

INSPECTION REPORT

WYKEHAM PRIMARY SCHOOL

Neasdon, London

LEA area: Brent

Unique reference number: 101518

Headteacher: Ms J Dannenbaum

Reporting inspector: Mrs J Gill
18706

Dates of inspection: 10th – 13th June 2002

Inspection number: 230370

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Aboyne Road
Neasdon
London

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Appropriate authority: The governing body

Name of chair of governors: Mr C Adams

Date of previous inspection: 9th May 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Mrs J Gill	Registered inspector	The Foundation Stage	<p>What sort of school is it?</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
13526	Mr R Barnard	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
10913	Mrs M Kelsey	Team inspector	<p>Science</p> <p>Design and technology</p>	How good are the curricular and other opportunities offered to pupils?
27644	Mr J Tate	Team inspector	<p>English</p> <p>Physical education</p> <p>Special educational needs</p>	
16971	Mr R Hardaker	Team inspector	<p>Music</p> <p>Religious education</p>	
3242	Dr M Newman	Team inspector	<p>Information and communication technology</p> <p>Art and design</p> <p>English as an additional language</p>	
31218	Dr T Allen	Team inspector	<p>Mathematics</p> <p>Geography</p> <p>History</p> <p>Equal opportunities</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wykeham Primary School, situated in Neasden in North London, has 408 pupils (207 boys and 201 girls) in 15 classes from Nursery to Year 6, all attending full-time. The school is larger than other primary schools but smaller than when it was last inspected. This is due partly to the regeneration and rebuilding projects in the area. Pupils attending the school live in the surrounding area where there are significant levels of economic disadvantage. Pupils entering and leaving the school during the school year are high – 74 pupils joined the school and 59 have left the school since September 2001. There are 58 (14 per cent) refugees, mainly from Somalia. Around 50 per cent of pupils speak English as an additional language, which is very high, and about a third are in the early stages of acquiring English. The proportion of pupils (36 per cent) known to be eligible for free school meals and with special educational needs (29.5 per cent) meals is above the national average. The number of pupils with a statement of special educational needs (four) is average. Children are admitted into the Nursery in the year of their fourth birthday and many transfer to the Reception classes. Attainment on entry to the Nursery is low; it is weakest in the areas of communication, language and literacy, mathematics and social skills. Good progress is made, however, attainment into the Reception is still below average. As is seen in many schools, Wykeham is experiencing problems in recruiting teaching staff. In recognition of the school's strong staff development and training programmes, it has gained the Investors in People status.

HOW GOOD THE SCHOOL IS

Wykeham Primary School is an effective school. The headteacher, strongly supported by the senior management team, staff and governors, provides the school with very good leadership. Very good improvements have been achieved. The school promotes educational inclusion effectively; consequently, all pupils, whatever their ability, achieve well. The quality of teaching is good and is having a positive impact on learning and, as a result, standards are improving. Children are enthusiastic learners and make good progress. The school uses its resources well and provides good value for money. This is an improvement from the previous inspection.

What the school does well

- The leadership and management of the headteacher, senior staff and governors are very good. There is very good teamwork and a very strong commitment and the capacity to continue to improve the school's provision for the pupils in its care.
- The quality of teaching has improved since the last inspection and is now good having a positive impact on rising standards. The support staff play a significant role in helping pupils with their learning.
- The provision for pupils' spiritual, moral, social and cultural development is especially good. As a result, their attitudes to school are positive, there is very good racial awareness and relationships at all levels are very good; these strengths help to ensure effective learning.
- The procedures for assessing pupils' work, monitoring their progress and setting future targets are very good. This ensures that all pupils, including those with special educational needs and who speak English as an additional language, are included well in learning activities and their specific needs are effectively met.
- Financial planning supports the school's educational priorities well. Specific grants are used very effectively.

What could be improved

- Standards of writing in English and its use across the curriculum.
- The curriculum and provision for children in the Reception classes.
- The accommodation – it is still in an unsatisfactory condition.

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 improved very significantly since it was inspected in May 2000. The majority of weaknesses identified then have been addressed particularly well. Pupils' progress in learning is now good and they are achieving higher standards in English, mathematics and science, with the exception of writing, which the school has identified as a priority for development. The activities for pupils of all levels of ability, including those with special educational needs and those for whom English is an additional language, meet their needs especially well, helping these pupils make better progress than previously. There has been very good improvement in the quality of leadership and management. In addition, the quality of teaching has improved well, and overall it is good, resulting in the good achievement of pupils. The major reason for this very good improvement are the very effective strategies for monitoring and evaluation of the school's work, including rigorous monitoring of teaching and learning and tracking of pupils' progress. In addition, monitoring of attendance is excellent and is helping to improve attendance rates. This makes a very good contribution to improvement and means the school is particularly well placed to continue to tackle its priorities, and to improve further.

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	D	A
Mathematics	E	E	C	A
Science	D	E	B	A

Key

well above average A

above average B

average C

below average D

well below average E

In the 2001 Year 6 National Curriculum tests, standards in English were below the national average, in mathematics average, and above average in science. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were well above average in all subjects. The school has worked hard to raise standards, exceeded its challenging targets in both English and mathematics. The school's rate of improvement was above the national trend. In the 2001 Year 2 National Curriculum tests, standards in reading and mathematics were average but in writing they were well below average. Compared to similar schools, results were well above average in reading and mathematics and average in writing. The school is aware it needs to address standards in writing. Teacher assessment in science indicated above average attainment. Children enter the Nursery with low attainment; they make good progress. On entry to Reception, attainment is still below average in all areas of learning, but lower in communication, language and literacy.

Currently, standards at the end of Year 2 in reading, mathematics and science are average. In writing, they are below average. In Years 3 to 5, pupils build successfully on their knowledge and skills and many pupils are working at above average standards in the core subjects, with the exception of writing. However, attainment in the present Year 6 is lower; in mathematics and science attainment is average but in English it is below average. Because the school has very good tracking procedures in place, it was aware of this and adjusted targets accordingly. Pupils, including those with special educational needs, achieve well through Years 1 to 6 and make good progress. Pupils for whom English is an additional language achieve very well. Given the increased focus on the core subjects and information and communication technology (ICT), it is impressive that the school has maintained average standards in geography, history, physical education, music and religious education by seven and eleven. Standards are below that expected by the end of Year 6 in art and design and design and technology as pupils have limited opportunities to develop their skills. In ICT, due to good skills teaching, by the end of Year 2, standards are above average and by Year 6, they are average overall, but in some aspects of ICT pupils are also working at above average levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like school and show a keen interest in lessons. Children's attitudes are very good in the Nursery; they settle well and are happy in school. Pupils speak enthusiastically about their school and say they are happy and like the clubs. Good attitudes are shown towards pupils with special educational needs who respond in kind.
Behaviour, in and out of classrooms	Good. No direct bullying was observed during the inspection but there is some boisterous behaviour in the playground. Their challenging behaviour is handled very well by staff. There have been two permanent and seven temporary exclusions over the last two years, a figure below the national average.
Personal development and relationships	Good personal development. Relationships, especially harmony between ethnic groups, are very good. Pupils undertake a good range of duties and responsibilities. Their independence in learning for themselves is good.
Attendance	Unsatisfactory but significantly improved over last year. There has been excellent work by the school to ensure regular attendance and reduce lateness.

The pupils' good attitudes, behaviour and relationships have a positive impact on their learning.

TEACHING AND LEARNING

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

Improved quality of teaching is helping standards to rise and supporting pupils' good attitudes and behaviour seen throughout the school. Of the 90 lessons seen, 27 were very good or better and 26 were good. Just three lessons observed were unsatisfactory. This is a good improvement since the previous inspection in 2000. High quality teaching was observed throughout the school and in many subjects. Teaching in the Nursery was consistently very good. Pupils are taught basic skills in English and mathematics well and teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies; these skills are taught well which helps pupils make good progress. Investigative skills in science and ICT skills are also taught well, which is having a positive impact on learning.

There are significant strengths in teaching. It is good in English, mathematics, science, ICT and religious education for pupils in Years 1 to 6. Teachers' expectations are usually high; this, coupled with interesting activities, helps to motivate pupils so they enjoy learning and make good progress. The quality of planning is good, with clear learning objectives identified for each lesson. Work is usually matched to pupils' ability, where it is not, lower attaining pupils and those who speak English as an additional language are supported effectively by learning support assistants. This meets the needs of all pupils and helps them learn well. In addition, teachers share pupils' targets with them, which helps them to be aware of their learning and what they must do next to improve. Teachers use effective questioning to focus, check and extend pupils' thinking. The management of pupils is good, including those with challenging behaviour, and is based on the very effective behaviour procedures and very good relationships. This results in pupils concentrating well and working hard. Day-to-day assessment is good, although the quality of marking is variable. Where it is good, it helps pupils achieve their targets and improve their work. The arrangements for homework are satisfactory and support work carried out in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets statutory requirements and is broad and generally well balanced. There is a good emphasis on English and mathematics, which is helping to raise standards. There is satisfactory provision for extra-curricular activities. The Foundation Stage curriculum in the Reception classes is unsatisfactory. It is based on the National Curriculum instead of that recommended.
Provision for pupils with special educational needs	Good. There are good arrangements to support pupils' learning in both literacy and numeracy, where learning support assistants provide valuable support for individual pupils and small groups. Pupils' individual education plans are well organised and contain appropriate targets for improvement, which are reviewed regularly.
Provision for pupils with English as an additional language	Standards in provision for English as an additional language are very good. Pupils are effectively supported and fully included in all aspects of school life, which helps them to make at least good progress and achieve very well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good spiritual, moral, social and cultural development. A strong ethos for achievement and very high expectation of moral and social development. Multicultural development is very strong but the impact of music and art and design on this aspect is limited.

Aspect	Comment
How well the school cares for its pupils	A very caring school. Staff are very aware of and sensitive to the needs of all pupils. Procedures for assessing and monitoring pupils' progress are very good and information is used well to assist planning and to track pupils' progress.

Parents have positive views of the school and make a satisfactory contribution to their children's learning. There is a good partnership with parents, which has recently been promoted more strongly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school provides very good leadership and management. The headteacher is setting a very clear direction for the school and is aware of what the school needs to do next to improve. There is very effective teamwork between all staff and a strong commitment from everyone to continue to raise standards. There is very effective co-ordination of the core subjects and ICT, which has helped to raise standards. However, the headteacher and senior teachers carry too many responsibilities, which has a negative impact on some curriculum areas.
How well the governors fulfil their responsibilities	The governors' role has improved and is effective. The governing body fulfils most of its statutory duties well although reports for Reception children are written under National Curriculum requirements. Governors know the school well, have a clear understanding of its strengths and weaknesses and are committed to its further development.
The school's evaluation of its performance	The school has very effective strategies to evaluate its successes and weaknesses and is well aware of its overall performance. The school has taken very good action to improve and is now an effective school.
The strategic use of resources.	Educational priorities are linked well to financial commitments. Financial monitoring and day-to-day management are good. Specific grants are used very well to help pupils make good progress. The school now offers good value for money.

The headteacher and governors apply the principles of best value well. Challenge and evaluation are central to their work and are having a strong impact on school improvement. The provision for staffing is adequate, however the school is experiencing difficulty attracting good, permanent teachers, which has an impact on the co-ordination and development of some curriculum areas. The accommodation has improved little since the last inspection; much of the building is in poor condition although there is sufficient space to have a dedicated ICT suite, library and several group-teaching areas. Nursery children benefit from good outdoor provision but there is no such provision for those in Reception.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and they make good progress.• Behaviour is good.• Teaching is good.• The school expects children to work hard.• The leadership and management of the school.• The school helps children become mature.	<ul style="list-style-type: none">• The amount of homework.• The range of extra-curricular activities.

Inspectors agree with parents' positive views of the school. They consider that the provision of homework and extra-curricular activities is about normal for primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards of achievement are better than when the school was last inspected in May 2000. Standards at the end of Key Stage 1¹ and Key Stage 2² have continued to improve. This is the result of very hard work by the headteacher, staff and governors, who have put into place a number of effective strategies to bring about improvement.
2. Standards of attainment for eleven-year-olds in the National Curriculum tests in 2001 were below average in English, average in mathematics and above average in science. In science, higher than average numbers of pupils achieved the higher Level 5³, and in English and mathematics, numbers were close to the average. When compared to similar schools, standards were well above average in all three subjects. Standards in English, mathematics and science have continued to improve since the last inspection. Very good analysis of results has enabled targeting of areas for improvements. Teaching and learning are rigorously monitored to check if targets are being met. In addition, there has been good professional development; training has helped to improve teachers' background knowledge, for example in science, teaching of investigative skills.
3. The overall trend for improvement for all core subjects is above the national trend. Standards have been rising each year since 1998. For the last two years, the school has attracted the National School Achievement Award for its performance in the National Curriculum tests. The school's targets for 2001 were challenging, but they were exceeded in both English and mathematics. Slightly lower targets have been set for the current Year 6, which are realistic given the proportion of pupils with special educational needs and early stages of English language acquisition. In addition, this particular year group has had a considerable number of pupils entering and leaving the class during the last few years, which has had an impact on levels of achievement. Higher targets have been set for the present Year 5 pupils in both English and mathematics. Inspection evidence shows that these pupils are working at a higher level than the present Year 6. There have been significant improvements in assessment and tracking, which helps the school to accurately predict pupils' progress and attainment. In addition, individual and class targets are set and monitored three times a year to ensure individuals are likely to be on target. When progress slackens, the headteacher and senior management team are quick to ask 'why?' and then put in intervention strategies, which are monitored to ensure effectiveness.
4. Standards of attainment for seven-year-olds in the National Curriculum tests in 2001 were in line with the national average in reading and mathematics, but well below average in writing. When compared to similar schools, they were well above average in reading and mathematics and average in writing. The reason standards were not higher in writing was because the percentage of pupils with special educational needs and speaking English as an additional language was particularly high in Year 2. In addition, many were at early stages of learning English, which has a greater impact on achievement in writing than in reading. Nevertheless, standards of writing have improved steadily since 1999 but they are still well below average. The school has

¹ Key Stage 1 includes pupils in Years 1 and 2.

² Key Stage 2 includes pupils in Years 3 to 6

³ Level 4 is the average level pupils of eleven attain in the National Curriculum tests taken during the summer term. Level 5 is above average for eleven-year-olds.

recognised that writing is still a priority throughout the school. Standards in mathematics have continued to rise from 1998, although there was a slight dip in the overall 2001 National Curriculum tests. This is because there were fewer pupils gaining the higher Level 3 but, overall, more pupils were working at the average Level 2⁴ than previously. Teacher assessment in science indicates that standards were above average in 2001. This is because virtually all seven-year-olds achieved at least Level 2, with an average number reaching the higher level.

5. The effective teaching, with a shared commitment to high standards from the headteacher, senior management team, co-ordinators and all staff, ensures all pupils throughout the school make at least good progress in the core subjects. The rise in standards is attributed to better teaching than in the last inspection. There are a number of reasons for this: the successful implementation of both the National Literacy and Numeracy Strategies; the high focus on science teaching and learning throughout the school and very good analysis and interpretation of data to identify weaker areas in the subjects. Effective planning and good quality teaching mean that standards continue to improve. The teaching of English and mathematics is usually good and at times very good. Most pupils are highly motivated and interested in their work, moved on at a rapid rate and their thinking challenged in the majority of lessons.
6. When children start in the Nursery their attainment is well below average in all areas of learning, but particularly in communication, language and literacy. Children make at least good progress, with many who speak English as an additional language often making very good progress. Children enter into the Reception classes with attainment that is still below average, particularly in communication, language and literacy. They continue to make satisfactory progress and, by the end of the Reception year, a few achieve the Early Learning Goals in most areas, but many do not.
7. Inspection evidence shows that at the end of Year 2, pupils attain average standards in reading, mathematics and science, but in speaking and listening and writing, standards are below average. The present Year 6 pupils, although working to their targets, are not likely to attain such high results in the recent National Curriculum tests. They are working at below average standards in English with very little higher attainment, particularly in writing. In mathematics and science, they are working at around average levels. Writing is a key priority for the school for all pupils and a detailed action plan has been devised.
8. In the foundation subjects there has been a good improvement in the development of pupils' ICT, which has helped to raise standards. Achievement in ICT is very good throughout the school. At the end of Year 2, pupils are working at above average levels. Attainment at the end of Year 6 meets national expectations overall and is above average in some aspects, such as basic computer skills. This is due to a high focus on the subject, improved teacher expertise and specific teaching of skills during dedicated ICT lessons in the suite. In art and design and design and technology, standards are below average at the end of Year 6. Although there is now an improved curriculum in place based on national guidance, pupils have not had sufficient time to develop their skills to the required level. Insufficient evidence was available to make a judgement about standards at seven and eleven years of age in music and by seven in design and technology. In art and design, standards are around those expected at seven years of age. However, at eleven years of age, standards are below those expected in art and design and design and technology. Average standards have been maintained in geography, history, physical education and religious education by seven and eleven

⁴ Level 2 is the average level pupils of seven attain in the National Curriculum tests taken during the summer term. Level 3 is above average for seven-year-olds.

years of age. It is to the credit of the school that all these subjects are in line with national expectations considering the drive to raise standards in the core subjects.

9. The school has managed to combine raising standards in the core subjects with a good curriculum offering a wide range of interesting opportunities for learning. The school has adopted Qualification and Curriculum Authority (QCA) national guidance, which has also helped to raise standards. This is because there is a clear progression in pupils' skills development and interesting activities to help them practise their newly acquired skills. Although in some subjects, such as art and design and design and technology, older pupils have not had the benefit of these schemes of work and have insufficient skills to be able to attain the levels expected for pupils of a similar age. In ICT, teachers are teaching skills well and giving pupils plenty of opportunities to practise them in a variety of situations in many subjects, such as English, mathematics and art and design.
10. The school makes good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference in the progress and attainment of boys and girls throughout the school. Provision for pupils with special educational needs is effective and very good for those with English as an additional language. Pupils with the potential for higher achievement are usually set work at a level appropriate to their ability. This is evident as there are a number of pupils reaching higher levels in the National Curriculum tests in English, mathematics and science. Setting pupils by ability across year groups has helped to challenge higher attainers because work is set specifically for them. A particularly effective example was observed in a Year 5 literacy lesson. When the same work is set for all pupils in the class, learning support assistants skilfully work with lower attaining pupils in order for them to access the curriculum.
11. Pupils for whom English is an additional language make very good progress in learning English, whether they enter the Nursery or join the school later. Attainment in the tests at the end of Year 2 meets national expectations. Pupils who have been at the school long enough to acquire fluency in English exceed the attainment of other children and are above the national average for Year 6 National Curriculum tests in English, mathematics and science. Pupils who join the school late make very good progress in English acquisition, although not enough to score at national average level in the tests. Other ethnic minority pupils with English as a first language parallel the scores in the school as a whole. Although the school has concerns about the achievement of some minority groups, and has researched them carefully, there is no evidence of significant differences between different groups of pupils. Summarising a complex situation, attainment of pupils in Years 1 and 2 is sound, that of pupils in Years 3 to 6 is good and achievement is very good throughout the school.
12. In the present Year 2, 29 per cent of pupils are on the school's register of special educational needs. Tests taken shortly after they started school show that their attainment on entry to the school was well below average. The school has tracked the pupils' progress very carefully and records show that they are making good progress. The school has set realistic but challenging targets for them and is working hard to support the high number of pupils with special educational needs. At Key Stage 2, there has been a six per cent increase in the number of pupils with special educational needs this year. In the present Year 6, 43 per cent of the pupils are on the school's register of special educational needs, which has a significant impact on the standards achieved by the year group overall. This represents a significant rise on the previous year when 28 per cent of pupils in Year 6 were on the register. Pupils with special educational needs make good progress and reach good standards for their previous attainment. These pupils do well and many attain, or come close to, national standards by the time they take the national assessment tests in Year 6.

Pupils' attitudes, values and personal development

13. Pupils' good attitudes to school, behaviour and levels of personal development have a positive impact on their achievements. Standards are higher than those reported at the previous inspection.
14. Pupils like coming to school and are keen to take part in activities. Parents are positive in stating how much their children like coming to school. Pupils all speak keenly about enjoying their school and say they are happy at school and like the clubs; older pupils talk eagerly about their work in 'sets' in literacy and numeracy. Good attitudes are shown towards pupils with special educational needs who reciprocate in kind.
15. The children in the Nursery and Reception classes have settled into school well and have quickly adapted to routines. Although many come with few communication skills in English, they soon develop very well in the Nursery. Very positive attitudes and very good behaviour contribute especially well to the very good learning in the Nursery. Children relate very well to all staff and each other and develop their independence well through the very good opportunities provided. When appropriate, they sit quietly and listen very well to staff and each other. For instance, at 'fruit time', they sit impeccably while an assistant talks to them and take turns patiently to receive their fruit, all saying 'thank you'. In the Reception classes, attitudes and behaviour are generally good although pupils' concentration wanes on occasions and they become noisy when work is not planned to meet their needs.
16. Throughout the school, pupils' attitude to learning is good. They concentrate well and follow instructions closely, especially in science lessons, where they are often excited by what they discover. For example in a Year 6 science lesson when investigating common illnesses, pupils are highly motivated when spreading simulated liquid germs on their hands. Two shout with delight in their native tongue! They are significantly more motivated by the end of the lesson than they were at the start. This joy of learning and discovery is a key feature in the enhancement of pupils' achievements throughout the school. In a Year 2 music lesson, their enjoyment of singing helps them improve their performance. On the few occasions when attitudes are less good, teaching does not stimulate pupils sufficiently and they become too noisy and restless.
17. Behaviour is good. There have been one permanent and eight temporary exclusions over the last two years; a figure below the national average. Pupils are developing a good sense of fairness and are becoming well aware of the impact of their actions on others. No direct bullying was observed during the inspection but a number of pupils show aggressive tendencies and pupils talk about some boisterous behaviour in the playground. A number of pupils show elements of challenging behaviour in lessons but disruption is kept to a minimum through the sensitive and skilful handling of situations by staff. Behaviour in assemblies and class worship is especially good. In a whole-school assembly, total concentration was maintained throughout and behaviour was excellent, allowing all to focus on the value of working hard and effort. Racial harmony is a key feature of the school; all pupils play and work together very well. No racist or sexist behaviour was observed and pupils say it does not occur.
18. Pupils' personal development is good. They undertake a good range of duties and responsibilities. They respond well to duties in the classroom and outside. The youngest pupils look very proud when the administrator warmly thanks them for returning the register promptly. Years 5 and 6 pupils speak very keenly and show a very good and sensible approach to returning the youngest children to the Nursery at the end of lunchtime. Older pupils show very good responsibility and help others very well when

acting as interpreters. This also helps the confidence of pupils new to the school and enables them to settle quickly into school life. Pupils' independence in learning for themselves in lessons is good. This is especially good in relation to their increasingly effective use of ICT. They are developing good confidence in themselves, especially in relation to speaking aloud. This was very evident in personal, social and health education lessons and class assemblies. Throughout the school, they express their feelings about issues such as fairness and truth very well and show good respect for the feelings and beliefs of others. For example, in Year 4, they sensibly discuss the importance of winning in team games; views range from, 'It's only a game', 'You can try again', to reactions to calling someone 'Rubbish!' when performing badly for the team. Awareness of other faiths and cultures is demonstrated very well in displays of work from every year group. Pupils consider issues such as managing anger and peer pressure in a sensitive and mature manner. For instance, Year 6 pupils learn very well about choices and not responding to peer pressure in a session with a local drama group. They are developing a good awareness of the wonder of nature and science, and how to care for animals and plants. Their sensitivity and care are shown when a Year 4 pupil becomes a bit upset and sad when a small creature he is examining appears to be dead. Pupils' appreciation of literature and drama is good but is less developed for music and art and design because of more limited opportunities.

19. Relationships are very good throughout the school. Pupils are polite, friendly and helpful to others and adults. They show good respect to all members of staff. Co-operation in lessons contributes well to their learning. For example, in a Year 6 geography lesson, their keen co-operation helps them learn very well about mountain environments on different continents. They show very good appreciation of each other's work and efforts as in a Year 5 literacy lesson when they spontaneously applaud each other's opposing views about fox hunting.
20. Overall attendance levels are below the national average. The main reasons for unsatisfactory attendance are children from a number of families who are regular poor attenders and are constantly late for school. This limits learning for these pupils. Due to the excellent efforts of the school, overall levels of attendance have increased significantly (by 1.5 per cent) since last year and are still increasing this term to a level approaching the national average. Lateness has been halved due the extensive effort made recently.

HOW WELL ARE PUPILS TAUGHT?

21. Improvement in the quality of teaching has made a significant contribution to the rise in standards seen since the school was last inspected. The overall quality of teaching is good, with much that is very good. In the May 2000 inspection, the overall quality of teaching was considered sound. Around 90 per cent of lessons were satisfactory or better, with just over a third, good or very good. Teaching had improved from the previous HMI monitoring but it was suggested that a higher proportion of good teaching was required to ensure that pupils made quicker progress to make up lost ground. In this the school has been successful. In the current inspection, of 90 lessons observed, 53 were good or better with 27 being very good or excellent. A small proportion, three per cent, of teaching was unsatisfactory. High quality teaching was observed throughout the school, including the Nursery and in many subjects. The overall quality of teaching is good in English, mathematics, science, ICT, physical education and religious education. It is satisfactory in art and design, design and technology, geography, history and music. That the standards of teaching have improved is largely due to the rigorous monitoring of teaching and learning supported by good professional development. Also, the successful implementation of the National Literacy and Numeracy Strategies, together with other recent developments in literacy and numeracy has given teachers

considerable expertise in these subjects. The high levels of good and better teaching result in good learning taking place throughout the school by highly motivated and hard working pupils.

22. The quality of teaching in the Foundation Stage is good overall. It is consistently very good in the Nursery and generally satisfactory with some good features in both Reception classes. Excellent teamwork between the class teacher and the nursery nurses in the Nursery, and very good support from the learning support assistants in the Reception classes help to create a stimulating environment where much effective learning takes place. However, in the Reception classes, the planning although stated under areas of learning, is in reality based on the National Curriculum and does not incorporate activities outside of the classroom. This is a weakness. In the Nursery, there are significant strengths in teaching in all areas of learning, with a particularly strong focus on personal, social and emotional development. However, when the children transfer to the Reception classes, the way the curriculum is organised inhibits their ability to make choices about their activities and they are less independent than the children in the Nursery. For example, in knowledge and understanding of the world, in particular science, Reception children do not have adequate opportunities for investigation and exploration. Assessment arrangements are good. The information available, such as the entry data, is used well to ensure children are set appropriate work and to identify those that need extra support. Children make good progress, including those with special educational needs and, those for whom English is an additional language, make very good progress. By the end of Reception, a few children are likely to achieve the Early Learning Goals but many will not. However, this still represents good progress because children start in the Nursery from a very low base.
23. The quality of teaching for pupils with special educational needs is good and results in these pupils making good progress. Teachers and learning support assistants plan effectively together to ensure that lesson activities match the targets on pupils' individual education plans. Targets are clearly expressed and provide realistic stages of development. As a result, pupils make good progress, both in their grasp of basic skills and in their confidence and positive attitudes to work. In most numeracy and literacy lessons, learning support assistants provide good support in whole-class sessions, in small group work and work with individual pupils.
24. The teaching and learning of pupils for whom English is an additional language are good in classes and very good in sessions targeted specifically at children new to English. Despite a high staff turnover, the school has made a special effort to maintain teaching standards, which are good overall and enriched by a very good contribution from support staff. The work of learning support assistants is very good and many pupils with English as an additional language benefit and achieve very well. For example, Year 4 pupils were helped to extend their speech into sentences when making good observations on pond creatures, and Year 1 pupils learned technical vocabulary when studying plants. Year 6 children participated fully in work on microbes, where they were helped by very good use of a visitor (the school nurse) and were confident enough to use their home language (Somali) to express their delight. Learning is also helped by the use of computers across the curriculum, for example in the work on plants and microbes. Learning observed in specific groups was very good. Support groups were observed for Year 2 children and for a group of pupils from Years 3 to 6 whose work was well matched to their prior ability and they were making very good progress in literacy development. In the Year 2 group, pupils were very well catered for and higher attaining pupils developed their work, for example by studying English sounds but also matching words with Chinese calligraphy. In the mixed age group, older pupils were also very effectively supported. Higher attaining pupils are challenged, for example by extending word and sentence work by the teaching of tenses. Pupils new to English in

Year 6 were making very good progress by sorting and identifying pictures and matching them with English names.

25. Teachers have good expertise, particularly in the core subjects of English, mathematics and science. As a result, the majority of the basic skills are consistently well taught and pupils, including those with special educational needs and for whom English is an additional language, are making good progress in learning. However, not all teachers insist on joined handwriting, even for older pupils in English, which is a weakness. In addition, limited arrangements are made to teach handwriting that is consistent with the school's policy to newly arrived pupils. Literacy skills are taught well in other subjects, such as in scientific reports, history and religious education, when children act out the scene from 'The Good Samaritan' which helps them to write the story later. However, there are insufficient opportunities for pupils to write at length. Numeracy skills are promoted well through an emphasis on mathematical vocabulary as well as the mental recall of basic number facts and simple calculations. Teachers make sure that pupils learn to apply their skills in practical and problem-solving activities and provide appropriate opportunities for pupils to use numeracy skills in other subjects. For example, in science, when Year 2 pupils accurately measured the distance their toy cars travelled from the end of the ramp, and in geography in Year 5, pupils accurately use the scale on the map to calculate the distance from London to Llandudno.
26. ICT skills are taught well because teachers are confident when teaching the subject. Teaching, learning and pupils' attitudes are good throughout the school. Expectations are very high; all areas of the national guidance and schemes of work are implemented, including high level programming skills. There is now more emphasis on direct teaching of ICT, with the effective use of the suite. More opportunities are provided for pupils to use their skills across the curriculum. For example, pupils were enabled to make very good learning in science through the use of a digital microscope.
27. The quality of lesson planning is good and is consistent throughout the school. It is related well to medium-term planning. The match of work to the abilities of pupils is good with work usually adapted to meet the needs of all pupils. In lessons, teachers take steps to ensure equality of opportunity and that all pupils are included fully in the work by matching the work to the level of prior attainment of the pupils and providing support for pupils with special educational needs. When this is detailed, it helps all pupils make good progress, whether they are higher attaining pupils or have special educational needs. However, there are some occasions when all pupils carry out the same task when it would be more appropriate for a closer match of pupils' ability to the task. Usually the learning support assistants work with the lower attaining pupils, offering very good support, which helps pupils access the lesson. A strong feature of the planning is the clear intention about what is to be taught in each lesson; this is shared effectively with pupils. When it is revisited at the end of the lesson and pupils are asked for their opinion on the progress they and others have made, it reinforces what pupils have learnt in the lesson well. A very good example was in a Year 5 literacy lesson when the teacher reinforced what had been learnt and shared with the pupils what the next steps would be. This is a strategy that helps to motivate and challenge pupils and ensures they gain a good knowledge of what they are learning. In most lessons, teachers have high expectations of what pupils can achieve and this, together with the interesting activities provided, results in pupils achieving well.
28. An effective range of teaching methods is used, being adapted well to both the requirements of different subjects and usually the needs of most pupils in the class. This means pupils make good progress in learning as well as gaining in independence. Teachers usually explain things clearly, give good examples and demonstrate well. They use effective questioning to focus, check and extend pupils' thinking. This was

evident in a Year 2 religious education lesson, when the teacher's skilful questioning helped to develop pupils' understanding of why different religions celebrate births in a variety of ways. Speaking and listening skills are promoted effectively as pupils listen to each other and share their ideas through a range of interesting activities, including debate and drama, for example in a Year 3 religious education lesson. The good teaching methods seen throughout the school in all subjects help pupils to acquire knowledge and skills easily and to work hard. Teachers are skilled at moving forward and, in most lessons, a good pace is maintained, ensuring that pupils remain focused and work hard. However, when the pace slackens and introductions are too long, as in a Year 3 geography lesson, pupils become restless and lose concentration.

29. The learning support assistants are very effective in making a positive contribution to the teaching and learning, particularly in literacy and numeracy. They have taken the very good opportunities to train to support pupils in daily lessons and through intervention programmes such as Early Literacy Support (ELS) and Additional Literacy Support (ALS). Consequently, they have good knowledge and understanding of the strategies and help the teachers to teach basic skills effectively. Resources, including computer programs, are carefully chosen and effectively used to help pupils understand and make good progress. For example, the school grounds and a good range of scientific equipment helped pupils in Year 4 study various habitats on land and in the pond effectively.
30. The very good relationships seen in the school, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons is usually good. This strong aspect of teaching, together with the challenging and interesting activities provided, means pupils are interested in what they learn. They concentrate well, taking an interest in their work, ensuring it reaches the high standards expected of them.
31. The scrutiny of work that pupils had completed previously showed some good quality of marking but there is some variation. Marking includes helpful comments, encourages improvement and acknowledges when this has been achieved, including when pupils' targets have been met. During lessons, assessment procedures are effectively used by all teachers; this enables them to refine what they are teaching when necessary and to support individual pupils well and, at the same time, challenge the higher attaining pupils. Homework is satisfactorily used to support pupils' learning, mainly in English and mathematics, although some good homework is also set in science.

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

32. The school provides a broad and generally well-balanced curriculum, which meets the interests and needs of its pupils, including those with special educational needs and those for whom English is an additional language. The school generally meets the requirements of the National Curriculum and the locally agreed syllabus for religious education with minor exceptions. Work in art and design and design and technology is well planned, but is not always delivered in full. This is partly because the school has given a high priority to English, mathematics, science and ICT.
33. The Foundation Stage curriculum is very good in the Nursery. However, the curriculum in the Reception classes is unsatisfactory. It is based on the National Curriculum rather than the Early Learning Goals. In a number of areas of learning, such as physical and creative development, provision is inadequate.

34. In Years 1 to 6, a broad curriculum is in place. It is well balanced in almost all subjects. However, progress in art and design and design and technology is limited because the pupils do not have sufficient opportunities to practice and learn new techniques and skills. Learning of pupils with English as an additional language would benefit if they could experience more practical work in currently under-emphasised areas such as art and design and design and technology.
35. Curricular provision for pupils with special educational needs is good. There are good arrangements to support pupils' learning in literacy and numeracy in classes, where learning support assistants work with individual pupils or with small groups. The Additional Literacy Support Programme is providing an effective strategy for pupils in Years 3 and 4 to develop their understanding of phonics. Individual education plans are well organised and targets are clear and achievable. These targets focus on both literacy and numeracy and most education plans also include targets for personal and social development. The needs of the pupil with a statement of special educational needs are well met and annual reviews provide a focus for further improvement.
36. The school's strategy for the teaching of literacy is effective in promoting the whole range of English right across the curriculum. For example, in a science lesson, Year 6 pupils used their literacy skills to highlight key facts from their research when making their own notes on how to store food safely. The strategy for the teaching of numeracy is effective, but the impact does not yet extend sufficiently to other subjects. ICT is used well across the curriculum to enhance pupils' learning in all other subjects. For example, pupils research the topics they are studying by accessing the Internet or using CD-Rom. National schemes of work for science and the foundation subjects have been adopted successfully, and adapted to match the specific needs of the school. The last inspection recognised the detailed and thorough planning which was in place for English and mathematics, but identified the need to replicate this in other subjects to improve continuity. Planning is now thorough in all subjects, setting out a progressive programme of learning from year to year. Teachers plan in year groups, which provides for consistency within parallel classes. Subject co-ordinators are rigorous in checking the plans, and they make adjustments where necessary. Teachers devise interesting learning activities, which motivate the pupils.
37. The school has an equal opportunities policy in place which states commitment to the philosophy that children are entitled to be educated to their full academic ability regardless of race, gender, religion, disability or class. Each of the various policies will contain a specific statement on equal opportunities and the aims and values of the school underline a commitment to this principle, but this is not yet in place. Resources are regularly monitored to ensure a good balance between different cultures as, for example, in literacy texts which reflect different nationalities. Artefacts used in the teaching of history, and musical instruments, such as steel pans, are part of the process by which equal opportunities are ensured. Both boys and girls are valued equally. Test results are analysed by gender and ethnicity in order to redress any imbalances which might arise. There are mixed boys' and girls' cricket and hockey clubs. All after-school clubs are open to all pupils equally. Where data analyses identify areas of need, special provision such as additional literacy support is provided in order to ensure that every pupil has access to the curriculum. Additional support is normally provided in class lessons but, where it is necessary to withdraw pupils for specialist help, the normal work of the class is used in their activities or is covered at a later stage so that pupils are not disadvantaged by withdrawal from any lesson.
38. In accordance with the governing body's policies, the school makes suitable arrangements for sex education and education about the misuse of drugs. This is achieved through personal, social and health education lessons, as well as in science

and physical education, for example when learning about the functions of the human body in science. There is a good programme for personal, social and health education, which provides pupils with opportunities to talk about themselves, their thoughts and their feelings, and to listen to what their friends have to say. It permeates every aspect of school life, and is reinforced through the positive relationships which exist throughout the school.

39. The school makes satisfactory provision for extra-curricular activities, including art and design, dance, cricket and hockey. The curriculum is also enhanced by a good range of day visits both within the locality and further afield, for example to Regents Park to look at sculptures, and to The National Gallery. There is also a residential visit to The Gordon Brown Centre which supports and reinforces the work of the school and also makes a good contribution to pupils' spiritual and social awareness. Many visitors are invited into school to share their expertise with the children. An example of this is the involvement of the school nurse with the school's health and sex education programme.
40. The school has very good links with other schools and colleges in the area, both for curriculum support and the sharing of staff expertise. For example, the local education authority's funding of the headteacher mentor, and her support in lesson observation and feedback to teachers. Pupils in Year 6 visit the link secondary school to see their annual production. The close working with a nearby primary school has been particularly beneficial in developing the roles of subject co-ordinators. There are good links with the community. Pupils in Year 4 visit the local Neasden library, and community groups work with the school as translators for the many different languages spoken by the families who attend the school.
41. The very good provision for pupils' spiritual, moral, social and cultural development permeates the work of the school and has a very positive impact on pupils' personal development. Standards have improved significantly from those described in the previous inspection.
42. Spiritual development is promoted very well. Assemblies allow time for reflection about moral and spiritual issues. Opportunities are planned in lessons for pupils to reflect on the wonder of life and the world, and to explore their own feelings and emotions. Questions are used very well by teachers to develop this. The very strong emphasis on encouraging pupils' joy and value for learning and developing a work ethos is key to the provision. This was shown in an excellent whole-school assembly to start the week led by the headteacher where she expertly got her message to all pupils present in linking current news to how we do our best and measure it. Staff are proud of their pupils and they show them they are. The priority adults give to their personal relationships with pupils has a major impact on developing their self-esteem, confidence and enjoyment of learning.
43. Moral development is very good. Pupils are encouraged to think about the implication of their actions on others and about what is right or wrong. The school has a very good behaviour policy. This is supported very well through the school's personal, social and health education programme, which is implemented very consistently. All staff act as very good role models.
44. Social provision is very good. Pupils are encouraged to work together and help others, as when interpreting for others. There is a very good emphasis on the local environment and care for nature. Racial harmony is promoted extremely well. Older pupils are given good opportunities to help younger pupils. Pupils are encouraged well to develop independence or confidence and self-esteem, especially through speaking. ICT makes a good contribution to the development of social and co-operative skills.

45. Cultural development is good. Multicultural awareness is developed very well through the use of stories in assemblies, in religious education and in using pupils' own experiences. Festivals from all major faiths are celebrated, for example, Christmas, the Chinese New Year, Diwali and Eid festivals. Music from other cultures is used in lessons, such as in Year 4, when pupils learn and perform a Maori song, and the school has some instruments from other cultural backgrounds, for example, African drums. However, too few opportunities are provided to encourage pupils' appreciation of music and art and design. For example, opportunities to contribute to cultural development through the work of great artists and traditions around the world, particularly those represented in the school community such as African, Indian and Islamic art, are limited. However, the accommodation does not lend itself to having many displays. Visits from theatre groups and visits to museums and places of worship help extend pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Standards of care are very high. This is a very inclusive school, which enables all pupils to feel secure and valued. This has a significant impact on their achievements. There has been good improvement since the previous inspection.
47. Very good procedures and arrangements are in place in relation to child protection and staff have a very good awareness of potential issues. Thorough procedures are in place to monitor health and safety issues, and potential risks are identified and subsequent action monitored well. The school is tidy and as clean as could be expected given the neglect to the overall fabric. First-aid arrangements are very good with many staff suitably and recently trained. The number is particularly important given the diverse nature of the accommodation. The medical room is well equipped and the welfare officer provides very good, sensitive and friendly support. Good care is taken to ensure a responsible person collects the youngest pupils at the end of the day. Great care is taken to enable pupils new to the school to settle in quickly.
48. Pupils' personal development is monitored very well. Teacher records contain very good personal information ensuring staff have very good knowledge of the pupils and their backgrounds and this allows them to give individual pastoral support very well. Personal needs are dealt with very effectively. Personal needs in relation to developing pupils' confidence and self-esteem are very well established. Social inclusion is very good. The school effectively takes measures to avoid exclusions, even on a temporary basis, whenever possible. Racial harmony is promoted very well. There is a very effective behaviour policy. The use of the reward system, praise and often a smile are very effective in encouraging pupils. Parents and pupils feel confident that the school handles issues such as potential bullying effectively. The school has no formal system to record racial incidents, but any form of oppressive behaviour is dealt with in a sensitive and thoughtful manner and thorough records maintained and progress tracked very well through the individual behaviour management system.
49. The care and support of pupils with special educational needs are good. Teachers and learning support assistants know the pupils they work with well. The supportive, caring ethos of the school and its respect for the value of individuals ensure that pupils with special educational needs have good opportunities to take part in all school activities. There are good procedures for identifying these pupils. Pupils' needs are quickly identified when they enter the school. Through the school's good procedures for tracking pupils' progress and well-organised individual education plans, effective arrangements are made for the regular review of their progress. Pupils' records are well maintained and organised and provide a clear picture of pupils' progress. The school

has productive and regular liaison with outside agencies, which are involved, as appropriate, in pupils' reviews.

50. Procedures for monitoring and promoting attendance are excellent. Staff use the system available to its full potential. The hard work of all concerned and the considerable investment by the school has been most effective in increasing overall levels of attendance and considerably reducing lateness.
51. The procedures for assessing pupils' academic achievements have continued to develop well since the last inspection, and are now very good.
52. Assessment arrangements are good in the Foundation Stage. The information available, such as the entry data, is used well to ensure children are set appropriate work and to identify those who need extra support. When children enter the Nursery, use of an entry profile which covers early development in such areas as physical skills, independence, social development, listening and understanding helps to identify any areas of concern. Parents also share in their children's initial assessment via a discussion with the Nursery teacher. Observations of significant achievements and progress through the stepping stones are recorded on a regular basis by all the staff in the Nursery. These good procedures are used to group children for activities and to monitor progress. Specialist staff also keep detailed records of the children with English as an additional language and those with special educational needs. All of the information collated is then transferred to the Reception classes to provide the initial steps in the whole-school's tracking procedures.
53. All procedures for national assessment at the end of Years 2 and 6 are carried out fully. The information and statistics are very thoroughly collated and compared with national and local results. The school also effectively assesses pupils in other year groups in English, mathematics and science, using nationally agreed tests. This provides a clear picture of the standards pupils are reaching and whether they have made sufficient progress over the year. This is particularly important given the high level of pupil movement. There are very good systems for monitoring and supporting pupils' academic progress. A great deal of data is collated systematically by the assessment co-ordinator, and the information is analysed extensively to show how particular groups have performed (for example, those from minority ethnic backgrounds) as well as individuals, and to reveal weaknesses. Practical action is taken to address these.
54. The use of this information is bringing about improvements to standards across the school. Teachers keep very detailed records for all the individual pupils in each class, as well as data which helps them to track the progress of their own year group. Individual and class targets are set and monitored three times a year. In addition, each pupil has a record containing annotated samples of all the assessments they complete three times a year. The document stays with the child from Nursery to the end of Year 6 and provides a very accessible and useful method of evaluating progress over time.
55. At the end of each unit of work in the foundation subjects, teachers compare the progress made by the pupils in their class to the expectations set out in the schemes of work. They also use the level descriptors for each subject to highlight the stage reached by each individual. These are reviewed regularly, but the school is aware that the system needs updating to take account of the changes to the National Curriculum in September 2000.
56. The use of assessment to guide curricular planning is good overall. It is very good in the three core subjects of English, mathematics and science. Information gathered is used to ensure that targets set for individuals are realistic and serve to meet identified needs.

Targets comprise small, achievable steps and are reviewed regularly with pupils as well as their parents, so that adjustments are made where necessary. The use of assessment to guide curricular planning in foundation subjects is satisfactory. The information gathered about pupils in some of these subjects, in particular art and design and design and technology, is not comprehensive enough to help make accurate judgements about the school's provision.

57. Induction and initial assessment is thorough for pupils with English as an additional language. Detailed records are available for all pupils, which show the progress in English from October 2001 to June 2002. Children in the Nursery made an average gain of one language stage. In Years 1 and 2, pupils gained one/two stages, and pupils in Years 3 to 6 gained an average of two stages. Very few pupils remained static in language level (except for a small number in Reception). This progress was consistent in most classes. This detailed information allowed good targeting of pupils in need of support so that deployment of the EMTAG⁵ team was very well done, in spite of the fact that the team is smaller than might be expected. The significant improvements in assessment and monitoring of pupils' progress have helped them to achieve well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58. A good partnership has been established with parents and the links described in the previous report have been improved, especially during the current academic year. This is due to a more effective promotion by the school to extend the partnership with parents. The recent 'parent audit' undertaken by the headteacher indicates the school's commitment to listening to parents' views and valuing their contributions.
59. Parents are positive in their views of the school. In the pre-inspection meeting, parental questionnaires and in discussions during the inspection, they were full of praise for the school and had no major areas of concern. In particular, they feel their children like school, are making good progress, behave well and teaching is good. They feel comfortable about approaching the school with questions or a problem, that the school expects the pupils to work hard and the school is well led and managed. Inspectors feel these views are justified. A small number of parents have some concerns over the level of homework, and the range of activities provided outside lessons. Inspectors feel that the level of homework and the range of activities provided outside lessons are about normal for a primary school.
60. The positive relationships generated and encouraged by staff have a good impact on pupils' attitudes to school. A small group of parents are involved well in the work of the school by helping in classes and on visits and providing support through the parent/teacher group. Many parents find supporting their child's learning difficult. The school recognises this and makes good efforts to involve parents in the school and their children's education.
61. Annual reports to parents are good. They give good details of pupils' achievements and personal development and indicate targets and areas for improvement, although these are not always sufficiently specific. Reports for the children in the Reception classes relate to National Curriculum subjects rather than the Early Learning Goals and the headteacher plans to adjust this appropriately. Reports on Nursery pupils' achievement are particularly helpful. Parents feel that consultation evenings are informative and they are very well attended. The sharing and reviewing of targets at these meetings is a very good way of helping parents to be involved in their child's education. Newsletters and the prospectus are informative and give parents good information. Good support is

⁵ EMTAG – Ethnic Minority & Travellers Achievement Grant

given to parents of new pupils and a good induction process helps the youngest pupils settle quickly into the Nursery. Homework diaries provided a very good link with parents of pupils for whom English is an additional language, some of whom were able to provide bilingual support for their child. The school has an 'open door' policy for parents. The good accessibility of staff contributes well to the developing partnership. Parents' contribution to encouraging their child's learning is satisfactory. For example, many do not recognise the importance of regular, prompt attendance. The school recognises this overall issue well and has a range of suitable initiatives such as a 'parents' get-together' evening to encourage more involvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. Wykeham Primary School is very well led and managed. Improvement since the last inspection in May 2000 has been very good and particularly rapid in the last few months, since the appointment of the present headteacher. The school benefits from excellent leadership provided by the headteacher, ably supported by a very efficient and effective senior management team, including two acting deputy headteachers. At present, due to difficulties in recruitment of staff to the school, the school is without a permanent deputy headteacher. The headteacher has an extremely clear vision and direction for the work of the school. She is very aware about what the school needs to do next to improve still further; this is shared very effectively with the staff, governors and parents. This is a significant improvement since the previous inspection when the school management needed to improve its accountability. All the key issues identified at the time of the previous inspection have been tackled very positively, with the exception of writing in English and across the curriculum. However, the school is very aware that this is still a continuing priority and has effective strategies in place to raise standards in writing. In recognition of the improvement in standards, the school has secured the school achievement award. There have also been significant improvements in many other aspects in the work of the school, including teaching and learning, partnership with parents, monitoring, assessment and tracking of pupils' performance.
63. The headteacher has generated a strong team spirit amongst the staff which reflects the principles of its 'Investors in People' award. All staff fully support each other with a very positive commitment and the capacity to improve the school's provision for the pupils in their care. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in everything that they do. The school aims to demonstrate respect for all and value the individual; in this aspect it is very successful. This is a school that is particularly caring and totally inclusive, where there are very good relationships between all pupils and staff regardless of ability, race or gender. There is very good racial awareness that is promoted strongly by the headteacher and all staff, this makes the school a vibrant, friendly, multicultural community where all pupils and staff are highly valued and respected. The caring ethos of the school where every pupil is valued individually promotes respect for one another and this is reinforced during assemblies where all achievements are celebrated. The school is a community of many varied cultures and nationalities, which functions as a harmonious community.
64. Delegation to staff of management responsibilities has improved and is good. The senior management team offers very good support to the management of the school, and co-ordination of English, mathematics, science, ICT, special educational needs and religious education are very good. The co-ordinators have a very good understanding of their subjects and work enthusiastically at managing them effectively. They provide support, encouragement and have helped to raise standards and ensure the consistency of approach of the curriculum through rigorous monitoring of teaching and learning. A range of other responsibilities has been appropriately delegated to staff in

addition to their teaching commitments, although as yet, with the time constraints, they have had limited opportunities to observe teaching and learning. In addition, problems recruiting and retaining permanent staff means those in post, particularly the senior management team, have too many responsibilities. Therefore, there is some room for improvement in this aspect of their work, particularly in the foundation subjects.

65. The management of special educational needs is good. The co-ordination of special educational needs is carried out effectively and efficiently by the acting deputy headteacher. Pupil progress is carefully tracked, and well-organised records of all liaison with agencies outside the school are maintained. The school has good arrangements for liaison with the local secondary schools. The school fully meets the requirements of the Code of Practice⁶ for special educational needs. There is a designated governor but her involvement in the life of the school is very limited. Funds allocated for pupils with special educational needs are used to good effect.
66. Management of English as an additional language is very good. There is the equivalent of 1.4 specialist teachers, who support 40 pupils, out of 136 early stage bilinguals (and 206 bilingual children in total). This situation ensures very good achievement only because the pupils who are being supported are very well selected, mainstream teaching is good and the work of the learning support assistants makes a good contribution to additional literacy support. Training for the EMTAG co-ordinator and mainstream teachers and learning support assistants has made a very good contribution to standards. One way to develop this work in future is to give the EMTAG co-ordinator a better overview of others who contribute to English as an additional language work. In 2000, an HMI report made provision for pupils with English as an additional language a key issue, saying that, 'many could acquire fluency much earlier with more intensive support. Improve the quality of provision'. The situation has since been revolutionised so that improvement is very good.
67. The governing body has continued to develop its role since the previous inspection in 2000. It is effective and fulfils most of its statutory duties well, including agreeing performance targets for the headteacher. In reporting to parents, reports for children in the Reception classes are written under National Curriculum subjects rather than areas of learning, as recommended. Governors fulfil their duty to be a critical friend of the school effectively and have a good understanding of the strengths and priorities for development. They are fully aware of the problems of recruiting and retaining staff, including a deputy headteacher, and the impact that has on the work of the school. Governors are properly involved in the work of the school both as members of various committees and as individuals properly undertaking their responsibilities. There has been a significant improvement in their monitoring and supporting of the curriculum in the major initiatives, such as developing the provision for ICT, which has helped to improve the subject. The governors fully support the headteacher in her vision for the school. They liaise closely with the school, use information given to them efficiently and monitor policies and developments effectively. Since the last inspection, their monitoring procedures have improved and are now good.
68. The school's strategy for performance management is good. Teachers have the benefit of regular reviews to discuss their professional development. Continuous professional development targets are set. Teacher performance is reviewed through a process of direct lesson observation. A performance management policy is in place as are arrangements to meet and set performance objectives for the headteacher.

⁶ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special education needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

69. Training undertaken by teachers in the school is successful in raising professional effectiveness. Focused training in English and mathematics for all staff has contributed to the very good application of the National Literacy Strategy and the good application of the National Numeracy Strategy throughout the school. The school has good potential for the training of new teachers as the quality of teaching is at least good and often better, and teachers provide good professional role models for aspiring teachers. Good arrangements for supporting trainee teachers are in place and they receive good support from a trained mentor. Their teaching performance is regularly monitored and their professional needs are being met well. The school is adequately staffed to meet the demands of the curriculum. All teachers have clearly designated responsibilities. The school has a number of well-trained learning support assistants who give good support in the classrooms, working in effective partnership with teachers. However, not all literacy and numeracy lessons have learning support assistants present and some pupils' progress is less marked in these lessons.
70. Resources for teaching are overall good but there are weaknesses in the provision for art and design and there is inadequate equipment available for outdoor play for children in the Foundation Stage who are being taught in the Reception classes. There is a good supply of equipment available for use indoors by children in the Nursery and the Reception classes and this is used well. There is good outdoor provision for children in the Nursery. The library contains a good range of non-fiction books representative of a range of cultures. It makes a good contribution for pupils with English as an additional language through well-illustrated, informational texts. Generally, resources are used well, particularly the computers in the ICT suite.
71. The adequacy of accommodation is overall satisfactory but shows no significant improvement since the last inspection, although there is sufficient space to have a dedicated ICT suite and library and several group-teaching areas. The school is also fortunate to have its own heated swimming pool, however it is underused. Much of the furniture and the fabric of the building are still in poor condition and could beneficially be improved when finance is available. No suitable outdoor play area is available for Reception children. Outdoor provision for science is good with the pond and its immediate surroundings providing a rich environment for the study of wildlife.
72. Financial planning and administration are good. The school has a secure financial base. A surplus of just over five per cent has accrued due to a carry forward of funds allocated for building and equipment plus savings arising from the high level of staff turnover. The school has appropriate plans to use the surplus for improvements to the building, equipment and furniture and to cover for the constant fluctuations in pupil numbers. Budget allocations are linked well to educational priorities. For example, funds have been used very effectively to improve standards in relation to ICT. Financial monitoring and day-to-day management are good. Very good use is made of specific funds in relation to special educational needs and English as an additional language. Very good use has been made in relation to resources obtained from the local Educational Action Zone especially in relation to monitoring and improving attendance, providing additional support for pupils needing extra help in mathematics and English and additional staff to support ICT. The headteacher and governors apply the principles of best value well. Challenge and evaluation are central to their work and are having a strong impact on school improvement. The school's high income per pupil reflects its intake and includes significant funding for special educational needs and English as an additional language and contributions from the local Educational Action Zone. Given these factors and the good progress pupils make, the school provides good value for money, which is an improvement since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. To improve the standards achieved in English, particularly in writing, the quality of education provided for Reception children and to improve the condition of the accommodation, the governors, headteacher and staff should:

- (1) Raise standards in writing by:
 - ensuring pupils have sufficient experience of writing in different forms, at length;
 - providing further opportunities for pupils to plan, draft, edit and refine their writing;
 - encouraging pupils to take a greater care in their handwriting;
 - emphasising the importance of good presentation of work in English and in all subjects of the curriculum;
 - developing literacy skills across the curriculum;
 - ensuring that pupils in different classes in a year group have equally good provision for English.

Paragraphs: 7, 8, 91, 92, 93, 94, 97, 113, 126 and 157.

** The school has already identified this as a priority and has identified strategies for improvement.*

- (2) Ensure that the Foundation Stage curriculum is implemented fully in the Reception classes by:
 - (a) reviewing the curriculum in the Reception classes so that it is based on the stepping stones in all areas of the Foundation Stage curriculum;
 - (b) reviewing the way literacy and numeracy is taught;
 - (c) providing further opportunities for creative development through increased opportunities for imaginative role-play;
 - (d) ensuring children have further opportunities for investigation, exploration and creativity;
 - (e) ensuring that children in Reception receive their full entitlement to the physical area of learning by:
 - (i) developing a designated area for outdoor work and play;
 - (ii) ensuring more opportunities are planned and assessed for children to work, play and exercise outdoors; and
 - (iii) providing a suitable range of large equipment and storage, when financial resources allow.
 - Review the format of the reports to parents to ensure reporting is under the areas of learning and not National Curriculum subjects.

Paragraphs: 15, 22, 25, 33, 61, 71, 74, 75, 77, 79 –82, 84 and 85

- (3) Urgently improve the condition of the accommodation and review its use by:
 - (a) ensuring the plans to improve the fabric of the building are implemented urgently;
 - (b) reviewing the condition of the furniture and devise a programme for renewal as funds become available;
 - (c) reviewing the time allocated to using the school swimming pool more efficiently;

- (d) devising strategies to enable collections of art and artefacts to be displayed to enhance the accommodation, to create a more aesthetic learning environment.

Paragraphs: 45, 71, 150 and 155

In addition these minor issues should be addressed:

- In order to raise standards in art and design and design and technology:
 - (a) Ensure pupils are taught skills in a progressive manner, and allow sufficient time to develop and practise them in art and design and design and technology lessons.

Paragraphs: 8, 9, 32, 34, 117, 118, 119, 121 and 120

- Provide greater opportunities for pupils to learn about ethnic and cultural diversity through the curriculum in subjects such as art and design and music.

Paragraphs: 18, 445, 117 and 148

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	43

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	26	26	34	3	0	0
Percentage	1	29	29	38	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	45	367
Number of full-time pupils known to be eligible for free school meals		144

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	1	120

English as an additional language	No of pupils
Number of pupils with English as an additional language	206

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	74
Pupils who left the school other than at the usual time of leaving	59

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	22	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	25	31
	Girls	22	22	22
	Total	49	47	53
Percentage of pupils at NC level 2 or above	School	91 (88)	87 (80)	98 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	31	30
	Girls	22	22	22
	Total	49	53	52
Percentage of pupils at NC level 2 or above	School	91 (88)	98 (96)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	26	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	21
	Girls	21	19	26
	Total	37	33	47
Percentage of pupils at NC level 4 or above	School	76 (61)	67 (58)	96 (66)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	10
	Girls	12	16	20
	Total	16	23	30
Percentage of pupils at NC level 4 or above	School	33 (33)	47 (43)	61 (50)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	59
Black – African heritage	62
Black – other	34
Indian	44
Pakistani	17
Bangladeshi	1
Chinese	1
White	72
Any other minority ethnic group	20

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	20.5
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	266.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	45
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	11.2

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	14
Number of teachers appointed to the school during the last two years	12

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	5	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/2002
	£
Total income	1,214,992
Total expenditure	1,255,037
Expenditure per pupil	3,099
Balance brought forward from previous year	100,545
Balance carried forward to next year	60,500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	2	0	1
My child is making good progress in school.	58	37	3	1	2
Behaviour in the school is good.	44	41	7	1	7
My child gets the right amount of work to do at home.	33	40	16	6	5
The teaching is good.	62	32	2	2	3
I am kept well informed about how my child is getting on.	55	34	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	58	28	8	0	7
The school expects my child to work hard and achieve his or her best.	68	26	3	0	3
The school works closely with parents.	54	27	10	0	10
The school is well led and managed.	55	35	5	1	5
The school is helping my child become mature and responsible.	46	41	6	1	6
The school provides an interesting range of activities outside lessons.	26	31	20	6	17

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

74. The school admits children into the Nursery and Reception classes in September. There are 43 children who attend the Nursery full-time, and 57 children in two Reception classes. Twenty-five children for whom English is an additional language and at the early stages of English acquisition are in the Nursery and 20 in the Reception classes. Positive links have been established with the parents through daily contact and a good induction programme prior to the children coming to school. Children are soon settled into both the Nursery and the Reception and get used to school routines. Few have had pre-school experience prior to starting in the Nursery. When children enter the Nursery their attainment is well below average and much lower than is expected for children of their age, particularly in communication, language and literacy and personal, social and emotional development. Children make at least good progress in all areas of learning in the Nursery and, by the time they enter into the Reception classes, standards have improved, but are still below average. In personal, emotional and social development, very good progress is made in the Nursery and much is in line with that expected when children enter the Reception classes. However, due to the way the curriculum is organised in these classes, children have too few opportunities to make choices about their activities and become independent in their learning, therefore, progress is just satisfactory in this area. By the end of the Foundation Stage, a few have attained the Early Learning Goals and are well prepared to start Year 1 work but the vast majority of children are not. At present there are two children in the Nursery and five in the Reception classes who are on the register for special educational needs.
75. Provision for the children in the Foundation Stage is satisfactory overall. There are significant strengths in the teaching and provision in the Nursery but there are also weaknesses in the Reception classes and this affects the learning. In-class support for the bi-lingual Nursery children is effective and much needed, as 24 children are new to the English language. The curriculum in the Nursery is good but in the Reception classes it is largely based on the National Curriculum instead of the Foundation Stage. This is a weakness in the school's arrangements in implementing the Foundation Stage in respect of the Reception classes. Although planning is organised under each area of learning, in reality, the way the curriculum is organised is National Curriculum subject based and little attention is taken to the detailed planning for each area of learning using the recommended stepping stones. There are no plans for children to learn in the outside environment nor is there a designated area in which to play and learn. Very good teaching in the nursery and excellent teamwork between the teacher and the nursery nurses helps to create a stimulating environment, where some very effective learning takes place. Teaching in Reception is satisfactory overall and has some good features, which together with the very good support from the learning support assistants, enables children to continue to make satisfactory progress. The school's arrangements for teaching literacy, numeracy and certain aspects of knowledge and understanding of the world, particularly exploration and investigation (science) in Reception, are unsatisfactory overall. Some practical work takes place but, in many of the lessons, there is too much emphasis on formal recording. Assessment arrangements are good. The information available, such as the entry data, is used well to ensure children are set appropriate work and to identify those who need extra support.

Personal, social and emotional development

76. Children's personal, social and emotional development is given a very high priority in the Nursery and is taught effectively. The children make very good progress and, as a result, most are likely to attain standards similar to those expected for their age when they transfer to the Reception classes. The management of children is very effective as all staff have very high expectations of the children. This has a positive impact and, consequently, behaviour and attitudes to learning are very good. Children respond very positively to instructions, as in a lesson promoting physical development in the hall. They are keen and eager to take part, listen very well and respond instantly when they are asked to change an activity; they behave extremely well. In the Reception classes, teaching is satisfactory but variable. In some aspects of personal, social and emotional development, teaching and learning are good. For example, at carpet times, there is great emphasis on personal development, with an emphasis on sitting quietly, taking turns and listening to instructions. However, a small minority of children have to be checked more frequently to ensure they listen and behave appropriately. This is done unobtrusively by both the teachers and learning support assistants to avoid disruption to learning for the other children. This helps them to learn effectively as they remember what 'The Very Hungry Caterpillar' ate on different days of the week.
77. In the Nursery, adults encourage the children to be independent and make choices about their activities. There is a very good balance between directed activities and free choice. Very good opportunities exist for the children to play together, in the sand, with construction equipment and in the role-play area, where three children, both boys and girls, worked alongside each other, busily washing up the dishes. However, due to the more formal timetable in Reception, children have too few opportunities to select their activities and resources and work independently and, when they do, a few are very noisy. Children in Nursery and Reception are expected to tidy up at the end of sessions, which they do well. Many get undressed and dressed for physical education, most managing with a minimum of help. All children, whether they have special educational needs or speak English as an additional language, are confident, friendly and form very good relationships with adults and one another.

Communication, language and literacy

78. On entry to school, children's communication, language and literacy skills are generally low with little higher attainment. This is because over half of the children who attend the Nursery speak English as an additional language and are at the early stages of English language acquisition. The quality of teaching is very effective in the Nursery with much emphasis on language development; this helps all the children to make progress and learn effectively. From their time in the Nursery, children enjoy looking at books and understand how they are organised. Children are beginning to understand that print conveys meaning, where the title is and that an illustrator draws the pictures. When the teacher for English as an additional language works with the children, she offers good support. For example, when Nursery children are encouraged to join in with actions; this helps them to remember the story.
79. Teaching in Reception is satisfactory overall. However, the curriculum is inappropriate for many children at an early stage of learning the English language. Reading has a high focus and all adults promote it well. By the end of the Reception, a few will reach the Early Learning Goals, particularly in reading, but many will not. The higher attaining children in Reception read simple text with good understanding and accuracy. Teaching of basic skills is good in the Reception and children are given some opportunities to practise their skills, but through a limited range of activities. Introductory sessions of the literacy lesson are effective and help children join in the story using good expression.

Higher attaining children order names of fruit in correct alphabetical sequence, using a simple dictionary to help them.

80. Adults in the Nursery provide very good opportunities for speaking and listening and to communicate their ideas in writing. When playing in one of the role-play areas, one child rushes over to answer the imaginary ringing of the telephone saying, 'hello, can I help?', carefully selecting a page in the diary and writing down the message in a mixture of symbols and letters. In the Reception classes, children attempt to write using words or symbols, with the higher attaining children beginning to write in simple sentences using a neat script. However, lessons are based on the literacy hour and tend to be very formal sessions. There are limited opportunities for these young children to practise their speaking and listening and writing skills in imaginative and creative ways. They are given satisfactory opportunities to write in a variety of ways and encouraged to recognise and write their own name on their work. Good opportunities for speaking and listening are given when children discuss their work, for example in physical education, when children describe how to improve their throwing and catching of beanbags.

Mathematical development

81. When children enter the Nursery, their attainment in mathematics is well below average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good overall. Children in the Nursery have lots of opportunities to learn about numbers, for example in 'fruit time', they join in counting songs with enthusiasm. There is a wide range of ability with some children struggling to complete simple jigsaws. Children with English as an additional language are learning directional language with enjoyment as they join in with the actions that go with the story being read. This engages the children's attention well, which helps to reinforce their mathematical knowledge and understanding. The teachers have a good knowledge and understanding of teaching mathematics. However, the arrangements for teaching and learning mathematics are not appropriate for the children in Reception. They make satisfactory progress overall and a few are likely to achieve the Early Learning Goals by the end of the Foundation Stage, but most will still be working at levels below those expected for children of a similar age. There is an imbalance between practical activities and work that is recorded, with too little time to explore mathematics practically in numeracy lessons and across the other areas of learning, both within the classroom and in the outside environment. Children are developing an understanding of shape, and older children recognise basic shapes and colours and carry out simple addition. During the introduction, children have good opportunities to consolidate their knowledge of numbers. Questioning is directed well according to ability, for example when the teacher asks which is more 8 or 10, 13 or 15, and for the more able working within 100, 56 or 58. ICT is used to help reinforce recognition of one to ten for a couple of less able children, which they do quickly. However, too few children had the flexibility to use the computer during the session. They are expected to complete tasks directed by the teachers rather than have opportunities to explore the use of numbers in order to develop their mathematical ideas and methods to solve mathematics.

Knowledge and understanding of the world

82. Provision and teaching for children to develop aspects of knowledge and understanding of the world around them are sound overall and very good in the Nursery. Children's learning is promoted satisfactorily throughout the Foundation Stage and some are likely to achieve the Early Learning Goals but many will not. Children in the Nursery start to learn about living things when they observe sunflowers, beans and cress growing, and record the sequence of growth in pictures. Scientific concepts are developed satisfactorily in Reception when they record the properties of materials and whether

they are waterproof or not and, in a lesson observed, they draw sources of light. The curriculum for teaching science is not suitable for children in the Reception, as the recording is neither exploratory nor investigatory. There is good ICT skills teaching as children in the Nursery learn to control computers and tape recorders. Children work on computers and use a mouse to place items accurately on the screen and create their own pictures of faces using a graphics program. These skills are further developed in Reception when children place parts of a flower together correctly and print out their results.

83. The nursery nurse works effectively with a group of Nursery children and offers good opportunities to develop their technological skills when they make vehicles. All children, including a child with special educational needs, are involved and, through discussion, they modify their models, describe how they work and then look carefully and draw their models. Their skills are appropriately extended in the Reception classes when children make trucks and cars by joining cartons, card and paper with glue and sticky tape. Children learn about their own and others' beliefs and values through religious education in Reception, for example when they learn about the naming and welcoming of babies in different cultures. The teaching is sensitive to the children's different backgrounds and children learn they are valued by the celebration of special events. For example, the photographs and clothes that are displayed of a wedding which a child recently attended. Adults in both the Nursery and Reception classes use the grounds and school buildings to promote an interest in their immediate environment. In the Nursery, children are encouraged very well by their teacher to describe where photographs of the school are taken; they notice different features of the local environment, but limited language skills restrict the quality of their answers. In the Nursery and Reception, children begin to acquire a sense of their own family history. In the Nursery, they identify who the babies on the display are, whilst Reception children order photographs of themselves and their teachers.

Physical development

84. The quality of teaching in physical development is good overall, and very good in the Nursery. The teaching of physical education in the hall is very effective for Nursery children and there are also good opportunities to play and exercise outdoors which helps children make good progress. As a result, most are likely to attain the Early Learning Goals in physical development by the end of the Foundation Stage. There are very good links with other areas of learning, particularly personal and social development where very high standards of behaviour, listening and response are expected. The Nursery children enter the hall keen and eager to take part, they listen attentively and follow instructions. They develop a good awareness of space when running and jumping in different directions and are careful of others. Outside, they ride tricycles and scooters with increasing skill and safety as they manoeuvre around obstacles and other children and adults. In both the Nursery and Reception, teachers promote safe practices well as children warm up and cool down appropriately and, in Reception, attention is drawn to their more rapid heart rate following bouts of exercise. Children in Reception have suitable opportunities to catch and throw beanbags and improve hand-eye co-ordination. They are encouraged to evaluate their performance. Quite a few have difficulty throwing and catching the beanbag accurately but persevere. However, the Reception children do not have the same good opportunities as those in the Nursery. There are limited opportunities planned for outside activities, particularly those to promote physical activities. There is a shortage of large play equipment and wheeled vehicles, space to store them and an area designated just for the Reception children. Dexterity is developed through the handling of objects when working in sand and water and using playdough and painting. Children handle scissors, glue, pencils and brushes competently and, from the time they start school, their writing, cutting and

sticking skills develop satisfactorily, although some Nursery children still have difficulty cutting along lines as they try to cut out clothes for a group picture of teddy.

Creative development

85. Teaching is good overall and, as a result, all children, including those with special educational needs and those for whom English is an additional language, make good progress and some are likely to attain the Early Learning Goals by the end of Reception. Children learn about colour, pattern and texture in two- and three-dimensional pictures and models. Reception children have satisfactory opportunities to mix their own colours and paint during art and design lessons. However, opportunities for individual creativity are limited as children do not generally have access to painting at other times, unlike the Nursery children. Children enjoy using paint in Nursery when they print with wellington boots; they carefully place their boot into the paint and print onto a large sheet of paper. Good support by the nursery nurse helps children to observe similarities and differences in the patterns and they are praised when they describe the pattern as 'wiggly'. Opportunities for role-play are very good in the Nursery but very limited in the Reception. Nursery children play happily in a well-resourced 'home corner'. This helps to develop their imagination and their limited language skills. They work well together to act out activities, such as laying the table and washing up the dishes. It is a popular area and they have plenty of opportunities to dress in a range of multicultural costumes, which delight them. Nursery children enjoy singing and playing instruments when outside. Good opportunities are provided in the Reception to learn how to handle instruments correctly and explore and control the sounds they make. The children behave very well and listen to each other, waiting eagerly for their turn, which is due to the good promotion of personal and social development and listening skills.

ENGLISH

86. Overall, standards in English have continued to improve since the last inspection but remain below national averages in writing. The results of the 2001 National Curriculum test at Key Stage 2 confirm an acceleration in standards, with almost four out of five pupils reaching national averages. Over the past four years, standards in reading have gradually risen in Key Stage 1 but remain well below average in writing. When compared with similar schools, pupils' results in the National Curriculum tests in 2001 were very good in reading and average in writing at Key Stage 1, and very good in English at Key Stage 2. The school exceeded its targets for the percentage of pupils expected to reach Level 4 and above in the National Curriculum tests. These better results throughout the school are associated with the effective implementation and teaching of the National Literacy Strategy and a strong commitment to raising attainment in the school by staff and governors. The present Year 6 contains a high percentage of pupils with special educational needs and, consequently, the school has reduced its target in English to 65 per cent of its pupils to reach or exceed the expected levels at the end of Key Stage 2 in 2002. The school has already identified pupils' writing as an area of weakness and has made it a main priority for development. Targets for improvement are appropriate. Speaking and listening have also been identified as a focus for development.
87. Pupils achieve soundly in English as they move through the school although standards in writing are not high enough. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well-planned and effective support in class and their progress is regularly reviewed. The additional literacy programme in Years 3 and 4 supports pupils' development well. Pupils who speak English as an additional language make good progress as a result of well-targeted support both within the classroom and in withdrawal groups. Setting pupils by

ability across Years 4 to 6 has helped to challenge higher attaining pupils because work is specifically set for them. No significant differences between the achievement of boys and girls were observed during the inspection.

88. By the end of Year 2, standards in speaking and listening are below average. Many pupils enter the school with low levels of confidence and spoken language. They quickly develop confidence and enjoy listening to and talking about stories, rhymes and poems. This was evident when Year 1 pupils talked about an imaginary journey made by Miss Mouse. They created a list of places Miss Mouse might like to visit. All pupils listened very attentively to their teacher and to each others' contributions. Some pupils spoke confidently and clearly, but others needed some support and encouragement to help them develop their responses.
89. By Year 6, standards in speaking and listening are sound. Pupils continue to be active and responsive listeners. In lessons, they respond thoughtfully and show respect for the opinions of others. More able pupils are able to express their ideas and opinions confidently and fluently, often developing the detail and depth of their answers. Average pupils respond clearly to questions, but a number of less able pupils need help to use appropriate terms and language to express their opinions and ideas clearly. A Year 4 class was presented with a situation involving a dilemma. They had to organise themselves in groups and act the situation out to solve the problem. Co-operation and decision making were features of this exercise, which also encouraged initiative. In Year 5, pupils were thinking about the pros and cons of fox hunting. At a suitable point in the lesson, individuals were invited to sit in the 'hot seat' to justify their opinions. Pupils worked hard to express themselves clearly, receiving positive and helpful support from the teacher. Both these exercises encouraged pupils to discuss real situations and reach agreement. Drama is included in extra-curricular activities but it is insufficiently developed across the curriculum, particularly in the literacy hour. Opportunities for pupils to speak in formal contexts, such as mini debates, are limited.
90. Standards in reading are average. At all ages, pupils enjoy reading the shared text in the literacy hour and guided reading sessions, and most do so clearly and often with expressive voices. In Key Stage 1, pupils handle books confidently and take them home regularly to practise their skills. More able pupils read confidently, with good expression, and are able to talk about the books they like and dislike. Average pupils read simple texts accurately and understand appropriate strategies to read unfamiliar words but they, and some less able pupils, do not always do this automatically. Pupils' enjoyment of, and interest in, books develop well through Key Stage 2. In Year 6, pupils of average ability and above, read fluently and with accuracy, and are able to evaluate the texts they read with growing competence. Most are able to talk about the books they read and comment on characters with varying degrees of detail, but few read a wide selection of challenging texts. Less able pupils read appropriate books effectively but are sometimes too passive in their approach to reading unfamiliar words. All pupils use the wide range of books available in school and many make regular visits to the local libraries in Neasden and Willesden. Most pupils are familiar with simple systems for classifying non-fiction material.
91. Standards in writing are below average at both key stages. Whereas the National Literacy Strategy is fully implemented and the teachers are generally confident with the processes, there is inconsistency in delivery between year groups and between key stages. This was illustrated in Year 1. In the first lesson, the teacher fully prepared pupils for writing a piece of imaginative work based on a journey, discussing vocabulary and spelling beforehand in a thorough and stimulating way. Pupils were keen to start, subsequently producing long and detailed pieces of work, many containing rich vocabulary, for example 'uneversetee!' The introduction to phonics was well underway

for these children who were prepared to attempt any word, however difficult. By contrast, in the parallel class, pupils had been reading 'Doodling Daniel'. As a class, they were able to identify missing words in the text of the big book, but in the subsequent activity, all pupils, regardless of ability, were asked to fill in missing vocabulary on a prepared sheet. Very few were able to recognise the text in this format and identify the missing words, which was too difficult for most pupils and neither stimulating nor rewarding. In a Year 2 lesson, it was evident that there was little higher attainment in some basic skills of spelling; all but a few had difficulty correctly labelling a picture.

92. In Year 6, pupils were writing reviews of the Anne Fine novels. With the odd exception, they found it very difficult to express an opinion or to communicate their thoughts clearly in written form, regardless of thorough preparation beforehand. This is the case in some other subjects, such as in geography. This lack of ability and experience hindered progress and caused frustration. In Year 3, pupils were composing a formal letter to a zoo asking about a possible visit and the facilities which might be expected. In this instance, pupils were more confident. They settled to the task with enthusiasm, producing interesting and original letters, written following the correct conventions.
93. In Key Stage 2, pupils have not yet had sufficient experience of writing in different forms at length. They do not develop their ideas in sufficient detail or have the skills and confidence to tackle extended pieces. As a result, the higher attaining pupils do not have the chance to develop their talents fully. The analysis of work, in particular, showed that pupil planning, drafting, editing and refining of their writing were at an early stage of development. This shortcoming in provision undermines achievement in writing in the school. There is also little evidence that pupils discuss and appraise their own and others' writing. Punctuation is generally appropriate and most pupils are aware of paragraphing. The quality of handwriting is variable and pupils still use pencil in Year 6. Presentation is very variable and overall unsatisfactory.
94. There are encouraging signs of the development of literary skills across the curriculum. In subjects like history, geography and religious education, there is scope for extending pupils' range of experience in writing, which provides a suitable challenge, especially for the higher attaining pupils.
95. The quality of teaching and learning in English is sound or better at both key stages with just one unsatisfactory lesson in Key Stage 1. This was broadly the finding of the previous inspection. All teachers have supportive relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. Language has a high profile in the school and teachers reinforce this well in class by emphasising precise terms so that pupils become familiar with, and understand, words such as synonyms, syllables, images and alliteration from an early age. Good subject knowledge is also evident in teachers' clear and lively presentations and confident management of the literacy hour, which ensure an energetic pace and effectively secure pupils' interest and attention. In Year 4, the teacher successfully created a sense of fun and enjoyment when pupils were reading the Anne Fine novel, 'The Chicken Gave It To Me', and discussing with them whether it is morally right to 'grow' animals to feed human beings and how they might feel if the situation was reversed.
96. Strengths in the teaching and learning of English across the school were well illustrated in a Year 5 lesson in which pupils were finding out how to use persuasive writing to express a point of view. Pupils were aware of the various stages of producing a good piece of work; the plan, bullet points, drafting and editing. To then put their ideas forward in open forum, completed a worthwhile and interesting lesson. Another good illustration

was in Year 2, in which the class read from a shared text 'Winklepoo The Wicked Pirate'. Led by the teacher, the pupils read clearly and with vigour, bringing out in voices and actions all the characters and the excitement of the story.

97. Very good co-operation between the teachers and the learning support assistants was also evident. In the best examples, they both constantly questioned pupils to ensure their understanding and praised them for their good work. Very good relationships and high expectations of pupils' behaviour, personal responsibility and standards of work ensured that pupils made good gains in their learning. However, expectations for well-presented work and neat, joined handwriting are not always evident.
98. There is a good focus on oral and listening skills throughout the school, and teachers use questions effectively to encourage all pupils, including those with special educational needs and those for whom English is an additional language, to participate and to extend and develop their responses. Although reading is given good attention in the guided reading sessions, there are not always enough examples of language around the classroom to encourage more reluctant readers and for those who speak English as an additional language to extend their range and experience of books and language. There is good ongoing assessment in most classes, and teachers and learning support assistants keep a good range of recorded evidence of pupils' achievements. Good use is made of this evidence in teachers' evaluations and their planning of the next stages in pupils' learning. Overall, the quality of marking is satisfactory. In the best practice, pupils are given recognition for their achievements combined with constructive and clear indications of how they can improve their work. This good practice is not consistently used in all classes. Homework is satisfactorily used to support pupils' learning.
99. The curriculum in English meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented well and is having a good impact on pupils' learning. The literacy policy is currently under review. Assessment procedures are good. This confirms the judgement made in the last report. All pupils have individual targets in literacy, which helps them to be involved in taking responsibility for their own learning. ICT is beginning to be used effectively to support and extend literacy in a variety of ways, such as editing text and wordprocessing. The newly appointed headteacher has retained the responsibility for English. She has monitored teaching and learning and has worked hard with staff to raise standards. Resources in literacy are good. There is an appropriate range and number of books in the classrooms and the library.

MATHEMATICS

100. Standards pupils achieve and the quality of teaching have improved throughout the school since the last inspection. The trend has been upwards and above the national trend, showing good improvements. This is as a result of the successful implementation of the National Numeracy Strategy, together with the emphasis of the school on raising attainment, which has led to a direct and positive influence upon the learning and resulted in higher standards throughout the school.
101. The results of the 2001 National Curriculum tests show that the percentage of pupils reaching the expected level of attainment at the end of Year 2 was above the national average of all schools. The percentage achieving the higher Level 3 was below the national average. In comparison with similar schools, the results were well above average. There is no significant difference between the performance of boys and girls in the subject.

102. The results of the 2001 National Curriculum tests show that the percentage of pupils reaching the expected level of attainment at the end of Year 6 was slightly below the national average for all schools. The percentage achieving the higher Level 5 was also slightly below the national average. In comparison with similar schools, the results were well above average. When compared to the prior attainment of the pupils at the end of their second year in school, the results show better than expected progress. There is no significant difference between the performance of boys and girls in the subject.
103. The findings of the inspection show that the attainment of pupils at the end of Year 2 and Year 6 are in line with expectations. By the end of Year 2, pupils are making very good progress and, by the end of Year 6, they are making good progress. Pupils with special educational needs and those with English as an additional language make good progress because of the good support that they receive.
104. By the end of Year 2, the pupils have covered all elements of the National Curriculum Programme of Study in mathematics. They recognise patterns in number, as seen in a Year 1 class when adding a single-digit to a two-digit number, resulting in the increase of the tens column, and when adding in fives on the hundred square. In Year 2, the higher attaining pupils mentally add two sets of three-digit numbers accurately in quick time. The teacher ensured all pupils were included and used skilful questioning so that average ability pupils added two-digit numbers, and lower attaining pupils, smaller numbers. In another Year 2 lesson, a good match of work to pupils' ability helped to extend the higher attaining pupils in the independent tasks. They partition up to four-digit numbers, while the average pupils work with three-digit numbers. In solving problems, they use their knowledge of the two, five, and ten times table to multiply and divide four-digit numbers. Year 1 pupils know some of the properties of two-dimensional shapes and recognise and name correctly a cylinder, a prism and a pyramid. By the end of Year 2, they correctly calculate the number of faces and edges on the common three-dimensional shapes.
105. By the end of Year 6, the pupils show confidence in manipulating numbers, performing complex calculations mentally, for example $25 \times 3 + 5 \times 100 - 20$. They cover all aspects of the mathematics curriculum. Higher attaining and average pupils know and understand the relationship between proper fractions, percentages and decimal equivalents and use this knowledge in their own way when solving problems such as shopping in the sale. Lower attaining pupils can reduce fractions to lowest terms with good support. However, overall there are few pupils working at the above average levels. Pupils are familiar with statistical techniques and know how to calculate frequencies, mean values and probability. Year 6 pupils confidently interpret their own generated line graphs showing light intensity, temperature and noise levels over a given period of time. All pupils were able to access this task, as the work was well matched to pupils' ability. Pupils for whom English is an additional language have good support from the class teacher as she stresses the correct mathematical terminology when creating graphs. This helps them to make good progress in the lesson. Year 3 pupils use their knowledge of doubling and halving as well as multiplication as repeated addition when they solve money problems at the green grocer's shop. Due to very high expectations of the teacher, higher attaining pupils are challenged well and are working at above average levels in this aspect of mathematics.
106. Pupils throughout the school express positive attitudes to mathematics. Many refer to it as their favourite subject. This positive attitude results in enthusiasm and enjoyment of the work they do. They are well behaved because of the good relationships with staff and with one another and the good ethos of the school.

107. The quality of teaching in both key stages is good with some examples of very good teaching. Teachers plan their work very well and provide the necessary resources which enable work to proceed unhindered. Exercises are well matched to the prior attainment of the pupils and, as a result, pupils with special educational needs and those with English as an additional language make good progress. Pupils with potential for higher achievement are usually set work at a level appropriate to their ability. For example, in a Year 2 numeracy lesson when the higher attaining pupils chose their own three-digit numbers to add, whereas other pupils were working with two-digit numbers.
108. Basic skills are taught well and pupils are encouraged to use their own method of calculation and to explain their procedures. Pupils therefore develop confidence and enjoyment of their lessons. Teachers follow the school's policy of ensuring inclusion by giving all pupils an opportunity to contribute at their own level. It is evident that teachers plan their work across the year groups and this ensures equality of opportunity for the pupils as well as the sharing of good practice. Numeracy skills are developed effectively in other subjects, for example in geography, when Year 4 pupils use grid references correctly to locate places on maps. ICT is being used well to support numeracy, as pupils monitor environmental changes and interpret the data in the graphs. Ongoing assessment is used effectively to check that the pupils understand before moving to the next stage of learning. Homework is used satisfactorily to reinforce and extend work carried out in lessons.
109. The quality of management is outstanding. The co-ordinator is full of enthusiasm for the work, has a very clear vision for development and is fully committed to the task. Since taking on the responsibility, standards have risen significantly. Very good analysis of results has enabled targeting of areas for improvements; targets are set and monitored. Teaching is systematically monitored through lesson observations, feedback and checks to ascertain if targets are being met. Demonstration lessons are given to colleagues in order to spread good practice and establish a whole-school policy. Extra-curricular provision is provided through an after-school club which is well attended. Resources for the subject are constantly reviewed and the latest useful materials acquired. The mathematics co-ordinator and another member of staff have been selected to go to Europe to observe models of good practice in mathematics. This has been arranged through the local education authority under TIPED (Teachers International Professional Educational Department) and is sponsored by the British Council.

SCIENCE

110. The subject has a very high profile within the school. Standards are average for the pupils currently in Year 2, although some of their work in science enquiry is above average. Standards in Year 6 are also average. This differs from the standards achieved in the 2001 National Curriculum tests for eleven-year-olds where the school's results were well above average for Year 6. However, the overall ability of that Year 6 group was higher, and the standards seen in the current Year 6 do not reflect deteriorating achievement.
111. There has been very good improvement in standards since the last inspection. The school now has better knowledge of how it can improve because it has identified where work was not so secure, and taken action to remedy it. The co-ordinator monitors the planning rigorously, and there is a great deal of evidence that this has sharpened the focus and increased the level of challenge for pupils. Teachers have benefited from the in-service sessions they have received, particularly in the teaching of investigative skills, and in improving their own background knowledge of the subject. Demonstration

lessons have helped to improve teaching, and teachers have also benefited from the constructive feedback they have received when their own lessons have been observed.

112. Pupils in Years 1 and 2 develop their knowledge well. In a Year 1 lesson, pupils demonstrated a sound understanding of plant life. They were able to talk about the similarities and differences between the plants they were examining. Explanations included, 'the leaves on this (Sweet William) plant are long and pointed, but the leaves on the strawberry plant are wider and have zig-zag edges', which is the sort of answer expected. Some of this extends beyond the Key Stage 1 Programmes of Study. For example, Year 2 pupils considered the effect of friction, as their toy cars moved over different surfaces. In both Year 2 lessons, pupils worked scientifically to propose enquiries to answer their own questions about the effect of forces. They are beginning to predict what will happen during an experiment and can explain in simple terms why things happen. Pupils can say how they kept their tests fair, and they know they have to take careful measurements of how far the car travelled each time. They draw on previous experience, for example with their bouncing ball experiment, to think about how they can record their results on a graph.
113. Pupils in Years 3 to 6 cover all the areas of the Programmes of Study in sufficient depth. The high level of practical work gives them good opportunities to develop and refine their enquiry skills. Pupils in Year 3 are building up very sound knowledge about rocks. By observing the appearance and texture of the samples they are comparing, they can recognise many different types of rock, such as chalk, quartz and magnetite. Their practical skills are good, and they use pipettes and hand lenses accurately, as they test each rock to see if it would let water through. Year 4 pupils were studying various habitats within the school grounds. They made very careful observations of the creatures found in the pond, and identified them accurately from a chart. They use the skills they have developed in previous work to look for similarities and differences, for example in the number of legs or tail filaments a creature has, its colour and its size. This aspect of the work is above average. In Year 5, pupils examined a variety of seed containers as part of their study of plant life cycles. They have a sound knowledge of plants, and understand that although they think of a tomato as a vegetable, it is classified as a fruit. Year 6 pupils are gaining a sound understanding of micro-organisms. As they set up an experiment to find which samples of bread will be attacked by mould, they demonstrate sound understanding of what factors they have to change, what they need to measure and what must be kept in the same in order to keep their test fair. Pupils make good progress over time in acquiring scientific knowledge and understanding, and in developing scientific skills. Pupils with special educational needs make generally good progress in relation to their previous attainment. Whilst their writing is not always fluent, they grasp the main scientific concept because work for them is well planned and matched to their ability. This is often apparent from their diagrams and from the answers they give to questions. Pupils who speak English as an additional language are well supported and make very good progress.
114. Teaching in science has improved since the last inspection and is now predominantly good across the school. It is often very good, and never less than satisfactory. Teachers identify key questions in their planning, and use these well to ascertain the level of understanding in the class. Teachers also use good questioning to encourage pupils to explain things in their own words when they are grappling with new ideas and concepts. Science lessons are characterised by clear explanations and effective support. Almost all science lessons are well managed in terms of time, space and resources. Mathematical skills are well consolidated in science lessons as seen when Year 2 pupils measured the distance their toy cars travelled from the end of the ramp. This was done accurately. Literacy skills are used very well to support learning in science. Pupils are benefiting from the emphasis that is put on scientific vocabulary in

some classes. They use their research skills well and have many opportunities to practice their speaking, listening and writing. Teachers are good at incorporating ICT into their lessons. For example, pupils have opportunities to use the computerised microscope, find information from the Internet and explore topics from CD-Rom. Pupils in Year 5 have monitored environmental conditions using the datalogger to record readings of temperature, light and sound over a 12 hour period.

115. Pupils have good attitudes to learning. This is because the school places a high priority on first-hand experience. It provides a good opportunity to understand, as well as gain new knowledge. Science skills are taught well, and pupils quickly learn the skills needed to conduct a fair test, the need for constraints and variables and how to make evaluations following experiments. Homework is effectively used to enhance work in the classroom. For example, Year 5 pupils collected seeds on their way home from school ready for a lesson on seed dispersal. Assessment procedures are very good and used effectively to guide planning. Science makes a very strong contribution to pupils' spiritual, moral, social and cultural development. For example, the pupils in Year 6 were enthralled and delighted as they worked with the school nurse using special equipment to reveal how micro-organisms showed up under an ultra-violet light. In Year 2, pupils understood that the plants they were examining needed to be re-planted. They were very thoughtful and handled the plants with great care so that they would not damage the fragile roots.
116. The co-ordinator provides very good leadership and management of the subject, as well as enthusiastic and committed support. She has worked hard, and been successful in raising standards. She also runs a science club for Year 6 pupils before the National Curriculum tests, and for Year 5 after these are finished.

ART AND DESIGN

117. Overall standards in art and design are unsatisfactory and pupils' progress in the subject is limited. This is because pupils do not have sufficient opportunities or time to practice and learn new techniques and skills. Where teaching of art and design takes place, it is sound or good, the pupils learn well and show positive attitudes. However, pupils lack the practice necessary to develop artistic skills, particularly in Years 3 to 6. Limited opportunities are provided to contribute to cultural development through the work of great artists and traditions around the world, particularly those represented in the school community such as African, Indian and Islamic art.
118. Attainment in art and design meets expectations at the end of Key Stage 1. Year 2 pupils printed repeating patterns with some skill. In many cases, the patterns had characteristics that reflected their heritage. Some pupils produced prints with all the liveliness and colour of African fabrics or Indian hand decoration. On the other hand, attainment by Year 6 is below expectations. Pupils' skills in framing sections of landscape for observational drawing are limited in all but a few cases, and most pupils did not have skills in drawing from nature or controlling a pencil to express texture or light and shade.
119. The artwork on display, in progress and in sketchbooks, does not reflect the curriculum time that the school plans for art and design. There is a lack of both depth and breadth in artistic provision. Essentially, this subject has been neglected because of the many other pressures on the school. This accounts for the lack of skills in the older pupils and the fact that the school environment lacks the impact created by good children's art. There were good, observational flower paintings in the Nursery, and some good silhouette work, themed on the Great Fire of London in Year 1. In one Year 1 class, paintings allowed the pupils to express their feelings about music, promoting good

learning, as did the Year 2 print work. There was some good graphic design work in one Year 4 class when pupils used print making techniques to help them to represent dreams, and good work on string printing. However, often, the work was only seen in one of the two parallel classes. There is a focus on painting, drawing and printing but work in design, fabrics, textured work, collage, three-dimensional work and use of ICT graphics are neglected.

120. The subject co-ordinator has been in post for a very short time but is aware of what is needed to develop the subject. The curriculum has been planned against national guidance and a start has been made to monitor and to audit training and resource needs. There is some art and design work to support other subjects, such as early design work based on the Bayeux tapestry and drawings related to drugs education, but overall it is limited. Procedures in assessment and evaluation are at an early stage of development and are not comprehensive enough to help make accurate judgements about pupils' progress. Resources are lacking; for example artwork was sometimes done in the back of lined exercise books and there is inconsistent use of sketchbooks. The school recognises this and a sound development plan exists.

DESIGN AND TECHNOLOGY

121. There was no teaching of design and technology in Years 1 and 2 during the inspection, and a very limited range of evidence in respect of pupils' past and present work. Consequently, for these year groups, it is not possible to make a firm judgement about standards of attainment, teaching and pupils' progress from classroom observation. Evidence gained from teachers' planning, discussions with staff and pupils and scrutiny of documentation indicates that there are some shortcomings in the provision for this subject. Whilst work is well planned to cover the requirements of the National Curriculum, not all units of work are completed. For example, pupils in Year 2 studied wind-up mechanisms, and their drawings indicated that they had grasped the basic principle of a buggy powered by a rubber band. However, they did not actually make the toy, and so were unable to try out their new ideas and they missed the opportunity to learn new techniques and skills during the making process.
122. In Years 3 to 6, standards are varied. Again, very little past work was available, but work seen in lessons was below average, except in Year 5, where the influence of the new co-ordinator is having more effect. In Year 5, pupils showed good understanding of how a cam mechanism works, and could explain the differences between various types of cam. Using a toy to demonstrate, they could explain how a cam can change rotary motion to linear motion. In a Year 3 lesson, pupils learning to make a pneumatic system had below average basic skills. For example, they did not use scissors accurately. This is partly because of the priority given over the past few years to the core subjects, particularly English and mathematics, which has detracted from sufficient emphasis being given to design and technology skills. An additional reason is that the subject has not had a permanent co-ordinator until very recently, due to staff recruitment problems. In Year 6, pupils had designed slippers. These show how the decorative finish will be achieved, and the pupils have generated sound ideas, taking the user's views into account. However, the designs are below national expectations for the year group because they do not show any awareness of the constraints. Their designs lack sufficient detail about how they will tackle aspects of the making process, and they do not communicate alternative ideas. In the lesson, the pupils were not able to draw sufficiently on previous skills with textile work, and many new techniques needed to be taught, including the use of cutting-out scissors.
123. The teaching seen was satisfactory overall, although some good teaching was seen in a Year 5 lesson where the teacher used good questioning to encourage pupils to explain

a new process in their own words. Good emphasis was given to technical vocabulary and pupils made good gains in their learning. Pupils with special educational needs and those for whom English is an additional language are well supported in lessons and make good progress.

124. The subject co-ordinator has only had responsibility for the subject for two months, but has made a good start in raising the profile of this area of work. He monitors the planning, and is currently reorganising the resources which need to be relocated. He has begun to collect photographic evidence of the work, and has a clear view of what needs to be done to raise standards and address the issue of lack of confidence for teachers.

GEOGRAPHY

125. The standard attained in the subject at the end of Year 2 and Year 6 is in line with national expectations. By the end of Year 2, pupils' geographical skills have developed appropriately for their age. They draw a map of their route to school, noting important landmarks such as offices, the church, factories and the High Street. There are satisfactory links with mathematics as pupils produce pictograph charts of the number of pupils travelling to school by bus, car, cycling and walking. They develop an appropriate awareness of the wider world and people who live in it when they discuss the travels of Barnaby Bear to different countries. The younger pupils record and learn their home address, talk about near and far places and discuss the type of clothing needed for different weather conditions. They develop their skill of interpreting landscape satisfactorily when they identify features near the school through their examination of large-scale maps and suggest ways in which the Aboyne Road local area could be improved. Comparisons are made with a contrasting environment when pupils compare life on the island of Struay with life in the urban area of Neasden, and distinguish between human and physical features. They confidently name and identify on a map the countries which make up the British Isles.
126. By eleven years of age, pupils' mapping skills have developed appropriately. In Year 5, pupils use the scale on the map to calculate the distance from London to Llandudno, and Year 4 pupils use grid references correctly to locate places on maps. During their study of ancient civilisations in Egypt, Year 5 pupils examine the course of the River Nile and discuss its importance to the lives of the inhabitants. Pupils develop their knowledge of rivers and the use of water resources as well as learning the vocabulary appropriate to river basins. Their geography lessons contribute to their spiritual, moral, social and cultural development when they study contrasting environments such as Chembakolli in India and the topic of world hunger. They begin to empathise with people less fortunate than themselves and attempt to discuss the moral implications of famine and plenty. However, some pupils find it difficult to write the descriptions of what appeared in some photographs of India, which is associated with an overall weakness in writing. When learning support assistants give pupils with special educational needs and those for whom English is an additional language support, it helps them to access the lesson, and make progress. However, support is not always available in all lessons.
127. The pupils have a positive attitude to the subject and speak confidently about what they have learnt. They make satisfactory progress as they move through the school.
128. The quality of teaching is satisfactory overall. Teachers have adequate knowledge of the subject, which helps pupils to increase their knowledge and understanding of geography. The work is usually planned well so pupils are able to work methodically to achieve the lesson objectives. On occasions, when objectives are not clearly explained, the progress pupils make is limited. At times, all pupils undertake very similar work and

it is not sufficiently adapted to suit the needs of pupils of differing abilities and this affects the rate of progress of some pupils. Teachers use a variety of maps and photographs during lessons to stimulate the interest of the pupils as, for example in the study of tourism in Llandudno, Year 5 pupils showed keenness while examining a variety of photographs of the resort. The use of globes, atlases and large scale maps helps to consolidate their knowledge of places around the world. By the time pupils leave school, they have developed appropriate investigative skills in physical geography through their study of mountains and rivers. They develop aspects of citizenship and concern for environmental issues in their survey of their immediate locality. They establish links with other subjects through their study of Egypt, Mexico and India. Appropriate links with ICT are made when the computer is used for accessing information about different places from the Internet. Work is systematically marked and pupils are given suggestions for improvements.

129. The subject is managed by a recently appointed co-ordinator. There is a clear vision for the development of the subject. Teaching and learning are enhanced by fieldwork opportunities for Year 6 to the Gordon Brown Centre in Gloucestershire and a visit to central London; Year 5 pupils visited the local Welsh Harp Centre and Grange Museum and Year 2 pupils went on a day trip to Plymouth to further their study of seaside holidays. There has been satisfactory improvement since the last inspection. National guidelines have been adopted, resources have been increased and improved and assessment records of pupils' progress have been introduced, but these are in the early stages of implementation and are not sufficiently developed to influence planning. Plans for further improvement include the extension of computer use in geography and an increase of provision for fieldwork experience.

HISTORY

130. The attainment of pupils at the end of Year 2 and Year 6 is in line with expectations nationally. Pupils make satisfactory progress, although those with special educational needs and those with English as an additional language make good progress because of the effective support which the school provides. The pupils have a positive attitude to the subject and show interest in their lessons which helps their learning.
131. By the end of Year 2, pupils have a clear understanding of past and present when comparing toys which their parents and grandparents had with toys of today. They ask questions about the past, analyse how members of the family have changed with the passing of time and sequence experiences in their own lives from past to present. They study the life of people in the past including Florence Nightingale. They know that she nursed the sick and wounded soldiers in the Crimea at a time when nursing care was not of a satisfactory standard. They know that she contributed significantly to the development of nursing care as we know it today. They also learn about the work of Mary Seale of Jamaica and her contribution to history. In their study of the Great Fire of London, they show satisfactory understanding of the reasons for differences in the quality of the fire services then, compared with today. They understand why the destruction was so quick and widespread, and know the sequence of events which culminated in the reconstruction of buildings.
132. By the end of Year 6, pupils learn about selected periods of the history of Great Britain from Roman times to the Second World War and about the Aztecs of North America. They use a time line to sequence major events from 50 BC to the present and for major events which occur within the period of their topic study. Younger pupils learn about the Roman and Viking invasions of Britain, understand the reasons behind the invasions and appreciate the impact of their occupation on the lives of the people. Year 5 pupils study life during Victorian times and compare schools then and now. They understand

how family life differed from the present because of changes in technology, when studying how clothes were washed in Victorian times. They know that ancient civilisation developed in Greece and understand that this made valuable contributions to the present. They learn that there are many myths and legends derived from Ancient Greece and they understand that some aspects of our culture derive from Greek civilisation, including the origin of the Olympic games. In Year 6 pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They make detailed studies of the life of Henry VIII and know that the role and power of the monarchy were different from today. They understand some of the reasons why people in the past acted the way they did. With the aid of time lines, they develop a sense of chronology by sequencing events and objects. They begin to develop their own research skills to find out more about the Second World War and its impact on the lives of people all over the world.

133. There have been satisfactory improvements since the last inspection. These include the updating of the scheme of work, increased resources including artefacts, more detailed planning and the introduction of assessment procedures. Links with literacy have been developed, for example in report writing, letter writing, interviews, account of events, drama and role-play.
134. The quality of teaching is satisfactory overall. Teachers have adequate knowledge and understanding of the subject, and work is well planned across year groups. This ensures equality of opportunity for all pupils and the sharing of resources among the teachers. The use made of artefacts and the Internet helps to enhance teaching and learning in the subject
135. The subject is managed by a newly appointed member of staff who has not had enough time in post to implement ideas for its development. He has a clear vision for the subject and is dedicated to the task. There is a clear policy and a scheme of work based on the national guidelines, which help to ensure continuity and progression. Monitoring is done through planning across year groups but there is as yet a lack of opportunity to monitor teaching in order to ensure consistency across the subject. There are procedures in place for assessing pupils' progress but these are in the early stage of development and have not yet had a significant influence on planning. There are adequate resources for teaching history. The subject makes an important contribution to the spiritual, social, moral and cultural development of the pupils in the school.
136. The areas for improvement include: greater use of computers in the teaching of history; implementing the procedures for assessment and recording pupils' attainment and progress, linked to progressive development of skills; the provision of opportunities for visits to places of historical interest; and the use of visitors to enhance teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. As recently as May 1999, in an HMI report, progress in ICT was described as limited. Over the last three years, this went through satisfactory to good. It may now be described as very good. As pupils experience more years of ICT education, standards can be expected to rise still further.
138. Overall standards in ICT are very good. Strengths include: teaching; pupils' good attitudes and teachers' very high expectations. All areas of the national guidance are implemented, including high level programming skills, and ICT makes a good contribution to the development of social and co-operative skills. Management of the

subject is very good; training has had a very good impact, and improvement since 2000 is very good.

139. Attainment in Key Stage 1 is above national expectations. By Year 2, the children have developed the computer skills expected of them and practise them with confidence and facility. This progress continues through the junior years. By Year 6, the children fully meet national expectations. Their basic computer skills are good. Higher attaining pupils develop the higher-level skills such as programming, with at least one girl showing well above average performance. Achievement across all classes observed (from Year 1 to Year 6) is very good.
140. Teaching and learning in ICT are good across all classes and very good in some classes in each key stage. All pupils have good attitudes to learning. Girls perform at least as well as boys, and pupils with special educational needs and English as an additional language learn well. The subject makes a good contribution to social development, and mature co-operation is very evident in all classes.
141. The range of techniques observed was very impressive. Year 1 pupils integrated text and graphics with ease as they matched parts of a plant with the vocabulary that they needed to learn in science. This also contributed to good literacy development, especially for pupils who speak English as an additional language. Year 2 pupils were able to edit text in a well-planned task that matched pupils' needs, which included the skills of logging on and file manipulation. Year 3 pupils were able to send and receive e-mail and developed literacy skills as they edited the e-mails. Year 5 pupils showed good learning when they sorted machines on the basis of how they were controlled. They also developed numeracy as they used datalogging to monitor environmental changes and interpreted the data on the graphs that were printed off. By Year 6, the pupils had good basic computer and keyboard skills and were able to handle files and folders with ease. The use of a digital microscope in science enhanced the learning. They were also able to use a simulation package as they designed instructions to control traffic lights. Programming skills were evident to a partial extent in most children in both Year 6 classes, with a minority showing a grasp of logic that is well above average. Overall, the objectives of the scheme were met across all ability groups. Although this is described as meeting expectations, it indicates a performance in ICT well above that in most schools.
142. All of the above examples of good learning were facilitated by the good support provided by an ICT technician, who contributed to teaching (for example, by the production of text matched to pupils' ability) as well as maintenance and fault chasing. All classes have access to the good and well-maintained resources of the ICT suite. The computer projector facilitates good class teaching and learning. Computers in the junior classrooms are used well and help to ensure that ICT has a positive role across the curriculum. Computers in the infant classes are due for replacement, but are nonetheless used well. The curriculum is well mapped, modified and scrupulously implemented even in its most demanding areas. The co-ordinator has made a very good contribution to the process of implementation through well-chosen machines and software but, above all, through a training process that has been extensive and successful in leading to high quality achievement. The process has benefited from very good support from the local network of schools in the Education Action Zone group.
143. The school recognises that the next step is the development of consistent assessment, which can be sensibly based on the school's own learning objectives. This will facilitate communication with parents. The school also recognises that ICT training must be ongoing to ensure that new teachers can keep up the standard.

MUSIC

144. There were no major concerns expressed in the previous report about music. During the inspection, only two lessons were observed, one in Year 2 and one in Year 6. A Year 4 class was heard performing a Maori welcome song, and pupils sang in assembly. Insufficient evidence is available to make a judgement on attainment overall in either key stage but the overall quality of singing throughout the school is satisfactory. Pupils display adequate control of pitch and rhythm, and they are able to sustain a constant beat.
145. Year 2 pupils are encouraged to listen to music and respond. They sing well in unison with appropriate enthusiasm. These pupils respond well to very good teaching in which the teacher helps them evaluate the sound they make and suggests ways in which they might improve performance. Using a range of percussion instruments, these pupils effectively explore ways in which sounds can be used to create different moods and effects and use them to accompany and enhance their singing.
146. Year 6 pupils use a four beat rhythm to create a rhythm sequence by clapping. Working in small groups, they compose a rhythmic phrase to represent a chosen mood. These pupils work hard to improve performance. Pupils in Year 4 enthusiastically perform a Maori welcome song. The quality of their singing is good. They harmonise well, maintaining good pitch and rhythm. Although much of the song is in unfamiliar language, their diction is good. Voices are used expressively and the song is performed with obvious enjoyment.
147. A strong feature of both the lessons, in assembly and the class observed performing a song, is the high level of pupil participation and the obvious enthusiasm of pupils. Pupils with special educational needs and those for whom English is an additional language participate fully and display the same enthusiasm as other pupils.
148. The music curriculum is satisfactory, as is the time allocated within the curriculum to music. Planning follows national guidance and, as a result, National Curriculum requirements are largely met. There is some music from other cultures, such as the Maori song, but this area of the music curriculum is more limited and does not reflect the many cultures and nationalities in the school.
149. The co-ordinator has only recently been appointed but has started to support teachers by monitoring and advising on planning throughout the school. She has drawn up an effective action plan which, if successfully implemented, should ensure that the satisfactory improvement made in the subject since the last inspection continues. Satisfactory resources are available in school to teach music. There is a good range of tuned and untuned instruments available for pupils to use in lessons. ICT is used effectively to support this subject. For example, pupils in Year 5 and 6 use tape recorders to record their performance when making music so that they can evaluate their efforts and strive to improve them.

PHYSICAL EDUCATION

150. At the ages of seven and eleven, standards meet national expectations. This judgement is similar to that reached by the last inspection. At Key Stage 2, standards are at least average in the observed games lessons, but no gymnastics and dance were observed. In swimming, the training pool on site is under-utilised and most children do not reach the expected level of expertise. There are no differences in the standards achieved by boys and girls, and all pupils, including those with special educational needs, make satisfactory progress.

151. In Years 3 to 6, the quality of teaching and learning ranges from unsatisfactory to good. In the unsatisfactory Year 3 games lesson, too many pupils were left on the sidelines, not taking part in any way and not being gainfully employed. Year 5 pupils were working in the hall, developing throwing and striking skills in a modified rounders game. In this confined space, they co-operated well, taking part with enthusiasm. A group of Year 4 pupils were using the training pool for only the second time. Good teaching resulted in good progress for these pupils who were timid and anxious at the outset. Through a mixture of encouragement and youthful exuberance, the teacher was able to improve confidence in the water, first of all with a mixture of simple games and then by using floats to travel from one side of the pool to the other. The teacher concentrated on developing good technique; legs striking the water in the correct manner. Finally, in Year 6, pupils were practising relay handovers, in the confined hall space. The pupils collaborated well with each other, gradually perfecting their technique under the guidance of their experienced teacher.
152. In the Year 1 lesson seen, the quality of teaching and learning was good. Pupils made good use of time, undressing themselves quickly and entering the hall in a sensible, quiet manner. Safety rules were emphasised and, after a warm-up session, pupils moved around the hall in a variety of ways, fast and slow, twisting and turning. They responded immediately to the whistle. The teacher introduced the Cat and Mouse game, which reinforced their skills and raised awareness of being part of a team. Year 2 pupils were practising controlling a large ball, throwing and catching in pairs. In a confined space, pupils responded very well to instructions, building on skills and co-operating with each other.
153. The physical education co-ordinator runs an after school mini-hockey club in which Year 6 pupils take part. The lesson was held inside because of bad weather. The teacher gave instructions clearly, emphasising the need for safety. The pupils were shown how to hold the hockey stick correctly, how to dribble and how to shoot. They made good progress in learning these skills.
154. In almost all these lessons, teachers showed good management and control and pupils were very involved, concentrated well and sustained a high pace of movement.
155. The co-ordinator is a recent appointment. He is very experienced and knowledgeable about physical education and has already had an impact on standards. The school policy is out-of-date and in need of review but teachers are supported by a published scheme of work which provides a good framework within which to plan activities in a progressive and logical way. Until recently, the storeroom was filled with old and obsolete equipment but this is being cleared and there are now sufficient resources to meet the needs of the National Curriculum. The school has a good field, an adequate hard surfaced area and hall, which support learning well. It is also fortunate to have its own heated swimming pool, although it is underused. The subject contributes well to pupils' personal development. It gives opportunities for pupils to develop team spirit and compete fairly within the understood rules of the games. It fulfils National Curriculum requirements.

RELIGIOUS EDUCATION

156. By Year 2, pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. By the time pupils are eleven, their attainment meets expectations. Since the last inspection, there has been good improvement in the subject. An effective policy and scheme of work are fully implemented and are contributing to the good quality of education pupils receive.

157. The majority of pupils throughout the school, including those with special educational needs and those where English is an additional language, make at least sound progress in their learning over time. As they get older, they show an increasing ability to express ideas and feelings and they have greater knowledge and understanding of religious issues linked to a range of world faiths to aid their thinking and discussions. However, throughout the school, pupils' lack of writing skills is inhibiting progress in recording their work.
158. The quality of teaching is predominantly good at both key stages and sometimes very good. As a consequence, Year 1 and Year 2 pupils have good knowledge about a range of religions through studying various celebrations and festivals. For example, pupils in Year 1 learn about the significance of Eid. When introduced to the festival of Diwali, Year 2 pupils relate to the significance of light by drawing on their knowledge of a number of religions. Junior pupils extend their knowledge of symbolism. For example, in Year 3 in studying aspects of the Jewish faith, they learn about the significance of the Seder Meal. In Year 4, understanding of Jewish beliefs and worship is effectively extended as pupils learn more about how Jews worship God. Year 5 pupils reflect on the teaching of Muhammad and its relevance to everyday living. In Year 6, pupils learn about Sikh beliefs. In discussing these beliefs, pupils are able to draw on their good knowledge of other faiths, to compare the similarities and differences of these beliefs with those of other faiths.
159. In their written work, Years 3 and 4 pupils show that they have sound knowledge of characters and stories from the Old Testament, such as the story of Moses. They contrast and compare aspects of several religions, including symbols, celebrations, beliefs, rules and sacred books. They make sound progress in their learning over time. Years 5 and 6 pupils continue to make sound progress building on earlier knowledge. They extend knowledge of stories and events from both the Old and New Testaments.
160. Lessons are interesting and are made relevant to the lives of the pupils. Opportunities are provided for them to contribute their own ideas and suggestions. Teachers skilfully involve them directly in lessons and, by the use of astute questions, they encourage pupils to answer by drawing on their existing knowledge. In this way, lessons contribute to the development of speaking skills and also draw on the rich diversity of backgrounds from which the pupils come. Pupils respond to this approach by participating enthusiastically and contributing to discussion. They show considerable interest in each others' questions and happily share knowledge with one another. Pupils come from a range of faith backgrounds and they provide a rich resource in the classroom. Effective links with literacy are made when teachers read stories and show pictures which generate discussions and when they encourage pupils to write independently. Most lessons make a good contribution to spiritual, moral and cultural development. For example, pupils learn about codes of conduct, study aspects of other cultures and reflect on what makes things sacred.
161. Management of religious education is very good. The co-ordinator is enthusiastic and knowledgeable and gives good support to colleagues. For example, by monitoring their planning, advising them on ways it might be improved and by providing clear guidance about teaching the subject. A good range of resources provides good support to teaching and learning and these are used well by teachers. The use of ICT to support the subject is underdeveloped but is included in the effective subject action plan as a priority for development.