

## INSPECTION REPORT

### **MORA PRIMARY SCHOOL**

Cricklewood, London

LEA area: Brent

Unique reference number: 101530

Headteacher: Ms Julie Cahill

Reporting inspector: Mr J Donnelly  
23637

Dates of inspection: 29<sup>th</sup> October – 1<sup>st</sup> November 2001

Inspection number: 230229

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Mora Road Cricklewood London
Postcode:	NW2 6TD
Telephone number:	0208 452 2634
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Appropriate authority:	The Governing Body
Name of chair of governors	Martin Beecroft
Date of previous inspection:	9 <sup>th</sup> February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2363 7	J Donnelly	Registered inspector	Design and technology Physical education	The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed?
9173	Sarah McDermott	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
1292 0	M Kingsley	Team inspector	Provision for pupils with special educational needs	
2179 6	I Singh	Team inspector	English Areas of learning for children in the Foundation Stage Equal opportunities	
2421 6	M Roberts		Mathematics Art and design Information and communication technology	
2425 1	C Thomas	Team inspector	Geography History Provision for pupils with English as an additional language	
2179 6	J Walsh	Team inspector	Science Music Religious education	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Mora is a 3-11 mixed primary school in North West London with 354 pupils on roll. It has many pupils from minority ethnic groups (90 per cent) including refugees (19 per cent). There are 128 pupils (30 per cent) on the special educational needs register. 264 have English as an additional language and 123 are at the early stages of language acquisition. The school has a specialist provision for six visually impaired pupils, which also acts as a local authority provision. There are 33 languages spoken in the school and 45 per cent of pupils are eligible for free school meals. Pupils' attainment on entry into the nursery class is very well below average, overall. Some pupils enter the school with very little English language at all. The number of pupils leaving or joining the school, particularly between age 7 and age 11, is just under 60 per cent.

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

Mora Primary School is a good school with many very good features. All pupils make good progress during their time at school. Children's achievement in the Nursery and Reception classes is very good. Teaching is good, overall, and leadership and management are very good. Pupils in the visually impaired unit are very well included. The school provides good value for money.

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

- Children's achievements in the Nursery and Reception class are very good.
- Teaching is good and enables pupils' to make good progress in English, mathematics and science. The school provides very good support and guidance for pupils' welfare.
- Pupils' attitudes to school are very good and they concentrate in lessons and work hard.
- Pupils with English as an additional language, special educational needs and visual impairment are very well included and make good progress.
- Procedures for monitoring and supporting pupils' personal development are excellent.
- Curriculum planning is very good and ensures that pupils make good gains in their skills, knowledge and understanding.
- Leadership by the headteacher and senior management team is very good.

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

- The challenge in some lessons for higher attaining pupils in Key Stage 2.
- The literacy skills, due to undeveloped language acquisition of some pupils with



EAL.

- Information and communication technology (ICT) across the curriculum.
- The attendance of some pupils due to extended holidays in term time.

*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 very good progress since the last inspection in 1998. All key issues have been addressed. For example, the weaknesses in the curriculum have been resolved, planning is now very good and the curriculum is now relevant and offers good learning opportunities for all. The key issue with regard to teaching has been implemented with rigour and the quality of teaching is now good and sometimes very good, whereas in 1998 it was broadly satisfactory. Standards are much improved in design and technology, geography, history and religious education. Other improvements include pupils' behaviour, attitudes to work, personal development and very good spiritual, moral, social and cultural development. The capacity for the school to improve further is very good.

## 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	E	E	C
Mathematics	E	D	E	C
Science	E	C	E*	D

  

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

Children's achievements in the Nursery and Reception classes are very good and pupils are working towards the Early Learning Goals, but some will not achieve them. Standards, overall, are well below average. Pupils' achievements overall are good in English, mathematics and science at Key Stage 1 and 2 in the lessons observed. In the 2001 national tests, standards are close to those expected nationally at Year 2, yet at Year 6 standards are well below average, overall.

There are some reasons for this:

- The number of pupils who left or entered the school between Year 2 and Year 6 is just over 60 per cent. Many who enter the school are refugees or pupils with little or no spoken English.
- The high number of pupils with special educational needs.
- Those pupils who were in the school at Year 2 and in Year 6 achieved standards in line with those expected nationally.

However the trend over time, particularly for pupils between Years 2 and 6, shows a gradual increase and learning is positive, overall, as demonstrated in pupils' work. Pupils make good progress in their personal development. Pupils with English as an additional language, special educational needs and visual impairment make good progress and some make very good progress, particularly in learning a new language. The work set for more able pupils in some lessons in Years 3 and 4 lacks challenge and restricts the further progress they can make. In comparison to schools with a similar number of pupils who have free school meals, the school is below average, overall. However, since the last inspection in 1998 overall the comparison has been much more favourable.

Since the last inspection, the trend over time is positive and one of improvement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good and a significant strength.
Behaviour, in and out of classrooms	Pupils' behaviour is good, overall, and in some lessons where pupils are very well managed, pupils' behaviour is very good.
Personal development and relationships	Personal development is very good. The school is very committed to developing pupils' personal and emotional development and is very successful.
Attendance	In relation to national averages, pupils' attendance is unsatisfactory. Although the school's procedures for monitoring attendance are very good, too many pupils do not attend school in term time due to extended holidays taken by parents.

## 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 is consistently very good in the Nursery class. Teachers have a good grasp of how children learn through play and provide children with good first-hand experiences such as using puppets and soft toys to teach phonics and early reading skills. All resources are used very effectively to promote learning. There is a very good balance of staff-directed and children's self-chosen activities. This leads to all children purposefully involved in a calm and quiet learning atmosphere. All staff give clear instructions and encourage children to listen carefully.

Teaching is good overall for pupils aged 6 to 11. Strategies for teaching literacy and numeracy skills are good and are having a significant impact on pupils' achievement. When the teaching is good, work is well planned, pupils are well managed and good questioning skills are used to extend pupils' understanding. Teachers make appropriate and effective use of support staff during group work. Pupils are well motivated and concentrate well, because activities are generally well managed and expectations are clear. However, on occasions, some higher attaining pupils are not well motivated, their tasks are not challenging enough for their needs and some teachers do not provide enough opportunities for pupils to undertake sustained writing tasks. This has an adverse effect on the pupils' attainment in writing, an area that the school itself identifies as in need of further improvement

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good; it is broad, balanced and ensures that all pupils have equal access to learning. Planning is very good. Personal, social and health education is very good. The use of ICT to support learning through all subjects of the national curriculum is an area for further development.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and this enables pupils to make good progress.
Provision for pupils with English as an additional language	Good. Pupils have full access to the whole curriculum; they achieve well, sometimes very well. All staff have a good understanding of their learning needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral, social and cultural development is very good and effectively promotes pupils' personal development and contributes to the very good ethos of the school.
How well the school cares for its pupils	Strategies for ensuring pupils' welfare are good with some very good procedures in assessment.
How well the school works in partnership with parents	Very good. Parents are welcomed and supported very well by the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher, deputy headteacher, key staff and pupil support co-ordinator are very good. Staff work very well as a team and are clearly focused on raising standards for pupils.
How well the governors fulfil their responsibilities	Governors have a very good knowledge of the strengths and weaknesses of the school. They are very good at monitoring the work of the school and raising expectations of what pupils can achieve.
The school's evaluation of its performance	The school's evaluation of its achievements and its analysis of pupils' strengths and weaknesses to raise standards further are very good.
The strategic use of resources	The school uses all its resources very well, including accommodation, and deploys staff well, so that all pupils are fully included in the learning process. Special grants are directed to where they will achieve the most likely benefits and the school seeks to ensure good value for money at all times.

## 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>• The progress their children make.</li> <li>• The open invitation to the parents to accompany their children into school and to talk to the staff.</li> <li>• Pupils enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge for more able pupils.</li> </ul>

The inspection team agrees with the views of the parents and carers above and includes their concern as a key issue for improvement.

## **PART B: COMMENTARY**

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

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

1. The school's performance in the 2001 National Curriculum tests for Year 6 pupils was well below the national average and below the average for schools with the same number of pupils who have free school meals. Overall the school's results are rising in line with the national trends. The majority of pupils currently in Year 6 are working below the nationally expected levels for their age. Their speaking and listening skills match, but reading is below average and writing skills are well below, the nationally expected levels. There are some changes in the results of boys and girls from year to year but the overall differences are not significant.
2. There were several factors which contributed to the dip in 2001. The school has a high percentage of both pupils with special educational needs and pupils with English as an additional language who experience difficulties in understanding and interpreting questions in test situations and in class lessons. Their literacy skills are unsatisfactory. There is high mobility with a high percentage of pupils joining Key Stage 2 at irregular intervals. Also, many pupils with both special educational needs and English as an additional language have a low starting point when joining the school. As a result, there are many variations in the cohorts from year to year in their individual basic attainment. The trend in results at the end of Key Stage 2 shows a gradual increase. Standards observed in the inspection in lessons and in completed pupils' work show that the attainment of pupils at the age of 7 is average and at 11 below average but not well below average.
3. Given the limitations of the pupils' skills on entry to the school, they achieve well and attain standards in speaking and listening in line with nationally expected levels both by the end of Year 2 and Year 6. By the end of Year 2, the majority of pupils are able to express themselves clearly and have developed sound listening skills. Between the ages of 7 and 11, the teachers successfully consolidate and extend the pupils' vocabulary. Most pupils begin to use complex sentences, following the good language models provided by adults and many opportunities provided through the 'circle times' and when pupils ask and answer questions and explain their work in classrooms. During the literacy hour, they listen to teachers' explanations and instructions and speak and listen in plenary sessions. Pupils respond well to the suitable opportunities offered to them through drama and debate. In one Year 6 lesson, pupils responded appropriately when asked to use their voices to act out the story that they were converting into play script.
4. Pupils achieve well and attain standards in line with nationally expected levels in reading by the end of Year 2. Teachers teach letter sounds and blends well through direct teaching and higher attaining pupils get a good grasp of these

and use this well to tackle unfamiliar words. Reading Recovery teaching, use of support staff and support from visitors all have a positive impact on the development of reading. This accelerates pupils' progress. By the end of Year 2, higher attaining pupils are beginning to read fluently and understand the text. They read with some expression. However, some average and below average ability pupils are not able to build unfamiliar words and do not always understand the text. This hinders their progress.

5. Pupils make good progress throughout Key Stage 2, so that standards have improved by the end of Year 6. However, their reading skills are below the nationally expected levels. Higher attaining pupils successfully learn to skim and scan the text and make meaningful notes or retrieve information. Most pupils interpret the text literally and find it difficult to identify meaning beyond the text and do not appreciate the subtleties. This hinders their progress. However, the comments in pupils' reading target cards do not indicate what pupils need to do to improve their reading skills. The school has identified the weaknesses and is implementing appropriate strategies to accelerate pupils' progress in reading.
6. Attainment in writing by the end of Year 2 is in line with the national average and, given the below average skills that pupils have when they enter school, their achievement is good. Letter combinations and common spelling patterns are appropriately emphasised in teaching and as a result pupils begin to recognise and use them in their writing. By the end of Year 2, with good support from their teachers and the well-trained classroom assistants, pupils think carefully about the overall structure of their writing, for example, the setting, the characters and the plot when writing stories. However, the majority of pupils lack fluency in their writing and are unaware of grammatical mistakes in their work.
7. Attainment in writing by the end of Year 6 is well below the national expectation. This is impeded by the insufficient opportunities afforded to pupils to undertake sustained writing tasks in English or to record their learning by writing at length, especially for more able pupils' in other subjects, for example science, history, geography and religious education. However, given the number of pupils who have special educational needs and who are at the early stages of learning English and join the school in Years 5 and 6, their achievement is good. Most pupils write neatly, clearly and legibly and many develop their own personal styles. However, the majority of pupils lack fluency in their writing and are unaware of grammatical mistakes. A significant number of pupils still struggle to express themselves clearly in writing. The school is aware of these issues and is employing a range of strategies to further raise standards in writing.
8. When they enter the Nursery, the attainment of pupils learning English as an additional language is well below what is expected for their age. At the start of full-time schooling their attainment is still significantly below the national average. The majority of these pupils are in the early stages of developing their English. Because they are supported very well they make very good progress in

learning English and in the other areas of learning so that by Year 2 most are attaining nationally expected standards.

9. Mathematics results in 2001 in Key Stage 1 reach the national average due to the very hard work of the staff concerned. In Key Stage 2 they are well below the national standard. However when compared to schools with similar intakes they are below average. It should be noted that those pupils who stay in the school across the key stages make good progress and most reach the expected national standard. Those who come to the school at various stages make steady and often good progress from their starting points, which can be very low indeed. The school is striving to improve standards with the addition of booster classes for mathematics, by providing more challenging work for higher attaining pupils and effectively monitors pupils' progress.
10. Science results in 2001 show a dip in standards when compared to the results in the previous year. The results in 2001 were well below national averages. Also, the proportion of pupils achieving the higher level was very low. When results were compared to pupils' performance in similar schools they were below average. There are some changes in the results of boys and girls from year to year but the overall differences are not significant. The trend in results at the end of Key Stage 2 shows a gradual increase. Standards observed in the inspection in lessons and in completed pupils' work show that the attainment of pupils at the age of seven is average and at eleven below average but not well below average. Currently there are no significant differences between the standards achieved by boys and girls. Most pupils make good progress with the exception of Year 3 and 4, who make satisfactory progress. Efforts to raise standards are hampered by weaknesses in pupils' literacy skills, particularly at Key Stage 2. Also, on occasion, tasks planned for higher attaining pupils are not sufficiently challenging. Standards are not high enough yet but there is tremendous effort by teachers to raise standards further.
11. Pupils with special educational need make good progress towards targets set in their individual education plans because of the well-focused and well-organised support they receive. Similarly, those pupils who speak English as an additional language make good progress in learning English and this contributes effectively to their good progress in other subjects.
12. Pupils learning English as an additional language continue to achieve well in Key Stage 2. However, there is a high level of pupils joining the school during this key stage. Some of these pupils are in the very early stages of learning English. Some have received little or no schooling. This means that despite effective teaching, only a few pupils develop the higher level language skills that are needed to achieve nationally expected standards by Year 6.

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



13. Pupils have very positive attitudes to school. Attitudes have improved very well since the last inspection. A very high percentage of parents reported that their children love coming to school. The vast majority of pupils arrive happily in the morning and look forward to their day. A few of the new children in the Nursery are still reluctant to leave their mothers, but invariably settle down once their parents are out of sight. Positive attitudes stem from the supportive way the school values the many diverse backgrounds and origins of its families. The open invitation to the parents to accompany their children into school and to talk to the staff puts families and their children at ease; particularly important for so many new to this country. Pupils learning English as an additional language have very good attitudes to school and therefore learn effectively. They are confident, keen to learn and relate easily to others. This is because the school fosters self-esteem and promotes understanding and respect for differences.
14. Pupils chat enthusiastically about school activities and a good number take part in the after-school clubs. In lessons pupils are nearly always keen to learn, get down to work quickly and persevere well. Some are enthusiastic in giving their opinions and are quick to contribute. Many are quiet and studious with a few lacking the confidence to speak up and take an active part. In a Year 6 “booster” class in preparation for national tests in mathematics, the pupils’ attitudes and behaviour were outstanding. They collaborated extremely well in estimating and calculating the length of different items and worked extremely hard to improve their measuring skills. In the Year 1 classes the pupils enthusiastically participated in the game of identifying the first letter of different soft toy animals and really improved their letter and sound recognition. The good teaching and strong links between home and school provide a very strong base for positive attitudes to school and the good learning that takes place.
15. The behaviour of the pupils is good and has improved considerably since the last inspection. In lessons most pupils behave very well; they listen attentively and follow instructions carefully. However in a few classes there is a small number of pupils with particularly challenging behaviour. These pupils cause a disproportionate amount of disruption by interrupting effective teaching and spoiling their fellows’ concentration. There were 5 instances of exclusions for a fixed period last year. The school is a very orderly place and pupils move around sensibly. Pupils really enjoy their time outside at break times. Many of the boys rush around and play boisterously, but all pupils are very quick to line up when the whistle blows. Pupils behave extremely well in assemblies. Reception and Nursery children were captivated by the little play based on “Peace at Last” in their assembly and sat quietly and sensibly throughout.
16. The personal development of pupils is very good. Many children arrive in the Nursery with little experience of mixing with others and often lacking in confidence. By the time pupils leave the school they are mature, responsible and very good products of supportive and effective personal and social education. Personal development was judged to be satisfactory at the last inspection, so this whole aspect has improved very well since then.

17. Relationships in the school are very good. Pupils come from a wealth of different ethnic backgrounds. The school works very effectively in making all pupils feel important members of the school community and the pupils respond accordingly. They value each other's differences and show well-developed respect for religions, values and feelings different from their own. In assemblies pupils bow their heads appropriately and in religious education lessons they listen with interest about other ways of life and worship. Year 5 and 6 pupils in an art and design lesson genuinely appreciated the colourful tapestries representing different faiths and cultures.
18. Most pupils have a good understanding of the impact of their actions on others. In a Year 3 and 4 personal and social education lesson the pupils were well aware of how their anger can effect their friends. A photograph album entitled "Helping new children settle in to Mora" shows that pupils understand that new children may feel nervous and shy when they first arrive and know how to make them feel welcome. However the few pupils who behave inappropriately do not sufficiently understand that their selfish behaviour is upsetting for their teacher and detracts from the learning of others in the class.
19. Pupils develop well due to the very good levels of personal responsibility they acquire through the provision made. In Nursery pupils soon learn to look after themselves by finding their own name card on arrival and independently choosing a sensible activity. Higher in the school members of the school council are proud to be elected and represent their classes very effectively. Many of the older pupils take on the role of monitor very sensibly and contribute well to the school community. Individually pupils have a well-developed responsibility for their own learning. They are aware of their targets for improvement in reading and writing and most are confident in researching and using dictionaries to further their learning.
20. The attendance of pupils is unsatisfactory. The overall rate of attendance has been well below the national average for the past few years and has not improved at the same rate as other schools since the last inspection. However the lack of any unauthorised absence is in the school's favour and compares very positively with other primary schools.
21. Registers are called promptly at the beginning of the morning and afternoon sessions. The school works very methodically to follow up any unexplained absence and maintains a good line of communication with parents. Staff frequently remind parents of the need for the regular attendance of their children at school, so that they can learn and progress effectively. Despite this concerted effort to improve attendance, the school has very high levels of authorised absence. One major reason is the high number of pupils arriving and leaving mid-year and the need to keep pupils on roll until a new school place has been confirmed. Another cause is the substantial number of weeks taken by pupils for extended leave in their country of origin.
22. The punctuality of pupils is satisfactory. Most pupils arrive in good time for the start of the school day. However there is a significant number that slip into

classes once the lesson has started, so missing part of the introduction to learning and distracting the attention of other pupils. In the Nursery class too many children arrive late for lessons in the morning at the start of the day.

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

23. Teaching overall is good. This is good progress since the last inspection when teaching was only satisfactory with some unsatisfactory lessons. During the week of the inspection there was no unsatisfactory teaching but some very good or excellent learning as a result of high quality teaching. The school recognises the need to provide more challenging work for higher attaining pupils.
24. In the Foundation Stage, the quality of teaching is very good. The information collated from baseline assessment is used effectively to provide appropriate support. The staff work well as a team. They plan together effectively using the national guidance and place appropriately strong emphasis on ways to improve the children's poor personal, social and emotional skills, their communication, language and literacy skills and their mathematical skills. They have a good grasp of how children learn through play and provide children with good first-hand experiences such as using puppets and soft toys to teach phonics and early reading skills. All resources are used very effectively to promote learning. There is a very good balance of staff-directed and children's self-chosen activities. This leads to all children purposefully involved in a calm and quiet learning atmosphere. All staff give clear instructions and encourage children to listen carefully. They have a very good understanding of the needs of children who speak English as an additional language and use appropriate methods such as using visual materials, modelling language and asking children to repeat words and phrases. They use praise effectively to motivate the children, to engage them in learning and to promote their self-esteem. The adults respect children and in return are respected and loved by them. A very good ethos of learning prevails throughout the Foundation Stage classes where adults and children are very busy enjoying the activities in all areas of learning.
25. The quality of teaching in English is good overall and this promotes consistently good learning over time. Teachers have a good understanding of how to teach English. They make sure pupils know what they are expected to learn and how this links to their previous learning. The National Literacy Strategy has been effectively implemented and as a result teaching is well planned and pupils learn well. In a very good Year 6 lesson, for example, the teacher used very good subject knowledge, evident in her clear explanations and effective questioning, to involve pupils in identifying the features, structure and presentation of a play script as opposed to a story. Most lessons proceed at a good pace. Pupils are interested and are keen to learn. They concentrate well and persevere with their tasks.
26. In English, teachers know their pupils well and assess their work thoroughly and set appropriate targets. Teachers give good support to pupils who have special educational needs and those who speak English as an additional language.

27. Teaching in mathematics has improved since the last inspection and many good lessons were seen, with some very good lessons in Year 5 and 6. This high quality was in both class numeracy sessions and in the booster classes for Year 6. Teaching is also strong in Key Stage 1. All teaching is at least satisfactory; in Year 3 and 4 classes it is at its weakest when compared to the good quality in the rest of the school.
28. In science, the quality of teaching was good. Teaching in non core subjects is satisfactory and often good.
29. Teachers have good subject knowledge and use this knowledge well with effective questioning of the pupils. Teachers plan well and learning objectives for each lesson are shared and discussed during and at the end of the lesson. Teachers make appropriate and effective use of support staff during group work. Pupils are well motivated and concentrate well because activities are generally well-managed and expectations are clear. However, on occasion, higher attaining pupils are not well motivated and their tasks are not challenging enough for their needs. Good questioning skills are used to extend pupils' understanding.
30. Resources are used appropriately except that there is insufficient use made of ICT to support pupils' learning in many areas of the curriculum.
31. Pupils learning English as an additional language receive good and sometimes very good support in lessons. This means that these pupils achieve well both in the acquisition of English and in their general work. Pupils in Key Stage 1 and those in the upper juniors achieve very well because teachers and support staff have a very high level of expertise. They understand and consider the learning needs of these pupils and use a range of strategies, which best meet their needs. There is a clear emphasis on developing spoken English and good opportunities for pupils to engage in supported discussion. New vocabulary is clearly explained and time taken to make sure pupils have understood what they are to do.

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

32. The quality and range of learning opportunities for children in the Foundation Stage and for pupils in both key stages are good. The school has a well-structured curriculum in place to meet the needs of all pupils, including children in the Foundation Stage, those with special educational needs and those pupils for whom English is an additional language. Statutory requirements, including the provision for religious education, are met.
33. The curriculum for children in the Foundation Stage offers the opportunity for them to attain the early learning goals for the age group. The programme of

activities is planned thoroughly and meets the needs of children both in the Nursery and the Reception.

34. The curriculum for pupils in both key stages is broad, balanced, relevant and inclusive. It gives pupils opportunities to learn effectively in all subjects. The time allocation for subjects other than English, mathematics and science is limited but is used effectively. A block of work is planned for each subject over a period of half a term so that an aspect can be studied in sufficient depth. Pupils in Year 6 have a slightly over-weighted curriculum in English and mathematics but have more access to other subjects after the statutory tests.
35. The school has good strategies for teaching literacy and numeracy. The literacy hour is consistently planned and taught in all classes. Oral work is used well to develop pupils' speaking and listening skills. Subject vocabulary is prominently displayed in classrooms and around the school. Opportunities are provided for pupils to extend their writing skills in other subjects but this is limited. Many pupils have under-developed writing skills in subjects other than English. For example, in science, pupils with English as an additional language have difficulty in interpreting, understanding and writing up results of investigations. Planning for numeracy is very good. There is a good structured approach to lessons with appropriate time given to mental arithmetic and an emphasis on mathematical language. Opportunities are also provided for pupils to develop their numeracy skills across the curriculum, particularly in science, design and technology and history. Booster classes operate during Year 6 to raise attainment for targeted groups of pupils in English and mathematics. Further support is also provided in science with booster classes in Year 6.
36. Appropriate schemes of work are now in place for each subject and this is a significant improvement since the last inspection. Planning is very good and there is a two-year cycle which ensures progression of skills, knowledge and understanding. There are appropriate long-term curriculum plans based on the schemes of work. Teachers make good use of these to prepare their termly plans for which there is a consistent approach from all staff. Short-term planning in lessons is overall very good. Learning intentions are clearly stated and assessments made during lessons are used effectively to guide future planning. Overall, planning is a strength of the school. However, the use of ICT to support learning in all subjects of the national curriculum is a weakness.
37. The provision for pupils' equality of access and opportunity in relation to the curriculum is good. This is because equal opportunities are strongly reflected in the school's aims and in practice. Individual pupils' needs are considered carefully and strategies for meeting them are well developed. The headteacher and staff effectively check on the welfare and personal development of individual pupils. The language needs of pupils for whom English is an additional language are assessed carefully. These pupils have full access to the curriculum and are given good support both in the classroom and withdrawal groups. Provision for higher attaining pupils in most subjects other than English and mathematics is under-developed. Higher attaining pupils are planned for in the curriculum but work selected is not sufficiently challenging

enough for them to make further gains in their learning. The school has in place a good policy for helping higher attaining pupils improve their work effectively.

38. Provision for pupils with special educational needs is good and this has significantly improved since the last inspection. Pupils who are identified have appropriate attention to meet their needs. Individual educational plans are provided for all pupils who are at Stage 2 and beyond on the school's special needs register and these are of a good quality. They are reviewed regularly. Pupils with statements of special educational need are given appropriate support in line with the recommendations. Their statements are reviewed as required.
39. The pupils with special educational needs follow the same curriculum as other pupils and the work is amended so that it is suitable in meeting their needs. Pupils who are Braille users are provided with adapted materials so that they may participate fully in the lesson. The Braille teaching is very good and the pupils are taught to read and write. The contractions for grade 2 Braille are gradually introduced and the pupils assimilate them into their writing. The Braille writing is accurate with very few slipped dots or mistakes. The transcription, which the support staff carry out enabling the mainstream teachers to mark the pupils' work, is accurate. Pupils with special educational needs, including those who are Braille users, have good access to the National Literacy and National Numeracy strategies. The other pupils are positive about those pupils with special educational needs and provide support. For example, when the pupils shuffled from sitting in rows on the carpet to sitting in one large circle, the pupil with a severe visual impairment was very tactfully guided into her place.
40. On some occasions the support for pupils with behavioural problems, who have been identified as having special educational needs, lacks the specialist expertise which the school on its own cannot provide.
41. The curriculum for children with a visual impairment is enhanced with mobility sessions provided by the rehabilitation officer from the Local Authority. Mobility and orientation skills are the skills which a person with a severe visual impairment needs to learn to enable them to travel safely and independently. These skills will include the use of echo-location and in due course the use of a long cane. The pupils learn a great deal during their mobility lessons about being independently mobile, safe travellers. Other skills, for example keyboarding and the use of ICT, are gradually introduced at the appropriate time.
42. The provision for extra-curricular activities is good. Some activities are provided for pupils in Key Stage 2, including gymnastics, skipping, French, line-dancing, netball and football. Ball skills are taught for all pupils at lunchtime on a weekly basis. There is also an after-school club provided by an outside agency. All clubs are well attended by pupils.

43. There is very good provision for pupils' personal, social and health education and this a strength in the school curriculum. The school has an appropriate policy and scheme of work. Pupils' knowledge and understanding of roles and responsibilities in a modern democracy are well developed in "circle time" and lessons in personal, social and health education when discussions are held. For example, pupils in Year 5 and 6 discussed issues that arise in the playground when playing football. Through discussion pupils decided on a rota for girls and boys so that a fair decision was reached. This occasion provided good opportunities for moral development when these real situations occur and pupils seek solutions to difficulties that they encounter. Personal, social and health education links well with the school's very good ethos and pupils' spiritual, moral, social and cultural development. Provision for sex education and awareness of drugs are fully covered in lessons for the older pupils and comply with statutory requirements. Parents are well informed about the school's approach and are invited to come in and talk about any concerns. Health education is taught effectively through the science curriculum.
44. The school has good links with the local community. Pupils take part in a range of visits outside school in connection with their work. They make use of museums, theatres, parks and the local area. Visitors into the school include musicians from Brent and theatre and drama groups. The latter contribute towards the 'healthy schools' project. There are few visits to places of worship or visits from religious leaders in the community.
45. Links with other neighbouring schools are good. Secondary school pupils visit as well as students on teaching practice. The school has a reading partnership with John Lewis. The school is also used by the Brownies and as a class for the teaching of Arabic on Saturdays.
46. The provision for the spiritual development of the pupils is good and this has significantly improved since the last inspection. It is promoted mainly through assemblies, pupils' personal, social and health education, circle time, religious education and the very good ethos of the school. There is a daily assembly with an appropriate act of collective worship. The school is exempt from collective worship to be "wholly or mainly of a broad Christian character". Statutory requirements are met. Each assembly includes a time for reflection and a "thought" for the week with a lighted candle as a focus. No singing occurred at the main assemblies but music from different cultures was played as pupils entered and left. Music chosen for the Infants was based on a tape which was a collaboration between the Baka pygmies of Cameroon and a British folk musician. In the Junior assemblies music provided was from classical Indian music from Northern India. Lessons in science and religious education also contributed to pupils' spiritual development. For example, pupils in a Year 3 and 4 mixed year group reacted strongly with "awe and wonder" when investigating magnets. Display work around the school portrayed examples of pupils writing down their feelings and this was also seen in Year 3 and 4 when pupils shared their thoughts about the conflict in the Second World War.

47. There is very good provision for pupils' moral development which has greatly improved since the last inspection. There are clear expectations of high standards of behaviour and pupils know the difference between right and wrong. This is reflected in the good behaviour of the majority of pupils in and around the school. A constructive system of rewards and sanctions underpins the rules for behaviour. Each class also make their own rules to help them work better together. Teachers remind pupils regularly of the rules that they have agreed for their class. All the staff provide very good role models for pupils towards one another. Staff encourage and positively develop very good relationships amongst pupils. Most staff maintain a calm and orderly community in which pupils develop a very good awareness of the effect their actions have on themselves and each other. Good behaviour and good qualities in work are rewarded in special assemblies when certificates are awarded. Within the school's planned programme of personal, social and health education, moral issues are taught and discussed as they arise.
48. Provision for pupils' social development is very good. Pupils co-operate very well with each other and adults. In lessons pupils are encouraged to share their ideas in pairs and in groups. A very good feature of the school's provision for personal development is the school council which enables pupils to gain an understanding of democracy and to take responsibility. School councillors bring issues about school life to the meetings which they have identified in their class or on the playground. There are helpers in all lessons. Older children take responsibility for younger pupils and assist in the Nursery on Friday afternoons. These opportunities help pupils to become familiar with the responsibilities of citizenship.
49. The provision for pupils' cultural development is good. This is a significant improvement since the last inspection when this aspect was judged satisfactory. There are many valuable opportunities for pupils to develop awareness of their own and some other cultures. Pupils listen to music from their own and other cultures and learn about religions and beliefs other than their own. Festivals are celebrated, such as Eid, Hanukkah, Diwali, Christmas and Easter. Books displayed around the school feature a range of cultures. Multilingual signs are on most doors. Displays and notices around the school have a multi-cultural dimension and there are attractive welcome notices in a range of languages. Visits outside the school take place regularly to places of interest. Visitors into the school include people from the theatre and musicians. However, there are few visits from religious leaders in the community to enrich pupils' knowledge of the wider cultural environment. Pupils enjoy a wide range of cultural experiences within the school.
50. The provision for pupils learning English as an additional language is good, with some very good features; as a result they have equal access to the full curriculum. The organisation of the provision is very good so pupils learning English are fully included in all aspects of school life. Teachers and teaching assistants plan effectively and use a wide range of strategies to enhance pupils' learning. Extra support is targeted at those pupils in most need. There is a clear emphasis on developing spoken English and the content of all subjects



develops pupils' understanding of cultural, linguistic and religious differences. The school is developing very good strategies such as The Emotional Literacy Project and A Place to Be Project to support social inclusion.

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

51. The care for pupils in the school is very good. The school has expertise and commitment to support each and every pupil as an individual and is justifiably proud of its success. The school has made good progress in addressing the key issues from the last inspection. Every pupil is now very well included in the full range of learning experiences.
52. The school has good procedures to ensure the health and safety of the pupils. A clear and detailed policy underpins the good practice. Risk assessments are all up-to-date and the school makes good use of outside assistance from the local education authority. The caretaker is vigilant and conscientious, ensuring that potential hazards are dealt with swiftly and effectively.
53. The welfare needs of the pupils are effectively supported. The school has a good number of staff with first aid certificates. All teachers are aware of any particular medical needs of individual pupils, because they all provided with a class list of any medical concerns. The welfare assistant is gentle and effective. She keeps very well maintained records of grazes and knocks, and ensures that parents are quickly informed of any bumps to the head.
54. Child protection procedures are good. The headteacher, as the designated person, is very experienced and knowledgeable. In practice all staff know what to do if they are suspicious of child abuse. However there has been insufficient recent training for all staff to ensure they are thoroughly up-to-date with the latest child protection guidelines. The school takes reasonable steps to ensure that their pupils are protected from offensive materials on the Internet. Parents have been informed of the school's policy and are happy with the security measures.
55. The school has very good procedures for monitoring and improving attendance. Although the attendance figures are well below that of most primary schools, the rate of unauthorised absence is nil. The school is very rigorous in checking pupils' whereabouts on the first day of absence and prides itself on safeguarding each individual pupil. Registers are carefully maintained and the deputy headteacher keeps a very close eye on trends and concerns with pupils' attendance. The school has a thorough system to remind parents of the need for their child's regular attendance at school and refers to the education welfare service as necessary. It is dispiriting when many families take extended leave to their country of origin during term time and when pupils who have left must be kept on roll until their new school placement is confirmed. However the school is determined to tackle the problem. It is currently considering reducing the time allowed for "exceptional leave" from 6 weeks to 3 weeks to send a firm message

to families taking children out of school in term time. The school is starting to see a small improvement in attendance.

56. Strategies for monitoring and promoting good behaviour are very good. The school has a clear behaviour policy, within which there is good scope for teachers to choose rewards and sanctions appropriate to the individual pupil and circumstances. The foundation of behaviour management is solidly set in the school's expertise in ensuring pupils miss as little education as possible. Staff are patient and consistent in dealing with inappropriate behaviour. When pupils with particularly challenging behaviour are causing too much disruption to the other pupils' learning, a system of red cards notifies the pupil support co-ordinator, deputy or headteacher that assistance is needed. Midday lunch staff have had satisfactory training in behaviour management and record any inappropriate behaviour carefully. School rules are simple and pupils feel they own their class rules. The very good procedures to promote good behaviour have resulted in a substantial improvement in behaviour since the last inspection. Bullying is very rare and is resolved quickly and effectively.
57. The school is exemplary in the way it supports the personal development of each pupil. It ensures that not only the educational needs of each pupil are met, but also that each pupil develops emotionally and socially into a responsible and confident individual. Within lessons the teachers work effectively to make sure every pupil, whatever their ability or home language, is fully involved in learning. Each class has well planned and co-ordinated personal, social and health education lessons. Assemblies are valuable times to promote sentiments such as sharing, trying hard and valuing others. Very good opportunities for the development of citizenship are being offered via the school council and system of monitors. The school is making very good use of outside agencies to provide specialist support to individual pupils. The "Place 2 Be" counselling service based in the school is used well to settle and support pupils who are disruptive or lack self-esteem. The educational psychologist works closely with the school and is about to pilot the "emotional literacy" project in Mora to complement the current personal and social education. Teachers keep a very close watch on every pupil's personal development and report accurately to parents at the end of the year. The school is investing substantial time and resources in personal and social education over and beyond set lessons and it is reaping rewards in the improved attitudes and personal development of the pupils.
58. The school has very good assessment procedures in place for pupils, including those with English as an additional language. Pupils are targeted for support on the basis of the assessment results and their progress is regularly monitored. The deputy headteacher has analysed the end of key-stage test results by ethnicity and by the time pupils have spent in the school to track achievement by the different groups. The procedures for assessing the language needs of new arrivals are good and help to meet their needs well. Clear procedures are in place for the identification and assessment of pupils with special educational needs. Individual education plans are provided for pupils on the school's special needs register where appropriate and these are of satisfactory quality. They are reviewed each term. The statements of pupils at Stage 5 on the

special needs register are reviewed annually. All pupils have individual targets for their learning in English, mathematics and science. A close watch is also kept on their individual progress in the other subject areas through end-of-unit assessments. Teachers use the information gathered to adapt work to individual needs. A consistently high standard of marking offers pupils very clear guidance and helps them to improve.

59. The pupils' individual education plans are regularly reviewed and monitored and this provides a good foundation for the pupils. Pupils with special educational needs are entered for Key Stage National Curriculum tests and, for those pupils who require it, adapted papers are provided. The annual reviews are effective and provide good support for the pupils and their parents. There is clear documentation for the process. The requirements of statements of the pupils' special educational needs are being met.
60. The provision for pupils with a visual impairment which is situated in the school building provides advice and support to other schools in the borough. The staff provide support for some of the pupils within the school and then carry out a range of services to schools and families across the borough. There is very good liaison with statutory agencies within the borough who provide services for pupils in the school. There is also good liaison and support from the voluntary agencies.
61. The class teacher and the pupil support co-ordinator track the progress of each pupil learning English as an additional language. This is done formally twice yearly. Pupils who are not achieving as well as they should are identified and specific action is planned to improve their learning.
62. There is a "buddy" system to support pupils new to the school. The buddy is a pupil in the same class who speaks the same first language if possible. The buddy provides support until the new pupil has settled in and this is very effective.

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

63. Parents are very supportive of the school. A good number of parents returned questionnaires indicating that they are very happy with all aspects of the school's provision. Parents particularly like the good teaching, the comfort with which they can ask questions of the school and the good behaviour. They were unanimous in praising the good management and leadership. The inspection team concurs with the parents' views of the school's strengths. Although a few parents have concerns about homework, the inspectors judge that this work is consistently set, regularly marked and used well to promote learning. Some parents believe that the range of activities outside lessons is limited. The inspection team does not agree and judges that the school provides a good number and variety of clubs to extend the curriculum.

64. The school has very effective links with parents. These have improved considerably since the last inspection. All members of the school are open and welcoming, making parents feel at ease with education. Parents who do not speak English are included very well. The school very effectively calls upon members of staff, older pupils or other parents to help translate. In addition, by hosting classes for those with English as an additional language, the school supports local families in learning English and raises the profile of the school in the community.
65. The quality of information provided to parents is good. Particularly useful is the general information about forthcoming events, management decisions and curriculum coverage. The prospectus and early years brochure give a very good flavour of the school and meet all legal requirements. Regular newsletters give lively and concise information. Parents receive a termly up-date on what their children are going to be taught in lesson, and have had the chance to attend meetings to hear more about literacy and numeracy teaching methods. The quality of information provided to parents about their children's progress is satisfactory. Parents have a good opportunity once a term to discuss with the teachers how their children are getting on. End of year reports are perceptive on personal development and have improved since the last inspection, but they are still not all sufficiently consistent in giving a clear message on progress in each subject or in identifying targets for improvement with which parents can help. The school consults with parents effectively on management issues. A formal survey was carried out to launch the last school development plan and since then the school has been maintaining good informal lines of communication to gauge parents' views on how the school is progressing.
66. The contribution of parents to their children's learning at school and at home is good. Many parents are seen in the school at the beginning and end of the day, helping to settle in their children or talking to the teachers. A good number attend the parent-teacher consultations each term and are keen to see their children progress. Parents are supportive of the school's homework policy, but in some classes are not given sufficient opportunity to communicate with the teachers via home-school record books and so contribute to their children's learning at home. The headteacher reports that parents often accompany trips, help with administrative tasks and support library work. Although the parent teacher association does not attract a strong interest, it is held together by a small, effective band of committed helpers. The school struggles to draw in parents for the annual governors' meeting, but has tremendous support for whole-school events. The recent "One World Day" was a great success, with a large number of parents contributing cooking from the many countries they represent. The impact of the parents' involvement on the work of the school is good and makes a positive impact on their children's progress.
67. For all the pupils with special educational needs the links with parents and carers is very strong and this supports the pupils during their education.
68. The school has very good links with the parents of pupils learning English as an additional language. Parents of pupils new to the school have a meeting with

the headteacher and are taken round the school by the pupil support co-ordinator. This enables the school to gain first-hand information about the pupil and builds effective links with the parents from the start. When necessary, the school has access to translators of a wide range of community languages, which ensures that parents receive the information they need.

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

69. The leadership by the headteacher is very good. They have been very successful in developing an effective team of hardworking and committed staff. The aims and values of the school are very well reflected in practice and she has created a positive, challenging learning environment, which is central to the school's success. The head and deputy regularly monitors teaching and learning and they have been very successful in setting up effective procedures and practices. Very good management is evident in the day-to-day work of the school. The head and deputy has very successfully addressed the weaknesses as identified in the last inspection report and good progress has been made. The effectiveness of key staff in the management of the school is now very good.
70. The governing body is very clear about its role and has a good understanding of the strengths and weaknesses of the school and provides good support for the direction in which the school is going and for its overall planning and work.
71. The school has very thorough monitoring and evaluation systems to ensure standards are maintained and improved. The headteacher has focused on ensuring key policies are working in the classroom, most recently the focus has been on specific issues such as formative assessment led by the deputy headteacher. The early year's co-ordinator has successfully monitored the delivery of the foundation curriculum.
72. Teachers' planning is monitored regularly to ensure that pupils in parallel year groups are being given similar classroom experiences.
73. Pupils' progress is regularly monitored. Targets are set at individual group and school level in literacy and numeracy. Pupils' progress is evaluated termly and the outcomes of these assessments are used by all teachers to inform their planning.
74. There is a good mix of experience and ideas amongst the teaching staff and they are well qualified to deliver a good and vibrant curriculum to the pupils.
75. Educational priorities are supported very well through the school's financial planning. This aspect has improved well since the last inspection. The headteacher, with the governors' finance committee, is meticulous in tracking how the budget is spent and that the spending is having a positive effect on the

pupils' education. The school development plan is a real working document, regularly annotated to reflect where necessary changes to spending are needed or to note the effect of certain financial decisions.

76. The school receives a large amount of money from the ethnic minority achievement grant. It spends this wisely and to the best advantage of pupils from the ethnic minorities by employing the very effective pupil support co-ordinator as well as a specialist teacher and a class assistant. The progress of pupils with English as an additional language and those with special educational needs is tracked carefully to ensure that money spent on support is reaping rewards in improved achievement. The headteacher is financially astute and is very successful in identifying useful grants and services that can benefit the school and pupils.
77. The principles of best value are applied well. Those who have an interest in the school are well consulted on management decisions, including parents via formal and informal consultation and the pupils through the school council. Detailed analysis by the deputy headteacher of the assessment results are used very well to compare how the school is doing against other primaries and to challenge decisions taken on spending to improve performance. The school is careful to invite sufficient quotes for major work so that it knows that it is identifying the most competitive quote and the best value for the school's money.
78. The management of special educational needs at Mora Primary School is very good. It provides an inclusive framework for the pupils with special educational needs within the school. The policy gives a clear statement regarding the aims of the school. The policy gives a clear job description for the special educational needs co-ordinator. The policy underpins the good practice provided by the school for pupils with special educational needs. The special educational needs co-ordinator has a clear development plan for the provision of support. The special educational needs co-ordinator is also the pupil support co-ordinator and in this role she deploys the support teachers and the learning support assistants. This system has very positive benefits. There are some children in the school who have English as an additional language and special educational needs. The special educational needs co-ordinator will deploy, to support a child, one learning support assistant who will support for both the pupil's special educational needs and for the pupil's needs as a user of English as an additional language. This gives a consistency of approach for the pupils, which is very good.
79. The learning support assistants provide a good level of support and the support teacher working with those pupils who are Braille users plays a very effective role in the class, on occasions fulfilling the role of the class teacher and facilitating the plenary session at the end of a lesson, while the class teacher fulfils the support role. The support staff, learning support teachers and assistants will spend some time in their one-to-one support time working on the targets in the pupils' individual education plans.

80. The pupil support co-ordinator provides very good management and leadership. She has developed a comprehensive policy for ethnic minority and traveller achievement which ensures full access to the curriculum for all pupils speaking English as an additional language and pupils of different ethnic groups. The co-ordinator tracks the progress of these pupils rigorously. She has conducted a detailed analysis of the attainment and achievement of different ethnic groups and of those pupils learning English as an additional language. This is used to highlight individual underachievement and identify steps for improvement as well as to identify priorities for the school development plan.
81. There are sufficient qualified teaching and support staff, with a suitable range of teaching experience to properly support the needs of all pupils in the school, including those with special educational needs. Learning support staff work closely with class teachers and are effectively deployed. They make a good contribution to children's learning. The quality and range of accommodation are satisfactory for the delivery of the curriculum. It has been improved since the last inspection and there are further plans for development. Recent improvements include the provision of a specialist computer room, although this is not easily ventilated at present. The school provides a clean and safe environment in which learning can take place. Teachers make good use of the accommodation with displays in classrooms and public areas. Resources for all subjects except art and design are satisfactory. In this subject, resources are basic and do not encourage the highest standards. The classroom computers are also an area where resources limit to some extent what can be achieved.
82. Expenditure per pupil is high compared with other primary schools. This reflects the high costs of the unit for visually impaired pupils as well as the fact that the local education authority delegates a high proportion of its school budget directly to its schools. Taking into account the good achievements, very positive attitudes of the pupils, the good teaching and very good leadership in the school against the below average socio-economic factors and pupils' attainment on entry, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards, achievement and provide equal opportunities for all pupils, the headteacher, senior management team and governing body should:

i. **Raise the challenge for higher attaining pupils:**

by providing a greater range of work in subjects such as English and science which is designed to extend their knowledge and creativity.

*(paragraphs 10, 29,37,118,119,126,176) \**

ii. **Extend pupils' writing and systematic reading vocabulary:**

in subjects such as English, history and religious education, teachers providing more opportunities for extended writing while encouraging the use of dictionaries and a thesaurus to further extend pupils' vocabulary.

*(paragraphs 7, 35, 99,106,107,108) \**

iii. **Extend ICT across the curriculum:**

by ensuring all staff make greater use of computers, and have training to enable them to be more proficient to support pupils' learning overall.

*(paragraphs 30,109,117,126,132) \**

The school should consider the following minor weaknesses for inclusion in the action plan:

- Continue to promote full attendance and reduce the number of extended holidays taken in term time *(paragraphs 21,55)*

*\* The school has identified these areas for development as priorities in the school development plan.*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	19	36	30	0	0	0
Percentage	1	22	42	35	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90	354
Number of full-time pupils known to be eligible for free school meals	23	162

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	31	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	248

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	101
Pupils who left the school other than at the usual time of leaving	86

### Attendance

Authorised absence	%
School data	8.6
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	20	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	19	19	18
	Total	38	38	38
Percentage of pupils at NC level 2 or above	School	90	91	91
	National	84	86	91

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	21
	Girls	20	20	19
	Total	39	41	40
Percentage of pupils at NC level 2 or above	School	93	97	95
	National	84	88	89

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	13	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	13
	Girls	9	4	10
	Total	23	18	23
Percentage of pupils at NC level 4 or above	School	66	51	66
	National	75	71	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	12
	Girls	7	6	4
	Total	19	22	16
Percentage of pupils at NC level 4 or above	School	54	63	46
	National	72	74	82

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	35
Black – African heritage	56
Black – other	13
Indian	9
Pakistani	79
Bangladeshi	6
Chinese	0
White	42
Any other minority ethnic group	57

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

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	1	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	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)	
Number of pupils per qualified teacher	19
Average class size	23

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

Total number of education support staff	4
Total aggregate hours worked per week	40

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22.1
Total number of education support staff	3
Total aggregate hours worked per week	58
Number of pupils per FTE adult	10.35

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000/2001
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	£
Total income	1,050,027
Total expenditure	1,070,260
Expenditure per pupil	3,015
Balance brought forward from previous year	56,235
Balance carried forward to next year	36,002

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	3.0

Total number of vacant teaching posts (FTE)	1.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	1	2	0
My child is making good progress in school.	52	40	2	0	2
Behaviour in the school is good.	52	38	4	0	3
My child gets the right amount of work to do at home.	43	35	7	1	6
The teaching is good.	65	23	6	0	2
I am kept well informed about how my child is getting on.	56	38	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	63	29	2	1	2
The school expects my child to work hard and achieve his or her best.	59	31	1	1	6
The school works closely with parents.	56	34	2	0	4
The school is well led and managed.	60	29	0	0	9
The school is helping my child become mature and responsible.	52	37	6	1	1
The school provides an interesting range of activities outside lessons.	36	33	9	3	13

## **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**

83. The Foundation Stage is a strength of the school. Very good provision throughout the Foundation Stage gives children a very good start in their education.
84. There are two Nursery and two Reception classes in the Foundation Stage, which is a step in education prior to starting the National Curriculum in Year 1. Children are admitted to the Nursery in September and January following their third birthday. They go in the Reception classes when they are four. At the time of the inspection, there were 51 children in the Reception classes and 44 children in the Nursery. There are four full-time qualified teachers, two full-time nursery nurses, one bilingual assistant and one classroom assistant.
85. Parents and children are very well prepared before they enter school. The parents and Nursery children are invited to the school at the end of the summer term to meet staff and observe the Nursery routines. Staff also conduct interviews with parents and children at the beginning of the autumn term. Very good induction procedures ensure that children quickly settle into the routines of the Nursery. The Foundation stage co-ordinator invites parents during the autumn term to report on progress and discuss how parents can support their children's learning at home.
86. The school follows the prescribed curriculum for children in the Foundation Stage. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development, and creative development. Each area of learning is made up of four stages or *stepping stones*, from which both progress and standards are measured.
87. The school undertakes assessment of the children on entry to Nursery and again on entry to Reception. The assessment show that the majority of children come to the Nursery with attainment that is well below average compared with that found in three-year-olds nationally. Children' attainment in physical and creative development is in line, but in communication, language and literacy, mathematics, personal, social and emotional development and in knowledge and understanding of the world, it is very low. The results of a nationally approved test carried out when the children move into the Reception classes show that they achieve well in the Nursery. By the end of their reception year, the majority attains the nationally agreed goals in creative development and physical development. A very good range of suitable activities and a very stimulating environment ensure that the children work purposefully towards the early learning goals in all six areas of learning. However, in communication, language and literacy, social, personal and emotional development,

mathematical development, and knowledge and understanding of the world, the majority of children do not meet the goals set for children at the end of the Foundation Stage. This is because approximately 70 per cent of children who are at the beginning stages of learning English as an additional language and about 15 per cent have special educational need. The school makes very good provision for these children. All children have individual education plans that are appropriately monitored and reviewed. Staff provide very good support and these children make very good progress.

88. Children make very good progress in all areas of learning. This is through very good teaching. The information collated from baseline assessment is used effectively to provide appropriate support. The nursery nurses and bilingual assistant give very good support to all teachers. The staff work well as a team. They plan together effectively using the national guidance and place appropriately strong emphasis on ways to improve the children's poor personal, social and emotional skills, their communication, language and literacy skills and their mathematical skills. They have a good grasp of how children learn through play and provide children with good first hand experiences such as using puppets and soft toys to teach phonics and early reading skills. All resources are used very effectively to promote learning. There is a very good balance of staff-directed and children's self-chosen activities. This leads to all children being purposefully involved in a calm and quiet learning atmosphere. All staff give clear instructions and encourage children to listen carefully. They have a very good understanding of the needs of children who speak English as an additional language and use appropriate methods such as using visual materials, modelling language and asking children to repeat words and phrases. They use praise effectively to motivate the children, to engage them in learning and to promote their self-esteem. The adults respect children and in return are respected and loved by them. A very good ethos of learning prevails throughout the Foundation Stage classes where adults and children are very busy enjoying the activities in all areas of learning.
89. Parents are very well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end-of-year reports. The school uses its bilingual staff and parents very effectively to provide information to parents who understand little or no English. Important letters and messages are translated into other languages to inform parents.

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

90. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. Considering their very low start, they make very good progress as a result of very good teaching, although they are still not on course to attain the standards expected of five-year olds nationally. In the Nursery, there are many children who find it hard to separate from parents and carers, and staff give very good support to these children to settle down. However, most children settle well and enjoy the Nursery experience. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. Children are well motivated, and apply

themselves well to tasks, for example, when making skeletons with recyclable materials and sorting out bricks and containers in order of size. This has a positive effect on their achievement. They have good relationships and show great consideration for the need of others. For example, they helped each other to use wheeled toys and the climbing apparatus. They are independent in the way they make choices, select activities and put equipment away at the end of sessions. Children are well behaved; they concentrate well and sit quietly when appropriate, for example during story times, circle times and singing sessions. They are learning to share the equipment fairly and wait for their turn to use books and writing boards or have their turn on the climbing frame. Children of all ethnic backgrounds play happily together.

91. In the Reception classes, children are responsive to a more formal structure and respond well to story and whole class number and early reading sessions. Children are able to work in whole class lessons and in smaller groups when they make their own story books, match letters on the mat and find houses for the toys. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate for increasing amounts of time. The very good range of stimulating activities and very good use of the hall and outdoor area (when available) extends the curriculum providing opportunities for children to make independent choices, select activities and engage in imaginative play. This results in very good progress in children's personal, social and emotional development.

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

92. Children achieve very well in this area of learning but, because of their very low attainment on entry, the majority do not meet the early learning goals. The children when they leave Reception are still working on the fourth and final stage of the *stepping stones*. This is below national expectations for this age. Children when they join the Nursery have very low speaking skills because many have little knowledge of the English language. Those who have some knowledge of the English language, in formal and informal discussions answer in one word only. Staff ask children questions about their work. They accept one-word answers but discreetly and sensitively give them vocabulary and model speaking in sentences to improve their speaking skills. Children do not readily initiate conversation with each other or with adults. Most children know that pictures and words have meanings, they enjoy looking at books but are not verbalising what they see in them. Children develop their early writing skills when they write in their books about 'Myself and My Family' and try to write or copy their names on their work.
93. As a result of the good progress children make in the Nursery, children in the Reception classes handle books more confidently and ask and answer relevant questions about the pictures in them. However, the majority still express themselves in two- or three-word phrases and do not yet speak in sentences. Most children know that print carries meaning, and begin to recognise some letters of the alphabet. They get many opportunities to learn phonics and match words to develop reading skills. They experiment and develop early writing



skills in the very well resourced writing area. By the end of the Reception class, high attaining children make attempts to write a few words independently using their phonic skills. However, the majority of children need help to construct a sentence. Very good teaching successfully introduces the children to the type of work recommended in the National Literacy Strategy. This contributes well to their learning.

#### **Mathematical development**

94. The children achieve well in this area of learning. However, as the great majority start the Nursery with poor mathematical skills, most are still on the final stage of the *stepping stones* of early learning goals by the age of five. Throughout the Foundation Stage, children are successfully taught a good range of number songs and rhymes. This helps them to order numbers and recognise that numbers can be counted up or down. Because sorting, counting and matching are successfully integrated into different activities, the children use these skills with increasing accuracy as they count, for example, toy animals and cups of water poured into a bucket. They learn about big, bigger and biggest through arranging containers and bricks in order of size. In Reception classes, this learning is further consolidated and children begin to recognise written numbers. They accurately put toy houses in order to 10 and tell who lives next door to them. Higher attaining children accurately count to 20 and some beyond. However, the majority of children are still learning the concept of 'more and less'. Several children can name two-dimensional shapes such as the triangle, square and circle. Teaching is good in a style similar to that required by the National Numeracy Strategy and this is making a positive impact on children's learning.

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

95. Children achieve well in this area of learning as a result of good teaching. Attainment of the majority is below to the expected early learning goals for the end of Reception. In the Nursery, children learn the push and pull movements when they roll play-dough and play with wheeled toys. They learn about their families when they draw and write about them in their books. Reception children learn about sinking and floating. They sort and classify materials into hard and soft, dull and shiny, natural and man made. When using the computer, children learn to manipulate the mouse to operate the programme on the screen. They use games to develop literacy and numeracy skills. Children gain a sound understanding of their body parts when they talk about the skeleton and make collages and three-dimensional models. They learn about a variety of materials when using construction toys, programmable vehicles, sand, water and play dough.

#### **Physical development**

96. By the age of five, children's physical development is appropriate for their age. There is good provision both indoors and outdoors for Nursery and Reception children. They are given opportunities to use wheeled toys. Children showed

good awareness of space and control and enjoyed the experiences. They have many opportunities to climb and balance. They use wooden benches safely to slide and are able to use the large apparatus, climbing up and getting down. Nursery children moved with good control and co-ordination when they walked up the ladder, through the tunnel over the bridge and used the slide to come down. They enjoyed the activity. Most can handle pencils, brushes, glue spreaders, craft tools and construction kits appropriately. Many can control the computer mouse appropriately. Construction kits, puzzles and cooking all give good opportunities to children to use their hands carefully. Inside the class children move confidently negotiating their space. Children in Reception classes consolidate and appropriately build on these skills. They use the hall for learning the skills of hopping, jumping, walking and standing still. They learn stopping and moving skills when they play the 'traffic light' game.

### **Creative development**

97. Children are offered a wide range of opportunities that stimulates their imagination and enable them to make good progress and achieve the early learning goals in creative development. Children use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting and modelling. They are given many opportunities to experiment with a range of art materials and techniques, play imaginatively with small toys and use role-play to develop their skills further. In whole-class sessions, they sing songs and action rhymes. Children know an appropriate range of nursery and action rhymes. The exciting assembly on 'Peace at last' was a good indication of their developing skills. In Reception classes, they build and extend on the skills already learned. They use a range of materials to make three-dimensional models.

### **ENGLISH**

98. Standards are below average overall. Pupils' achievement is good throughout the school. When they enter the school, they lack confidence in speaking and their reading and writing skills are below the national expectations. Additionally, a great proportion of pupils have English as an additional language and a large number of pupils have special educational needs. Many pupils who join the school in Years 5 and 6 speak little or no English. These limitations are effectively addressed with consistently good teaching over time. This enables pupils to achieve well.
99. Year 6 pupils' attainment in English has been improving steadily since 1997. The school's results are rising in line with national trends. In 2000, the school's performance in the National Curriculum tests for Year 6 pupils was well below the national average but matched the average for similar schools. The test results for 2001 are also well below the national average. There is no difference in the attainment of boys and girls. The majority of pupils currently in Year 6 are working below the nationally expected levels for their age. Their speaking and listening skills match, but reading standards are below and writing skills are well

below the nationally expected levels. Pupils are not given sufficient opportunities to write at length in English and in other subjects. The school is on course to meet the targets it has set for the pupils in Year 6, a significant minority of whom have special educational needs; some are new to the school and speak little English.

100. Inspection findings show that Year 2 pupils' attainment has improved significantly in both reading and writing since 1999. The National Curriculum test results for Year 2 pupils in 2000 were below the national average in reading and broadly in line in writing. In comparison with schools that have a similar intake, the results were in line in reading and above in writing. The 2001 results are below in reading and in line in writing. The majority of pupils currently in Year 2 are working in line with the national average.
101. Pupils with special educational need make good progress towards targets set in their individual education plans because of the well-focused and well-organised support they receive. Similarly, those pupils who speak English as an additional language make good progress in learning English and this contributes effectively to their good progress in other subjects.
102. Given the limitations of pupils' skills on entry to the school, they achieve well and attain standards in speaking and listening in line with nationally expected levels both by the end of Year 2 and Year 6. By the end of Year 2, the majority of pupils are able to express themselves clearly and have developed sound listening skills. Between the ages of 7 and 11, the teachers successfully consolidate and extend pupils' vocabulary. Most pupils begin to use complex sentences, following the good language models provided by adults and many opportunities provided through the 'circle times' and when pupils ask and answer questions and explain their work in classrooms. During the literacy hour, they listen to teachers' explanations and instructions and speak and listen in plenary sessions. Pupils respond well to the suitable opportunities offered to them through drama and debate. In one Year 6 lesson, pupils responded appropriately when asked to use their voices to act out the story that they were converting into play script.
103. Pupils achieve well and attain standards in line with nationally expected levels in reading by the end of Year 2. Teachers teach letter sounds and blends well through direct teaching, and higher attaining pupils get a good grasp of these and use this well to tackle unfamiliar words. Reading Recovery teaching, use of support staff and support from visitors all have a positive impact on the development of reading. This accelerates pupils' progress. By the end of Year 2, higher attaining pupils are beginning to read fluently and understand the text. They read with some expression. However, some average and below average ability pupils are not able to build unfamiliar words and do not always understand the text. This hinders their progress.
104. By the end of Year 6, pupils make good progress. However, their reading skills are below the nationally expected levels. The range of reading material is appropriately extended and pupils choose their reading books themselves.

Higher attaining pupils successfully learn to skim and scan the text and make meaningful notes and retrieve information. They talk about their favourite authors but their critical appreciation of a range of books is not well developed. Most pupils interpret the text literally and find it difficult to identify meaning beyond the text and do not appreciate the subtleties. Some average ability and lower attaining pupils do not always understand what they have read. This hinders their progress. Pupils have few opportunities to use the library to extend their reading and independent research skills. The home reading system makes a good contribution to the development of reading. However, the comments in pupils' reading target cards do not indicate what pupils need to do to improve their reading skills, or show parents and carers how they can contribute to reading progress by working with the children at home to overcome their weaknesses. The school has identified the weaknesses and is implementing appropriate strategies to accelerate pupils' progress in reading.

105. Attainment in writing by the end of Year 2 is in line with the national average and, given the below average skills that pupils have when they enter school, their achievement is good. Pupils successfully learn to form letters accurately and to match letters to sounds. Letter combinations and common spelling patterns are appropriately emphasised in teaching and as a result pupils begin to recognise and use them in their writing. By the end of Year 2, with good support from their teachers and the well-trained classroom assistants, pupils think carefully about the overall structure of their writing, for example, the setting, the characters and the plot when writing stories. They learn to appreciate and write poetry. However, the majority of pupils lack fluency in their writing and are unaware of grammatical mistakes in their work.
106. Attainment in writing by the end of Year 6 is well below the national average. However, given the number of pupils who have special educational needs and who are at the early stages of learning English and join the school in Years 5 and 6, their achievement is good. Pupils successfully learn to write for a suitable range of purposes using, for example, narrative and descriptive writing. Pupils enjoy writing poems, rules for playing snakes and ladders and change stories to play scripts to act them out. They write biographies, autobiographies and book reviews. They use an appropriate range of punctuation and their spelling skills are satisfactory. In most classes, pupils use a dictionary and thesaurus to help their spelling and writing. Most pupils write neatly, clearly and legibly and many develop their own personal styles. However, the majority of pupils lack fluency in their writing and they are unaware of grammatical mistakes. A significant number of pupils still struggle to express themselves clearly in writing. Pupils including the higher attaining, are not given enough opportunities to undertake sustained story writing with a clear focus on developing characters and plot.
107. Speaking, listening, reading and writing skills are promoted effectively in English lessons and across the curriculum. For example, pupils explain their scientific investigations and discuss pieces of art and music. Pupils read and talk about past events in history and write letters as evacuees. In geography, they read and write about a locality in India, and they write the story of Diwali in

their religious education lessons. However, they do not get sufficient opportunities to write at length across the whole curriculum.

108. The quality of teaching is good overall and this promotes consistently good learning over time. Teachers have a good understanding of how to teach English. They make sure pupils know what they are expected to learn and how this links to their previous learning. The National Literacy Strategy has been effectively implemented and as a result teaching is well planned and there is a balance of whole class, group and individual work. However, often the whole-class teaching sessions are very lengthy and as a result pupils do not get enough time to complete their written tasks. Most teachers successfully develop their pupils' listening skills and improve their concentration through effective management of behaviour and motivating teaching. In a very good Year 6 lesson, for example, the teacher used very good subject knowledge, evident in her clear explanations and effective questioning to involve pupils in identifying the features, structure and presentation of a play script as opposed to a story. Most lessons proceed at a good pace. Pupils are interested and are keen to learn. They concentrate well and persevere with their tasks. This creates an effective learning environment. The good and sometimes very good teaching in Year 5 and 6 classes greatly enhance pupils' language and literacy skills and contribute to pupils' good progress. However, teachers do not provide enough opportunities for pupils to undertake sustained writing tasks. This has an adverse effect on the pupils' attainment in writing, an area that the school itself identifies as in need of further improvement.
109. Teachers know their pupils well and assess their work thoroughly and set appropriate targets for individual learning. The marking of pupils' work is good. Constructive comments give suitable guidance to pupils on how to improve their work. Teachers give good support to pupils who have special educational need and those who speak English as an additional language. ICT is not used to support learning and is unsatisfactory.
110. The leadership and management of the subject are good. Through a systematic programme of monitoring and evaluating, the co-ordinator is aware of the strengths and weaknesses in teaching and learning and takes effective action for improvement. This is evident from her action plan. The procedures for assessing pupils' progress are very good and the test results are very effectively analysed and used to set individual targets. There are sufficient books of good quality, both fiction and non-fiction in the library, but the school library is under-used as a literacy resource.

## **MATHEMATICS**

111. In the 2001 tests standards overall are well below national average at the end of Key Stage 2. Pupils' achievements in mathematics in the lessons observed are always satisfactory and overall good. They each make at least steady progress from their starting points and those who stay in the school from age 6 to age 11 generally make good progress. Because of the large number of pupils

who enter the school aged 7 and 11, each year group has pupils starting from the lowest level. When pupils' results are averaged together, as in the end-of-Key Stage 2 National Curriculum tests in 2000, they are as a whole cohort to be well below the national average but this masks the good improvement each pupil makes from their starting point. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' results are above average. The lower standards in 2000 for pupils aged 11 were in part due to there being a particularly high percentage of pupils with special educational needs in the year group concerned. The Key Stage 1 test results have improved since the last inspection and pupils are now in line with national expectations. There is no significant variation in the standards achieved by boys and girls in the work seen during the inspection, although in last year's tests for Key Stage 2 boys out performed girls. The school is closely monitoring this issue.

112. The evidence from the inspection of pupils' school work shows that pupils in Year 6 overall are still below average. Those in Year 2 are average. Last year's test results have been analysed by the subject co-ordinator, and the weaknesses identified are now being targeted in lessons. There has been rigorous implementation of the National Numeracy Strategy. The detailed planning, together with the use of assessment ensures pupils of differing prior attainment are given suitable work. Booster classes have been introduced to help those pupils identified as potentially benefiting from extra help. The criteria by which pupils are selected ensure that the groups are fully inclusive. Pupils throughout the school, including those with special educational needs or English as an additional language, make good progress.
113. By the end of Key Stage 1, pupils undertake a range of practical and problem solving activities, although a significant number have difficulty in finding the correct language to explain their work. Most pupils count to 100, and identify odd and even numbers. Pupils write numbers correctly, and most order them correctly. Most pupils have the expected understanding of addition and subtraction but, although standards are improving, a significant minority are still uncertain of their multiplication facts relating to two, five and 10. Pupils have a clear understanding of halves and quarters, money in the context of simple shopping bills and time on the hour and half-hour. Most pupils correctly identify a range of two- and three-dimensional shapes, and their various properties such as the number of sides. They begin to understand the concept of symmetry. They name the line of symmetry and complete a picture or shape where only one half is shown. In measuring activities, most pupils explain and use various standard and non-standard units of measure. Pupils produce simple graphs to display their findings. The questions that give pupils the most difficulty are those involving word problems where the language often presents a barrier to pupils understanding what mathematics is required to solve the problem.
114. By the end of Key Stage 2, pupils undertake a variety of practical activities, but some find it difficult to identify the correct form of computation required to answer a problem. Again, this is a language issue. Although the pupils are taught the appropriate vocabulary they do not always understand the nuances

of language. Most pupils are confident in undertaking work in addition and subtraction, and have a clear knowledge of place value to tens of thousands. Some pupils lack confidence in saying the times-tables and in quickly recalling individual multiplication and division facts. Pupils have been introduced to decimals to two places, and have begun to use them accurately in measurement and money. Most pupils have a clear understanding of simple fractions, but some have difficulty in identifying equivalent fractions. Most pupils tell the time, both in analogue and digital display. Pupils identify perimeters of shapes.

115. The quality of teaching and learning is good overall at both key stages. Good and very good teaching and learning was observed in Years 5 and 6 as well as good teaching in Key Stage 1. It is weaker in Years 3 and 4 at the start of Key Stage 2. Lessons are very carefully planned, based on the National Numeracy Strategy framework, and the quality of planning has improved significantly since the last inspection. In particular, teachers make careful allowance for pupils' particular needs. All teachers make good use of mental activities at the beginning of lessons. Teachers are very aware of the need to extend pupils' mathematical vocabulary. They have satisfactory subject knowledge, provide clear instruction and give much well-directed support. Satisfactory use is made of the time at the end of lessons to check pupils' understanding and celebrate some of the work done. As a result of these features of teaching, pupils make good gains in their knowledge and understanding in most lessons.
116. Where teaching is very good, subject knowledge is particularly secure, lessons are brisk in pace, expectations are high and higher attaining pupils are especially challenged. This is the case in Year 5 and 6 classes. Pupils make good progress in their overall mathematical knowledge and understanding in these lessons. Where teaching is less good the pace is too slow and pupils' interest was not fully engaged. Most pupils, however, enjoy their mathematics lessons, including the mental activities at the start of each session. They settle to their written and practical tasks with interest and enthusiasm because instructions are clear and the management of the class is effective. Pupils are nearly always well behaved. While a small number of pupils are careless at times, most pupils take great care with the appearance of their work. Teachers mark pupils' work promptly and marking is exemplary with advice and targets for improvement regularly seen as well as appropriate praise. Homework is provided regularly and this routine is carried out consistently throughout Key Stage 2.
117. The school uses the National Numeracy Strategy document as the basis of its scheme of work. Suitable plans have also been drawn up to clarify the work that should be covered by different classes and booster groups. The co-ordinator checks planning and work done by the pupils', as well as supporting her colleagues. She has identified areas for staff to develop in order to raise standards. She is fully aware of the main weaknesses that remain in pupils' performance, such as those relating to word problems. Strategies are already in place to tackle them. Assessment is very good and is being used effectively to identify pupils' current attainment, and to help set targets for improvement.

Satisfactory use is made of this information to set challenging activities although occasionally higher attaining pupils could do more. Computer programs are not used to a satisfactory extent to help develop and consolidate pupils' mathematical understanding and skills, such as checking their understanding of multiplication tables. Pupils do not make extensive use of computers to interpret data. Mathematics is also used satisfactorily in other subjects of the curriculum, such as in design and technology.

## SCIENCE

118. Standards are very well below average in the national curriculum tests at age 11. By the age of 7, pupils learn at a good rate and go on to make good progress individually by the end of Key Stage 2. However, in lower Key Stage 2, pupils' achievements are satisfactory and this is partly due to the quality of teaching in Years 3 and 4. In these lessons pupils were not suitably challenged, particularly the higher attaining pupils, and progress for the majority was satisfactory rather than good. Pupils with special educational needs and pupils with English as an additional language make good progress in their learning. From the analysis of pupils' work in both key stages, pupils make good progress overall and achieve well from many different starting points.
119. The results of the National Curriculum assessments for pupils at the age of 7 in 2001 were above national averages. Pupils' performance at the higher level was also above average. These results showed a significant improvement from the results at 2000. Trends over time indicate that there is a steady improvement in standards of attainment in Key Stage 1. Results in the national tests for 11 year-olds in 2001 were well below national averages but average when compared with similar schools. The proportion of pupils achieving the higher level was very low. There was no significant difference in the performance of boys and girls in 2001. Test results over the last four years, whilst being below and well below national averages, have shown a rising trend with a significant improvement, particularly in test results at 2000. The lower standards in 2001 at the end of Key Stage 2 are not due to any change in the school's provision but due to a number of reasons for the dip in results. Firstly, the school has a high percentage of pupils with special educational needs and pupils for whom English is an additional language; secondly, there is a high incidence of pupil mobility across Key Stage 2, with pupils entering the school at various levels of attainment; thirdly, there are variations in year groups of pupils from one cohort to another. These factors have certainly contributed to the fluctuations in attainment across the school.
120. In each key stage, pupils have good attitudes to learning in lessons. Pupils in each year group make good progress, with the exception of Year 3 and 4 who make satisfactory progress. Efforts to raise standards are hampered by weaknesses in pupils' literacy skills. Many pupils do not fully understand and have difficulty in the explanation and interpretation of scientific results. For example, explaining results on tables, graphs and diagrams, particularly in the area of materials and their properties, has been a problem in past tests and even in the classroom.



121. Inspection findings are that the current Year 2 pupils are in line to attain average standards. In Year 6 standards are below but not well below national averages which is a significant improvement from the results in 2001. This improvement is due to the good quality of teaching and the effort in pupils' achievement from in some cases low starting points, particularly pupils who join the school during the year.
122. By the age of 7 years, pupils have good knowledge of materials and identify what things are made from, such as wood, metal or plastic. They know that "pushes and pulls" are forces exerted on an object that affect its movement. Pupils know about different food types and which are needed to keep them healthy. They also have good levels of knowledge about life and living processes.
123. By the age of 11 years pupils have a good understanding gained through practical investigation of how forces affect weight in air and water. They can describe the differences between solids, liquids and gases. Pupils understand the need for a fair test and can carry out focused investigations. Pupils investigate sand and clay soils to identify which soil takes in the most moisture. They become familiar with the terms of condensation and evaporation and test evaporation using a perfume spray. For example, one pupil wrote after testing evaporation "vapour from a gas or liquid travels through the air and goes up our noses". Where it is relevant particularly in soil investigations, pupils present statistics in a mathematical graph or table chart to a good standard of presentation.
124. Whilst pupils in the school are doing well in developing their knowledge and understanding of each aspect of science, there are some weaknesses. On occasion, too much of the practical work is directed by teachers. As a result there are insufficient opportunities for pupils to set up their own experiment and to interpret their own ideas and findings. For example, pupils using magnets to test for forces were shown how to use the magnets before they made their own predictions. From this, pupils wrote up similar reports and conclusions.
125. Not enough science teaching was seen in Key Stage 1 to make a secure judgement. In the one lesson seen in Key Stage 1, standards of teaching and learning were satisfactory. In the lessons seen in Key Stage 2, the quality of teaching and learning overall were good with better teaching seen in the upper junior classes. Science teaching has greatly improved since the last inspection. Most teachers have good subject knowledge and use this knowledge well to deepen pupils' understanding. Teachers plan well from the school scheme of work which ensures that all aspects of the subject are covered. Although teachers understand the importance of involving pupils in their own scientific investigations, some of the work offered is modelled for pupils and slightly over-directed. This was observed both in lessons and in the analysis of pupils' previous work. Pupils' ability to write scientifically and independently is consistently encouraged and teachers provide carefully prepared work sheets to help pupils use the correct vocabulary. However, many pupils particularly

those who enter Key Stage 2 during the year from abroad, experience difficulty in literacy skills. When this happens teachers use and emphasise scientific vocabulary effectively in lessons although some pupils find it difficult to retain over a period of time. Learning objectives for each lesson are clear and shared consistently with pupils.

126. Where the teaching is good, teachers manage pupils well and use good questioning skills to extend pupils' understanding. For example, in Years 5 and 6, the teacher planned her lesson in detail, had secure knowledge and pupil management and gave pupils opportunities to discuss how to separate solids before pupils investigated the process. In another lesson in Years 3 and 4 which was satisfactory the teacher gave little opportunity for pupils to investigate on their own as they had been too directed to the task of testing forces through the use of magnets. As a result, in this lesson pupils became restless as they knew the conclusion before the prediction and their own investigation. Additional support for pupils with special educational needs and English as an additional language is good and at times very good. Pupils give a good level of concentration to their work because activities are generally well managed and expectations are clear. This is reflected in pupils' achievements in their learning. However, higher attaining pupils are not given sufficient challenging work to move them further forward in their standards of attainment. Resources for practical work are well organised which results in most pupils learning at a good rate according to their individual level of attainment. ICT is not well established across the curriculum but there are plans to develop this area. Science links well with mathematics and design and technology. The subject contributes well to pupils' spiritual, moral, social and cultural development.
127. Leadership and management of the subject are very good. There has been excellent analysis of test papers to identify areas of weaknesses, pupils' work has been examined and teaching with planning has been monitored rigorously. Through these activities the subject leader has a very clear understanding of the strengths and areas for development in science.
128. Procedures for assessment are very good and information from assessment is used well to guide curriculum planning. Pupils' exemplary work is annotated and kept in a school portfolio. Pupils are given booster classes to help to raise standards and to work on weaknesses. All pupils are tracked through systematic monitoring and data. Each pupil has a target which is regularly checked. Display work in science is good and links well with the current science unit.

## **ART AND DESIGN**

129. Two art and design lessons were seen during the inspection, both in Key Stage 2. Other evidence was gained from a scrutiny of pupils' work and displays in corridors and classrooms. Discussions also took place with pupils. Teachers' planning was examined. Pupils achieve appropriately in their art and design

work and it is broadly of the standard expected nationally at the end of both key stages. However, in all year groups there are pupils new to the school and some of these lack previous experience of the subject and have to start from first principles. Pupils, including those with special educational needs or English as an additional language, make good progress from their individual starting points as they move up through the key stages.

130. By the end of Key Stage 1, most pupils have satisfactory skills in colour mixing and know that a new colour is created when two colours are combined. They are secure in using a range of techniques in both two- and three-dimensional work. They have undertaken tie dying techniques and created interesting textures in their final products. Pupils show a satisfactory awareness of pattern. They have experimented with print making from fruit and vegetable cuts. Satisfactory skills of observation are shown in the portraits they make using pastels. They also learn how to soften the lines to create the illusion of skin texture. There is less evidence of them working creatively, expressing their own ideas and feelings. Art is used to support work across the curriculum with, for example, Year 2 pupils making woven basket collages to accompany the Harvest theme.
131. By the end of Key Stage 2, pupils have increased their competence in the use of a variety of techniques. They have explored textile work further and especially commented that they like sewing. Pupils have an increased awareness of the qualities of their work and can briefly discuss it. However, they do not formally evaluate their own work and make suggestions for ways of improving it. In a Year 6 lesson seen on designing a tapestry they were effectively encouraged to compare pictures of tapestries and consider a variety of samples.
132. The overall quality of teaching and learning is satisfactory in both key stages. Pupils report enjoying art and design, but also express some lack of confidence in their own abilities. In the two lessons seen, teachers had very clear objectives and the learning of skills and techniques was very good. Pupils behaved well. Good cross-curricular links are made between art and design and history. Good work was also seen relating to Greek pottery as well as for the school production about the rainforests. Some evidence was seen of computers being used for art and design work when pupils made use of various tools in a paint programme, but as yet computers are under-used in this area of learning. In the very good lesson seen the teacher made good use of open-ended questions to challenge pupils to think deeply about what they were trying to achieve. Displays showed good standard Year 5 and 6 observational drawings of a fruit bowl as well as very vivid portraits in the style of Picasso. Year 6 pupils know a variety of facts about the artist and also mentioned details about the content and style of the surrealist painter Salvador Dali.
133. The leadership and management of art and design are satisfactory. There is a good new scheme of work linked to national guidance. The co-ordinator ensures sufficient resources are available, but overall these are not of a uniformly high enough standard to ensure the best results. She has not been

able to monitor consistently the quality of teaching and learning by reviewing the sketchbooks, as not all teachers have adopted them for use in their classes. The co-ordinator supports staff when they are concerned about trying new ideas and techniques. Pupils' work is well displayed and celebrates their artistic success. Assessment is made at the end of each art and design unit and this ensures that each pupil's individual standard is steadily and consistently developed; this is an improvement since the last inspection. The art and design policy is due for up-dating later this term and is designed to be an opportunity for staff to agree ways of further developing the quality of provision in this subject area.

## **DESIGN AND TECHNOLOGY**

134. Standards in design and technology are similar to those expected of pupils at the ages of seven and eleven. This is based on a range of evidence from previous years and a limited view of current practice. Standards since the last inspection have been maintained satisfactorily.
135. Examples of good practice are seen in all classes. Pupils in Years 1 and 2 construct vehicles. They research the task initially and evaluate the success of their constructions. Year 4 pupils use basic knowledge of mechanisms to include pop-up and sliding pieces in their booklets. Year 6 pupils face a challenge to design and construct a machine for leaflet production. They work in groups at different elements of the task, which are later combined to complete the machine. Their plans include measurements and different elevations.
136. Teaching was good in all the lessons seen. Pupils in Year 2 had looked at different types of puppets. After practising basic skills of cutting, sewing and other forms of assembly, some had made glove puppets. During the lesson they worked together, planning and making props for a puppet show. Other pupils made stick puppets, following plans they had previously drawn up. Standards in this lesson were above average. The teacher had planned well and was given very good support by her assistant. Pupils paid great attention to detail and the stick puppets generally matched the pupils' plans. In the lesson review those who had changed anything were able to give reasons for the changes. Year 4 pupils were challenged to make a display stand linked to an alarm system. Throughout the lesson the room was a hive of activity. Pupils worked well in their groups and showed secure knowledge of electrical circuits. Pupils with special educational needs were fully included in various groups, playing a full part in the activity. Emphasis was placed on the challenge of making the alarm function. Some of the groups completed the task successfully, using pressure pads, for example. Plans for the electrical aspect were clear. However, those for the stands were not sufficiently carefully planned, with measurements. In some cases pupils lacked patience when sawing balsa blocks and ended up by snapping them, hurrying to get on.
137. In both lessons, the teachers had set an appropriate challenge and expected pupils to plan their product and work to their plans. The simple cutting and gluing

skills in Year 2 were good. In a religious education lesson, many of the same pupils found difficulty in folding and gluing accurately, lacking patience. However all pupils enjoyed their activities very much, co-operated well with each other and were pleased with what they accomplished.

138. The subject co-ordinator has identified planning skills as an area for improvement. The planning process is taking place in all classes but is insufficiently ordered to ensure clear progression. Pupils enjoy interesting tasks and use a good range of materials. Good cross-curricular links are made. In a Year 2 English lesson one group made paper plate mouth puppets when they were learning to read and follow instructions, but more accurate measurements and scale drawings on plans would better support mathematics.

## **GEOGRAPHY**

139. The achievement of pupils in geography in both key stages is good due to the effective teaching they receive. Standards in both key stages are better since the previous inspection and are now in line with national expectations. This is because teachers have good subject knowledge and are able to ask probing questions to deepen pupils' understanding. It was not possible to observe lessons in Year 2 during the course of the inspection, so judgements on attainment are based on the evidence of the scrutiny of work previously completed and other documentary evidence.
140. By Year 2 all pupils can describe features of their local area and contrast them with those of other places such as Switzerland, Jamaica and Scotland. Higher attainers know that they live in the United Kingdom and that Switzerland is in Europe. All pupils know about different forms of transport and can select appropriate ways to travel, for example, suggesting an aeroplane to Jamaica because it was the quickest. All pupils can use photographs to find out information about different places in the world. The average and higher attainers can record the information they find in a reasonable amount of detail. Pupils are beginning to understand how climate can affect the way people live. For example, the average and higher attaining pupils were able to invent a weather forecast for Jamaica which gave appropriate advice to holiday makers about the clothes they would need.
141. By Year 6 pupils can use maps of varying scales confidently to locate places they are studying and identify geographical features. They know and understand an appropriate range of factual information, for example, about India and Chembakoli, the locality they are studying in detail. They are developing an understanding of how climate and the physical features of the landscape affect the way people live and earn their living. Most pupils can use a range of sources such as books, maps and photographs to find the answers to geographical questions. They are able to present this information in a variety of ways. Higher attainers are able to undertake independent research in greater depth, in some cases using the Internet. They use their ICT skills to present polished projects of good quality.

142. Pupils with special education needs or learning English as an additional language achieve well in both key stages because teachers use a wide range of strategies to support them and take great care that they understand what they have to do. In all classes there is clear emphasis on developing the necessary geographical vocabulary.
143. Attitudes to learning in geography are very good. This is because teaching is interesting and challenging. Pupils throughout the school work with sustained concentration and remain on task when working independently. They listen attentively to their teacher and are keen to answer questions. Older pupils work well together, are able to take turns in discussion and listen and respond to each other's suggestions.
144. Overall, the quality of teaching is good. It is never less than satisfactory and in some cases it is very good or excellent. In the very effective lessons, teachers plan a range of activities which stimulate pupils' interest and promote very good learning. For example, in an excellent lesson in Year 1 pupils "visited" different countries with Barnaby Bear on his magic carpet. They had to identify whether it was a hot or cold country from a photograph and then collect the right things to take with them. The activity not only captivated the pupils' attention, it also enabled all of them to understand that climate affects the way people live. Because of the visual nature of the activity all pupils, including those with special educational needs and those in the early stage of learning English as an additional language, were able to learn very effectively. All lessons have a defined purpose, which is explained clearly to the pupils. Teachers structure the lessons well so as to build on pupils' prior knowledge in small steps. Teachers have good subject knowledge so they can give detailed explanations and ask probing questions, which extend and deepen pupils' understanding. Pupils are encouraged to think hard and answer in precise terms using geographical vocabulary: for example, in a lesson about Chembakoli in India, the skilful questioning of the teacher encouraged pupils to use their own knowledge to work out what the terms "economic" and "location" meant and then to draw conclusions about why the villagers lived and worked as they did.
145. The leadership and management of the subject are good. The school has adopted a nationally recommended scheme of work, which has been sensibly adapted for use in the mixed ages classes in Key Stage 2. This ensures that knowledge, understanding and skills are developed. The newly-appointed co-ordinator has drafted a policy, which summarises the statutory requirements of National Curriculum. The new co-ordinator has drafted a policy which the school hopes to adopt in its efforts to raise standards further.

## **HISTORY**

146. Standards are satisfactory overall.

147. Standards in history have improved since the last inspection. By Year 2 and Year 6 they are now in line with national expectations. This is largely due to the increasing emphasis placed on developing the skills of enquiry, interpretation and explanation. It was not possible to observe history lessons in Year 6 during the inspection so judgements on attainment by Year 6 are based on interviews with pupils and other documentary evidence.
148. By Year 2 pupils have a satisfactory knowledge and understanding of events and personalities from the past. They show an understanding of the order in which things happened; for example they can place particular important events such as the accession of Queen Victoria and the Great Fire of London in the correct order on a time line. All pupils have a satisfactory understanding of differences between the life that is familiar to them today and life in the past; for example identifying how clothes worn at the time of the Great Fire are different from the clothes worn today. Across the attainment range pupils are able to use sources such as photographs and contemporary paintings to make simple observations about the past.
149. By Year 6 pupils have a satisfactory knowledge of key dates, periods and events in British history. They are able to identify differences between particular historical periods, give reasons for these and describe how they affected people's lives. Average and higher attainers are able to explain why things happened as they did; for example that Henry VIII had six wives because he wanted a son to succeed him. Higher attainers are developing the understanding that interpretations of the past may differ and can give examples of what is fact and what is opinion. During the key stage pupils develop a satisfactory knowledge of the different sources of historical evidence. They are able to present the information they find in a variety of ways; for example, as a letter from an evacuee in the Second World War. All pupils show an understanding of the point of view of the people who were alive at the time of the periods they study; for example, the feelings of the children who were evacuated during the Second World War.
150. Attitudes to learning in history are satisfactory. Pupils are generally interested and keen to share their knowledge and opinions. Most listen attentively to their teachers and do their best to carry out their tasks. However, when tasks are not explained clearly or when their interest is not engaged, a significant number of pupils become restless and their concentration lapses.
151. Overall, teaching is satisfactory throughout the school. This is an improvement since the last inspection. Lessons have clear learning objectives which are generally shared with the pupils. These objectives focus on the development of historical skills as well as knowledge; for example, in a Year 2 class pupils placed photographs of historical events on a time line to develop their understanding of the passage of time. In the majority of lessons, teachers demonstrate satisfactory subject knowledge and manage behaviour appropriately so pupils make satisfactory progress. They make good use of resources so pupils with special educational needs and those learning English as an additional language are fully included in the lesson. Where teaching is

weaker, subject knowledge is inadequate and explanations lack sufficient depth to extend pupils' understanding and misconceptions are not corrected.

152. The management and leadership of the subject are effective. The school uses a nationally recommended scheme of work, which is sensibly adapted for use with the mixed age classes in Key Stage 2. This ensures that pupils make appropriate gains in their knowledge, skills and understanding in history. The newly-appointed co-ordinator has drafted a policy which summarises the statutory requirements of the National Curriculum Programmes of Study and the key elements to be learnt throughout the school. This will further support the development of historical skills and so further raise standards. She undertakes regular monitoring of teachers' planning and pupils' work but as yet does not monitor the quality of teaching including the use of ICT.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

153. Achievements are satisfactory overall .The majority reach the standard expected nationally for their age group. Standards are similar to those at the last inspection although in many ways the subject has been enhanced and developed since then. There is a new computer suite in which pupils have weekly lessons. Pupils in both key stages, including those with special education needs or English as an additional language, continue to make satisfactory progress overall, but this has been hindered this term due to a computer virus shutting down the suite for three weeks.
154. By the end of Key Stage 1, pupils name items of computer equipment, such as the mouse, keyboard and printer. Most use a keyboard to type simple text, producing short sentences. They place gaps between words using the space bar and many pupils introduce capital letters and full stops into their writing. Using a paint program, pupils are learning to produce images for greetings cards. Most pupils know how to access the menu to print their finished work, although this was not seen in the inspection week due to the impact of the virus. Pupils have opportunities to give instructions to a floor turtle to produce movements over varying distances.
155. By the end of Key Stage 2, most pupils have satisfactory skills in word processing. They change the font, colour and size of their work, and move portions of text from one place to another. A few newer arrivals, however, lack confidence and independence in carrying out changes to the presentation of text. Most pupils use the mouse accurately to merge pictures into their text. Pupils have some experience of spreadsheets. Pupils have produced illustrated verses relating to poetry they have studied. Most pupils are independent in printing the work they have produced. Pupils continue to have some experience in using both a programmable robot toy, to follow a set course or to produce their own patterns. Pupils do not recall using simulations but are familiar with locating information on CD ROMs and the Internet. Some pupils can access the Internet, as well as a range of computer programs, to gain information for subjects such as history. Pupils use e-mail to send information to friends.



156. The overall quality of teaching and learning is satisfactory at both key stages. A good example of teaching was observed in Year 6. Teachers are generally keen and enthusiastic, and communicate this to pupils. Staff are well advanced on their own computer training. Through careful preparation of lessons, together with ongoing training, teachers are providing pupils with satisfactory learning experiences. Teachers usually provide clear and careful instruction as to how to use equipment and computer programs. As a result of these aspects of teaching, all pupils make satisfactory gains in their knowledge and understanding.
157. Where teaching is good, as in one Year 6 class, the teacher has very secure subject knowledge. The pace of the lesson is very brisk and keeps pupils involved and concentrating. Expectations of pupils are high and they make good progress as a result. Some teachers make effective use of the master computer in the computer room to provide instruction and advice throughout lessons, however in weaker lessons pupils fail to follow what is done on their screens as they are too noisy and unsettled to follow what the teacher is saying. Instructions in these circumstances are not always clear enough for pupils to fully understand what they are to do. In the best lessons they listen carefully, and, even though a number lack confidence, they settle well to all tasks. All teachers provide help and advice throughout lessons as pupils work on practical activities.
158. Resources for ICT have improved since the last inspection. The school is however working with some elderly and less effective equipment in the classrooms and there is evidence that pupils avoid using these computers as they have insufficiently challenging software or are rather slow. This is limiting the use of ICT across the curriculum. The school has introduced national guidelines into its scheme of work and these are being systematically implemented. The co-ordinator is enthusiastic and knowledgeable. He supports his colleagues informally as well as holding training sessions for them. Teachers keep records of the assessment of pupils' skills, and this information is used to provide support for individuals when required. Through the work in word-processing, the subject is beginning to make a limited contribution to the development of pupils' literacy skills. The collection of data and its presentation, for example, in the form of graphs, is having limited effect on the development of numeracy skills. Overall computing is not fully exploited across most curriculum areas. Nevertheless many pupils find the use of computers exciting, and the excitement generated, such as when adding sounds to text, helps enhance pupils' enthusiasm to learn.

## **MUSIC**

159. Pupils throughout the school attain standards expected for their age. Standards have been maintained and in some cases improved since the last inspection. Pupils take part in a good range of musical experiences that results in improved understanding. Progress in music through the school is secure and satisfactory

with the exception of Year 5 and 6 where progress is good. Pupils with special educational needs and those pupils for whom English is an additional language make good progress in lessons and improve significantly relative to their previous attainment.

160. Younger pupils in Key Stage 1 can sing a melody and play untuned percussion in time to a rhythm. Pupils understand that sounds vary in pitch and use their voices well to demonstrate high and low sounds. In Year 2 pupils show knowledge of different percussion instruments and can recognise them by the sounds they make with the instrument. All pupils enjoy their music-making activities and participate with enthusiasm.
161. By the age of 11 years, pupils in Key Stage 2 can sing in unison and keep the rhythm of the song while stamping to the beat in a marching soldiers' song. Pupils have well-developed listening skills and can identify some of the instruments of the orchestra and their families. For example, pupils in Year 3 and 4 mixed year class listened to the music from the "Carnival of the Animals" and then identified with adult support the orchestral instrument which was being played to represent the movements of the animal. Older pupils have had the opportunity to read musical notation recognising that some notes are illustrated differently because of the difference in length of the note. Pupils are adding to their knowledge of different styles of music and composers as they move through the school.
162. Carefully selected taped music begins and ends each assembly. Music chosen for the assembly during the inspection week was multi-cultural. Pupils in Key Stage 1 listened attentively to a piece of music from the Cameroons which was a collaboration between the Baka pygmies and a British folk musician Martin Craddick. At Key Stage 2, pupils listened to classical raga music from Northern India. Singing sessions are held weekly as a separate assembly for pupils in Key Stage 1 and for pupils in Years 3 and 4. Singing sessions for Years 5 and 6 take place next term. Younger pupils sing well in unison both unaccompanied or with a tape. Pupils sing a melody and sing a round in two parts to the song "London's Burning". They sing in tune with enjoyment and a smile and display good attitudes and a commitment to learning. Older pupils in lower Key Stage 2 are developing control of pulse and rhythm in their singing session. They sing with real sensitivity, use clear diction and above all enjoy the experience. A good quality of singing was heard when pupils sang to a taped song, "So much stuff" during the musical session.
163. The quality of teaching and learning was overall satisfactory with one good lesson in Year 5 and 6. At both key stages the lessons were well supported by the national guidance scheme of work which provides teachers with a structured programme through which all the elements of music can be taught. Time within lessons is well organised and the activities chosen by the teachers were matched to the pupils' needs. Teachers plan their lessons well and work very hard to maximise the musical opportunities available for their pupils. Teachers' subject knowledge is sufficient to impart basic musical skills and knowledge and in some instances to challenge and extend pupils' creative skills. For example,

in the good lesson seen in Year 5 and 6 pupils had the opportunity to play from the score, clapping 8 beats with silences on the 1, 5 and 7 with complete accuracy. In this lesson, pupils worked with evident enjoyment and the quality of the teaching seen contributed well to the learning and progress made. Teachers assess their pupils' understanding in lessons by asking questions about what they hear and see. Good opportunities are provided for instrumental tuition for twelve pupils in Key Stage 2 by regular weekly visits from a teacher supplied by Brent Musical Services. Pupils are learning both brass and stringed instruments.

164. The subject leader for music shows very good quality of leadership. She is both dynamic and enthusiastic in her approach and supports her less experienced colleagues. Monitoring of teaching and planning is effectively undertaken by the subject leader. Arrangements for assessment are good and pupils are assessed at the end of each teaching unit from the scheme of work. Information from assessments is then used for future planning.
165. Resources are adequate and there is a satisfactory range of multi-cultural instruments. There is a good collection of taped music representing a wide range of composers and a variety of cultures. Music contributes well to pupils' spiritual, moral, social and cultural development. Musicians visit the school to further promote pupils' learning.
166. The school takes pride in their school productions held each year. Most of these productions involve the whole school with a good blend of music, art and design, drama and dance. The most recent musical production was very successful and gave the majority of pupils the opportunity to perform to an audience. The arrangements for teaching music show signs of being effective and the school is well placed to improve the standards already achieved.

## **PHYSICAL EDUCATION**

167. Pupils' achievement is satisfactory and attainment is close to that expected for pupils' ages but in dance many pupils achieve high standards. Pupils with special educational needs make good progress in relation to their prior attainment.
168. The provision made for this subject has improved since the previous inspection of the school and pupils in Years 5 and 6 experience outdoor and adventurous activities as part of a residential visit.
169. Overall, the quality of teaching and learning is satisfactory. Teachers are confident in their subject knowledge, especially in dance. Pupils aged seven to eleven produce very good, sustained sequences, responding very well to the enthusiasm of their teacher and to the challenging and stimulating music chosen to help them compose their dances. Many pupils are sufficiently confident to dance as part of assemblies, school productions and other celebrations.

170. Older pupils make satisfactory progress in athletics and team games. When undertaking standing long jumps, standing triple jumps and vertical high jumps, the distances and heights they are able to achieve increase. Helped by the sound advice of their teacher they are able to evaluate their own performance and make comments that help each other to improve. Their work in these lessons reinforces their mathematical abilities when they estimate and measure distance and heights accurately.
171. The abilities of the oldest pupils in netball are close to those expected for their age. However, their work in small groups is far better than when they are working as a whole class. Other younger pupils use gymnastic apparatus and their sequences with a partner are sustained and linked together imaginatively. However, their work on the floor lacks finesse and they are given insufficient opportunity to refine what they are doing, or are asked to consider too many variables in their work.
172. Leadership and management are satisfactory. The school provides a programme of extra-curricular sporting activities that includes football and netball.

## **RELIGIOUS EDUCATION**

173. Standards in religious education meet the expectations of the locally Agreed Syllabus at the end of both key stages. Standards have significantly improved in Key Stage 1 and have been maintained at Key Stage 2 since the last inspection. Pupils, including those pupils with special educational needs and those for whom English is an additional language, achieve well and make good gains in learning.
174. By the age of 7, pupils are becoming more aware of world religions through the study of religious festivals. As part of their study on Christianity pupils understand that at Harvest time people thank God for the food provided. Pupils learn the significance of the Hindu festival of Diwali and they can recall the story of Rama and Sita. To stimulate their learning on Judaism, pupils present written work on the celebration of Shavuot which recalls the giving of the Torah by God to Moses. Pupils recognise that the festival of Eid has great significance to people of the Islamic faith. Throughout the key stage pupils are beginning to show respect for different faiths and matters related to religion.
175. By the age of 11, pupils have good knowledge of the religious beliefs of Muslims, Christians, Jews and Hindus. For example, pupils in Year 3 and 4 recall the story of Prahlada and the festival of Holi as part of their study of Hinduism. Older pupils in Year 5 and 6 develop a good understanding of Islam through their reflection and discussions on prayer observances and the rituals associated with this religion. Pupils examine Islamic artefacts and learn how people of the faith worship Allah. In talking to Year 6 pupils they have good knowledge and can describe the main beliefs and teachings of the religions

covered in school. They know that books like the Qur'an, Bible and Torah have a special significance for believers and we treat them differently from ordinary books.

176. The overall quality of teaching and learning is good and is a significant improvement since the last inspection. As a result, pupils make good progress in their learning. Pupils with special educational needs and those for whom English is an additional language are well included and they make good progress. However, higher attaining pupils are not always given appropriate planned work to challenge and extend their capabilities. The current scheme of work provides good support for teachers planning work. Lessons are planned to take account of pupils' knowledge and experiences. For example, in Year 5 and 6 the teacher used skilful questioning when assessing pupils' knowledge of Islam and then provided opportunities for pupils to talk of their own experiences of the Islamic faith. Teachers are now more secure in their teaching since the last inspection and as consequence aspects are now covered in more depth and not superficially. In Key Stage 1, teachers use relevant visual material and stories to develop pupils' knowledge. Stories are well told and pupils respond by listening intently. In Key Stage 2, both story and discussions are used to stimulate pupils' interests. Good opportunities are provided for pupils to contribute their own ideas and suggestions. Effective use of questioning enables the teachers to assess pupils' knowledge and understanding. Artefacts and resources are used well and contribute to pupils' learning. Teachers use a variety of teaching methods to achieve the clearly stated learning objectives. In most lessons, teachers' expectations of pupils' behaviour are good and there is skilful management. Lessons, planning, the good work displayed and pupils' books show that in the main, teachers provide a balanced programme of religious education.
177. Subject co-ordination is good and is being undertaken by the headteacher. The co-ordinator has raised the profile of religious education in the school and has increased the resources. The scheme of work is comprehensive and corresponds to the locally Agreed Syllabus. The co-ordinator monitors planning and pupils' books but as yet has had no opportunity to monitor teaching. Assessment is carried out at the end of a half-term unit. However, procedures are not fully embedded yet to assess pupils' attainment in religious education. This is being developed.
178. Resources are accessible, adequate and are used well in lessons and displays. The school's local community is rich with a wide variety of faiths and ways of worshipping. Visits and visitors into the school have not been capitalised upon. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils' personal development is well taught throughout the school, complementing the teaching of religious education.