

INSPECTION REPORT

ST LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL

Queen's Park, London

LEA area: City of Westminster

Unique reference number: 101134

Headteacher: Anita Gunpath

Reporting inspector: John William Paull
Rgl's OIN: 22028

Dates of inspection: 22 - 25 April 2002

Inspection number: 244605

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Fernhead Road Queen's Park London
Postcode:	W9 3EJ
Telephone number:	0207 641 5855
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Janet Bartlett
Date of previous inspection:	November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22028	John William Paull	Registered inspector	Foundation Stage Art Music Science	How high are standards? a) The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9519	Sue Pritchard	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
18116	Christopher Taylor	Team inspector	Special educational needs Mathematics Information & communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
8696	Abul Maula	Team inspector	English as an additional language Equal opportunities English Design and technology Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Luke's Primary has 196 four to 11-year-olds on its roll. Currently 29 of these are in the reception class, attending full-time. The school is smaller than most others of its type. It is a voluntary aided Church of England school, situated in Queen's Park in the City of Westminster, which is part of the Westminster Education Action Zone. A wide range of ethnic groups is represented. The largest of these groups is of an Afro-Caribbean heritage. Other sizeable groups originated in Arabic speaking parts of North Africa, the Asian sub-continent or are white. Around 40 per cent speak English as an additional language, which is very high compared with other schools. Nearly half of these are at an early stage of learning English. Currently over 40 per cent of pupils are known to qualify for free school meals, which is above average. A little over 30 per cent of pupils are identified as having special educational needs, which is also above average. Most of these pupils experience learning difficulties, a few of which are severe. Another significant group has emotional or behavioural difficulty. Three have a statement of special educational needs, which is above average. The overall attainment of pupils entering the school is below average. Many families in the area live in socio-economically deprived circumstances.

HOW GOOD THE SCHOOL IS

St Luke's is a good school. The headteacher's leadership skills are very good, although in common with many schools in cities, a high turnover of staff provides challenges to establishing consistent procedures for the management of subjects and other aspects. Nevertheless, teaching is usually good and pupils of different groups and backgrounds, including those with special educational needs, high prior attainment, English as an additional language and of different ethnicity, achieve well and behaviour is generally satisfactory. Taking these and similar factors into account, value for money is good.

What the school does well

- In mathematics and science, standards in the 2001 National Curriculum tests were well above the relevant national averages, and attainment in Year 6 is currently above average in these subjects.
- Pupils enjoy school and nearly all of them have good attitudes to learning.
- Teaching is consistently good, sometimes better, in the reception class, and it is often good in Years 3 to 6, which helps pupils to achieve well by the time they leave at the end of Year 6. It is also good for pupils with special educational needs and English as an additional language.
- Provision for pupils' social and cultural development is good and activity outside lessons is very good, contributing strongly to pupils' academic and personal development in, for example, music, dance, sports and mathematics.
- The headteacher's leadership is very good, including a strong vision of how the school can improve further. The staff and governors share this vision well.
- Governors support the headteacher's vision strongly, understanding the school's strengths and weaknesses well and helping her to make improvements and meet targets.

What could be improved

- Raise standards in English closer to those attained in mathematics and science.
- Strategies to manage emotional and behavioural difficulties are not always successful. As a result, pupils' behaviour sometimes slows the overall rate of learning.
- The learning of a few pupils is affected because their parents bring them to school late, and/or take them on holiday during the school term, which impacts on overall attainment.
- Responsibility for the management of subjects is not fully delegated to all co-ordinators, restricting the monitoring and support of teaching.

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 well since its last inspection of November 1997. By the time pupils leave in Year 6, standards of attainment are much higher now, especially in English, mathematics and science. The school is therefore beginning to achieve its targets. One reason is that the National Literacy and

Numeracy Strategies have been introduced successfully and, another, that the overall quality of teaching has improved considerably. Teaching was a key weakness in the last report. Several other weaknesses were also apparent. Nearly all of the identified areas have been targeted for action and successful improvements made in most of them. For example, what is taught matches the National Curriculum more closely than it did and meets statutory requirements. Governors know and understand the school's strengths and weaknesses much better than they did. However, frequent changes in staff that were a feature in 1997 have continued. This mobility has made the full delegation of responsibilities for managing subjects difficult to achieve and, under the circumstances, the school has got as far with it as might reasonably be expected. For example, in English and mathematics, several new procedures for assessing pupils' progress and using its findings to set targets and plan teaching have been introduced.

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

Key

well above average A

above average B

average C

below average D

well below average E

As a relatively small school, results have tended to fluctuate in individual subjects since the inspection of 1997. That said, they are generally much better now than then, confirming an overall upward trend that is above the national trend. In Year 6, the 2001 results in English were in line with the national average and, in mathematics and science, were well above relevant national averages. When compared with similar schools, all these results were well above average, and were amongst the top five per cent in mathematics. Currently, the standard of work towards the end of Year 6 is similar. Overall, it is above average in mathematics and science, and broadly average in English. Children enter the reception class with below average attainment. At first, several speak little English. Based on good teaching, they make good progress. Nevertheless, the reception year is not enough time to make up the difference so, by the time they begin the National Curriculum in Year 1, standards remain below average. This finding is especially so in the important area of communication, language and literacy. Bearing pupils' starting points in mind, their National Curriculum test results in Year 6 represent good, sometimes very good, achievement. The school is not yet analysing the results of pupils from different ethnic backgrounds, but inspectors' findings suggest that few differences exist in the progress made by different groups. For example, pupils with English as an additional language, and those with special educational needs make good progress. Previously high-attaining pupils also do well, especially in mathematics and science. In 2001, for example, results of Year 6 national tests in these subjects demonstrated well above average performance at Levels 5 and 6 (levels higher than those normally expected for the age group). The school's targets are set fairly high and are therefore particularly challenging. Despite its good results, it has sometimes not reached its targets in the past, although it is usually close. However, a recent target of 100 per cent for English is unrealistic. National Curriculum test results of pupils in Year 2 also show small fluctuations from year to year, but were generally a little better in 2001 than in 1997. In reading and writing, results were in line with the national averages, and well above the average for similar schools. In mathematics, they were below the national average, but above the figure for similar schools. The 2001 Statutory Teachers' Assessments in science were also below average. Attainment seen during the inspection was slightly different: reading, mathematics and science were broadly average, whereas writing was below average. In other subjects, towards the end of Years 2 and 6, attainment is generally meeting national expectations. Throughout the school, pupils sing particularly well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – pupils who were asked agreed that they like coming to St Luke's, and enjoy learning. They believe that their teachers like them.
Behaviour, in and out of classrooms	Satisfactory – nearly all pupils behave well in lessons and around the school, for most of the time. However, a few, usually with identified emotional and/or behavioural difficulties, are occasionally disruptive.
Personal development and relationships	Satisfactory – nearly all pupils work and play well together. Occasional squabbles occur outside in the restricted playground space. These are soon resolved and nearly all pupils respect their teachers' advice.
Attendance	Unsatisfactory – attendance is below average, partly owing to parents taking their children on holiday during school terms. Several parents also arrive late with their children in the mornings.

TEACHING AND LEARNING

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

Overall, teaching through the school is good, although it is better overall in the reception class and in classes for older pupils than in Years 1 and 2. During the inspection, a high proportion of teaching was good including a few very good lessons and one in the reception, focusing on throwing and catching, that was excellent. Only one example of unsatisfactory teaching was observed, owing to poor management of pupils with behavioural difficulties. Teaching of this overall good quality is a considerable improvement since the last inspection. It contributes strongly to pupils' learning of basic skills and is the main reason why standards are higher now than in 1997. Teachers and classroom assistants support different groups of pupils skilfully, adapting work to meet their needs. For example, the teaching of pupils of different ethnic backgrounds, especially those with English as an additional language is good, particularly in the reception and in classes for older pupils. Pupils with special educational needs are also taught well, and therefore make good progress. Throughout the school, teachers have good knowledge of the National Curriculum and use it to plan effectively. Management of children is excellent in the reception class. However, through the rest of the school, although it is satisfactory, it is inconsistent, which sometimes slows down the pace of learning. Teachers use the National Literacy and Numeracy Strategies well, so teaching of English and mathematics is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall – activities outside lessons, visits off the premises and visitors to the school enhance the quality of the National Curriculum and areas of learning well, and support the range of what is taught.
Provision for pupils with special educational needs	Good – individual plans are prepared to show pupils' targets clearly. Classroom assistants work with them well.
Provision for pupils with English as an additional language	Good – pupils with English as an additional language are supported well. Teachers ensure that they understand how to make progress. Other pupils involve them fully in work groups and playground activity.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good – provision for personal, social and emotional development is strong in the reception class. Throughout the school, opportunities for pupils to work together are planned in several subjects, and the art and music of a wide range of cultures are introduced to them. Provision for pupils to develop ideas of spirituality and morality is sound.
How well the school cares for its pupils	Satisfactory – teachers care about pupils' well-being. Those with statements of special need receive their full stated provision. Procedures for promoting good behaviour are not rigorous enough.

The school's partnership with parents and the quality of information that is provided are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good – the headteacher has a very clear vision about what should be done to direct the school and to improve it further. However, many staff are new and/or inexperienced, which has made it difficult to delegate responsibilities for managing subjects and aspects amongst them.
How well the governors fulfil their responsibilities	Good – governors understand the school's strengths and weaknesses. They question and support senior managers' decisions effectively, and are keen to secure continued improvements.
The school's evaluation of its performance	Satisfactory - plans for action and improvement reflect the school's strengths and weaknesses sensibly. Monitoring and support of teaching and what is taught is good in English and mathematics.
The strategic use of resources	Satisfactory – the school has experienced an unsettled period in its financial management, but areas that are targeted for improvement are now backed with appropriate spending. Value is sought by checking prices against quality and seeking expert advice when necessary.

Staffing and learning resources are generally satisfactory, but elements of accommodation are unsatisfactory. For example, access to upper floors is restricted for people with physical disabilities and spaces for play, physical education and information and communication technology are limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Teaching is good and their children make progress. Behaviour is good and their children are expected to work hard and do their best. Their children like school and it helps their children to grow in maturity. The school is well led and managed. The headteacher and staff are approachable. 	<ul style="list-style-type: none"> Some believe that the school does not work closely with them and does not inform them well enough about their children's progress. Some believe that children get the wrong amount of homework. The range of activities outside lessons.

Parents' responses to the questionnaire show that most parents have positive views about the school. Inspectors largely agree with them. A few parents at the meeting believed that the school does not provide enough opportunities for them to work in partnership and that children do not respect their teachers. However, inspectors found that teachers are available to speak to parents at the end of the school day and that regular formal meetings are arranged to discuss the curriculum and children's progress. In the main, pupils like and co-operate with teachers. Some inconsistencies with homework

were found, but generally it supports what is done in class and is set and marked in most classes. The range of activities that are provided after school is good for a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, attainment in English, mathematics and science was reported as broadly in line with national expectations at the end of Year 2. This finding was close to the results of the 1997 National Curriculum tests of this age group, except in mathematics where they were below average. In the 2001 National Curriculum tests, standards were broadly in line with the national average in reading and writing, but remained below it in mathematics. The results of the 2001 Statutory Teachers' Assessments were well below the national average for science. In comparison with national averages, these results are therefore similar to those of 1997. However, national averages are higher now than they were then. An analysis of the proportions of pupils attaining the expected National Curriculum level for their age (Level 2) shows a slight improvement in the school's overall performance. However, the picture is very different for older pupils. In 1997, by the time they left the school in Year 6, National Curriculum test results were well below the relevant national averages for mathematics and science and in English were average. The results of the 2001 tests of pupils in Year 6 showed that, although attainment was still average in English, it was well above average in mathematics and science. As national standards in all three subjects are much higher in this age group than five years ago, this represents reasonable improvement in English and considerable improvement in mathematics and science. It relates closely to the better teaching that is found currently, helping pupils to learn more effectively than previously. Bearing in mind pupils' starting points on entry to the school, these results also demonstrate good overall achievement. The reason that good teaching has had less impact in English is likely to be related to the very high proportion of pupils with English as an additional language. Understandably, this factor makes a strong impact harder to achieve in English than in the other two subjects, where it is less directly related to what is included in the tests. However, the school is not yet analysing the results of its different ethnic groups to find out whether targeting a particular group (or groups) could raise standards. As a result, it is unclear whether attainment is as consistently as high as it might be.
2. Fluctuations up and down occur in the school's results from year to year. For example, in 2000, a large drop in results in mathematics occurred in Year 2, which was followed by a sharp rise in 2001. This variation was reflected, albeit to a lesser extent, in both reading and writing. Between 1998 and 1999, in Year 6, similar large variations occurred in the results of pupils in all three tested subjects. However, such occurrences are explainable in the context of the school's small year groups. In these circumstances, even small differences from one year to the next in the numbers of pupils with, for example, identified learning difficulties, who therefore do not achieve the expected level for their age, produce differences of several percentage points. However, over a more extended period of time, overall trends at the school are both upward and above the national trend.
3. Given the high proportion of pupils with English as an additional language, the school's targets particularly in English are challenging. Nevertheless, it was close to its 2001 target, although it is less likely to achieve what has been set for 2002, which is 100 per cent. Under the circumstances, such a target is unrealistic. In mathematics, targets have been met in the past few years and are on course to be met in 2002.
4. Children entering the reception class come from a wide range of different backgrounds and ethnic groups. Many of these children are at an early stage of learning English as an additional language. As a result, communication, language and literacy skills, which are judged in terms of English, are often below what is usually found for their age. Even amongst children for whom English is the home language, speech patterns are often characterised by short sentences, and often one word answers. Good teaching ensures that good progress is made towards the early learning goals (descriptions of what young children are expected to know by the end of the reception year). However, when pupils begin the National Curriculum in Year 1, despite this good

teaching, attainment remains below what is usually found in this important area of learning. Although the results of assessments when children begin the National Curriculum are often a little above average, these results relate to local, rather than national figures. In other areas, such as mathematical development and knowledge and understanding of the world, attainment has progressed fast enough to match the early learning goals at the time of entering Year 1. Overall, this represents good achievement for these children. It is based on the good teaching that was observed in the reception class.

5. Standards of work seen in English are below average in Year 2, but close to average in Year 6. Standards in reading are generally higher than in speaking, listening and writing, and this finding is especially so in the younger age group. Attainment in English is not as high as in mathematics and science. The targets of pupils with identified special educational needs often relate to literacy, suggesting that these pupils' work is having a stronger impact in reducing the overall standard in this subject than in the other two. Furthermore, the high proportion of pupils with English as an additional language is also likely to have more effect on overall attainment in English than in mathematics or science. One of the main weaknesses, affecting pupils' work in both speaking and writing, is that their general vocabulary is often limited, and several do not sufficiently know and understand uses of standard forms of English.
6. Attainment in mathematics is in line with national averages for pupils towards the end of Year 2, with some aspects above average. For example, pupils in Year 2 calculate with numbers up to 100 such as $51+19$, and a few higher attaining pupils go beyond this point. Work in shape, space and measures is also about average. By the end of Year 6, attainment is above average. For example, many pupils understand long forms of multiplication and division, explaining the uses of these methods clearly. Several pupils also understand many aspects of shape, space and measures and data handling at above expected levels. These achievements of older pupils are particularly good considering the high proportions with special educational needs and English as an additional language. In fact, little difference was seen in the work of different ethnic groups during the inspection or between standards attained by girls and boys. Furthermore, the school identifies pupils with particular mathematical gifts and invites them to a special after school club. The aim is to help them to achieve Level 6 in the National Curriculum tests for pupils in Year 6 (Level 6 is a National Curriculum level that is normally attained by pupils up to four years older). Some success was achieved at this level in the 2001 tests. Two nine-year-olds have also taken part in the "World Class Arena Tests" (an internationally recognised competition for more able pupils). They scored a merit and distinction. Provision of this opportunity in mathematics demonstrates care for the achievement of gifted pupils at a younger age group as they move through the school.
7. The use of literacy is generally good in other subjects of the curriculum. For example, pupils use their reading skills to find out facts in a range of other subjects. Further up the school, information is often recorded using factual writing, and good teaching and learning of words that are specific to particular subjects were observed. Pupils' skills in numeracy are often used very well. Counting and timing of events are often used well to support work in science, and good examples of practical measurement are planned, for example, in design and technology.
8. Work seen in science was around average towards the end of Year 2, and above average in Year 6. Pupils' knowledge and understanding of the processes of life and living things are often stronger than that of other aspects of the subject. It is taught well and reflects pupils' interest in it. Bearing in mind pupils' starting points when they join the school, these standards represent good achievement. Pupils with special educational needs and those with English as an additional language also achieve well and make good progress overall.
9. In information and communication technology, standards towards the end of Years 2 and 6 broadly match national expectations. Sound teaching ensures satisfactory learning of basic skills and sound achievement. Attainment in the work seen in other subjects also broadly matches national expectations at the end of Years 2 and 6, though no judgement was possible in design and technology. Pupils' singing is strong, which enhances the quality of assemblies. The work of the choir reaches a high standard.

10. Pupils with special educational needs make good progress, albeit usually at levels below those of other pupils. Their individual education plans demonstrate that their needs are understood well, so realistic targets are set for them. These targets are usually related to literacy, or sometimes to numeracy tasks, or both. Classroom assistants are employed to help pupils attain their targets, supporting them well. Teachers adapt their planning, so they attain well at their own levels of understanding. Pupils with English as an additional language are also supported well. As a result, they acquire English quickly and make progress across the full National Curriculum. By Year 6, their attainment matches and sometimes exceeds that of all other pupils.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to their learning and are developing good social skills. As was evident at the time of the previous inspection, a small number of pupils requires guidance and help in order to maintain their behaviour satisfactorily. Although nearly all pupils behave well and are keen to work hard at their lessons, the behaviour of this small minority is unreliable. A few parents at the meeting were very concerned about pupils' behaviour and felt that it was poor. However, this was not found to be the case during the inspection.
12. Pupils are lively, friendly and respond very well to adults who take an interest in them as individuals. They model themselves effectively on the positive examples offered by staff and visitors, who encourage the qualities of self-determination, collaboration and co-operation, which were values seen in nearly all pupils throughout the school. Pupils enter into friendly conversation spontaneously and are willing to talk about their experiences and their learning. Children in the reception class are settled and happy. They behave well and listen carefully. They are learning to take responsibility by carrying out simple tasks such as taking the register to the office or tidying away after an activity.
13. Relationships are satisfactory. Pupils, regardless of age, gender, ethnicity or special educational needs, relate well to each other and to their teachers and they are supportive towards each other. For example, in a well-planned art lesson in Year 1, pupils showed patience and kindness, helping one another with a tricky procedure involving cutting, forming and sticking lengths of string to represent bodies of insects. Pupils worked at the task without undue reliance on their teacher, swapping ideas and basic skills amongst each other and enhancing their learning well. However, relationships between pupils are not always so friendly. Although no premeditated bullying was seen during the inspection, a difference of opinion or minor frustration is occasionally met with an aggressive response. A small minority of pupils do not find it easy to relate sympathetically to others. Their respect for differing feelings, beliefs and values is immature. A few parents at the meeting expressed the view that pupils have no respect for others. However, in the case of the large majority of pupils, inspectors do not agree. It is only a few pupils, often those already identified as having emotional and behavioural difficulties, who display such characteristics.
14. At the time of the last inspection, several examples of unsatisfactory behaviour were reported. Since then, systems aimed at improving behaviour have been introduced and it is now satisfactory overall, which supports the view of the large majority of parents expressed in questionnaires. Nevertheless, in one or two lessons, the unsatisfactory behaviour of a few pupils takes up a large proportion of the teacher's time, owing to strategies for the management of behaviour that are not fully successful. This behaviour then adversely affects the atmosphere in the classroom, slowing down the rate at which pupils learn. Pupils usually accept sanctions with good grace but, in the case of the minority, it does not always deter them from making the same mistakes again later on. Pupils are very active in the playground and occasional collisions and squabbles occur. These incidents are a direct result of the limited space for them to play and run around in, rather than any predetermined act. In fact, all those pupils who were asked agreed that incidents of bullying are rare and none was observed during the week of the inspection. Harmony between pupils of different backgrounds and ethnicity was strong, with no evidence of any racial tension. One fixed-term exclusion was used last year.

15. Pupils follow daily routines very well, such as lining up to come into school. They respond to warnings about safety and take notice of instructions. At times during the day, their attitudes and conduct are extremely good. The most noticeable of these is during the daily assembly and its act of worship, when pupils of all ages listen attentively, pray reverently and sing together with clear enjoyment and appreciation of the sound that they make.
16. Pupils make satisfactory progress in their personal development. Their capacity for independence is appropriately developed and encouraged through educational visits, and charitable work and well developed through after school clubs, many of which are financed with the support of the local Education Action Zone. Daily examples occur of pupils working and thinking independently in lessons. Nearly all pupils organise their free time to complete homework activities that are set. Older pupils talk with delight about the prospect of going on residential visits arranged by the school. Often pupils' self-worth and esteem are seen practically. An example of this occurred in a lunchtime session run by two experienced volunteers from a Christian group. Seven pupils in Year 6 were already thinking about their future. They expressed ideas that doing something worthwhile could be a lot more satisfying for them than just doing something to earn a huge salary.
17. Attendance is unsatisfactory. It is below the national average. Although several absences occur for valid reasons, including sickness, another reason is that a few parents take their children on holiday during school terms. Nevertheless, no evidence of actual truancy was found, and levels of unauthorised absence are similar to those found nationally. However, as at the time of the last inspection, several parents bring their children to school late in the mornings.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. A large majority of parents who returned questionnaires expressed the view that teaching in the school is good. Inspectors support this view. At the time of the last inspection, a high proportion of teaching was unsatisfactory, especially in Years 5 and 6. This significant weakness had an adverse effect on pupils' progress and attainment in many subjects and aspects. Since then, changes in staff, the introduction of methods related to the National Literacy and Numeracy Projects and a systematic approach to staff training, support and monitoring have improved teaching considerably. During this inspection, the overall quality of teaching was good and only one unsatisfactory lesson was observed. Teaching was consistently good, sometimes very good or excellent, in the reception class and usually good in classes for older pupils, especially in Years 5 and 6. Teaching in all other classes was satisfactory, including some examples of good teaching. Consequently, pupils' learning is generally good and they acquire basic skills successfully as they move through the school. As a result, attainment compared with similar schools is often well above average in English, mathematics and science by the time they leave in Year 6.
19. In the reception class, all teaching was good, except for an excellent session, which focused on pupils' physical development and a very good lesson on the sounds of letters, which was led by the teacher of English as an additional language. This lesson was particularly effective in the way that it met the needs of different groups in the class. For example, children with already fluent English, who knew the sounds well, were asked to find letters in dictionaries. The teacher probed their knowledge of the position of letters in the alphabet and related it to whereabouts they should open the books. This method worked well. Those children whose understanding of letters and the related sounds was less secure could practise this skill without slowing the progress of others whose grasp was already good. Good teaching of this age group is resulting in good progress from the time that children start at the school to when they begin the National Curriculum. The teacher provides a good range of activities that encourage positive attitudes to learning. For example, children are encouraged to say what they enjoy and why. The important aspect of social, emotional and personal development is approached very well. Children enter the reception class from a range of pre-school provision and a few with none. Several find it hard to settle at first, but the teacher and her assistant work hard to help children feel secure and comfortable at school. This emphasis on their emotional well-being helps to ensure that they are ready to learn. Literacy and numeracy sessions adapted for children of reception age are planned well.

Conversely, a minor weakness in other areas was observed. Although clearly based on the recommended areas of learning, such as knowledge and understanding of the world, or creative development, parts of what was taught had a strong subject focus, such as “geography”, “art” or “science”. Consequently, the connection between closely related skills that occur across several subjects is harder to make apparent to children of this young age. That said, all activities are supported by good assessment procedures based on ongoing observations, ensuring that each child has a balanced range of suitable work.

20. The overall quality of teaching is also good in the main school. It is generally satisfactory in Years 1 and 2, although examples of good teaching were also observed. One unsatisfactory lesson occurred in music in Year 2. Teaching is generally good in classes for pupils in Year 3 and upwards, especially in Years 5 and 6, and in mathematics in which some very good teaching was observed. This good overall quality of teaching contributes strongly to pupils' learning of basic skills and is the main reason why standards are higher now than in 1997. Teachers and classroom assistants support different groups of pupils skilfully, adapting work to meet their needs. For example, the teaching of pupils of different ethnic backgrounds, including those with English as an additional language, is good, particularly in the reception and in classes for older pupils; elsewhere it is satisfactory. Pupils with special educational needs are taught well, and therefore make good progress. This is the case because work is adapted for them, using what is known about their previous attainment. Their needs are then carefully recorded in individual education plans, which are used in turn to set relevant targets. Throughout the school, teachers have good knowledge of the National Curriculum and use it to plan effectively. Expectations of what pupils can achieve are particularly high in the reception class, leading to lessons that challenge pupils' thinking, physical development and creativity at levels that extend their skills and knowledge well. Although it is satisfactory, teachers' expectations and questioning are not as highly developed in Years 1 and 2, as in classes for older pupils. As a result, the teaching of knowledge and skills, while remaining satisfactory, is not as strong overall as in the reception class and in classes further up the school. Management of children is excellent in the reception class, which leads to settled relationships between the children, their teacher and other adults who work with them. With these good role models, relationships between the children themselves are also calm and harmonious, so that little time is lost in sorting out issues of behaviour. Use of teaching time is therefore good, as it is spent fully on developing children's knowledge and understanding. However, in the main school, although it is usually satisfactory, management of behaviour is not sufficiently consistent. This factor has the effect of slowing down the pace of learning, since time is lost in sorting out interruptions and silliness. Lapses of this kind occur when teachers' strategies do not fully curb the difficult behaviour of those few pupils involved. Nearly always, these pupils have emotional and/or behavioural difficulties that have been previously identified. Accordingly, they find it difficult to conform to the requirements of working in a class or group, without disturbing others.
21. Teachers use the National Literacy and Numeracy Strategies well, so teaching of English and mathematics is frequently good and never less than satisfactory. Nearly all literacy hours contain the nationally recommended balance between whole class teaching and working in groups, although occasionally they extend for a longer period of time than is recommended. On occasions, this reduces the effectiveness of learning towards the end of lessons for pupils who find it hard to concentrate for an extended period. Nevertheless, these lessons usually end with good sessions in which learning is summed up and consolidated effectively. Conversely, this feature was often what separated good from the otherwise satisfactory teaching. In the satisfactory lessons, closing sessions were too short and did not extend learning - for example, by offering pupils insights into what they might learn next. Frequent opportunities are planned for pupils to use literacy skills in other subjects, reading information and writing factually to record their findings. Many good features are also occurring in the teaching of numeracy sessions. In this subject, both Years 3 and 4 together, and Years 5 and 6 together are re-grouped into three classes. Providing extra classes in this way enables teachers to plan more effectively. It allows them to match their planning to pupils' previous learning and to build on it more intensively, as teaching groups are smaller. Owing to these features, a high proportion of good lessons was observed, including a few that were very good. Numeracy is taught and used in a variety of subjects across the curriculum. For example, teaching of graphs, charts and tables to present

information was found in science. In music, older pupils were taught values of different notes in a bar and younger pupils were taught to count beats in a rhythm.

22. The overall quality of teaching is good in science, although teaching in the lessons that were observed was satisfactory, except in Year 5 where it was good. However, the standard of work in pupils' books demonstrates that they learn at a good rate, thereby confirming that, overall, teaching must be good. In Year 6, for example, pupils' books showed that they remembered previous learning well and used it to help them understand recent work about micro-organisms. Planning is generally good and what is taught clearly follows the requirements of the National Curriculum with a strong emphasis on observations and experiments. Inconsistency in the control of pupils with behavioural difficulties was the main reason that the observed lessons were adjudged to be satisfactory, rather than good.

23. The teaching of information and communication technology is satisfactory. It contains elements that are good. It is based on good planning and teachers know their pupils well. As a result, what is taught matches pupils' needs and helps them to learn basic skills adequately. Teaching is generally satisfactory, including some good teaching, in all other subjects, though no judgement was possible in design and technology and geography because of lack of evidence. An unsatisfactory lesson occurred in music, related to shortcomings in strategies for the organisation and management of pupils. In other music lessons, teaching was satisfactory. However, the teacher's knowledge of the subject is clearly very good, leading to good learning when she is working with small groups of pupils.
24. Pupils with special educational needs are well taught. Work is adapted for them and teachers ensure that classroom assistants know what to do to help them with their work. As a result, learning of basic skills in reading, writing and mathematics is good. Pupils with English as an additional language are similarly well taught and supported. A specialist teacher promotes their needs and helps to ensure that they are understood and met. However, she lacks classroom assistants with the specific responsibility to support her work when she cannot be present in particular classes. Pupils themselves are supportive of the various ethnic groups that attend the school, involving each other well in both classroom and playground activity. Teachers strongly encourage this feature, which accelerates the rate at which pupils with little spoken English acquire it, so they can make their needs known.
25. Marking in all subjects is thorough and up to date. However, variations were observed in the quality of teachers' comments. At best, these explained how pupils might improve, offering guidance about presentation and challenging pupils to do even better. In other cases, commentary was brief, offering just a word or two of encouragement. Several situations arose in which teachers were observed setting or encouraging pupils to find something out at home. In the questionnaires, a significant minority of parents indicated a view that their children do not receive the correct amount of homework. Although some evidence that variations occur between classes was apparent, inspectors found that overall amounts are reasonable for the age groups in the school.

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

26. Since the last inspection, the curriculum has improved, so that now all statutory requirements are met and provision in all subjects is at least satisfactory. What is taught across the school is satisfactory overall and is broad and balanced. Provision in English, mathematics and science is generally good and in other subjects, it is satisfactory. Although many oral question and answer sessions occur in a range of subjects, little evidence of opportunities for pupils to prepare spoken or dramatic presentations were observed, which has an impact on speaking and listening. Time allocations for subjects are close to the national average. However, issues emerge with regard to the use and management of time, which is not always suitable for pupils at the school. For example, a literacy lesson that lasted for 90 minutes resulted in loss of concentration amongst a group of pupils, which led to behaviour that was not as good as it had been earlier in the lesson. Other similar examples of this were seen. For instance, each class has one extended physical education lesson, whereas more frequent shorter sessions could be planned to develop a wider range of different skills and activities. The school provides well for pupils' personal development and planning is good. Opportunities are provided for pupils to develop their minds academically and aesthetically, as well as in social skills. With the support of funding from the local Education Action Zone, the school has recently improved its range of extra-curricular activities. Parents were critical of this provision, whereas inspectors found that, for a school of its size, what is offered is very good, including sports, music, dance, and mathematical groups after school, and others that meet at lunchtime.
27. Policies exist to support the teaching and planning of all subjects and the school's improvement plan carries a timetable for reviewing and updating them when necessary. Schemes of work have

been introduced for all subjects, which is a considerable improvement since the last inspection. However, some of these have been only recently introduced. Most of them use recommendations of the Qualifications and Curriculum Authority (a government agency that advises schools and colleges about what should be taught and when) as their main source. As a result, the quality of teachers' planning, which is derived from it, is generally good. Work is planned to fit well with pupils' different levels of prior attainment and flows on seamlessly from what has been taught before. Planning for pupils with special educational needs is also adapted well to meet their identified requirements as recorded in individual education plans. Gifted and talented pupils are also identified, and provision is made to challenge them within lessons. Furthermore, a special group for gifted mathematicians has been formed. The aim is to challenge them to reach a much higher level than is normally expected for their age in National Curriculum tests.

28. The National Literacy and Numeracy Strategies have been successfully introduced, and the arrangements for teaching literacy and numeracy skills are broadly successful. These have had an impact on raising attainment in these areas. Literacy skills are included in planning across the whole curriculum, especially related to the teaching of subject vocabularies and factual writing. The use of other subjects to broaden pupils' general vocabulary and spelling is less well planned. The school has recently improved its facilities for information and communication technology, with clusters of computers and laptops in classrooms. Since the last inspection, this provision has broadened what is taught within the subject. Furthermore, a better range of opportunities is provided for pupils to use their skills effectively. However, the lack of an actual computer suite still limits the amount of practice that pupils can be given on newly acquired skills. This limitation slows the overall progress that is made, although it is now satisfactory.
29. Pupils have equal access to the full range of opportunities that the school provides. Provision for pupils with special educational needs is good overall. Work is prepared at appropriate levels, and they receive good support from classroom assistants or from the special needs co-ordinator within the classroom. Extension activities are provided for the higher attaining pupils. No significant differences in the opportunities offered to boys and girls were found. Similarly, no differences were seen in the opportunities extended to pupils of different ethnic backgrounds. However, the school is not yet analysing information about the results of different ethnic groups in National Curriculum tests. For this reason, it cannot demonstrate for certain whether differences occur in what is attained, and therefore whether adaptations of the curriculum should be made in this respect.
30. Policies have been drawn up to cover areas such as anti-bullying, child protection, the misuse of drugs and sex education. These aspects are taught in assemblies, circle time (times when pupils sit in a circle and explain important features of their lives, experiences and concerns), and in lessons that address personal, social and health education. Visits to museums and other places of cultural interest are arranged to support what is taught. Pupils from Years 4, 5 and 6 have the opportunity to go on a residential visit. Opportunities to sing in a school choir are provided. This choir has attained high standards and performs both locally and further afield, including the Royal Albert Hall and at St John's, Smith Square. Homework is set across the school and ranges from the younger pupils taking home reading books, to work extending the core subjects for pupils in the older classes.
31. Links with the local community are good. The school has a number of visitors who speak to pupils on a range of issues. Effective links are planned with organisations such as St Luke's Church, Queen's Park Rangers Football Club, the Notting Hill Carnival and a local Sainsbury's supermarket. The school has links with neighbouring schools and colleges, and provides placements for students on work experience, trainee nursery nurses and student teachers.
32. Since the last inspection, provision for pupils' personal development has improved from satisfactory to good overall. Personal, social and emotional development is monitored very well in the reception class. The teacher and her very supportive assistant are particularly aware of the care that is required to ensure that these young children are happy, settled and comfortable together. Opportunities for them to talk about their likes and dislikes are provided regularly, and their self-esteem is constantly built up with praise and encouragement. Planning for religious education and spiritual awareness is very good in this age group.

33. Overall, a satisfactory basis exists for the spiritual development of pupils. The school's assemblies provide moments of quiet reflection and prayer. Pupils are often stimulated well by stories read by a teacher or a visitor. Teachers leading the assemblies actively promote pupils' participation and they are asked to contribute their own feelings and reactions. Opportunities of these kinds are not planned sufficiently in lessons. Nonetheless, if pupils show excitement or demonstrate a positive spiritual or aesthetic response, it is encouraged and teachers are very aware of the need to promote pupils' self-esteem. Praise and encouragement were used freely during the inspection.
34. What is provided to develop pupils morally is also sound. Pupils are taught right from wrong and systems exist to promote moral attitudes. For example, when pupils show respect or are helpful to others, an award system known as "happy steps" is available to reinforce it. Similarly poor attitudes or values can be sanctioned with a "sad step". Teachers generally provide positive role models for their pupils and good behaviour is rewarded and celebrated, with praise and other rewards. Issues of morality are discussed in assemblies and opportunities are provided for pupils to discuss dilemmas that may face them.
35. Arrangements for social development are good across the school. Opportunities for pupils to look after each other are provided. Lunchtime assistants know their roles well and encourage pupils to play safely together in a positive manner. Playground resources are also a strong element in promoting pupils' development. For example, the school has a play-house, climbing frames and other social toys. In lessons, many opportunities are planned for pupils to work together, to share ideas and to collaborate in groups. Teachers are also quick to point out those groups that are working well and to show how this relates to what is achieved.
36. The cultural development of pupils in the school is good. The multi-cultural and multi-ethnic nature of the area is celebrated effectively. During the inspection, it was seen in displays of Moroccan and Islamic art and was further demonstrated in the variety and availability of cultural activities. Music is used very effectively. Singing forms a significant part in the life of the school, with the choir learning gospel songs such as "Oh Happy Day", and pupils given opportunities to improvise leading parts. In assemblies, music is used for listening as well as singing. Again, during the inspection, the music of Japanese kodo drummers was being used. Pupils also have the opportunity to learn a range of musical instruments including steel drums, African drums, violin, keyboard instruments and guitar. Visits are made to places of cultural interest, including the British Museum and art galleries. During their residential visit, Years 4, 5 and 6, in company with other schools, enjoy a wide range of cultural and physical activities in a contrasting context in Surrey. European and British heritage is taught through history lessons that include studies of ancient Egypt and Greece, as well as more studies of the Tudors and Victorian England.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school cares satisfactorily for its pupils. Since the last inspection, aspects of care and attention to pupils' well-being have been adequately maintained, as have arrangements for child protection. Procedures for the assessment of pupils' academic progress are strong in the main core subjects of English and mathematics, although less thorough in other subjects. New systems for promoting and managing pupils' behaviour have been introduced since the last inspection. However, these are not consistently successful and so unsatisfactory. When incidents occur, teachers often respond with a change in the tone of their voice or a verbal admonishment to the pupils concerned, whereas actual rewards and sanctions to promote good behaviour are frequently applied later on. For example, at the end of lessons, pupils' behaviour and attitudes were often reviewed and "happy steps" and "sad steps" were awarded. Most pupils appreciated the fairness of this approach. However, it was sometimes difficult for those with identified emotional and behavioural difficulties to understand, as time had elapsed since the incidents to which the awards referred.

38. Sound procedures are available and used to deal with oppressive behaviour. Pupils accept that bullying of any description is unreasonable and should be dealt with by the intervention of adults. Those asked felt that little actual bullying occurs, although they agreed that their play is sometimes boisterous. Inspectors' findings support this view and no incidents of an oppressive nature were reported during the inspection. Pupils are encouraged to show kindness and tolerance to everyone. However, a few have yet to understand the implications of this in terms of the rather cramped playground. This factor contributes at least in part to the perceived "boisterousness" that the pupils themselves identified. Midday supervisors understand the need to provide a consistent approach to discipline in the playground, in which they are generally successful.
39. Pupils' personal development is monitored satisfactorily and teachers provide an effective level of support and advice. The headteacher sets a good example to the rest of the staff, providing a very good lead in this aspect. She is frequently around the school talking to pupils about their day, quietly encouraging good attitudes and responsible behaviour. The school is particularly successful in managing the crucial period of transition from home to school. Home visits and other opportunities for informal discussion are good, helping to know individual children from various ethnic backgrounds, including those with English as an additional language or potential special educational needs in the early years. Responses to the pre-inspection questionnaires show that parents are usually comfortable about discussing their children with teachers. This aspect helps the school to acquire an informed view of particular circumstances that might accelerate or delay learning. Teachers make good use of the information they have to enter into a supportive dialogue with the pupils themselves.
40. Procedures for monitoring attendance are better than in 1997, but attendance remains below average and several pupils are brought to school late in the morning. Registers are marked with care and strictly in accordance with statutory and local requirements. The resulting information helps identify those pupils who are in line for recognition of a 100 per cent attendance record. Nevertheless, a significant proportion of absence is owing to the relaxed attitude of a few parents to the importance of regular attendance and prompt arrival. The school has been successful in ensuring that parents provide reasons for their children's absence. However, these procedures have had little impact on the number of pupils who regularly arrive late for school or on several who are taken on holiday during school time. As a result, a more rigorous approach is required, including quicker follow up when pupils are away. The headteacher and governors are well aware of these difficulties. Plans to involve the educational welfare officer in working with parents to stress the importance of getting children to school on time are already at an advanced stage.
41. Since the last inspection, much time and effort has been devoted to devising new systems for assessing and recording pupils' attainment and progress. These are good in the core subjects of English and mathematics, and are well underway in science. However, procedures are often at a very early stage of development in other subjects. One of the main reasons has been the rate of staff changes and difficulties with recruitment of experienced subject co-ordinators. The resulting situation has meant that, at times, senior teachers are responsible for as many as three subjects. Understandably, efforts are then prioritised towards the main core. Nevertheless, the headteacher and governors clearly understand that staff changes are a particular reason for ensuring rigorous assessment procedures, so that new teachers can be inducted into the needs of their classes quickly. The school's improvement plan indicates that further attention is to be given to this important aspect of provision. In the reception class, pupils are formally assessed in the first few weeks after starting school, which gives a good indication of children's personal, social, linguistic and mathematical developments. Assessments of children's progress in physical development, knowledge and understanding of the world, and creative development are made systematically through ongoing observations in lessons. As pupils move through the school, teachers continue to make notes on pupils' achievements, particularly in literacy, mathematics and science. These assessments are well focused and are used in the planning of lessons. This information is also used to help write annual reports and to include targets that are discussed at consultation evenings. It also helps the school to have the right strategies in place to respond to different needs and to give pupils confidence to cope with their lessons.

42. Procedures for promoting health and safety are satisfactory, as are procedures for child protection. The teacher delegated with the responsibility for child protection speaks regularly to all staff about how to ensure pupils are not at risk. Procedures follow local guidance and the staff understand what they should do if a pupil reports abuse, or other cause for concern or suspicion. Written guidance is also provided to remind staff of their obligations in this respect. Risk assessments are properly and effectively carried out on a half-termly basis around the building. The results of these assessments are discussed with the headteacher and duly reported to the governing body. Governors prioritise what is identified for action, taking the element of risk involved into account.
43. Arrangements for first-aid are satisfactory. A full-time member of staff has been trained and qualified to the level commonly held by those administering first-aid in workplaces. However, the current system for recording minor accidents, injuries and illnesses that occur during the day is unsatisfactory, as it is insufficiently detailed. As a result, it runs the risk of reducing the availability and effectiveness of information passed on to parents, and whether or not the pupil was well enough to return to lessons. Limitations of accommodation mean that the welfare room is used for other purposes. It serves as a cookery room and a storage area. Consequently, it is cramped and at times cluttered, reducing its suitability for accommodating ill or injured pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with parents is satisfactory. Sufficient links are offered between home and school to enable parents to make a thorough contribution to their children's learning. In essence, this finding is similar to that of the previous inspection.
45. A large majority of parents have a good view of what the school provides. The school has a waiting list of parents who are seeking a place for their children. Although several parents among the 17 who attended the pre-inspection meeting expressed negative views, those parents who responded to the questionnaire, which was a much higher proportion, were largely complimentary about the school's work. A few wrote accompanying letters and most of these were also positive, including comments about the good start that the new headteacher has made. The strongest concerns expressed were that the school fails to provide an interesting range of activities outside lessons, and that it does not work closely enough with parents. However, in contrast to even these minorities, all parents interviewed during the inspection week itself were warm in their praise for the school and the way that it operates.
46. Inspectors found evidence to support nearly all of parents' positive views and only a little to support their concerns. Although variations in amounts of homework were found between classes, it was satisfactory overall, and beneficial to pupils' learning. In contradiction to parents' views, many inspectors' observations confirmed that the school makes very good provision for extra-curricular activities. For example, these include dance, gardening, sports, musical activities, mathematics and a Christian group at lunchtime, as well as opportunities for residential journeys. Evidence shows that teachers' availability to discuss pupils' progress, as well as formal consultation arrangements, mean that the school's partnership with parents is satisfactory. The staff acknowledges room for further improvement. However, inspectors' findings are that considerable scope also exists for parents to make greater use of existing arrangements. For example, parents have opportunities to speak informally to their children's teachers after school on a daily basis, and to swap useful information quickly before school starts. They are also welcome to view colourful displays of work in classrooms and around the building. Several parents do this on a regular basis, but many do not.
47. The overall quality of information available to parents is satisfactory and presented in a friendly and positive way. However, two statutory omissions were found in the Governors' Annual Report. In addition, there are concerts and sporting events to demonstrate to parents what their children do and achieve. Personal interviews are held to pass on information about progress to parents and to explain what is expected of pupils in terms of both academic and personal progress. The school strives to ensure that interpreters are available for parents whose first language is not

English. During the inspection, parents of various ethnic groups reported to inspectors that they value the welcoming and inclusive approach shown by the new headteacher. None of these parents expressed any qualms about approaching teachers, discussing concerns or sharing information.

48. The school has itself sought parents' views through its own questionnaires, meetings about the curriculum and consultation evenings. Collectively, these arrangements allow for a good exchange of ideas to take place. Good use is made of these and other informal opportunities to discuss any factors that may be limiting pupils' progress. Parents of pupils with special educational needs have additional opportunities to discuss their children's work. They are routinely invited to all meetings that involve a review of their children's provision. These arrangements meet statutory requirements.
49. Written end-of-year reports on pupils' progress also meet statutory requirements. They include indicators to parents on what their child needs to do to improve, especially in English and mathematics. However, the number of targets that are set, often totalling ten or more, is over-ambitious. Although designed to help parents understand what their children need to do next, these targets are not always clear. The main reason is that they sometimes use specifically educational language that is not necessarily part of everyday usage.
50. The school seeks to establish good lines of early communication with parents through home visiting and the school prospectus. These methods offer a good introduction to daily procedures. The Governors' Annual Report contains additional information, but omits an annual update on how the school's action plan is being implemented. It also omits sufficient statutory information about admission, access and facilities for pupils with disabilities.
51. The majority of parents are keen to see their children succeed and want them to do their best. The school is grateful for the support of those parents who help in the school. For example, a parent has volunteered to teach the steel pans – musical instruments that were originally purchased through parents' fundraising efforts. Other examples exist where parents are involved effectively with their children's learning. This type of support extends to school journeys and visits, and contributes strongly to the curriculum, enhancing learning well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. In 1997, at the time of the last inspection, a new headteacher was providing good leadership. In this respect, findings in this inspection are similar. A new headteacher has been appointed and a good start has been made. In 1997 much had been achieved in a short time, improving what was available for pupils. Nevertheless, several weaknesses in the support, monitoring and development of teaching were identified and a high proportion of unsatisfactory lessons was observed. Furthermore, the management of what was provided for older pupils was ineffective in several respects, leading to levels of attainment that were lower than they should have been. Present findings are that the improvements that had begun in 1997 continued. The school has made good progress with action taken to rectify its weaknesses. As a result, standards of attainment have risen to levels that frequently exceed both national averages and the averages of similar schools in the main core subjects of English, mathematics and science. Nevertheless, when the present headteacher was appointed, about a year ago, several areas remained that had been identified as in need of development. These areas included management and co-ordination of several other subjects including the effectiveness of procedures for assessing pupils' progress, aspects of the planning and quality of teaching, strategies for the management of pupils' behaviour, and increasing the involvement of governors and parents in the life of the school. Procedural difficulties with financial management had also emerged since the last inspection.
53. The new headteacher has demonstrated very good leadership, which includes good ideas about how to make improvements. While overall management is satisfactory, aspects of delegation and sharing of responsibilities have been hampered by staff changes. However, the headteacher has carried out an audit of provision, communicating findings to her staff and making a good start on

introducing change, including the creation of a post of deputy headteacher. This position had not existed for a number of years, until the present headteacher made a temporary appointment a short while ago. Its introduction, followed by a permanent appointment this term, gives the structure of management a more solid basis. It allows for the introduction of a team of managers from next September. Plans show that this will consist of the headteacher, deputy head, special educational needs' co-ordinator and a senior teacher. It offers the prospect of regular meetings to discuss the school's performance and of sharing the responsibilities for monitoring, support and development of subjects and aspects across the whole curriculum. The headteacher has also been successful in tightening the planning of subjects to reflect requirements of the National Curriculum more closely. The overall quality of teaching has also benefited from her advice, support, monitoring and feedback.

54. Governors are effective in fulfilling their responsibilities to the school. They acknowledge the part that the headteacher has played in their improved knowledge of the school and involvement in it. Several governors emphasised her openness in including them in discussions and her willingness to inform them fully about the school's weaknesses, as well as its strengths, seeking their supportive, yet critical involvement. For example, the headteacher and governors are together concerned that the school experiences a high turnover of staff. This factor has undoubtedly been another contributory factor in delaying a settled structure for the monitoring and management of several subjects and aspects. Parents at the pre-inspection meeting expressed the view that frequent changes of staff are a recent feature at the school. However, references to a high turnover are found in the inspection report of 1997. Teachers' letters to governors when they leave usually contain personal reasons, or reasons of promotion. Furthermore, recruitment is not significantly different from that in many schools in large cities. In view of this, the headteacher, her new deputy and governors have identified the need for further development of systems of induction, assessment and data gathering. These procedures will be used to inform new members of staff about the requirements of their classes, so newcomers' planning is immediately effective. In the main, governors meet the statutory requirements that are laid down for them. However, omissions have occurred in their annual report to parents. For example, they do not explain arrangements for the admission and access for people with disabilities, and they do not annually include statements about improvements since the last inspection and progress on their action plan.
55. Evaluation of the school's results and monitoring its overall performance are good. Action taken to improve the quality of teaching has been effective since the last inspection. Teaching contained several unsatisfactory features in 1997, especially in classes for older pupils. Expectations of what its pupils could achieve were too low. Only one example of unsatisfactory teaching was seen in this inspection, and pupils' achievements are far better. The results of tests and assessments are analysed well to establish overall patterns and trends. However, details of how the school's various ethnic groups make progress separately, compared with attainment in year groups as a whole, is not yet being monitored rigorously enough. Nevertheless, the headteacher's identification of what needs to be done in the future is very close to what has been found in the inspection. The commitment to rectify these aspects is strong, both amongst governors and staff. The school's procedures for performance management are developing satisfactorily. Arrangements for newly qualified teachers meet both local and statutory requirements and are therefore sound. The new deputy head also feels welcome and well supplied with support and information about what she needs to carry out her role successfully.
56. The school's use of its resources, including its funding, is satisfactory. However, during a period that ended about a year ago, significant difficulties occurred with the monitoring of the budget. Systems were not sufficiently adequate to deal with the situation and more money was spent than was received as income. As the errors involved public money, the overspend had to be repaid from subsequent allocations of funding and a programme of repayment was agreed with the local authority. In fact, the school has done well to repay what was due at a faster rate than was set. However, for this reason, its contingency budget to cover emergencies is much smaller than the nationally recommended sum. Nevertheless, a workable budget for the current year has been set and, next year, a higher sum for contingencies should be available. In practice, the situation does not appear to have affected levels of resources to any great extent. A new bursar is now working at the school. She is providing governors with regular information about receipts and

spending. She is efficient and contributes much to the smooth running and understanding of financial accounts, keeping thorough electronic records. General administration is also efficient and effective. Best value is sought satisfactorily by comparing prices in different catalogues, seeking quotations for repairs or maintenance works, and taking relevant professional advice about the quality of proposed purchases. Systems for checking pupils' attendance are also in place. Uses of new technology to help manage the school are satisfactory. Funds that are provided for specific purposes are recorded under separate budget headings and are spent legitimately.

57. Staffing and learning resources are generally adequate. The school now has a full complement of teaching staff. The headteacher and governors plan to continue to target professional development and in-service training as priorities, particularly as many teachers are relatively inexperienced, or overseas trained. In nearly all situations, teaching assistants are sufficient to match pupils' learning needs and these members of staff understand their roles well. However, in the case of pupils with English as an additional language, occasions arise in classes for younger pupils, when the lack of an assistant for their specific support loses valuable learning time. Learning resources are adequate and storage and accessibility of equipment are also improving. However, certain aspects of accommodation are unsatisfactory. For example, several rooms are small and serving more than one purpose. The music room is too small for lessons with a whole class, so the hall is often used instead. Furthermore, the school has no room set aside for the teaching of information and communication technology. The playground is also narrow, which restricts its use for physical education, especially for older pupils, who need space for successful practice and exercise. However, given the school's present site and circumstances, it is difficult to see what more can be done.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The school's own identification of its strengths and weaknesses is good. The headteacher and governors have already identified nearly all features that inspectors have found in need of improvement. However, changes in staff, including senior managers, have had the effect of slowing down the introduction of improvements related to management, especially in the use of assessment other than in English and mathematics and the delegation of responsibilities.
59. The headteacher, staff and governors should:
- (1) Raise standards in English to match what is attained in mathematics and science, by:
 - a) increasing opportunities for drama and speaking in front of groups (see paragraphs 26 and 80);
 - b) placing a strong emphasis on increasing pupils' general vocabulary, both in what they say and what they write (see paragraphs 5, 28 and 80);
 - c) helping pupils to use and understand standard forms of spoken and written English (see paragraphs 5 and 82);
 - d) analysing the results of different ethnic groups to discover whether overall attainment can be raised by improving the attainment of a particular group(s) (see paragraphs 1, 29 and 55);
 - e) increasing the availability of teaching assistants with expertise in English as an additional language, particularly in classes for younger pupils (see paragraphs 60, 62, 63 and 83).
 - (2) In those classes where it is inconsistent, improving behaviour to match what is found in those classes where it is at its best, by:
 - a) reviewing the length of lessons, including literacy and numeracy, to ensure that some are not too long to match the particular needs of pupils attending the school, especially those with short spans of attention (see paragraphs 21, 26 and 89);

- b) ensuring that all teachers have sufficient successful strategies to manage the behaviour of pupils with identified emotional and behavioural difficulties (see paragraphs 14, 20, 22, 23, 83 and 97);
 - c) reviewing the school's systems of rewards and sanctions to ensure that they are appropriate to meet the needs of pupils at the school (see paragraph 37).
- (3) Improve management of subjects, by:
- a) ensuring that the good procedures for assessment in the core subjects are spread to other subjects across the curriculum in an appropriate and manageable form (see paragraphs 41, 107, 111 and 120);
 - b) where appropriate, delegating the monitoring and support of teaching and development of assessment and its uses to co-ordinators and other managers (see paragraphs 41, 52, 111 and 115);
 - c) where co-ordinators identify members of staff with good practice in their subjects, ensuring that it is always shared with and modelled for others (see paragraphs 107, 111 and 115).
- (4) Raise attendance closer to the national average for primary schools and improve pupils' punctuality, by:
- a) ensuring that all parents understand the consequences of poor attendance on their children's learning (see paragraph 40);
 - b) following up absences more quickly and rigorously (see paragraph 40);
 - c) bringing to parents' notice that authorised absences for holidays are entirely at the school's discretion, not the parents' (see paragraphs 17 and 40);
 - d) introducing more rigorous systems at the start of the day to promote arrival on time (see paragraphs 17 and 40).

Other features that governors might like to include in an action plan

- 1) Emphasise and increase planned opportunities for spiritual development in lessons (see paragraph 33).
- 2) Review daily planning in the reception class to ensure that it always fully reflects the needs of children at this early stage of their education (see paragraphs 19 and 64).
- 3) Build on the good start made in identifying gifted and talented pupils and providing further specific activities to help them learn at their level (see paragraph 27).
- 4) Explore specific uses of information and communication technology to support pupils with special educational needs (see paragraph 118).
- 5) Review the language used in written reports to parents to ensure that they are free of educational jargon (see paragraph 49).
- 6) Ensure that in the Governors' Annual Report, parents receive:
 - information every year about the school's progress since its last inspection, with particular emphasis on their action plan (see paragraphs 47 and 54);
 - full information about arrangements for admittance and access for adults and pupils with disabilities (see paragraphs 47 and 54).
- 7) In the long term, explore and seek whether ways exist to overcome the school's difficulties with accommodation (see paragraph 57).

English as an additional language

60. The overall progress made by targeted pupils with English as an additional language is good by the time they leave the school in Year 6. However, while it is sound, it is not as rapid in Years 1, 2 and 3 as it is in the older age groups. Nearly all pupils with English as an additional language respond well to the specialist support that they receive. However, it is not present frequently enough for younger pupils to make as rapid progress as older ones. Nevertheless, the overall good response reflects pupils' positive attitudes to learning. Their willingness to try hard helps them to integrate well into the daily life of the school and what it offers. As a consequence, they relate to each other and their teachers with care and courtesy. This strong attribute contributes strongly to the success of these pupils and the overall rate of progress that they make.
61. The teacher, who is funded from the ethnic minority achievement grant (funding made available from central government to support the learning of minority groups), has satisfactory knowledge and understanding of her role. Her teaching, in partnership with the class teachers whose pupils she supports, involves her in their planning, although this aspect is sometimes not sufficiently detailed with the roles clearly outlined. Pupils' specific language needs could be effectively focused more rigorously. However, her teaching is sufficient to allow her to deepen and broaden the targeted pupils' understanding of what is expected of them in the school's classrooms. The support that she provides to small groups through the school is relatively more effective in this respect. Pupils observed on such occasions gained a great deal in appropriate use of vocabulary in the context of developing their reading and writing skills. These pupils also benefit from effective day-to-day strategies such as adaptations of normal work by class teachers. Teachers are generally well aware of explaining what is to be learnt in a way that encourages understanding of what needs to be done to make the planned progress.
62. Pupils from minority ethnic backgrounds have access to all activities that the school provides. Specialist support is nearly always given in class, without withdrawing pupils from teaching of the National Curriculum. However, limited opportunities are available for them to hear a bilingual speaker explain unfamiliar vocabulary or a difficult idea in their home language.
63. While pupils make satisfactory progress in Years 1 and 2, the situation with regard to what is provided is mixed. It is inadequate in terms of meeting the extent of needs, whereas the quality of the teaching that is available is good. It is because this teaching is good that pupils make the progress that they do. However, the availability of support does not ensure that younger pupils always receive help when they need it, nor does it include pupils who are at a more advanced stage of English acquisition. Furthermore, the lack of bilingual adults who speak pupils' home languages also limits progress in the case of pupils at an early stage of learning English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	22	14	1	0	0
Percentage	2	10	53	33	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	87

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	73

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	9	9	8
	Total	24	23	24
Percentage of pupils at NC level 2 or above	School	86 (96)	82 (88)	86 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	8	8	7
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	79 (85)	79 (85)	79 (85)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	14	15
	Total	23	25	28
Percentage of pupils at NC level 4 or above	School	82 (100)	89 (96)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	13
	Girls	12	14	15
	Total	23	25	28
Percentage of pupils at NC level 4 or above	School	82 (79)	89 (100)	100 (100)
	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	73
Black – African heritage	23
Black – other	2
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	25
Any other minority ethnic group	42

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	21.1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	67

FTE means full-time equivalent

Financial information

Financial year	2001-2
	£
Total income	602,428
Total expenditure	599,593
Expenditure per pupil	3,091
Balance brought forward from previous year	0
Balance carried forward to next year	2,835

Recruitment of teachers

Number of teachers who left the school during the last two years	8.6
Number of teachers appointed to the school during the last two years	7.4

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	7	1	0
My child is making good progress in school.	34	55	5	3	3
Behaviour in the school is good.	46	43	5	5	1
My child gets the right amount of work to do at home.	32	41	12	13	3
The teaching is good.	43	41	5	3	8
I am kept well informed about how my child is getting on.	38	39	20	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	30	11	3	1
The school expects my child to work hard and achieve his or her best.	56	40	3	0	1
The school works closely with parents.	36	36	17	6	5
The school is well led and managed.	40	40	7	4	9
The school is helping my child become mature and responsible.	50	41	5	4	0
The school provides an interesting range of activities outside lessons.	30	36	21	10	3

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

64. Currently, 29 full-time pupils attend the reception class. Overall attainment on entry to the class is below what is usually found, especially in the important area of communication, language and literacy. They are taught the six areas of learning for their age group as laid down in *The Curriculum for the Foundation Stage* (a government publication that explains what to teach children in nursery and reception classes). However, while satisfactory, planning was sometimes too influenced by subjects of the National Curriculum. As a result, closely related skills, such as looking at artefacts to seek information in history, geography or religious education, which at this age are best taught together as an area of learning, become separated. The links between them are then harder for these young children to understand. Nevertheless, teaching was good, as it was in the last inspection. Its quality has therefore been maintained and, in some respects, improved upon. For example, excellent teaching occurred in a lesson that focused on physical development and no unsatisfactory teaching was observed.
65. The overall quality of teaching was consistently of this good quality in all areas of learning, except on occasions when it was even better. As a result, children acquire knowledge well and make good progress. Children of different backgrounds and various ethnic groups have equal access to what is taught and arrangements for those with special early learning needs are good. Children with English as an additional language are also well catered for. In a very good lesson about letter sounds, for example, they made good progress. The teacher sets high standards, but at the same time is sympathetic towards the needs of the young children in her care. Her management and organisation are excellent, which contributes to children's good attitudes and behaviour. The children respond well to their teacher's approach, listening attentively and trying hard. In turn, good uses of time result, leading to thorough learning of basic skills. Ongoing assessment and evaluation procedures are good and the information that is gained is used to plan and adapt future lessons.

Personal, social and emotional development

66. Children's personal and social development is of a wide range when they enter the reception. A substantial majority has come from local nurseries or playgroups, but a few come straight from home. Care is taken to assess their different experiences before they enter the class and home visits and meetings for parents are set up. At first, a few of the children find it hard to sit still and listen and to take turns when speaking and using resources. Nevertheless, nearly all children are likely to achieve the early learning goals (statements in *The Curriculum for the Foundation Stage* that describe what children ought to know when they enter Year 1) for personal, social and emotional development. This finding represents a good rate of progress, which is based on good teaching.
67. The reception teacher and her assistant are very ready to praise and encourage children when they help each other and show good attitudes towards work. The adults provide good examples for the children. They co-operate with each other, and consistently speak to them with respect. This good teaching sets the tone for personal, social and emotional development. The children learn well from it. They settle quickly and acquire good habits of behaviour. They learn to listen and concentrate and to follow the required routines of their classroom.
68. Opportunities are planned to share toys, equipment and resources, and to work and play together in ways that structure social learning. Adults in the reception are also quick to offer children praise for kindness and sensitive attitudes towards others' achievements. As a class, they frequently join the school's assemblies, in which Christian values of tolerance and forgiveness are often promoted, supporting their understanding of co-operation with others. In a good lesson, children sat in a circle and used a shell to indicate who was the speaker. They each completed the sentence: "I wish for..." They appreciated each other's ideas well, listening attentively. The

teacher was sufficiently confident to allow appropriate gasps of excitement, all of which promoted self-esteem well. As a result of this good teaching, children learnt to co-operate well and to show interest in what they and each other do.

Communication, language and literacy

69. Several children join the school with skills in language and literacy that are below those that are usually found. Another group speaks English as an additional language and a high proportion of these children is at an early stage of learning English. In this important area of learning, therefore, overall attainment on entry to the reception is well below what is usually found. By the time they enter Year 1, children have not been at school for long enough to make up this ground and are unlikely to reach the early learning goals that relate to communication, language and literacy. Nevertheless, children make good progress in relation to their starting points. At first, for several children, verbal communication involves only a few words of English and even some native speakers often employ short, sometimes incomplete, sentences. Adults in the reception are very aware of these factors and use talk to good effect. They listen attentively to the children during activities, employing good teaching techniques of question and answer, developing children's confidence in talking to each other and to adults. An example of this was seen in good teaching that focused on the life-cycle of butterflies. Opportunities to extend vocabulary were taken effectively, such as when the word "synopsis" arose in connection with a book. Adults in the reception generally use books well. During a literacy session, skilful teaching raised interest in characters and what would happen next. Pupils knew that text goes from left to right and recognised simple words. Higher attaining children showed that they remember the stories that they hear and re-tell them in the correct sequence. The teacher used a variety of approaches. Different methods included writing words down, and the teacher's assistant took the opportunity to model sentences with another group.
70. The overall quality of teaching is good. It is based on good knowledge of what each child can do and should do next, and the use of good methods that are appropriate to the age group and its needs. The sounds of letters are introduced systematically. A very good lesson that was led by the teacher with responsibility for English as an additional language resulted in children identifying the first letter of words from their initial sound. This lesson was very well planned, so children who already knew these sounds and letters applied their knowledge to the use of dictionaries. As a result, nearly all children make good progress at suitable levels. Children with English as an additional language are taught well, as are those with special needs. Planning is adapted to meet these different needs, and adults are well aware of those children who require extra help, supporting them carefully and ensuring that they know what to do next.

Mathematical development

71. Children's attainment in mathematical development is on course to match what is normally expected in the early learning goals by the time they enter Year 1, including many children who are likely to exceed the goals. Achievement is therefore good. Nearly all children can say their numbers up to ten, and many go beyond this to 20, 30 or even more. The teacher's knowledge of the subject is clearly sufficient to meet the needs of the age group well, ensuring that children understand the nature of counting. In a numeracy session, several children demonstrated that they knew "one more" and "one less", and higher attainers used pencil and paper to record their answers to simple questions. All the children worked very well at the tasks that were set. In a registration session that was taken by the assistant, they used their mathematical knowledge to answer her questions about how many were present. On another occasion, children in a group showed that they could sort shapes. Furthermore, work that was provided as a sample for inspectors contained examples of children telling the time in full hours, such "four o'clock" or "seven o'clock".
72. Teaching of mathematical development is good. Consequently children are making progress based on thorough learning of basic skills. What was seen suggests that they enjoy this area of learning and respond well to their teacher's praise and encouragement.

Knowledge and understanding of the world

73. Many children enter the reception with a low level of general knowledge in comparison with what is usually found. However, progress is good, because interesting activities are offered and children are given opportunities to find out about their surroundings and other places. For this reason, by the time they begin work on the National Curriculum, their knowledge and understanding of the world is likely to reach what is described in the early learning goals for this area. Children observe displays on tables in their classroom; they explore ideas such as 'dry' and 'wet' and use water for pouring, measuring and similar activities. They plant seeds and watch them grow.
74. Teaching of knowledge and understanding of the world are good. For example, in a well planned lesson, opportunities were provided for children to learn about timelines. They worked with the assistant, using photographs of themselves when they were younger. Other children observed caterpillars with the use of plastic tubes. A computer program supported further learning well. Children used the mouse to click areas of the screen accurately, controlling the program well.

Physical development

75. Children's physical development is on line to meet what is normally expected for their age, as described in the early learning goals. They make good use of space outside, honing skills such as throwing and catching, developing hand and eye co-ordination. Planning shows good opportunities for them to practise running and jumping skills.
76. Children build and construct models. They work on paintings and use kits, re-cycled boxes, cardboard, plastic, paint, crayons and other tools and materials provided in their classroom. They join parts together in different ways and colour them. Teaching of this area of learning is planned well and results in good learning.

Creative development

77. Attainment in creative development is on course to meet the early learning goals by the time children enter Year 1. Children use a range of media to create their art and craft. During the inspection, their classroom was attractively decorated with several of their artistic works. These included *Our Bean Story*, which linked well with knowledge about the growth of plants and three-dimensional pupae that linked with work on the life-cycle of butterflies. Singing of number rhymes and similar songs is also undertaken. They experience specialist teaching of rhythm, using percussion instruments and learning simple songs.
78. The quality of teaching is good, because of good knowledge of the area of learning and good management of children. As a result, children spend due amounts of time on activities and acquire skills well.

ENGLISH

79. During the inspection, pupils' work was below average towards the end of Year 2, but was close to average in Year 6. These standards represent both considerable improvement since the previous inspection and good overall achievement, bearing in mind pupils' attainment on entry. Nevertheless, attainment is not as good as in mathematics and science. Several reasons exist for these differences, including the low level of attainment on entry and high proportions of pupils with special educational needs with respect to literacy, and with English as an additional language. In Years 1 and 2, achievement is sound, rather than good. By the end of Year 2, pupils have spent insufficient time at school to reach average levels.
80. Pupils' attainment in speaking and listening is below nationally expected levels at the end of Year 2 and it remains a little below expected levels in Year 6. Many younger pupils listen to stories with interest. Higher attainers sustain concentration and respond positively to opportunities to talk

and converse about events that are important to them and their work. However, a significant minority of pupils express themselves in short, rather simple sentences, and sometimes only single words. They appear to lack either the confidence or vocabulary to develop an argument or to speak in front of a group. To some extent, especially in the case of pupils for whom English is an additional language, this finding is understandable. Nevertheless, by Year 6, it is still apparent in a few pupils, and partly reflects few planned opportunities for activities in drama, none of which were observed during the inspection. However, most pupils in Year 6 organise what they say clearly, with a good regard to their listeners' needs. They contribute to discussions in their classroom and speak up well.

81. Reading standards are about average through the school with several pupils at a higher level towards the end of Year 2. Younger pupils are satisfactorily acquiring awareness of phonics and how to build up words from the sounds that different letters make. Many read accurately, although not always with complete understanding and expression. Less able pupils, including those with special educational needs, are often at early stages of developing the skills of recognising words. Their understanding of what they read is also more limited. These findings are also true of several pupils with English as an additional language. Conversely, many pupils in Years 3 to 6 are independent readers, retrieving information from a variety of sources including non-fiction and the Internet. Their skimming and scanning skills are often well developed, as was observed in Year 6, when pupils practised with previous National Curriculum test papers. Strategies employed, such as guided and silent reading, have started paying dividends in terms of pupils' reading speeds and general attainment. Evidence suggests that several pupils enjoy reading poetry, with older pupils showing a well developed sense of rhyme and rhythm. Pupils demonstrate adequate skills of research. However, many younger ones are unsure of their favourite authors, and the research library was inaccessible during the inspection.
82. Standards of writing are below average in most year groups although, as with speaking and listening, less so in older age groups and, by the time pupils leave in Year 6, have risen to about average. The National Curriculum requirement to provide opportunities to write for different purposes is met well. Pupils in Years 1 and 2 enjoy rewriting in their own words stories they have heard. Higher attainers describe characters well, demonstrating the use of appropriate adjectives and basic punctuation. However, a significant minority, including less able pupils and those learning English as an additional language, have difficulty with writing meaningful sentences unaided. These pupils are often unsure of standard sentence construction, using inappropriate punctuation. In Year 6, many pupils demonstrate understanding of how to structure stories and develop persuasive writing. Pupils of all abilities, particularly higher attainers, pay increasing attention to grammar and punctuation. In Years 4 and 5, vocabularies that are specific to particular subjects are taught and grasped well across the curriculum. However, pupils' general vocabulary remains a little restricted for their ages. Nonetheless, several higher attainers demonstrated good examples of imaginative extended writing, including the use of word processing. Some older pupils were observed developing skills related to drafting and evaluation of their own work. Spelling difficulties persist for many. Pupils' handwriting and presentation are generally very good, although a few do not extend the neatness seen in their handwriting lessons to everyday situations.
83. Teaching is satisfactory in Years 1 and 2 and usually good in Years 3 to 6. In good teaching, effective questioning rooted in good subject knowledge and planning enhances pupils' responses and understanding, which is why writing improves faster as pupils get older. This factor, together with imaginative use of resources, engages pupils in the learning process well, while giving lessons a brisk pace. For example, in a lesson for older pupils, effective interventions from the teacher enabled pupils to select appropriate adjectives. In another, the teacher's examples and explanations inspired pupils' confidence to produce stories. Planning for these lessons is often linked to homework, and good organisation and management have a positive impact on pupils' learning and behaviour. In otherwise satisfactory teaching, adaptation of what was taught did not fully meet the needs of all pupils in the class. On other occasions, insufficient use was made of sessions at the end of lessons. Teaching methods often benefited well slow learners and pupils at early stages of learning English. Supporting staff make a good contribution to promoting pupils' attainment and progress. When the teaching is good, many pupils show high levels of motivation

and concentration. They engage readily in answering teachers' questions and contribute to discussion. Many show the potential to work independently. Their good attitudes are partly owing to good self-motivation and partly because teachers involve them well with explanations about why tasks are set. They are enthusiastic about activities and collaborate well, when encouraged to do so. However, in a minority of lessons, pupils with identified emotional and behavioural difficulty are not well catered for. The main reason is that strategies for the management of their behaviour are not effective soon enough. As a result, other pupils are distracted and learning slows down. The quality of specialist teaching and support for pupils with English as an additional language is good. However, it is not available frequently enough in classes for younger pupils, and progress is not as rapid on occasions when specialist support is not present, as when it is.

84. The National Literacy Strategy is well established. Literacy skills are well developed across the curriculum. This development includes a range of successful initiatives such as target setting and good procedures for keeping track of pupils' attainments. The subject also benefits from good management, resourcing, assessment and monitoring. Books both in classrooms and the library include a suitable and accessible range of literature, featuring good children's authors and dual language texts. The school has appropriately identified the need to raise standards in writing. The new co-ordinator is aware of the need to encourage the use of standard English, more planned opportunities for developing pupils' speaking and listening skills, and further planned use of information and communication technology to support learning.

MATHEMATICS

85. Overall standards in mathematics have remained the same as at the last inspection for pupils up to and including the end of Year 2. It has improved from below average to above for children of 11 and above. This indicates a very good improvement overall. It is related to the introduction of the National Numeracy Strategy, improvements in the quality of teaching and the range of the curriculum. The achievement of older pupils up to and including 11-year-olds is particularly good considering the significant proportion with special educational needs, as well as the high number that joins the school speaking little English.
86. Inspection evidence indicates attainment in mathematics is in line with national averages for pupils in Year 2, with some aspects being above. When they enter Year 1, the attainment of pupils is close to the average for their age. The children in Year 2 can do calculations with numbers up to 100 such as $51+19$. They also do work on time, measure distances accurately in centimetres and know the names of common two- and three-dimensional shapes. In Year 1 they added together three numbers such as $20+5+1$.
87. In Year 6, inspection evidence shows that attainment is above the national average. Pupils carry out long multiplication, such as 61×23 , and long division such as $575 \div 23$ and they explain the strategies that they use. They have learned the names and properties of common two- and three-dimensional shapes, and can work out the perimeter and area of a variety of shapes. Higher attaining pupils use cubic centimetres to work out the volume of regular cuboids.
88. Pupils make satisfactory progress in Years 1 and 2. Learning in Years 1 and 2 is satisfactory and relates directly to the quality of teaching. In the good lessons, teaching proceeds at a good pace and pupils' interest is maintained well. In the satisfactory lessons, the pace is slower as more time is spent on minor disciplinary issues and interest levels drop. In Years 3 to 6, learning in all lessons seen is good; sometimes it is very good, except for one class of lower attaining pupils who found learning particularly difficult, even though what was taught was adapted well. Pupils in Years 3 and 4 recognised reflective symmetry well. In Years 5 and 6, teaching focused on mathematical functions. Work was planned well, including good adaptations to meet the needs of pupils with different prior understanding. As a result, learning was effectively facilitated. Pupils of average attainment acquired knowledge and skills at normally expected levels successfully. Higher attaining pupils understood complex functions including squared and cubed numbers. Lower attaining pupils were supported by the special needs co-ordinator and achieved well,

working on simple sums. No difference was evident in the progress of boys and girls. Pupils with English as an additional language made good progress in the observed lessons. Achievements are good, bearing in mind pupils' starting points and comparing these with their final attainment when they leave the school.

89. The overall quality of teaching is good, although it is often better in classes for older pupils than in younger age groups. Teachers have good subject knowledge and use the National Numeracy Strategy well. Their knowledge of their pupils' abilities is good and they plan suitable work accordingly. Relationships between teachers and pupils are usually good and apt teaching strategies support learning. For example, pupils are used to good effect to explain and demonstrate their own successful methods to the rest of the class. This works well, as pupils listen attentively to each other and in this way acquire basic skills. Teachers assess pupils' work effectively and use the information to plan future work and to set individual targets. Classroom assistants or other helpers are usually used well. They receive sufficient information about their role to support the groups with which they work. Information and communication technology is used adequately to support learning, but the library is not used for mathematical research. Good and very good teaching are characterised by an exciting pace of teaching, which thoroughly challenges pupils of all groups mentally. Where teaching is only satisfactory, a lack of pace and overemphasis on details of behaviour causes pupils to become restless and lose concentration. The pace of learning then slows down, lessening the use of the available time. Another occasion in which the use of time was not conducive to progress occurred when a numeracy lesson was extended to nearly an hour and twenty minutes. By the end, a few pupils were beginning to tire and thus lose concentration.
90. Pupils' attitudes to mathematics are generally good overall. They enjoy lessons and most sustain concentration well. Good behaviour is generally maintained throughout lessons, even when pupils with behavioural difficulties are present. However, some of these pupils lose concentration quickly if not kept on task by the teacher.
91. What is taught meets the requirements of the National Curriculum well, including number, shape, space and measures, and data handling. However, the quality and range of problem solving and investigations are limited. Pupils' skills in numeracy are often used very well. For example, they employ counting and time to support their testing of events in science, and good examples of practical measurement occur, for example, in design and technology.
92. Pupils with special educational needs are generally well supported in their work both by teachers and by classroom assistants. In general, pupils with special educational needs carry out similar work to the rest of the class, but adapted to a simpler level. Information and communications technology is used effectively across the school.
93. The subject is well managed. The co-ordinator has received related training and all teachers in the school have been trained to teach the National Numeracy Strategy. Training is available for other teachers to develop teaching skills as necessary. All classes have been monitored, both for teaching and planning, and teachers receive feedback to help them improve. Play areas and other parts of the school's exterior are appropriately used for practical measurement and support learning well on these occasions.

SCIENCE

94. Considerable improvement has been made since the last inspection. At the end of Year 2, bearing in mind attainment on entry, a reasonable proportion of pupils attains broadly in line with what is normally expected, so achievement is sound. However, at the end of Year 6, nearly all pupils now attain at least the expected level for their age, with many exceeding it. Overall attainment is therefore above average. National Curriculum tests in the past few years support this finding, showing steady improvement since 1998 and, in 2001, were well above the national average.

95. Improvements in the quality of teaching and what is taught are resulting in good learning overall. As a result, pupils' understanding of scientific ideas, including their experiments and observational work, progresses at a good overall rate through the school. During the inspection, an emphasis on work about life and living things emerged. For example, sound teaching in Year 2 consolidated and then extended pupils' knowledge of a range of characteristics and differences between living and non-living things. Confusion about whether plants are alive, and therefore should be categorised with animals, was clarified effectively when it arose. As pupils move on through the school, their knowledge is built on well. The use of national guidance helps to ensure that what is taught progresses systematically. In Year 3, pupils stated that plants have leaves to help growth and they planned a simple test to check their hypothesis, considering ideas of fairness. These ideas were developed further up the school. For example, in a good lesson in Year 5, pupils named many of the main parts of plants, such as stigma, stamen, root and stem. This lesson contained good adaptations of work to meet the requirements of groups of different prior understanding. For this reason, less able pupils were able to acquire knowledge at their own level and learnt successfully about flowers, stems and roots. Higher attaining pupils understood something of the processes that occur inside leaves when sunlight falls on them. In Year 6, pupils' written work demonstrated further progress in studies of micro-organisms and their good and bad effects on other organisms. Work in pupils' books shows that several are working at above average levels and are likely therefore to attain a higher than expected level in this year's National Curriculum tests. Attainment in other parts of the subject, such as the properties of materials and physical processes, is also above average.
96. The use of literacy is sound. For example, in the best practice, pupils write what they find out in their own words, using factual writing that is modelled for them, so it contains clear ideas of prediction, what was done and what was found out. However, on occasions, too much is copied up, missing the opportunity to teach and extend literacy skills. Numeracy is used well. Measurement was seen in use during experimental science, and pie-charts, tables and column graphs are employed to present findings. Information and communication technology is also used adequately to record pupils' results and to seek information. For example, in Year 5, pupils found several facts about salt-water solutions by accessing a website of Illinois University.
97. During the inspection, science teaching was generally satisfactory and led to satisfactory learning of knowledge and skills, except in Year 5, where teaching was good. However, other evidence shows that pupils generally learn well. In Year 6, for example, their work showed good recall and they used previously acquired knowledge well to help them understand the effects of micro-organisms. Good learning of this type was apparent in the work of most classes. Overall, the quality of teaching is therefore found to be good. Planning is generally good, containing a strong emphasis on observations and experiments. Inconsistency in the control of pupils with behavioural difficulties was often a contributory reason that lessons were adjudged to be satisfactory, rather than good. For example, in a lesson in Year 4, pupils became over-excited and noisy in an outdoor session when they observed habitats of insects. Strategies to manage this behaviour were largely restricted to tellings off and variations in the teacher's tone of voice. These methods were only partially successful. Nevertheless, on returning to the classroom, pupils demonstrated that they had gathered much relevant knowledge and information. They used good scientific language, and explained that organisms such as ants lived in habitats. They took their observations further, explaining that the school's flowerbeds were a good habitat for these insects, offering good reasons. During this part of the lesson, their behaviour was good and they showed considerable enjoyment of the subject and made good progress. Provision for pupils with special educational needs is well planned. Adaptations of work are prepared to enable these pupils to make progress. When necessary, they are supported well by knowledgeable assistants who support them well. Pupils with English as an additional language also receive the support that is necessary for them to understand what to do.
98. Co-ordination has brought about several improvements to what is taught. Developments of new systems of assessment are planned. However, separate analysis of the results of the school's various ethnic groups has not been carried out, so it is not clear whether any might need extra support or targeting to ensure that their learning matches that of all pupils. Opportunities for personal development are sound overall. Examples of good social development occur when pupils

need to plan experiments together and work collaboratively. Spiritual development, while satisfactory, is less apparent. Opportunities when pupils' scientific findings about the world might excite them are not identified in daily planning, so discussion about feelings of responsibility for its care and appreciation are sometimes missed.

ART AND DESIGN

99. At the time of the last inspection, attainment was in line with national expectations at the end of Year 2. However, progress from Years 3 to 6 was too slow so, by the time pupils left the school in Year 6, the standard of their work was below expected levels. Teachers' knowledge of how to develop artistic skills varied too much as pupils moved through the school and was often unsatisfactory in classes for older pupils. This weakness was connected to a failure to use appreciation of the work of famous and/or established local artists to help pupils with the development of their own skills. Many of these shortcomings have been overcome. As a result, standards are now meeting national expectations through the school and, on occasions, exceed them. For example, the use of famous works of art is well embedded in what is now taught. Ideas about composition, form, shape and colour developed through the use of works of Rousseau, Matisse, Monet, Van Gogh and Picasso were evident in different classes throughout the school. Furthermore, links with pupils' various ethnic backgrounds were also acknowledged in the visits of Moroccan artists and the use of African and Islamic patterns, as well as Caribbean themes. The latter arise through the school's preparation of an entry in the Notting Hill Carnival's "Children's Day". In this way, good contributions are made to pupils' appreciation of art in a broad range of different cultures. As a result, the imagination and attention of pupils of different ethnicity is captured and nearly all pupils are interested in the full breadth of what is taught.
100. Pupils are proud of their achievements in art. They are willing to explain their work freely and how they carried it out. Good teaching encourages them to share ideas and consequently they are supportive towards each other. In lessons that were observed, they used resources and simple tools sensibly and carefully.
101. In Year 1, pupils use paint confidently. Their work is skilful for their age group and demonstrates sound achievements. Their three-dimensional collage of *Tiger in a Storm* is also effective and carefully executed. In Year 2, pupils' choices of colour and use of dappling techniques, after looking at some of Monet's work, create good effects of light and shade. Good teaching ensures that such skills are built on effectively as pupils move through the school. For example, in Year 3, pupils' work on *Sunflowers* contained several examples of the use of vivid colours and composition of a very high standard for the age group. In a good lesson, what had been learnt previously was followed up well. Real flowers and Van Gogh's work were used to draw pupils' attention to similarities and differences between shape, colour and general proportions. In this way, observational skills were developed well. Such development of pupils' knowledge and skills continues through Years 4, 5 and 6. Planning shows that computer programs are regularly used to generate art work, including *Colour Magic* in classes for younger pupils and the Internet to seek information about the history of art and artists.
102. Teaching is generally good. It was of this quality in three lessons that were observed. It is based on good planning that follows a scheme of work and a policy that offers sound advice about how the subject should be taught. As a result, pupils' knowledge and skills are well developed, based on teachers' adequate knowledge of the subject and its requirements. Management of pupils was good in the lessons that were observed, leading to good uses of time, so learning of basic skills was good. Pupils with special educational needs are also well taught and supported. In Year 3, for example, these pupils shared teaching on how to use paint to approximate the thickness and vividness of Van Gogh's style. This help resulted in work that was of no less quality than that of most pupils in the class. One of them in particular was very pleased with the outcome, which promoted her self-esteem well, and thereby made a strong contribution to her personal development.

103. Since the last inspection, co-ordination, including the monitoring of displays, has clearly improved standards in the subject. The present co-ordinator is well qualified to continue its improvement further. Stronger uses of new technology are underway, with developments of the use of digital photography. Continued links with *Carnival* are planned and with a local Bangladeshi group.

DESIGN AND TECHNOLOGY

104. At the time of the last inspection, attainment in design and technology was below expected levels at the end of Years 2 and 6. What was taught was poorly planned and did not match the requirements of the National Curriculum. Little opportunity was provided for pupils to acquire skills related to designing and products were not finished adequately or evaluated. During this inspection, little evidence was available to make judgements of teaching and attainment. Although no overall judgement of attainment has therefore been made, what was available was in line with expectations. In a satisfactory lesson in Year 4, pupils were observed designing and making pop-up cards and books, using their own ideas to evaluate the effectiveness of what they were doing. Good ideas arose, such as drawing pictures on moving circles to tell a story. Pupils had the necessary skills to act on such ideas. Examples of purses and biscuit boxes on display indicate that older pupils design products for a purpose; cut to size, and join materials together successfully. Planning suggests that younger pupils generate designs by talking about what they would like to make, and then carry out their ideas using simple materials. What is planned matches expected levels in the National Curriculum.
105. In the lesson that was seen, pupils with special educational needs and those learning English as an additional language demonstrated a lot of interest in designing and making activities. They were supported sufficiently to take a full part in learning. Pupils generally behaved sensibly, which enabled them to make satisfactory progress, although at times the level of noise was high.
106. It is not possible to make an overall judgement of the quality of teaching. However, planning is satisfactory, and the school's scheme of work contains all elements that are required in the National Curriculum. Teaching in the lesson that was observed was satisfactory. Knowledge of the subject was sufficient to ensure good planning and adequate teaching of the basic skills. As a result, pupils acquired knowledge at the expected level for their age.
107. Co-ordination is shared between two teachers, who are recent to the role and still in the process of establishing themselves. However, strong links with subjects such as art, literacy and mathematics have been identified. The main target for developing the subject is to begin the monitoring of teaching, learning and assessment. At present, these elements are insufficiently developed to ensure that good practice is always recognised and shared, and weaknesses addressed. Resources are adequate.

GEOGRAPHY

108. It was not possible to observe geography lessons during the inspection. At the time of the last inspection, attainment was in line with national expectations towards the end of Year 2, but below expectations in Year 6. Currently, judging on the basis of the limited evidence available and pupils' explanations of what they have studied, attainment is broadly in line with expectations in both age groups.
109. Pupils in Years 1 and 2 have studied weather patterns and different types of weather. They know about the use of symbols. In Year 1, pupils understand simple ideas about places and geographical features in the context of the travels of Barnaby Bear. Barnaby is a character whom their teacher uses to explain about features and other places, by explaining his journeys to them. This teaching method supports their learning well as it enhances interest, helping pupils to concentrate. As they move through the school, their knowledge and understanding of weather is developed well. Pupils are taught about particular phenomena such as storms and tornadoes, and

places where they might occur. Further satisfactory progress occurs when pupils in Years 4 and 5 develop skills with maps. Planning shows that methods are again good. For example, map reading skills are related to seeking information about the places that pupils study. Other countries such as India and Australia are examples of this, as well as localities within the United Kingdom. Pupils in Year 6 demonstrated sound recall of their topic about a village in India and were able to make sensible comparisons with the locality around the school, pointing out similarities and differences.

110. It is not possible to make an overall judgement about the quality of teaching. However, future planning is generally sound and it is clear that the National Curriculum is taught through the school. Teachers and classroom assistants are aware of the needs of different groups of pupils, such as those with special educational needs or English as an additional language and adapt work and tasks accordingly. As a result, these pupils learn effectively and make sound progress.
111. Co-ordination of geography has not been a main area of development since the last inspection, although a commercial scheme of work to support the National Curriculum has been purchased and this contains the full breadth of what should be taught. Furthermore, good cross-curricular links were found. For example, a group of Year 5 pupils located Muslim countries on a map of Europe, in a religious education lesson. They understood how to use a key, which showed percentages of population, in order to make their judgements. Therefore, a good use of mathematical knowledge also occurred. The co-ordinator has identified monitoring of teaching and learning, and a lack of procedures for assessing how quickly pupils are making progress, as areas for improvement. The inspection confirms that these aspects contain weaknesses. Resources for teaching the subject are adequate, although a shortage of software to support the use of information and communication technology has been identified.

HISTORY

112. At the time of the last inspection, attainment was generally in line with national expectations. These standards have been maintained. In this inspection, attainment is also in line with those expected for pupils' respective age groups. Pupils in Year 2 demonstrate a growing awareness of the passage of time and how they have changed since they were babies. Higher attainers have started linking change with growth and talk about how some of their physical features remind them of older members of their families whom they look like. This learning provided good personal development, introducing the class to ideas of belonging to a family. Pupils in Year 6 demonstrate a well developed understanding of chronology, suggesting their own questions and using appropriate sources of information to find and record answers about schools in the past. Higher attainers identified similarities and differences in education in ancient Greece and modern Britain. In Year 5, pupils used a timeline to establish the chronological periods between Tudor times and the present. Higher attainers successfully researched information about the daily life of a sailor as part of a project on Tudor exploration. Pupils generally knew about what early explorers did and why, although their ideas about the effects of exploration from the point of view of indigenous populations were limited. This lack of knowledge represents a missed opportunity for rich personal development in view of the various ethnic backgrounds of pupils at the school.
113. The overall quality of teaching is satisfactory, including good features, especially in classes for older pupils. Good teaching is characterised by good knowledge, effective use of questioning and sensitive management of pupils. Careful planning, involving consolidation of pupils' understanding of chronology and exploration of uses of historical evidence, was observed on several occasions. Most teachers manage pupils well.
114. The quality of teaching, as expected, was closely related to how well pupils learnt. However, the majority of older pupils showed high levels of motivation and concentration, which also contributed strongly to the effectiveness of their learning. Progress of pupils with special educational needs and those learning English as an additional language was also good, although with respect to written work, their recording of information was sometimes slow.

115. What is taught is based on the recommendations of the Qualifications and Curriculum Authority and therefore meets National Curriculum requirements well. Resources are satisfactory with the need for artefacts to be upgraded. Few assessment procedures are in place, though a history portfolio focused on the Black History Month has been introduced. The co-ordinator has identified the monitoring of teaching and learning as areas for development. The lack of direct monitoring means that good teaching practice, as well as deficiencies are unlikely to be identified.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards for pupils towards the end of Years 2 and 6 broadly match national expectations. However, since the last inspection, they have improved from well below national expectations to in line with expected levels, which represents a significant gain. At the time of the last inspection, what was taught failed to meet the requirements of the National Curriculum. This is no longer the case. A complete curriculum is now taught. By the end of Year 2, pupils develop adequate mouse and keyboard skills. They use these skills to create pictures, for example, drawing graphics and patterns, and creating and questioning a simple database. By Year 6, pupils can word process skilfully, choosing the appearance of their text by selecting fonts, alignment, and other features, and adding pictures and borders. They can find information from the Internet and use a spreadsheet or a database to create graphs. Pupils have the opportunity to control and program models and control a simple robot. However, because of the lack of space in the school, which prevents it from setting up a computer suite, access to computers is difficult. Opportunities to develop provision further in the subject are limited. Under the circumstances, the school is doing well to achieve the standards that it does.
117. Two lessons were seen where information and communication technology skills were taught on their own. In other lessons, computers were used appropriately to support other subjects. Overall, the teaching of information and communication technology is satisfactory, including elements that are good. Teachers know their pupils' needs well and have good relationships with them. Planning is good. However, in one case the lack of available computers restricted the development of skills after the teacher had introduced the activity to the class. Nonetheless, teachers are generally confident with using a range of applications on computers. When children are working on the computers, teachers monitor and support them frequently.
118. Across the school, children's learning using information and communication technology is satisfactory, and sometimes it is good. The clustering of computers into groups within or near classrooms has to some extent overcome the lack of a suite. This improvement is evident in the raised level of pupils' skills developed since the last inspection. However, it is still difficult for teachers to provide adequate opportunities for practice for a whole class. Nevertheless, pupils are very confident about using the technology. They log on to websites and find information quickly and naturally. For example, in Year 2, pupils understood the use of a program to help with addition in a mathematics lesson. Their skills were sufficiently advanced to control all the applications that they needed. Older pupils, in Year 5, learnt how to control a robot. They showed clear understanding, writing short programs of their own to move a graphic-robot around the computer screen. Pupils with special educational needs learn at the same rate as other pupils, although information and communication technology programs that are designed to support them specifically are only used to a limited extent.
119. Pupils' attitudes to the use of information and communication technology are usually good. Their behaviour is satisfactory, they sustain concentration, listen to their teachers and then get on with their work. They obviously enjoy opportunities to use the technology and get benefit from it, but the lack of opportunities for access hindered their development.
120. The subject has recently had a new co-ordinator appointed to manage it. She has a great enthusiasm for it but has not had time to make a significant impact. Teachers have received some training but not all are fully confident in how to develop it across the curriculum. There are a recent subject policy and a scheme of work in place. An assessment system has been introduced but is not yet fully functioning. The teacher has had no opportunities to monitor teaching of the subject

and is aware that there is no complete picture available as to how the children develop skills with the technology.

MUSIC

121. At the time of the last inspection, a rich musical curriculum was provided, including many different opportunities to use instruments, to learn about rhythms and to sing. Attainment was in line with nationally expected levels through the school and singing was a particular strength. Findings are similar in this inspection. Overall, standards are in line with national expectations through the school. Several examples of singing of high quality were heard, including during assemblies, choir practices and in some lessons. *Sing Hosanna* was a particular example of excellent pitch, rhythm and diction during a lesson in Year 4. Pupils' achievements in the subject are often very good. For example, the choir has succeeded in local competitions and festivals, and has sung at St John's, Smith Square and recently at the Royal Albert Hall.
122. A music specialist teaches the subject in all classes, which ensures that pupils benefit from good knowledge of the subject. Several pupils, especially in older age groups, are very interested in the subject and have a high self-motivation. As a result they listen well and want to succeed. This characteristic was observed in lessons in Years 5 and 6, during planned activities in small groups such as learning the guitar, and in after school clubs, for example with steel pans. Pupils with special educational needs are also involved well and perform with interest and enthusiasm. Despite these good features, an unsatisfactory lesson was observed in Year 2. It occurred because the management and organisation of the lesson was not good enough to prevent a significant loss of time. Pupils lost interest because it took too long to hand out instruments, and pencils and paper. Many had become inattentive by the time that the main point of the lesson started. As a result, the quality of learning was adversely affected. The class teacher, who was present, had to intervene to restore pupils' concentration. Nevertheless, pupils demonstrated sound understanding of non-standard forms of musical notation, using pictures to symbolise different types of sound.
123. Many activities reflect the musical styles of pupils' cultural environment. Placing these musical traditions into the context of school is good practice as, in turn, it helps to enhance pupils' empathy with what the school provides, as well as their personal esteem.
124. The overall quality of teaching is satisfactory, although it is often better in classes for older pupils than in younger age groups. The teacher has identified that she is more comfortable with older pupils and this factor is likely to be a contributory reason. Lessons are well planned and include opportunities for pupils to perform what they compose, raising their confidence. Skills clearly progress as pupils move on through the school. For example, in a satisfactory lesson in Year 3, the teacher emphasised the difference between long notes and short notes. By the end of the lesson, pupils had worked out their own systems for writing down rhythm patterns. In Year 6, in a good lesson, in which well-designed resources were introduced effectively, pupils demonstrated knowledge of standard musical notation. They sight-read successfully, using standard crotchets, quavers and crotchet-rests, producing rhythms on various percussion instruments.
125. Overall management of the subject is sound. What is taught is planned systematically. Pupils receive opportunities to learn various instruments, including recorders, violins, keyboards and others. The specialist teacher has her own satisfactory procedures for assessing pupils' progress.

PHYSICAL EDUCATION

126. Standards in physical education have been maintained since the last inspection, and the school has made satisfactory progress in this area. Standards are in line with expectations for pupils across the school. Pupils have the opportunity to undertake a range of activities, including gymnastics, games, dance, and swimming. Adventurous activities, such as residential school

journeys are provided in Years 4, 5 and 6, although specific adventurous sports, such as orienteering, are not. Pupils achieve well throughout the school, coming in below average in attainment and leaving at around average.

127. Pupils in Year 5 were undertaking a cricket lesson run by a professional cricket coach. They were learning well from this and participated with great enthusiasm. They were able to develop catching and throwing skills and all had the chance to bat and field in a game of quick cricket. Pupils in Year 3 were enjoying a lesson on football skills taught by a professional coach from Queen's Park Rangers Football Club. They were learning well to pass and trap the ball. They enjoyed this a great deal, concentrated hard and co-operated with each other well. In Year 1, pupils were learning gymnastics using apparatus, again with considerable enjoyment. There is clear progress of skills across the school, with several pupils coming into the school with skills below what are often found. Pupils with special educational needs are supported in physical education classes if necessary and generally make similar progress to other pupils. No evidence was observed of pupils with English as an additional language needing specific support in this subject. Information and communication technology is not used to a great extent to develop pupils' skills, but some had used the Internet to look at sports sites. The library has a range of books about sports and physical skills and pupils are able to use it to undertake research.

128. The teaching of pupils up to seven years old is good. Teachers plan their lessons well, have good relationships with their pupils and encourage them to participate effectively in the lessons. The teaching of pupils up to and including the age of 11 is also good, including very good features. Professional coaches, with class teachers assisting, took both lessons seen in this age group. The planning of lessons is good, with appropriate activities to fit with pupils' needs. The organisation and management of lessons were good leading to pupils learning well from the activities they were set.
129. Pupils' attitudes were good, sometimes very good. On the whole, they enjoyed what they were asked to do, concentrated well and put in a lot of effort. However, in two lessons a significant proportion of the classes had forgotten to bring in suitable clothing.
130. The school provides well for physical education, with a wide range of activities, in spite of the limited space available. Pupils learn swimming in Year 3, and parkland is available for activities such as athletics in the summer term, which helps to ameliorate the school's lack of space. Pupils play a wide range of outdoor games, including football, basketball and quick cricket. These games are equally available to both girls and boys, nearly all of whom participate with enthusiasm. Overall, the subject is well managed, although teaching is not frequently monitored. Many events during the school year are arranged to encourage participation in sports. For example, matches and competitions with other schools are arranged. A sound subject policy and recent scheme of work have been developed. A small budget is available to ensure sufficient resources for most activities, apart from cricket.