headteacher has built a strong leadership group and senior management team around her who are all taking an effective part in steering the work of the school. They have clear educational direction that is shown in their explicit aims and implemented through the school development plan. This is having a positive impact on the quality of the curriculum offered to pupils and the quality of teaching. However, with a high staff turnover there is a need for continuous updating of teachers' knowledge and understanding in some subjects. The restructured senior management team has only been operational since September, and has been created to meet the needs of the size of the school. It has been too short a time to establish a clear relationship between standards achieved and the effectiveness of those who lead and manage.
59. The headteacher leads by example and is committed to good relationships and equality of opportunity for staff and pupils. This is apparent in the interactions between all who work in the school and the welcome given to all, especially new pupils and visitors to the school. There is a joint pride in the work of the school and its achievements, although it is let down somewhat by the quality of the environment. Delegation by the headteacher, with clear job descriptions, ensures an effective contribution from all staff with responsibilities, the effectiveness of which has been seen in the continued smooth running of the school during the absence of the headteacher. The only deviation from the good co-ordinators' contributions is where a part-time teacher has too much responsibility and inadequate time to fulfil all her roles. Support staff, whether in the classroom, in administration or in the management of the site, are all making an effective contribution to the development of the school.
60. The governing body is very effective in fulfilling all its statutory responsibilities, and ensures that the school meets statutory requirements. There are committees with clear terms of reference, and all meetings are minuted appropriately. All governors are committed to the school and representative of the community, and most are involved with the community. They contribute to the school development plan at an early stage. Most are working people, so spending time in school is difficult. However, they act as a critical friend to the school, asking questions to challenge thinking where appropriate. Their response to the previous inspection was thorough and appropriate and, with the help of the hard work of the headteacher and staff, has enabled the school to make satisfactory progress since the last inspection.
61. All staff, including administration and site staff, are involved in performance management, and there is a regular review of their performance. Leaders have been appropriately trained, and targets are regularly set and monitored. Governors and an external adviser set and monitor targets for the headteacher. Staff appreciate the benefits of the systems,

which are proving to be supportive and effective in identifying their needs. There has been a considerable improvement in teaching since the last inspection, although the movement of staff means that care must be taken to ensure that all staff are regularly updated in their training.

62. Standards, particularly in the core subjects of English, mathematics and science, are monitored and analysed rigorously. The information gained is used in a variety of ways, such as planning topics according to perceived weaknesses, and the grouping of pupils for extra help.
63. All involved with the school take part in the formulation of the school development plan. This clearly sets out the way forward for the school and is based on analysis of what it does well and where it needs to improve. Such involvement ensures that there is an awareness of the school's priorities and a shared commitment to improvement. Each action is carefully logged with the person responsible, the cost and the success criteria. There is a clear programme to monitor the effects of the actions taken.
64. The co-ordinator for special educational needs provides very good support for staff, pupils and their parents. She is a knowledgeable and effective teacher for pupils with special educational needs and gives useful advice to help all those who work with them. This ensures that their specific needs are addressed well. There are a good number of small rooms where those pupils who need the extra support can work individually or in small groups. In particular, the special educational needs room provides a bright and stimulating learning environment. The resources, especially for special educational needs, have been thoughtfully chosen and effectively used to help pupils make good progress, particularly when they are withdrawn from class. The school benefits from a full time co-ordinator for special educational needs who teaches groups of pupils, and an additional teacher who works for part of her time supporting these pupils. Classroom assistants give good support, especially for children in the Foundation Stage. The number of assistants in Years 1 to 6 is smaller than that seen in most schools. This means that pupils with special educational needs do not often benefit from extra adult help in literacy or numeracy lessons. However, class teachers support them effectively.
65. The school's financial planning is very thorough and supports the actions identified in the school development plan. It budgets systematically for all expenditure and is clear about the cost of its development. Careful monitoring of all finances and constantly looking for ways of reducing spending have a positive impact on the budget. For example, automatic taps have reduced water charges and a change of providers for gas and electricity has resulted in savings on these utilities. The major development of the new hall has required a good deal of time and effort, and money has been set aside and carried forward for the project. The planning side is nearing fruition, and 'Best Value' practices have been to the fore at all stages. Even now, governors and the site manager are looking at ways to reduce the cost to accommodate a shortfall in finances.
66. The school makes good use of its resources, including new technology. Pupils are gaining tremendously from the new computer suite, whilst teachers and administration staff make use of computers for assessments, attendance, transfer of pupil information and e-mail. Specific grants are carefully monitored and all are used for their correct purpose. For example, two full-time teachers and one classroom assistant are employed to support ethnic minority pupils. Progress is monitored carefully, and all data is analysed to judge how effective the provision has been. Financial control and administration are very effective. Appropriate systems for financial administration are in place, and governors are regularly updated on the financial situation, enabling them to ensure that the finances are kept in good order. Accounts are properly audited and the recommendations have been acted upon. This is a very effective school that provides good value for money.

67. The school has sufficient teaching staff for the teaching of the National Curriculum. Teachers are properly qualified and in most cases possess appropriate subject expertise. However, there are some weaknesses in physical education. Teachers are assisted well in their teaching by a satisfactory number of skilled and enthusiastic support workers, who fully understand their role and make valuable contributions to the quality of education provided by the school.
68. The accommodation is satisfactory. The site manager and his staff capably and efficiently run the large site. However, there are weaknesses in the accommodation. The hall is too small for the whole school to meet together for occasions such as collective worship. The canteen is cramped and in need of decoration and repairs. The library is an under-developed area. It has an insufficient number of books for the number of pupils on roll, and many are in a poor state of repair. They are not well displayed and therefore it is not easy for pupils to find the books they need. Some displays around the school are attractive and stimulating and enhance pupils' learning. Other displays are 'tired'. The quality of the internal decoration of some classrooms is unsatisfactory and does not motivate teachers to display pupils' work imaginatively.
69. The school's resources are good in several areas, notably mathematics and music. For other subjects they are adequate. In all cases they are used effectively to support teaching. However, there is insufficient large outdoor play equipment for the children in the reception year. This restricts the opportunities available to them for explorative play on large climbing apparatus or with pushable and wheeled equipment such as bicycles.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. In order to raise standards and improve the quality of education for its pupils the headteacher, staff and governors should:
- (1) by the end of Year 6 raise standards in science, art and design, and physical education through:
    - improving the consistency of the quality of teaching in science, including subject knowledge, the quality of marking and expectations of how pupils should present their work;
    - ensuring that timetabled art lessons are actually taught, that pupils do not miss art lessons on a regular basis and that there is a clear framework to cover the development of skills, knowledge and understanding as pupils move up through the school;
    - providing in-service training for teachers in physical education and a much more rigorous approach to the health and safety of pupils in lessons; (paragraphs 6-7, 17, 28, 34-35, 67, 108, 110, 112, 115-117, 147-151)
  - (2) improve the standards of pupils' handwriting and presentation of their work by:
    - rigorous monitoring of the teaching of handwriting and the implementation by all teachers of the school's handwriting policy; (paragraphs 22, 99, 112)
  - (3) improve the condition of the library, including the quality of books by:
    - redecoration, improving the quality of shelving and clearing out many old and 'tired' books; (paragraphs 68, 102)
  - (4) ensure that pupils are not taken out of the same lesson each week, especially for peripatetic music lessons. (paragraph 34)

In addition the governing body may wish to include the following in its action plan:

- establish a programme for the regular internal redecoration of classrooms; (paragraph 68)
- improve the consistency of the quality of displays of pupils' work; (paragraph 68)
- provide children in the reception classes with a secure outdoor play area. (paragraphs 30, 69, 89)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	108
Number of discussions with staff, governors, other adults and pupils	60

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	8	25	45	22	7	1	0
Percentage	7	23	43	20	6	1	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	635
Number of full-time pupils known to be eligible for free school meals	N/A	113

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	8	143

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	529

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	104
Pupils who left the school other than at the usual time of leaving	65

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	43	41	84

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	31	37
	Girls	33	32	38
	Total	65	63	75
Percentage of pupils at NC level 2 or above	School	77 (84)	75 (80)	89 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	37	34
	Girls	36	38	36
	Total	69	75	70
Percentage of pupils at NC level 2 or above	School	82 (89)	89 (82)	83 (82)
	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	52	27	79

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	37	37
	Girls	20	17	18
	Total	56	54	55
Percentage of pupils at NC level 4 or above	School	71 (77)	68 (74)	70 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	36	35
	Girls	16	15	18
	Total	48	51	53
Percentage of pupils at NC level 4 or above	School	61 (67)	65 (72)	67 (76)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	34
Black – African heritage	30
Black – other	8
Indian	288
Pakistani	56
Bangladeshi	0
Chinese	2
White	41
Any other minority ethnic group	64

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	32
Number of pupils per qualified teacher	20
Average class size	30

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

Total number of education support staff	7.5
Total aggregate hours worked per week	185

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1.5
Total aggregate hours worked per week	25
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	1,534,330
Total expenditure	1,502,758
Expenditure per pupil	2,397
Balance brought forward from previous year	74,742
Balance carried forward to next year	106,314

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	22
Number of teachers appointed to the school during the last two years	21
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate 33.2%

Number of questionnaires sent out	665
Number of questionnaires returned	221

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	22	1	0	0
My child is making good progress in school.	52	39	6	1	2
Behaviour in the school is good.	61	32	5	0	3
My child gets the right amount of work to do at home.	43	35	14	6	2
The teaching is good.	60	34	4	0	2
I am kept well informed about how my child is getting on.	52	34	10	3	1
I would feel comfortable about approaching the school with questions or a problem.	56	34	5	0	5
The school expects my child to work hard and achieve his or her best.	64	28	3	3	2
The school works closely with parents.	51	34	11	2	2
The school is well led and managed.	57	34	5	0	4
The school is helping my child become mature and responsible.	62	27	5	1	5
The school provides an interesting range of activities outside lessons.	48	29	8	5	10

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

## AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. This area of the school's work is a particular strength. The good features seen at the time of the last inspection have been built on well, including extending these to the reception classes. The provision, particularly the quality of teaching, is now very good. An exceptional feature is the way in which the specific needs of pupils are met. This has particular benefits for those children who are in the very early stages of speaking English or who have a special educational need. Because of this high quality support these children are included well in all activities. This means that all children are making very good progress in their learning and achieve very well by the time they move on to Year 1.
72. Children usually enter one of the part-time nursery classes in the September of the academic year in which they have their fourth birthday. They then move on to one of the three reception classes in the next September. Although the prior attainment of children does vary, for most it is well below that of the majority of children of their age. In the case of prior literacy skills, it is very low. This is mainly because a very high proportion of children speak no English at all or are at the early stages of acquisition. Because of the difficulties many children have in understanding English, there is a significant focus on increasing their communication, language and literacy skills. The support being given means that the provision benefits children exceptionally well. However, the poor prior language of children does have an effect on their learning across all areas. The school has given a great deal of thought to its partnership with parents of children in the Foundation Stage. Staff are careful to foster good relationships, which encourage parents to become partners in their children's learning. Most parents give good support for work done at home. Good induction arrangements in both the nursery and reception classes help children to settle quickly.
73. Teaching is very good and the very good teamwork means there is a consistency of high quality provision throughout the Foundation Stage. All adults provide very good learning experiences for the children. There are a very large number of children who speak English as an additional language, and the support they are given from bilingual teachers and assistants makes a significant contribution to their learning. This helps to make sure that these children are included well in all activities.
74. The knowledge that adults have of the needs of the children is outstanding. Lessons provide a rich range of learning activities that are particularly well matched to the different abilities of children in the class. This ensures that the basic skills of literacy and numeracy are especially well taught. In particular, the teaching of reading is excellent. This plays a very significant part in helping pupils in Year 6 to reach average standards in English despite having very low communication and literacy skills when they start school. Weekly planning takes place with full consultation throughout the whole team. This makes effective links for the areas of learning between the nursery and reception classes. For example, during the inspection the literacy work for reception children was based on the story of 'The Gingerbread Man', while the nursery book was 'The Runaway Chapatti'. Nursery staff plan very well to provide a rich range of activities, which help to keep children fully occupied.
75. The reception classes use an open-plan base of three main class spaces with a shared area. A very effective system has been set up to create a learning focus for each space. Children then rotate around these during each session with their class teachers. There is a particularly well thought out system of each class teacher taking on the weekly planning for literacy, mathematics or the other areas of learning. This has meant that the teachers plan in a very well focused way and has resulted in high quality activities being provided in most lessons. All staff have exceptionally high expectations of what children can achieve and the children respond very well. Together with the very good methods staff

use and the resources they provide, this has the effect of children making very good progress in acquiring new skills and knowledge. In the nursery, this was seen when the children could easily identify which materials were making loud or soft sounds in the shakers they made.

76. In the reception classes children were making particularly good progress in their phonic and reading skills because of the exceptionally good methods teachers were using in a particularly challenging activity. All adults manage children's behaviour especially well, often coaxing reluctant children to take part or calming down boisterous ones and focusing their concentration. The learning activities are always well paced and adults have a very good understanding of how long children of this age can work at a task without becoming bored. In both the nursery and reception classes, when the focus groups work with the nursery nurses, learning is of a very high quality. Good assessment takes place throughout all activities and this is used well to help plan for the next lessons. There is a particularly good homework system, which is supporting learning very well, especially in communication and literacy.
77. The very good knowledge which staff have of this age group has helped them to provide a rich and stimulating curriculum, which is very well matched to children's needs. It is particularly good for supporting their personal and social development, and for communication, language, literacy and mathematics. Staff have correctly judged that the needs of children require a special focus on these areas of learning. There is also a good emphasis on increasing children's knowledge of the world around them. The outdoor play area and equipment for the nursery classes help children to make good progress in their physical development. However, the lack of similar facilities for children in the reception classes does prevent regular access to good opportunities for physical development. In spite of this weakness, children are given other activities to ensure that they make good progress in this area. An effective assessment system helps staff to carefully monitor the progress of individual children. In addition there is good evaluation of the teaching and learning that take place in each class during the week. These systems help staff to plan effectively to build on and extend what children already know and can do. This, together with the very good teaching, helps children to make very good progress.

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

78. The school recognises that many children enter the school with well below average skills. Consequently, this area is given priority, especially in the nursery. Across the Foundation Stage, both the planning and teaching are very good and children make very good progress.
79. In the nursery, the support and encouragement that all adults give them help children to quickly learn the routines. They settle happily to well planned activities. The use of praise and the sensitive correction of mistakes help children to develop the confidence to try new things and take pride in what they achieve. For example, all children wanted to show how well they could 'read a book'. Children often play happily together in a group, although on many occasions they work alongside each other rather than co-operatively. Very good awareness of their needs and the positive reinforcement of good behaviour mean that disagreement between children is rare. When this does happen, staff very quickly resolve the differences and children are expected to apologise to each other. Most children help to tidy the equipment away when requested. In both the nursery and reception classes, adults are very good at telling stories or introducing new work, which helps children to stay focused. This is also helped by the fact that adults have a very good understanding of the concentration levels of the children and adjust the activities accordingly.

80. In the reception classes very nearly all children work well together. For example, when they have been directed to a range of activities from which they can choose, children carefully work out how many are allowed in each group. This is usually done without any direct supervision. Children are less confident about selecting the resources they will use and still need to have these chosen for them. Reception children are still very excited about their learning and this helps them to develop very good attitudes. In the nursery, partly due to their enthusiasm for their learning, some children find it difficult to take turns. However, adults manage group activities well. For example, this was done very successfully when there was great excitement on the first occasion children saw the Roamer (programmable toy). In the reception classes children are better at this, although they sometimes have to be reminded not to call out. Children continue to develop confidence and begin to take on a few responsibilities, such as taking the register to the school office. They are developing an awareness of their personal needs and those of others. However, they are less able to recognise their own needs in terms of their learning or to take the initiative. Therefore, in spite of the very good provision, the majority of children do not yet reach the level expected for their age in this aspect of their learning.

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

81. A very high proportion of children entering the nursery have little or no knowledge of English. This means that their prior attainment in this area of learning is very low. In both the nursery and reception classes both the teaching and curriculum are very good. The quality of the teaching of reading is excellent.
82. In the nursery, the constant discussions with the children, particularly with many questions which encourage a response, are very beneficial. This aspect of children's development is also helped by the fact that the class teacher and one of the assistants are bilingual. They are especially good at helping children who do not speak English to develop confidence. This means they are included very well in all activities in this area of learning. Most children make good progress in developing listening skills, although it is much slower in their speaking. In this aspect, although they make very good progress, the standards they reach are still well below those of the majority of children of their age. For example, only a small number speak in sentences and many do not pronounce words correctly. Children enjoy hearing stories read or told well and the higher attainers love 'reading' these to adults, telling the story through the pictures. All children select their favourite book and turn the pages correctly. With adult help, children enjoy acting out scenes from the story. They also enjoy using the role-play area, although many of their activities are centred on well-known situations, particularly related to families or home. Most children are learning to recognise their own name and many attempt to write it, although only the higher attainers do so clearly. Because of the very good challenge given, one child is already writing sentences correctly, with a good attempt at spelling. All children love inscribing Mothers' Day cards or writing letters in the writing corner. In these aspects they make very good progress and achieve very well. Children's standards are below those of other children of their age when they move on to the reception classes.
83. There are three reception classes, where a third of the children have not attended the school's nursery. Of the new children, only around half have had any pre-school experience and many are at the early stages of English acquisition. In addition to this, a significant number of children also join during the year. This means that, despite the good progress made in the nursery classes, the overall standards of children on entry to the reception year are well below average. Opportunities to develop the children's communication skills are very well planned to support progress. As in the nursery class, there is very good encouragement of oral skills, with support from bilingual assistants and teachers. Children follow the National Literacy Strategy for the reception year, but this

has been exceptionally well adapted for the needs of the children, especially with regard to the teaching of phonics and other reading skills. Children are taught a combination of keywords and letter sounds, and use the pictures or context of the story to help them read. In an excellent lesson observed, even the teacher was surprised when the low-attaining group read a page from the story of 'The Gingerbread Man'. This was because of the very challenging activity and the quality of explanations and support. In this lesson, the children's progress was excellent. The exceptional strategies used also build well on the very good attitudes to books fostered in the nursery.

84. Very nearly all children recognise and write their own name, although with different degrees of accuracy in letter formation. There are a very wide range of writing skills. The higher-attaining children write sentences with a full stop and capital letter, whilst few lower-attaining children are beyond the stage of copying what their teacher writes. Nevertheless all children are making good progress in writing from the stage at which they are working. Parents are providing particularly good support for learning in reading and writing. They help children to learn new key words and to practise handwriting skills. Despite this very good progress, the majority of children do not reach the standards expected by the time they move on to Year 1.

### **Mathematical development**

85. In both the nursery and reception classes the curriculum and teaching for this area of learning are very good. When children enter the nursery, their prior attainment is well below that of most children of this age. Many opportunities for counting, sorting and using mathematical language are provided in the nursery. For example, children are helped to count in sequence and identify which number is before or after the one given. The majority of children count to 10, and the higher attainers beyond this. Over half of the children write their numbers, although many still reverse them. A rich range of opportunities, including joining in number rhymes and songs, help to encourage understanding. In this, the bilingual teacher and assistant give particularly good support to children whose home language is not English. Children are also helped to compare sizes, for example when they read the story of 'Goldilocks and the Three Bears'. They recognise simple shapes and say whether a container is full or empty. There is a good range of activities, focused on other learning areas such as creative development, and knowledge and understanding of the world. These help children to learn about pattern, shape and colour, to place objects in a sequence and to gain a secure understanding of the concept of time. They make very good progress. However, the very low language skills on entry do have an impact on the conceptual understanding of mathematics. Therefore, in spite of the very good progress, the standards children reach when they leave the nursery are still below those of most children of their age.
86. This good emphasis on practical activities is continued in the reception classes. Again, the intake of children who have not attended the school's nursery depresses the overall standards on entry. Children follow the National Numeracy Strategy for reception class children, although there is a correct emphasis on using resources to help computation. Most children remain at this level because their lower language skills make it difficult for them to calculate without resources. However, the majority of children are beginning to express addition correctly in number sentences. Most children count, order and add numbers accurately to 10, with the higher attainers working with numbers to 20 and in some cases beyond. They measure and compare the lengths of objects by using cubes and recognise the correct time in hours. Most children record their numbers correctly, although around a fifth still reverse them. In this aspect of their work only the higher-attaining children are likely to reach the expected standard in mathematics by the time they move on to Year 1.

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

87. The provision and teaching for children to develop knowledge and understanding of the world around them are good in both the nursery and reception classes. Standards on entry are well below those expected for their age. In particular, few children have had access to a range of experiences outside the home and family. In both the nursery and reception classes, teachers provide an effective range of activities which promote learning well, and so children make good progress. In the nursery, adults make very good use of the wide range of cultural backgrounds of the children, so they are gaining a very good understanding of how different groups live. For example, during the inspection, children were helping their teacher to make chapattis. This also makes a very good contribution to their personal development and is one of the reasons why relationships throughout the school are very good. There is very good provision for children to develop technology skills. For example, the teacher introduced them to a programmable toy on one day. By the next day they were operating it on their own. All children use the mouse when working on their computer programs. By the time they move on to the reception classes, most children have made good progress and, in the case of technology, very good progress. However, their well below average prior attainment means they do not reach the standards expected for their age.
88. In the reception classes, children are introduced to simple investigations which help them to form a foundation for their learning in science. They begin to identify similarities and differences in living things and to label a diagram of the human body correctly. They know that some materials change when they are heated or cooled. Many of these activities are covered during cooking sessions, for example when making jelly or pancakes. These activities are also effectively used to help children learn to write instructions. Children are very interested in the natural environment, asking the nursery nurse some very good questions about how the tiny seeds they planted will grow into different coloured flowers. They continue to make good progress in their technology skills, including using the computer, and the cassette recorder to listen to story tapes. Children are also beginning to gain a sense that life was different in the past by comparing the lives of different members of their family. Adults are especially skilled at using the wide diversity of cultures amongst the children to help them gain knowledge about different countries and their traditions. In this area children have good knowledge for their age. Overall, the standards they reach are around the level expected for their age by the time they leave the reception classes.

### **Physical development**

89. When they join the nursery most children's attainment is below the level expected for their age. In both the nursery and reception classes teaching is good. There is a good range of activities in the nursery for children to make good progress in this aspect. Consequently they work with and control small equipment such as scissors or construction blocks at the level expected. Poor prior skills mean that their control of pencils or paintbrushes is less good. The outdoor facilities allow children to gain good skills in riding and controlling a range of wheeled toys. They are also confident in climbing or sliding on the large apparatus provided. When they enter the reception classes most children have reached the standards expected for their age. Teachers continue to build well on the skills children have in pencil or brush control and they make good progress in these aspects. However, in the other areas of physical development progress slows. This is because there is no secure outdoor play area and no equipment to give children regular opportunities for physical development. The timetabling of hall time has allowed satisfactory progress to be made through activities such as dance or gymnastics. By the time they enter Year 1 the majority of children reach the standards expected in this aspect.

## **Creative development**

90. The teaching and curriculum are satisfactory overall in both the nursery and reception classes. When they enter the school, children's attainment is below that expected for their age. The very good language and literacy teaching in both the nursery and reception classes ensures that children make very good progress in their role-play. For example, in the nursery classes children have wonderful imaginary conversations in a variety of languages on their 'mobile telephones'. During the inspection a very good activity in the reception classes encouraged the children to act out a restaurant scene. The children fully entered into their roles. At the end of the lesson they seriously reported that their food did not arrive because the teacher stopped the activity too early. In both the nursery and reception classes children enjoy painting in spite of the fact that they have few imaginative skills when they enter the school. Although this area of learning is addressed well in role-play and other language activities, it is not focused on as well as it could be in art. Because of this, children's art and craft work shows little creativity in either the nursery or reception classes, although their skills do develop appropriately. Children enjoy singing and playing instruments. Only a limited number of music activities were observed during the inspection. However, in both year groups children enjoy singing, and keep in time and tune in the action songs they sing. Overall, the standards children reach in this aspect of their learning are as expected for their age.

## **ENGLISH**

91. By the age of 7, pupils' standards are above average in speaking and listening, and below average in reading and writing. Standards as measured against the findings of the previous inspection report have declined, but they show improvement as measured against the results of National Curriculum assessments. In Years 1 and 2, pupils make very good progress and achieve well. Pupils with special educational needs and those for whom English is an additional language make very good progress because of the high quality teaching they receive. There is a very effective partnership between class teachers, support teachers and learning support assistants in developing pupils' key skills in reading and writing. More-able pupils achieve average standards in reading and writing because work is matched closely to their learning needs.
92. By the age of 11, pupils' standards in English are average. Standards have been maintained as measured against the findings of the previous inspection report, but measured against the results of National Curriculum assessments there has been year-on-year improvement. All pupils make very good progress irrespective of ability, gender or ethnicity. The large proportion of pupils who join the school with little or no English make significant progress as a result of effective teaching.
93. By the end of Year 2, pupils' standards in speaking and listening are good. During the inspection pupils readily engaged in conversations with inspectors. In lessons they listen attentively to their teachers and, in group work they listen to each other. Pupils are keen to answer questions, and teachers try to involve them all in whole-class discussions. In a Year 2 lesson based on the story 'The Lighthouse Keeper's Lunch' one pupil described to the rest of the class that the lunch was, 'scrumptious, delicious and nutritious'. When the teacher asked, 'What does 'nutritious' mean?', many pupils put their hands up to answer and knew that it meant 'a healthy lunch'.
94. Standards in speaking and listening are good at the end of Year 6. Significant strengths are pupils' enthusiasm and willingness to read their own poems and stories to the rest of the class. A good example of this was in Year 5, where pupils rewrote an extract from 'Harry Potter' in the style of a 'science fiction' story. Pupils showed confidence in reading to an audience and, in turn, the audience listened attentively. In many lessons pupils

were genuinely disappointed because there was insufficient time for all of them to read their work.

95. By the end of Year 2, standards in reading are below average, with more-able pupils achieving average standards. Most pupils know how to use letter sounds (phonics) to read new and unfamiliar words and many are confident in using initial blends, for example 'bl', 'gr' and 'sh'. Pupils read accurately, but their use of expression is underdeveloped. More-able pupils show a developing understanding of the plot and characters in a story. In Year 2, pupils show good recall of the main characters in 'The Lighthouse Keeper's Lunch'.
96. By the end of Year 6, standards in reading are average. Pupils read accurately, fluently and with good expression. They enjoy discussing books, and more-able pupils show a good recall of the story so far and discuss the main characters. Pupils are less confident in predicting what might come next. They express preferences for authors and favourite books; for example, one pupil said, 'I like 'The Twits' by Roald Dahl. It's funny and I understand what he (the author) is talking about'. Pupils have a good understanding of how to locate information from books in the library and explain correctly the use of 'contents', 'index' and 'glossary'. Pupils keep their own reading diaries, although these mainly consist of lists of books read.
97. By the end of Year 2, standards in writing are below average. Pupils' use and understanding of vocabulary in imaginative writing are underdeveloped, but this is because many are still at an early stage of learning English. However, pupils clearly enjoy writing and take great pleasure in writing during lessons. Pupils concentrate well and make determined efforts with spelling and punctuation, which are often of a good standard. More-able pupils made very good attempts at spelling 'scrumptious' and 'delicious', and know how to try to spell words by 'sounding them out' using their knowledge of letter sounds. In addition they enjoy finding words which require exclamation marks, such as 'Wow!' and 'Hey!'
98. By the end of Year 6, standards in writing are average. Outstanding strengths are pupils' enthusiasm for and love of writing; they are clearly inspired by their teachers to write. A significant factor in this is that pupils are encouraged to talk about their ideas and to share them with each other and their teachers, with the result that all pupils are willing to 'have a go'. Pupils enjoy writing for a range of different purposes, including writing letters for a job application, stories in different styles (fantasy, science fiction, fairy tales) and poetry in many forms from rhyming poems to those with alliteration. Pupils use vocabulary imaginatively and work shows a good understanding of the correct use of punctuation and paragraphs. Spelling is good and pupils are confident in using dictionaries and thesauruses. In a Year 5 lesson pupils showed good imagination in rewriting an extract from 'Harry Potter' as a science fiction story. For example<sup>6</sup>, '*Feeling dead (oddly) as though his legs had turned to bones (lead), Harry got into line behind a zombie (boy) with snake (sandy) hair, with Ron behind him, and they walked out of the cemetery (chamber), back across the cave (hall) and through a pair of iron gates (double doors) into the graveyard (Great Hall).*'
99. Across the school, standards in handwriting are inconsistent. Inspection evidence from the analysis of pupils' previous work shows that handwriting skills are taught infrequently. Teachers do not consistently reinforce expectations that these skills should be used when pupils write in all subjects. In addition, pupils use a wide range of writing implements, including pens, pencils, biro and gel pens; these do not aid the development of a consistent, joined-up, fluent handwriting style.

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<sup>6</sup> Words in brackets are the original words written by J K Rowling

100. Pupils apply successfully their literacy skills in other subjects. In numeracy older pupils read mathematical problems and extract the key information they need to solve them. For example, when wrapping a parcel they need to know how much string is needed; they recognise that the fact that the string is green is not important in solving the problem. Pupils use computers successfully to word-process a wide range of work and they correctly use their spelling and punctuation skills. In history, pupils in Year 4 use information books most successfully, including the contents and index, to research key facts on the Vikings in preparation for writing a 'Viking Story'.
101. The quality of teaching is very good and makes a significant contribution to the very good progress pupils make and to their obvious enjoyment of the subject, especially writing. Teachers make lessons interesting by making the purpose of the lesson clear to pupils. Through their own reading of stories in lesson introductions, they enthuse pupils and pass on the joy of story telling. In lessons, work is matched carefully to the learning needs of all pupils, with the result that all are fully involved in the lesson. Skilled questioning ensures that all pupils have the opportunity to contribute to class discussions. For example, in a Year 6 literacy lesson the teacher asked, 'Why is this poem humorous? What techniques did the poet use?' Pupils with special educational needs and those for whom English is an additional language are supported effectively and play a full part in lessons, with their contributions valued by teachers and their classmates.
102. The subject is effectively led and managed by the co-ordinator. Significant strengths are the quality of assessment of pupils' learning and the use of that information to plan their future learning. For example, the school's recognition of the links between the importance of good speaking and listening skills and writing is having a significant impact on the quality of pupils' writing in the school. Resources are adequate and are used effectively to support pupils' learning. However, the library is in need of extensive refurbishment and replenishment in order for it to stimulate pupils' use of it and to promote a greater love of books.

## **MATHEMATICS**

103. Pupils' standards in mathematics are average by the end of Year 2 and Year 6. However, throughout the school pupils make good progress. Pupils with special educational needs and those with English as a second language make good progress. Standards are similar to those reported at the time of the previous inspection, but there has been an improvement in the progress made by pupils. The difference between the average standards and good progress can be explained by the very large number of pupils who are not yet completely fluent in English and the high turbulence within the school population. Both of these factors are offset by the very good attitudes of the pupils towards mathematics, combined with good and sometimes very high quality teaching. This is also an improvement since the last inspection report. There is no difference between the performance of boys and girls.
104. Throughout the school, teaching is good and sometimes very good. The very clear explanations, praise and encouragement from teachers create an atmosphere in which pupils thoroughly enjoy their mathematics and develop a high level of confidence during lessons. In both infant and junior classes there is an appropriate emphasis on developing mental mathematics and numeracy skills. This helps to develop their mental agility and contributes to the good progress that they make. Priority is given to encouraging pupils to discuss and explain clearly the strategies that they have used to solve problems. As a result the mathematical understanding and language of the majority of pupils develop well. The exceptions are the group of pupils at an early stage of learning to speak English, who sometimes find it hard to understand what is required of them and difficult to express their ideas, although they can frequently manipulate the numbers easily.

105. In the infant classes, pupils successfully learn what each number in a two-digit number represents. They double and half numbers to 100 with confidence and enjoy investigating ways to make 60 by using dominoes. They carefully make three-dimensional shapes using straws. They learn to tell the time and how to weigh and measure length accurately. When pupils leave the school at the age of 11 they have been given a firm foundation for their future learning in mathematics. From an analysis of pupils' work it is clear that all the elements of the mathematics curriculum are covered. However, there is sparse evidence of pupils' work on investigative problem solving. In addition to developing a sound understanding of numbers and of how to calculate rapidly and correctly, pupils learn about shapes and their properties. They make their own nets to competently construct different three-dimensional shapes. They learn about different units of measurement and how to use them accurately to weigh, calculate length and capacity, measure angles and read timetables. Pupils are effectively introduced to Venn diagrams<sup>7</sup> to organise data. They learn how to gather information, record it as a tally, then use it to construct various types of graphs accurately and well. The majority of pupils apply their number work successfully to solve everyday problems by selecting the correct mathematics. When pupils who are not fluent in English are given appropriate support with work well matched to their needs, they too solve word problems readily and enthusiastically. Good links are made with literacy when pupils discuss their mathematics well. There are some examples of the use of information and communication technology to draw graphs which are also used in science. Time lines are drawn in history and co-ordinates used in map work. However, the use of mathematics in other subjects is not well developed.
106. The extremely positive attitudes that pupils have towards their work are a major factor in their success. They are very keen to succeed and concentrate very hard during lessons. They show a high level of interest in their work, especially when it is well planned and relevant to them. For example, problems about prices for a holiday to India gave rise to enthusiastic contributions from around the class, such as, 'Only if you go via Bombay!' Teachers create an atmosphere where good relationships flourish. Pupils and teachers respect and value one another. Pupils work very well together and thoroughly enjoy their work. Lessons are well planned and pupils are told very clearly what they are expected to learn. They respond very well to this and strive to achieve what is expected of them. All teachers have a sound knowledge of mathematics which they encourage their pupils to share. Very clear demonstrations and explanations enable pupils to learn and make good progress during lessons. All pupils are fully included in the lessons. Good use is made of the National Numeracy Strategy, which is having a very positive effect on pupils' learning.
107. Teachers work closely together to plan their lessons so that pupils of the same age in different classes receive the same lesson. All teachers record what the pupils have achieved. However, the use of this information to plan work for pupils who learn at different rates is inconsistent. Teachers' marking is also inconsistent and varies from good evaluative comments that help pupils know what they need to do to improve, to some examples of unmarked work. Pupils have targets to achieve in mathematics, but these are sometimes too vague and, although shared with parents and pupils, they are not given sufficient emphasis during planning, marking or lessons. As a result, pupils do not always know what they need to do to attain their targets. The co-ordinator for mathematics has only had the role for five months so has not had time to make a great impact, for example in analysing test results to indicate areas of mathematics that need improvement. However, he is knowledgeable and very enthusiastic. He is aware of areas that need improvement and has clear and relevant ideas to develop mathematics in the future.

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<sup>7</sup> A diagram showing the relationship between sets, by representing them as regions enclosed by circles.

## SCIENCE

108. Pupils' attainment in science at the end of Year 2, and at the end of Year 6 when they leave the school, is below the standard expected for their ages. There are three major factors that have caused this. Firstly, there is a high percentage of pupils who do not have continuous schooling at Barham from Year 1 to Year 6. They enter in different year groups, but some of them have been at the school for only a few terms before they sit the National Curriculum tests. Secondly, a large number of pupils have English as their second language, and many have restricted access to full understanding of the curriculum because of the importance of using the correct scientific vocabulary. For example, by the end of Year 6, pupils need to be able to describe the difference between melting and burning, and that changes are reversible or irreversible. Those with limited experience of the English language are finding this very difficult. Thirdly, some teachers do not have sufficient knowledge and understanding themselves to provide pupils with all the correct facts they need.
109. By the end of Year 2, many pupils name the parts of their bodies. Good links were made with information and communication technology when pupils used a program to label their diagrams. They have a basic understanding of sound, and have experimented to see how far away they could hear the sounds. Most pupils know that some things need electricity to make them work, being provided either by mains electricity or a battery. With battery, bulb and wires they learn that a complete circuit is necessary to light the bulb. Good links are made with design and technology when pupils look at making a light work in a lighthouse. When studying materials, many pupils describe what the material is, such as wood, metal or plastic, and give reasons why various items are made from it, such as wood for a chair and glass for a window. Pupils have been introduced to the idea of fair testing through their investigation into how the height of a ramp affects how far the car will travel when it runs down it. There are good links with mathematics when pupils measure in centimetres. They have experimented with heating and cooling chocolate, and finding out how quickly ice melts during the day in different places. Pupils record their observations in various ways, sometimes using graphs, and sometimes using pictures with some writing. They are being introduced to more formal ways of recording, with headings such as 'My question', 'My prediction' and 'This is what I will do'. In many areas of science, particularly where language is important in the learning process, pupils are not developing sufficient understanding. For example, in one lesson a large number of pupils were finding it difficult to distinguish between pushing and pulling.
110. By the end of Year 6, pupils are developing an understanding of life processes among plants and animals, and they know what plants need in order to grow.. Good use has been made of the school's wildlife area to find out how animals are dependent on the plants in their habitat. They make use of keys to identify and classify the animals. Most pupils know that some solids will dissolve in water to produce solutions, but that others will not. They know how to separate insoluble solids from liquids by filtration and to recover dissolved solids by means of evaporation. Their knowledge of this area is good, largely through the opportunities they have had to carry out tests. This first-hand experience has motivated them well and helped their understanding, particularly with the use of the correct language, such as 'evaporation' and 'condensation'. Many pupils draw electrical circuits using the correct symbols, and they talk about the effect of adding extra bulbs or batteries to a circuit. Many pupils understand how forces act on objects, such as pushes, pulls, gravity, magnetic forces and air resistance. Their experiments show a sound understanding of what constitutes a fair test, and their books show that they are working in a scientific way, starting with the posed question and working through to a conclusion. However, as in Years 1 and 2, the limited language skills of a high percentage of pupils are having a detrimental effect on their understanding of science.

111. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6, although there are variations in individual classes that range from poor to very good.. These differences lead to differences in pupils' progress, for when they are well motivated and provided with appropriate work their progress is satisfactory and sometimes good. The better aspects of teaching include:
- thorough planning with clear lesson objectives and well-chosen activities to achieve the objectives;
  - resources that are well prepared and easily accessible for all pupils;
  - all pupils challenged well and included well in the lessons;
  - very good support given to pupils who need it, including those with special educational needs and those with English as an additional language. This is given by teachers and support assistants;
  - high expectations of work, behaviour and the presentation of work;
  - very good management and motivation of pupils, who are then eager to learn. Pupils' attitudes and behaviour are often very good and sometimes excellent;
  - good use of literacy skills and use of appropriate vocabulary;
  - good use of numeracy skills in counting and measuring;
  - good use of information and communication technology skills for recording and presenting information.
112. The majority of lessons contain many of these aspects. However, on occasions there are aspects that are less than satisfactory and have a detrimental effect on pupils' progress. They include:
- insufficient knowledge and understanding of the subject, with pupils being taught the wrong scientific facts;
  - insufficient marking of pupils' books to indicate to them what they have done well or how they might improve. Some pupils' books have not been marked since September, whilst others have been marked with a tick when the work is incorrect, unsatisfactory or incomplete;
  - insufficient challenge for all pupils in the class, particularly those with more ability, who are sometimes given work which they find too easy.
113. The subject has made satisfactory improvement since the last inspection. Attempts have been made to improve teachers' knowledge and understanding, which were criticised last time. Whilst this has made a difference, the high turnover of staff means that this needs to be an ongoing process. Progress was inconsistent throughout the school, and this still remains the case as identified above. Teaching of the skills of fair testing is much improved and is helping pupils to understand scientific concepts. More attention is given to challenging the more-able pupils, and information and communication technology is being used more, although there is still room for improvement in both areas. Ongoing assessments are usually made on the planning sheet, but these vary considerably in quantity and quality, which then means that their use to inform planning also varies.
114. The curriculum is now based on the recommendations of the Qualifications and Curriculum Authority and covers all the required aspects. Appropriate attention is given to health and sex education through the science and personal, social and health education programmes. The curriculum leadership and management continue to be good, with a committed and hard-working co-ordinator. However, since the co-ordinator is employed part-time and has responsibility for design and technology as well as science, the monitoring aspect of the job is not performed as rigorously as is necessary.

## **ART AND DESIGN**

115. The standard of artwork attained by pupils at the ages of 7 and 11 is below that expected for pupils of their age. This represents a decline in standards since the last inspection report, when attainment was reported to be 'average'. Progress for all pupils including those with special educational needs, and those with English as a second language, is unsatisfactory. Whilst the teaching of art is satisfactory overall, the lack of progress and apparent decline in standards are due to:
- insufficient and irregular lessons in art, which severely restricts progress;
  - pupils who are withdrawn for other activities missing the same art lesson each week and not having equal access to the art curriculum;
  - a lack of a framework to help all teachers develop pupils' skills, knowledge and understanding of art systematically as they move through the school.
- Some teaching areas have colourful, careful displays which promote good work, whilst others are rather dreary, with work displayed in a haphazard fashion. These set a low standard for pupils to follow in their artwork and give a message that careful drawing and painting are not considered important.
116. By the age of 7, some pupils have developed skills in paint handling that enable them to paint bright, lively animals to accompany a story in literacy. However, other pupils in the same age group do not acquire the same skills of either mixing paints or applying it to the paper. Pupils begin to design and make prints by mounting string on card. Some of them are successful in printing their designs, but the majority find the materials such as the thin string difficult to handle. Others do not have enough experience of using paint to understand how to apply it to the design block. By the time pupils leave the infants they have had only a limited range of art experiences. There is no evidence of them learning about other artists or sculptors. They have little experience of developing work and ideas in sketchbooks, and there is little evidence of any observational drawing. Pupils in the infants make satisfactory use of information and communication technology to draw self-portraits and to take a line for a walk and colour the pattern made.
117. By the age of 11, pupils begin to look at compositions when using horizon lines effectively to improve the depth of drawings. Pupils are given the opportunity to make observational sketches of everyday items. However, they lack the observational and sketching skills to enable them to be successful. They experiment with the effect of painting warm and cold colours next to one another, but lack experience and skills of paint and brush handling to be successful. They use oil pastels carefully to colour in random spaces as part of a project to represent hands in art. However, there are few opportunities for pupils to develop their own creativity. There is little evidence of work with clay or three-dimensional work. Pupils throughout the school draw self portraits and portraits of their friends, yet few demonstrate an awareness of the proportions or shapes of facial features. Whilst all pupils in the juniors have sketchbooks, their use is under-developed throughout the school. The school has a good supply of prints and illustrations of famous works of art but, apart from Van Gogh, there is little evidence of them being used. There is little evidence of art being used to enhance other subject areas or of advantage being taken of the wealth of art from other cultures available in the local community.
118. Pupils enjoy art and work hard. They want to learn to draw and paint effectively and realise that art would make a valuable contribution to their learning in other subjects. However, older pupils begin to be aware that their work is not as good as it could be, which is a pity as they are so willing to attain the highest standard that they can.

## DESIGN AND TECHNOLOGY

119. By the ages of 7 and 11, pupils attain expected standards. Their achievement and progress are satisfactory. An analysis of products on display indicates that boys and girls take a similar interest in the subject. Consequently they make similar progress. The previous inspection reported below average standards for 7-year-olds. The present average standards show an improvement since then.
120. By the age of 7, pupils generate ideas and plan what to do next. They use their planning to construct wheeled vehicles using plastic containers, card and wheels. They also design and make wind-up toys using mainly plastic bottles. However, they do not use a wide enough range of materials, tools and techniques.
121. By the age of 9, they design and select materials and make sandwiches. Their textile work includes designing and making purses of sound quality. They select felt of different colours and finish with a range of decorations.
122. By the age of 11, pupils design and make a sound range of products. For example, in Year 5 they make well-decorated rain sticks. In Year 6 they systematically plan, sketch, modify, experiment with different materials and finally make slippers. Their evaluations indicate a good awareness of difficulties and how to overcome them.
123. Little direct teaching was observed. However, an analysis of pupils' work indicates satisfactory teaching and learning. Co-ordination of the subject is satisfactory. However, the monitoring of teaching to ensure good learning has not happened for some time. Consequently pupils' knowledge and understanding of the properties of a range of materials and development of skills and techniques are rather limited. Information and communication technology is not used as much as expected. The contribution of design and technology to pupils' literacy and numeracy is satisfactory.

## GEOGRAPHY

124. By the ages of 7 and 11, pupils attain expected standards and their achievement and progress are satisfactory. In lessons, boys and girls participate equally in learning and make similar progress. Pupils with special educational needs, and those learning English as an additional language, make satisfactory progress. The present standards are similar to those found at the time of previous inspection.
125. Six and seven-year-olds name countries of the United Kingdom and their capital cities. They have a sound knowledge of places beyond their locality, including the continents where some of the countries they know are located. Their knowledge of geographical patterns and processes and of the environment is weaker.
126. Eight and nine-year-olds have good geographical skills. They use atlases and maps to find facts about countries and holiday destinations, for example Paris, India and Bombay. They carry out geographical enquires, for example how often people go on holidays to Africa, Asia, Australia and America, and present the information in a bar graph of sound quality. They have a sound awareness of what is happening around the world. However, their knowledge and understanding of environmental issues and of geographical patterns and processes are less well developed.
127. Ten and eleven-year-olds use a sound range of secondary resources, for example encyclopaedias, atlas and videos, to research facts about countries such as Japan and Australia, and about several cities around the world. They have a sound knowledge of the continents and oceans. They have a good understanding of the political causes for human migration. Their map work is insufficiently developed. Their knowledge and

understanding of physical and human processes and of the impact of people on the environment are also weaker.

128. The learning of geography throughout the school is satisfactory because of overall sound teaching. Teachers make effective use of pupils' eagerness to learn. They present the subject matter in ways that interest and engage pupils, for example packing for a holiday to Dublin. They make effective use of questions to clarify thinking and sharing information to enhance all pupils' inclusion in lessons. Pupils are well behaved and successfully work in groups with one another. Teachers have a good knowledge of basic language skills. They apply these effectively to help pupils' geographical language and literacy. Where possible and appropriate, teachers make good use of pupils' home language to help them understand tasks and vocabulary. Occasionally, the failure to match teaching to pupils' learning needs and the lack of sustained pace in lessons impede learning. Teachers do not make enough use of information and communication technology to support pupils' learning.
129. Leadership and management of the subject have been good in the past. However, currently there is no person with specific responsibility for this subject. As a result, the quality of teaching has not been monitored to assure good learning.

## HISTORY

130. When the school was last inspected, standards in history were below expected levels for pupils aged 7 and their progress in the subject was 'slow'. Standards have improved since then and now pupils reach expected levels by the ages of 7 and 11 years. All pupils, including those who are at an early stage in learning English and those with special educational needs, make good progress in the subject.
131. The last inspection judged pupils' understanding of a sequence of historical events as 'weak'. Improvement has been good in this element of history. Pupils in Years 1 and 2 distinguish between old and new artefacts with the level of understanding expected for their age. For example, the youngest pupils accurately place three teddy bears in order of age. In Year 2, pupils extend their understanding of the passing of time when they place the events of the Great Fire of London in the correct sequence. Older pupils use their increased understanding of time and numbers to date a Tudor family tree and pupils in Year 6 produce a detailed Roman 'time-line'.
132. The quality of teaching has improved and is now good because teachers plan carefully to increase pupils' historical knowledge and understanding. They have good resources that help them to prepare lessons and make very good use of artefacts that help pupils who are new to learning English. The subject has been managed well since the last inspection and this has made a significant contribution to the improvements in the subject. Teachers make good links with other subjects:
- the systematic reference to dates helps pupils' understanding of the use of number;
  - imaginative writing, such as letters home from evacuees during the Second World War, develops pupils' writing skills;
  - the use of 'Black History Month' to read Martin Luther King's freedom speech links with religious education and English;
  - there are suitable opportunities for pupils to research the subject using the Internet;
  - teachers make links with geography when pupils study why people migrate and the movement of Jewish people during the Second World War.
133. Pupils demonstrate a high level of interest in the subject when they are invited to devise their own research questions. Their response demonstrates the good contribution that the subject makes to their spiritual and cultural development. For example, one pupil

grapples with the mystery of life and time passing when writing a question for Samuel Pepys:

'If you we (sic) still alive in the Year 2002 what would you be doing as I write this writeing (sic)?'

134. The school appropriately recognises the risk of 'Black History Month' being tokenistic and is rightly seeking to develop the subject further through a more integrated use of black history.

## INFORMATION AND COMMUNICATION TECHNOLOGY

135. The previous inspection report indicated that pupils' standards in information and communication technology varied considerably from 'poor to good' but were 'satisfactory overall'. Improvements since the last inspection have been very good. Pupils in Year 2 and Year 6 now achieve above expected standards. All pupils, regardless of their ability, special educational needs, level of acquisition of English language or ethnicity, achieve very well and make very good progress. Teachers' expertise has greatly increased through the support of the subject co-ordinators, and because of the in-service training that all teachers have received. Thus, teaching has improved and is now consistently good in all year groups. This results in pupils learning very well and in the consequent improvement in standards.
136. Since the previous inspection the school has made a significant improvement in provision for this subject. Equipment was inadequate four years ago. The school now has a well-equipped computer suite, with modern equipment that provides pupils with a good range of resources. The priority given to information and communication technology has led to marked improvements in teaching and learning. Teachers are confident in their teaching and this leads to increased confidence amongst the pupils. Because teachers make good links with other subjects, such as literacy, numeracy, art and music, pupils see the sense of the work that they do and learn happily.
137. Teachers plan their lessons carefully to develop pupils' skills. They also effectively use work from other areas of the curriculum to support skills in information and communication technology. For example, pupils in Year 2 confidently designed and developed a 'passport for Mr Grinling', using the 'Big Book'<sup>8</sup> from their literacy lesson. They researched the text to find as much information about Mr Grinling as they could; such as his first name and where he lived. Then they designed his passport, changing font size, style and colour for best effect.
138. The pupils thoroughly enjoy their work and are proud of their achievements. For example, pupils in Year 3 expressed delight when they developed their own rules to adapt the setting and the movement of the character in the simulation program that they were using. Because of the teacher's careful planning and the way in which she had organised the pupils into pairs, they achieved very well and moved their knowledge and skills forward at a rapid pace. The excitement of their success significantly contributes to their spiritual development. The way in which they share their ideas with their partners enhances their social development very effectively.
139. In most lessons pupils are grouped in a way that maximises learning. For example, less-able pupils are paired with more-able ones, and those who are at an early stage of acquiring English work with a more fluent pupil. Accordingly, all pupils collaborate very well and make good gains in their understanding because, while helping their partners, they clarify and consolidate their own ideas. This was seen very clearly in a Year 6 lesson, when two pupils explained to the rest of the class, using the interactive white

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<sup>8</sup> ['The Lighthouse Keeper's Lunch'](#)

board, how they had established and used formulae on a spreadsheet to work out the perimeter of regular two-dimensional shapes.

140. The subject is efficiently led by very knowledgeable and enthusiastic co-ordinators. They have a very clear vision for the future of the subject and have developed an action plan aimed at raising standards even higher. The school has a comprehensive scheme of work with clear learning objectives and carefully planned steps of progress. This assists the teachers and gives them a good level of support and confidence. It reflects positively on the standards that pupils achieve and the progress that they make.

## MUSIC

141. Standards in music at the end of Year 2 are in line with national expectations. At the end of Year 6, pupils' standards are below national expectations for their age. These are similar judgements to those of the last inspection. Standards are improving in Years 3 to 6, with pupils in Years 3 and 4 achieving appropriate standards. This is due to a better curriculum in place, and the teaching of a specialist teacher. However, there has been insufficient time to raise the standards of the oldest pupils. Singing is a strength of music throughout the school.
142. By the end of Year 2, most pupils sing simple songs with a sense of pitch and an awareness of pulse. They have an understanding of long, short, high and low sounds. They sing a range of simple songs from memory, performing well with others. They follow the contours of a melody graphically represented on the board, with lines sweeping up and down, or going up and down in steps.
143. By the end of Year 6 many pupils sing songs and rounds in two parts, maintaining their own part with an awareness of other performers. They sing with enthusiasm and obvious enjoyment. They recognise repeated patterns in songs and are aware of the necessity for phrasing. However, there are a significant minority who find it difficult to sing in tune, and their lack of enthusiasm for the subject restricts any progress they might make. Pupils are becoming aware of why composers are using sounds in a particular way, such as the high notes of 'Fire! Fire!' in 'London's Burning'. They are beginning to use their voices to create a variety of sounds when composing, such as Year 6 with their composition of music for machines. Pupils are taught to recognise the relationship between the music they hear and the intentions of the composer. For example, they distinguish between some of the friends of Edward Elgar in his 'Enigma Variations'.
144. A music specialist teaches music throughout the school. Teaching in music is nearly all at least satisfactory, with half being good. In the good lessons, pupils are well motivated with a variety of activities, and they work with interest and enthusiasm. On other occasions, the teaching and the activities do not motivate the pupils sufficiently, which leads to inappropriate behaviour and insufficient progress being made. The teacher has considerable knowledge and expertise himself, which he often imparts effectively to pupils. However, sometimes pupils get away with sub-standard work and effort without sufficient correction, particularly with recorder work in Year 4. There is a need to adapt planned activities according to the ability and mood of the pupils. For example, pupils in lessons at the end of the day did not react as other pupils had done earlier in the day and so needed different activities and behaviour management techniques.
145. The school is fortunate to have a specialist musician. There are now a good policy and scheme of work which cover all the required aspects of music. This is to be improved to suit the needs of the school and end-of-unit assessments are to be developed. The use of information and communication technology is developing well. Provision for pupils' multi-cultural awareness through music is well addressed with songs, music they listen to and the instruments available in school. About 100 pupils receive instrumental tuition

through the Brent Music Service. Most of these pupils, but not all, work hard, practise at home and make good progress. There is a need to give more thought to withdrawing pupils from class, as they miss the same lessons each week, sometimes for three quarters of an hour, thus limiting their access to the full National Curriculum.

146. Pupils who are achieving well need an opportunity to play with others, for example in small ensemble work, and the co-ordinator has this in mind for the near future. Other opportunities for performance are good. For example, the choir has sung at concerts and there have been good performances of a Diwali concert at the governors' annual meeting for parents and of 'Oliver' at the presentation at the end of Year 6. There are plenty of resources, mostly of good quality, to deliver the curriculum, although some instruments, particularly harmoniums, need attention. There has been satisfactory progress since the last inspection.

## **PHYSICAL EDUCATION**

147. By the ages of 7 and 11, pupils' standards in physical education are below expectations for their age. Pupils, including those with special educational needs and those for whom English is an additional language, make unsatisfactory progress in their learning. Standards are not high enough because of weaknesses in teaching the subject. By the end of Year 6, three-quarters of pupils reach the national expectation of swimming 25 metres unaided.
148. By the end of Year 2, pupils are insufficiently aware of the importance of the use of space and working at different levels. Many find it hard to listen to instructions, and a number of boys find it very difficult not to push or poke each other. As a result they make little progress in lessons. Pupils do not apply the successful speaking and listening skills observed in other lessons, particularly when they are asked to watch and comment on the performance of other groups, for example in performing dances.
149. By the end of Year 6, standards in games are satisfactory. Pupils show accurate skills in passing and receiving, and they apply these skills successfully in small-team games. In gymnastics, pupils' ability to put the apparatus out at the start and end of lessons is unsatisfactory. Despite instructions from the teacher, many carried large mats and pieces of apparatus incorrectly, which poses a health and safety risk to them and their classmates. Pupils' skills in gymnastics are below expectations; their sequences lack a clear beginning and end.
150. The teaching of physical education was unsatisfactory in half of the lessons observed. Weaknesses in teaching include:
- teachers paying insufficient attention to health and safety matters, including pupils wearing jewellery in lessons and how apparatus is put out/away;
  - inconsistent use of the 'stop' command, with the result that pupils do not listen to instructions;
  - high noise levels;
  - younger pupils taking too long to get changed; on at least two occasions pupils arrived in the hall 20 minutes after the timetabled start of the lesson;
  - pupils being inactive for too long.
151. The quality of some of the gymnastics resources, especially mats, is unsatisfactory. However, the school immediately condemned eight mats when their poor and unsafe condition was raised with the headteacher. In a lesson on rugby skills there were insufficient rugby balls for two pupils to share and this resulted in pupils being inactive for too long. Facilities for storing resources are inadequate. The co-ordinator recognises that there is a need for in-service training in the subject, particularly for new members of the teaching staff.

152. Pupils benefit from a good range of extra-curricular activities and the opportunity to take part in competitive matches against other schools in rugby and cross-country running. They enjoy the annual sports day.

## **RELIGIOUS EDUCATION**

153. By the ages of 7 and 11, pupils reach the level of knowledge and understanding expected in the locally agreed syllabus for religious education. These standards are similar to those at the time of the previous inspection. All pupils, including those who are in the early stages of developing English and those with special educational needs, make good progress in the subject.
154. Pupils live in a multi-faith community and often have a good knowledge of their home religion. In Years 1 and 2 they are introduced to faiths other than their own. They learn the names of the places of worship and holy books of the major world religions. In a lesson on Islam during the inspection pupils showed that they understand that Islam encourages kindness to all living creatures. In a lesson about Hinduism the teacher successfully encouraged those pupils who knew the Hindu prayer to help their classmates gain an understanding of its meaning. Older pupils had a thoughtful discussion about what you can judge about someone from their appearance. They came to the conclusion that you cannot make too many assumptions. In this ambitious lesson all pupils, including those new to learning English, developed their speaking skills well. This was because the teacher made very good use of visual props, such as items of clothing and jewellery, in order to make the subject for debate absolutely clear.
155. The quality of teaching is good overall and makes a good contribution to pupils' spiritual development. This constitutes very good improvement since the last inspection, when teaching of this subject and its contribution to spiritual education were judged to be unsatisfactory. During the inspection four lessons were seen. In one teaching was excellent, in two it was good and in one it was satisfactory. A strength of the teaching is that teachers strike a skilful balance between using the subject to help pupils extend their reading and writing skills, while ensuring that any literacy difficulties do not prevent them from increasing their knowledge and understanding of religious education. They also consistently place a strong emphasis upon pupils acquiring the vocabulary of the subject. Teaching is excellent when it inspires pupils to learn about and from religion simultaneously. When teaching is satisfactory, pupils acquire sufficient knowledge in the lesson, but time to reflect on the implications is limited.
156. The development of the subject has been managed well since the last inspection. There is a good supply of resources, and teachers have made a sound start to encouraging pupils to research the subject through the use of the Internet. There is no evidence of the subject making a particular contribution to pupils' numeracy skills, but when they scrutinise artefacts to make deductions from limited evidence they are enhancing their scientific skills. The school successfully produces among pupils an impressive level of interest in the subject.