

# INSPECTION REPORT

## **MILES COVERDALE PRIMARY SCHOOL**

Shepherds Bush, London

LEA area: London Borough of Hammersmith and  
Fulham

Unique reference number: 100326

Headteacher: Ms Anne Hennessey

Reporting inspector: John William Paull  
22028

Dates of inspection: 3<sup>rd</sup> - 6<sup>th</sup> March 2003

Inspection number: 246053  
Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary and nursery
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Coverdale Road Shepherds Bush London
Postcode:	W12 8JJ
Telephone number:	(0208) 743 5847
Fax number:	(0208) 749 6473
Appropriate authority:	The governing body
Name of chair of governors:	Michelle Gordon
Date of previous inspection:	November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22028	John William Paull	Registered inspector	Mathematics Information and communication technology Physical education Educational inclusion	What sort of school is it? How high are standards? a) The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
13874	Jane Chesterfield	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21267	Pam Miller	Team inspector	Science History Music Provision for pupils with difficulties in speech and language Special educational needs	
21893	Vivienne Brittain	Team inspector	English Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
16773	Raminder Arora	Team inspector	Foundation Stage English as an additional language Geography Religious education	How well is the school led and managed?

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16 - 17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17 - 18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18 - 20</b>
<b>THE WORK OF THE UNIT FOR PUPILS WITH SPEECH AND LANGUAGE DIFFICULTIES</b>	<b>20 - 21</b>
<b>PROVISION FOR AND STANDARDS OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>21 - 22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23 - 27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28 - 41</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Miles Coverdale Primary School at Shepherds Bush in the London Borough of Hammersmith and Fulham has 201 full-time four to 11-year-olds on its roll. A further 35 three- and four-year-olds attend its Nursery classes either for half day or full-time sessions. It is about the same size as most other primary schools. Boys and girls currently on the roll are from a wide variety of ethnic backgrounds and include several who have arrived in the country very recently. The largest group is black, including pupils from Africa and many from families that originated in the Caribbean islands. Another large group is white and other pupils are from families that originated in the Asian sub-continent. Just over half are from homes where English is not the pupils' mother tongue, which is very high. A high proportion of these pupils are at early stages of learning English. The main languages represented are Arabic, Urdu, Albanian and Somali. Currently, nearly 60 per cent of pupils are known to qualify for free school meals, which is well above average. Nearly 30 per cent of pupils are identified as having special educational needs, which is also well above average. Many of these pupils have speech and communication difficulties that are dealt with in a specialist unit that is situated at the school. Other groups include pupils with identified learning difficulties and others with emotional and behavioural difficulties. Pupils with a statement of special educational needs amount to over ten per cent, which is well above average and includes all pupils in the unit. Pupils' attainment on entry is often very low and socio-economic circumstances in the area around the school are often much lower than average.

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

Miles Coverdale serves its pupils well. Although pupils' attainment, by the time they leave the school in Year 6, is often below average, nearly all of them achieve and progress well compared with their starting points. The headteacher and senior managers lead the school well, providing learning experiences that include all its pupils well, taking account of their varied needs. This strong picture includes pupils from different backgrounds and those with a variety of special educational needs. Overall, teaching is good, so pupils make effective progress in learning basic skills and their behaviour is generally good. Taking these and similar factors into account, good value for money is achieved.

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

- Good teaching ensures that pupils learn effectively, so their achievements when they leave, compared with what they knew when they first joined the school, are nearly always good.
- Standards in physical education are generally above what is normally expected and pupils sing well.
- Overall provision for pupils with special educational needs is good, including very good provision for those with speech and language difficulties, so these pupils make good progress.
- Planning and provision for children in Nursery and Reception classes is good, so their progress is good.
- Arrangements made for pupils' personal development are generally good, helping to achieve good behaviour, attitudes to work and constructive relationships between pupils and their teachers.
- What is taught benefits strongly from after school clubs and the involvement of the community.

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

- Attainment in the core subjects of English, mathematics and science, which is below average. It is also below normally expected levels in a few other subjects across the curriculum.
- Attendance, which is well below average and a significant number of children are brought to school late.
- The delegation of responsibilities to subject co-ordinators, which does not offer them the scope to manage their subjects fully.

*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 inspection of November 1997. The quality of teaching has improved considerably and now includes examples of excellent and very good teaching. In 1997, a relatively high proportion of unsatisfactory teaching was identified. This unsatisfactory element has been reduced to only a

very small amount. Pupils are therefore learning well. Pupils' previously good attitudes and behaviour have been maintained. Despite these good features, the results of National Curriculum tests have fallen in the last year or so. This drop is mainly because of a high turnover of pupils, which included several recent arrivals from overseas. Achievements and overall progress of pupils who begin their education at the school and then remain throughout, are nearly always good. At the last inspection, progress was described only as satisfactory. Effective improvements have been made to nearly all areas that the last report identified as in need of development. For example, what is taught, provision and attainment in information and communication technology are now better and, although it remains well below average, attendance is also higher now. Procedures for assessing pupils' progress are strong in English and mathematics and the information that is gathered is used well in setting targets for pupils' progress. Records that track their achievements are effective. Provision for pupils with special educational needs, including that for pupils with speech and language difficulties, is also better now and, as a result, nearly all pupils with special needs make good progress. The school's capacity to maintain these developments and improve further is good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	D	E	C
mathematics	E	E	E*	E
science	E	E	E	C

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
bottom 5% nationally	E*

The table indicates that, in comparison with national scores, the school's National Curriculum test results for pupils in Year 6 have been well below average since 2000, except in English. In English, in 2000 and 2001, results were simply below average, rather than well below. In mathematics, in 2002, the school's results were in the bottom five per cent nationally. However, in comparison with similar schools, these results were average in English and science. Despite this overall low attainment, nearly all pupils are achieving well. For example, although few of the high proportion with special educational needs, attain expected levels for their age, they make good progress in relation to their prior attainment and targets. Similarly, many pupils without an identifiable learning difficulty begin with very low attainment, so although their progress is good, they do not reach average levels by the time they leave. Furthermore, in 2002, several pupils joined the school only shortly before they took the tests and an even higher proportion than usual were identified as having special educational needs. These factors affected results considerably, causing a sharp drop that brought the school's trend below the national trend. Given the number of pupils with identified special educational needs, the school's targets for those tests were particularly challenging and it did not reach them. It is more likely to do so in 2003. In the present Year 6, pupils' work was of a higher standard. In English, mathematics and science, it was simply below average, rather than well below. Pupils make good progress in both Nursery and Reception classes and in Years 1 and 2, owing to good teaching. As with results in Year 6, high mobility at these ages and high proportions with identified special educational needs, including speech and language difficulties, as well as English as an additional language, adversely affect standards of attainment at the end of both the Reception Year and Year 2. Work that was seen was well below average and recent National Curriculum test results in reading, writing and mathematics confirm this finding. In general, the same characteristics are reflected in attainment in most other subjects across the curriculum. Nevertheless, standards in physical education are often above those normally expected and standards are clearly rising towards those expected in information and communication technology and music, where pupils sing well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good – nearly all pupils like school and work hard for their teachers. They respond well to praise and encouragement and are helpful towards visitors.
Behaviour, in and out of classrooms	Good – pupils behave well in lessons and are usually sensible around the school. Although they are sometimes boisterous in the playground, they are also fair and usually kind to each other.
Personal development and relationships	Good – in Nursery and Reception classes, children respond well to a strong emphasis on sharing and co-operation. In older age groups, pupils collaborate well, respecting each other's different backgrounds and cultures and showing respect for different beliefs, ideas and customs.
Attendance	Poor – attendance is well below the national average and many parents often bring their children to school after the morning bell has rung.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	good	good	good

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

Overall, teaching through the school is good. It is very good in classes for pupils with speech and language difficulties. Five examples of excellent teaching were observed. Three of these lessons were in Nursery and Reception classes and the others occurred in Years 3 and 6. Examples of very good teaching occurred in a range of subjects and classes through the school. The proportion of good teaching was high and only one example of unsatisfactory teaching was observed, which was in a literacy hour. Other evidence suggests that this unsatisfactory lesson was not typical of the teacher concerned. Teaching of this overall good quality represents an improvement since the last inspection. The National Literacy and Numeracy Strategies are generally planned carefully, so the teaching of English and mathematics is good and pupils learn to read effectively and with enjoyment. Classroom assistants use their knowledge of pupils skilfully, helping especially those with special educational needs to follow what is taught, thereby contributing to the good teaching that these pupils receive. However, older pupils at early stages of learning English as an additional language do not always receive sufficient support to understand the more complex language that they meet in such older classes, when they first arrive at the school. Nevertheless, all teachers have a thorough grasp of the National Curriculum and use it effectively to plan their teaching of subjects across the curriculum. Understanding of what should be taught in Nursery and Reception classes and in lessons for pupils with speech and language difficulties is of a high order. Management of pupils is good throughout the school, contributing to good behaviour and good effort on the part of pupils.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory – children in the Nursery and Reception classes experience a good range of activities and the National Curriculum is planned adequately in all classes, meeting statutory requirements. Activities and clubs after school enhance what is taught in lessons.
Provision for pupils with special educational needs	Good – adaptations of what is taught support pupils' individual needs well, ensuring that they are all taught the National Curriculum. Provision for pupils with speech and language difficulties is very good and the teacher in charge shares her expertise very well, as the school's co-ordinator of special needs.
Provision for pupils with English as an additional language	Satisfactory – pupils' language needs are identified accurately and the quality of specialised teaching is good. However, insufficient support is available to meet the more complex needs of older pupils at the early stages on English acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good – while provision for cultural development is very good. The community is involved strongly in what the school offers, including gospel-style singing and work with steel pans. Pupils are encouraged to think well of their own origins, which promotes self-esteem and to value the beliefs and ideas of others. Differences between right and wrong are made explicit in a code of rules and opportunities to co-operate and collaborate are planned in a range of lessons.
How well the school cares for its pupils	Good overall – procedures for child protection are very strong and monitoring of pupils' behaviour, personal development and progress are generally good. However, procedures to improve attendance are not sufficiently successful.

Parents think very well of the school, which is welcoming and open to them. Teachers encourage parents to help and support their children at home. For example, a home/school diary to convey information about numeracy is an excellent feature in Year 6. Newsletters and general information are often of good quality, although the language in pupils' annual progress reports is often rather technical.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good – the headteacher and her deputy convey a very strong vision for the school's future development and direction. Provision for special educational needs, including the unit for pupils with speech and language difficulties, is well delegated and managed. However, responsibilities for the co-ordination of subjects are not consistently delegated as well as they might be.
How well the governors fulfil their responsibilities	Good – key governors are knowledgeable and share the headteacher's vision. They maintain a close interest in the work of the school, helping to guide it and support it effectively and that statutory requirements are met.
The school's evaluation of its performance	Good – systems for identifying and correcting weaknesses in teaching have been particularly effective since the last inspection. The deputy head tracks and analyses pupils' progress in literacy and numeracy very effectively and uses the information to bring about changes and developments in what is taught.
The strategic use of resources	Good – the headteacher and senior staff, together with the governors' chair of finance, use funding to support required developments effectively. They have a good understanding of how to use resources to good effect, so the principles of best value are acknowledged and applied.

Staffing, accommodation and learning resources are sufficient to teach the National Curriculum, although exterior space is limited.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Teaching is good and their children progress well.</li><li>• Teachers are approachable and are willing to work closely with them.</li><li>• Teachers expect the children to work hard and keep parents well informed about how their children are getting on.</li><li>• Behaviour in the school is good.</li></ul>	<p>Responses to questionnaires and what was written in letters to inspectors show that parents' levels of satisfaction with this good school are generally high.</p> <ul style="list-style-type: none"><li>• A few parents suggested that their children do not receive the right amount of homework.</li></ul>

Inspectors largely agree with parents' positive views of the school. Homework is usually set and marked regularly.

## **PART B: COMMENTARY**

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

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

1. At the time of the last inspection, in November 1997, the results of Year 2 National Curriculum tests were well below average in reading, writing and mathematics. The results of Year 6 tests, however, were above average in English and mathematics. In science, they were well below average. The results of all the equivalent tests in 2002 were in the bottom five per cent in comparison with national figures, except those in English and science at the end of Year 6. These results, although they were still well below the relevant national average, were not in the lowest five per cent. However, the 1997 report points out that the particular group of pupils who took the tests that year were unusual for the school, containing far fewer with identified special educational needs or who were at early stages of learning English as an additional language. The group of pupils who took the tests in 2002 were also unusual, but for exactly the opposite reasons. The proportion of pupils with identified special educational needs was unusually high. Pupil mobility in the class was also high and many of the school's newcomers were recent arrivals in the country and from backgrounds where English was not their mother tongue. As a result, National Curriculum test results dropped considerably. Furthermore, since 1997, national results in these tests have risen considerably, so averages, with which the school's results are compared, accentuate differences with previous years. These factors caused the school's overall trend to drop below the national trend, which matched sharp drops in trends for the tested subjects.
2. Standards of attainment on entry to the Nursery are very low. The local authority's specially resourced provision for pupils with speech and language difficulties is situated at the school, so a high proportion of young children enter with statements of special educational needs that outline difficulties with the potential to affect their learning severely. Furthermore, another group of pupils come from families in which English is not the mother tongue. Some of these children are at very early stages of both understanding and speaking English. However, teaching is good, so learning is secure and progress occurs at a good rate. A comparison of pupils' skills and knowledge at the end of the Reception Year shows that nearly all of them achieve well compared with their very low starting points. Nevertheless, by the time pupils begin the National Curriculum in Year 1, they have had insufficient time to reach standards that are usually found, especially in the important areas of communication, language, literacy and mathematical development. Overall attainment therefore remains well below average, although a broad range of different attainments is now more apparent. These judgements are confirmed by the results of tests that children undertake towards the end of the Reception Year.
3. Standards of written work seen in books and during lessons were often well below average at the end of Year 2 and below average in Year 6. Nevertheless, pupils' achievements in the core subjects of English, mathematics and science and, in several subjects across the curriculum, are often good. The reasons are similar to those that were outlined above. However, the number of pupils who either leave or join the school, other than in the normal year groups, is high. The school's system of assessment shows that those pupils who do remain throughout make progress at good rates. Furthermore, several pupils in Year 2 have difficulties with speech and language, which result in associated learning difficulties. Understandably, despite often very good teaching, many of these pupils struggle to reach nationally expected levels for their age, although their progress is good.
4. In English, pupils' listening skills meet national expectations in both Years 2 and 6. However, such a standard is not often reached in speaking. In Year 2, many pupils appear hesitant or lack the vocabulary to speak at length. Others employ colloquial grammar and phrases. By Year 6, although many lively speakers are apparent, the same lack of standard forms of English is still evident and general vocabulary often remains restricted for the age group. In reading, by Year 6, attainment in reading is broadly in line with what is expected nationally. Higher attaining pupils are particularly interested readers, offering good reasons for their favourite books and writers. By the end of Year 2, reading standards are below average, although it is evident that progress is good. A lot of support is provided for pupils who struggle with reading, including additional literacy teaching. Specialised

teaching for pupils with speech and language difficulties and support for those with special educational needs is very good. As a result, pupils' achievements compared with their starting points are often very good in this aspect of English. In writing, attainment towards the end of Year 2 is well below average, owing to a relatively high proportion of pupils with special educational needs, who are unlikely to attain the expected level. However, a few pupils are clearly working at a level above that normally expected. In Year 6, attainment is only a little below expected levels, owing to a significant number of pupils working at a level higher than normally expected. These pupils are helping to raise the overall standard. Conversely, many pupils in Year 3 and above are still not always joining their handwriting when it is appropriate to do so.

5. Overall attainment in mathematics and science is currently similar. In Year 2, it is well below average, since only a few pupils are on course to reach or exceed expected levels. However, many pupils begin at very low levels. In mathematics, several pupils find it difficult to explore problems that are set in words and, in science, to express investigative ideas. However, they enjoy these subjects and, based on good teaching, they progress and achieve well. In the present Year 6, several pupils are likely to exceed the normally expected level. These pupils know how to use numbers well; they are adept in their understanding of shape; they use co-ordinates accurately and interpret tables and graphs efficiently. However, the proportion that finds such ideas difficult is larger than usually found, which is why, overall, attainment is below average. The pattern in science is very similar. Pupils make good progress but, because their starting points are low, attainment remains below average. This finding is especially the case in parts of the subject where more complex language is required. For example, in the expression and recording of investigations, experiments and enquiries.
6. Pupils' literacy and numeracy skills improve steadily as they move through the school. Nevertheless, reading is often used to gather information, both from books and the Internet, more effectively than writing is used to record it. By Year 6, several pupils read well and use this skill in a wide range of subjects and situations across the curriculum. Conversely, shortage of time and, on occasions, the use of worksheets to record results and findings sometimes restrict opportunities to develop writing skills. Skills related to measurement, reading and presenting data in charts and graphs were evident in science. However, the use of numeracy skills was less evident in design and technology and geography than is usually the case, which is a missed opportunity to enhance understanding.
7. In information and communication technology, standards are rising steadily. A good policy and strong direction from the co-ordinator and deputy headteacher are ensuring that pupils receive good teaching of basic skills and use several recently introduced programs. As a direct result, attainment is around expected levels in Year 2. This approach has not had enough time to affect knowledge and skills fully by Year 6 but, even here, attainment is only a little below what is normally expected. By the time pupils leave in Year 6, overall attainment is well below what is expected in geography, below what is expected in design and technology and religious education and above what is normally expected in physical education. Singing also is often of a high standard. Attainment in history, music and art is around the expected level by the time pupils leave in Year 6 although, in art, work of particularly high quality was observed in Year 5. Many pupils through the school approach this subject with care, using their skills to good advantage.
8. Pupils for whom English is not the mother tongue are represented across the full range of attainment in the school. The achievement of those who join the school at a young age is good by the time they leave in Year 6. It is likely, however, that those who arrive at older ages and are placed in classes for older pupils are held back at first, owing to lack of immediate support in the use of written English, even though they cope orally with everyday classroom situations. Conversely, those pupils with English as an additional language who already speak English fluently are well represented amongst the school's highest attainers.
9. Overall, pupils with special educational needs make good progress and those with speech and language difficulties placed with the special unit often make very good progress. This progress is based on teaching that demonstrates good identification and intervention of pupils' needs and effective means of meeting them. Records show that pupils entering the Reception class for delayed language skills achieve well by the end of Year 2 when they leave the provision. The school adapts work well for pupils of broadly higher attainment and records of pupils currently in Year 6 show that several are on course to achieve at a level above that normally expected. Only a few pupils with particularly strong

talents have been identified. These talents usually involve skills in physical education. Good links with the community offer opportunities to develop these pupils' talents further. Examples are a scheme known as *Chance to Dance*, which is sponsored by the Royal Ballet and another that is provided by Queen's Park Rangers Football Club.

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

10. Since the time of the last inspection, the school has been successful in maintaining high standards in this area of its work, other than in rates of attendance. Pupils' attitudes to the school and to their learning are good. They enjoy their lessons and are excited by many opportunities that the school offers them. For example, after-school clubs, such as those in information and communication technology; circus skills and football for girls are well attended. Pupils work very hard at developing their talents and interests. Those pupils who took part in the recent film-making project were very keen to talk about what they had done and happy to give up their half term to work on the film.
11. Pupils' behaviour is nearly always good. In the mornings, pupils often behave impeccably in class, in assemblies and around the school. Teachers rarely need to call them to order and they get on with their work without fuss. Occasionally, in the afternoons, it was clear that a few pupils were tired and, as a result, found it harder to focus fully on their work. The headteacher and staff have identified this feature themselves and recent monitoring shows that it may well be related to recent building works. These works reduced playground space considerably, owing to the requirements of scaffolding and safety. Overcrowding in the playground, despite the introduction of staggered breaks and lunchtimes, led to disputes between a few pupils, when they did not have enough space to play in. This situation, although improved, has not yet returned to normal. Nevertheless, most pupils play sensibly and breaks and lunchtimes are enjoyable, even if boisterous. Bullying and similarly unacceptable behaviour, is rare. Pupils who were asked were confident that, when it does occur, it is taken seriously and handled sensitively and successfully. Pupils with identified emotional and behavioural difficulties are usually handled successfully with extra classroom support, so unruly behaviour is kept to a minimum. Nevertheless, nine temporary exclusions and one permanent exclusion, involving seven pupils altogether, were enforced last year.
12. Relationships within the school are generally good. Most striking of all is the way in which boys and girls from a wide range of different backgrounds, faith communities and ethnicity play and work with complete respect for each other in harmonious groups. They accept and value differences without question, responding well to good provision for their personal development. Opportunities for boosting pupils' confidence and self-esteem and for increasing their cultural awareness are particularly strong and pupils make the most of them. Pupils attending the club for circus skills, for example, have gained a great sense of self-confidence from learning to walk on stilts and trying tightrope walking. Similarly, pupils involved in the film project have had the self-discipline to learn lines and to take direction.
13. Attendance is well below the national average. However, even at this level, it is better than it was at the time of the last inspection, owing to the daily checks carried out by the headteacher. A lot of absence is correctly authorised, owing to illness. However, too much is caused by prolonged trips overseas and by holidays that parents book during term time. These absences affect their children's learning adversely, as work is missed. Because families sometimes move away without telling the school, children are sometimes not removed from the roll as soon as they might be. As a result, figures for both authorised and unauthorised absences may be unreliable. Many pupils are brought to school late each morning, which often results in a slow start to the day, wasting valuable teaching and learning time.

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

14. The overall quality of teaching has improved from satisfactory to good since the last inspection. This judgement matches the views of nearly all parents who returned questionnaires. During the inspection, teaching was good in all stages of education including the Nursery and Reception classes. It was very good in the specially resourced provision for pupils with speech and language difficulties. Examples of excellent teaching were observed in Years 3 and 6 and three examples occurred in Nursery and Reception years. These excellent lessons occurred because of very good planning and understanding of the needs of pupils and excellent ongoing assessment of how they

were learning. In one of the lessons in the Reception class, which involved music, it was also because knowledge of the subject was adapted very effectively to the prior understanding of the children. It also reflected the needs of their age group very well. Examples of very good teaching occurred in several classes through the school, including the Nursery and Reception and in classes for pupils with speech and language difficulties and involved a good range of subjects. The proportion of good teaching was high and only one unsatisfactory lesson occurred. This lesson contained weaknesses in the use of ongoing assessment, which resulted in several unresolved misconceptions in pupils' learning. However, other evidence shows that this example is not typical of the teacher concerned. The remaining lessons were all satisfactory. This generally good teaching is ensuring that pupils of different backgrounds and groups, including those with special educational needs and those for whom English is not the mother tongue, learn basic skills at overall similar rates. Teaching and non-teaching staff are generally aware of the need to check that the latter sufficiently understand tasks that are required of them. However, the amount of available specialised support for pupils at early stages of learning English is comparatively limited. As a result, it is unclear whether those who arrive at older ages and join classes near the top end of the school make progress as quickly as they might otherwise.

15. A feature common to lessons throughout the school is an effective promotion of positive relationships. Pupils respond to this well, demonstrating good behaviour and attitudes to learning and to what teachers do for them. As a result, pupils learn in a secure environment with the minimum of interruption and little disruption. Classroom routines are well established, so little time is lost in setting up resources or constant repetition of rules. For example, in an excellent Year 6 literacy hour, pupils were always ready to give their answers to a series of questions about *The Secret Garden*, so a very good pace of teaching and learning was maintained throughout. Outstanding relationships resulted in pupils' willingness to hazard suggestions, trusting that their teacher would be pleased that they had tried hard, even when they were incorrect. This very good management of pupils is apparent as soon as children enter Nursery and Reception classes. Teachers and nursery nurses emphasise the need and impact of kindness amongst these young children and encourage them strongly, whenever they show it. The area of personal, social and emotional development is therefore taught very well indeed.
16. The overall quality of teaching in literacy and numeracy hours is good; as a result, English and mathematics are often taught well. Teachers understand how to plan these lessons well. Teachers have good knowledge of both subjects. In the good, very good and excellent lessons, teachers were very clear about what pupils needed to learn, having evaluated their learning in previous lessons. Each lesson had a start in which the point of the session was carefully explained, so pupils would know what skills they were expected to acquire by the end of the lesson. Tasks during the middle section of lessons were usually adapted to the needs of different groups of pupils and the ends of lessons nearly always consisted of good summaries to reinforce learning and often had brief explanations of what was coming next. These good strategies support the learning of basic skills well, which is one reason that both standards in reading and understanding of numbers often match expected levels by Year 6, despite pupils' often very low starting points on joining the school. For example, a very good lesson in Year 2, for pupils with speech and language difficulties, displayed all these features. Pupils worked on mathematical shapes and, by the end of the lesson, had produced many carefully drawn examples, including an "H", which consisted of three rectangles. This shape had been linked imaginatively with a symbol that the pupil associated with *Harry Potter*. However, elements of speaking and listening receive insufficient emphases. In classes for older pupils, little evidence of drama and role play was seen during the inspection and, on several occasions, opportunities to focus on standard forms of spoken English were missed.
17. Good use is often made of teachers with particular strengths. For example, a teacher with musical knowledge is timetabled to use her skill in several classes through the school. As a direct result, the quality of teaching in this subject is very good and an excellent lesson, making a strong contribution to children's creative development, was observed in a Reception class. Similarly, the deputy headteacher has considerable skills in information and communication technology, so uses much of his available teaching time to teach it. Consistently good teaching of this subject, including a very good lesson in Year 3, was the result.

18. The overall quality of teaching in other subjects is satisfactory. However, it is good in art and design, history and physical education. Only in design and technology is it unsatisfactory. This judgement is not based on lessons that were actually observed, but on the quality of learning that was evident in pupils' accounts of the subject. These discussions showed that teaching is not focusing sufficiently on the characteristic skills of designing, making and evaluating products that are needed to produce successful learning. However, models of playground equipment in Year 1 provided an exception to this finding. Teaching in religious education and geography was satisfactory, although insufficient opportunities to write are planned.
19. Teachers make good use of time, support staff and resources to support pupils' learning. They make sure that learning support assistants and any other helpers, such as parents or governors, are aware of the aims of lessons. The consistent and hard-working approach of the support staff effectively helps pupils' learning throughout the school. These assistants are particularly strong in their support of lower attainers and pupils with special educational needs. Precise targets in individual education plans that are drawn up for these pupils help members of staff to understand their requirements well. As a result, sensitive and supportive teaching makes a valuable contribution to the good progress that is evident. The school's nursery nurses are particularly skilful in what they do, leading groups of young children and supporting teachers conscientiously. They make a strong contribution to the overall quality of teaching.

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

20. Since the last inspection, several improvements have been made to what is taught at the school and how it is planned. For all subjects of the National Curriculum, planning is now satisfactory, sometimes it is good and meets statutory requirements. The locally agreed syllabus for religious education is also used as required. *The Curriculum for the Foundation Stage*, a nationally published document that explains what should be taught in Nursery and Reception classes, is applied well to ensure that children in these age groups receive a good range of learning opportunities.
21. Time allocated to different subjects includes more than average amounts for English and mathematics in order to raise standards. These two subjects take up over half of the timetable that is available for lessons. However, this feature has drawbacks in other respects. It means that what is available to other subjects is restricted, when compared with many other schools. This lower availability of time in other subjects may be restricting their use to provide opportunities for different types of writing. For example, only very little expressive writing about feelings and beliefs was found in pupils' religious education books and factual writing was limited in geography. Similarly, little evidence was found to suggest that measurement and drawings of two-dimensional plans are focused in design and technology, so opportunities to reinforce mathematical understanding are missed.
22. Conversely, literacy and numeracy hours themselves are usually well planned and are used effectively to promote skills. These lessons extend to the use of classes to boost pupils' performances in National Curriculum tests. Good uses of classes to improve pupils' reading at younger ages are also an important part of what is provided, as well as times that are set aside to practise extended writing. Each morning, the first 20 minutes to half an hour is used for groups to read together or for silent reading. However, the effectiveness of this aspect of the curriculum, in the light of unpunctuality amongst several pupils, is questionable.
23. Since its last inspection, the school has introduced an overall plan for its curriculum, which explains what is to be taught and when. New policies have been written and schemes of work introduced in all subjects for which these documents were judged as inadequate. In most cases, these schemes are the relevant nationally recommended guidelines. What is taught in information and communication technology, music and science is now sound and is helping to ensure that pupils achieve well.
24. The curriculum generally meets the needs of pupils in all different groups that attend. Efforts are made to ensure that all of them are included in what is offered. The overall quality of support from teachers and teaching assistants is good, ensuring that pupils know what to do to make good progress. As pupils in the special unit make progress, careful arrangements are made for them to integrate into other classes, preparing them for a full transition at the start of Year 3. Work is also adapted well for

pupils with speech and language difficulties, ensuring that they are able to understand what to do to make good progress. Adaptations of planning, especially in the core subjects of English, mathematics and science, also make a good contribution to the requirements of boys and girls of different attainments, backgrounds and ethnicity. However, one weakness that was identified featured pupils in the early stages of learning English as an additional language. Although the quality of specialist teaching is good, the school lacks teaching assistants with specific responsibilities in this area. In the context of the large number of pupils who are learning English additionally, this shortage means that such pupils are often working without direct help, because support is thinly spread. This factor has a particular impact on older new arrivals from overseas. When these pupils are at an early stage of English, they are unlikely to understand the complexity of language that the curriculum requires at their age. Work is often adapted to the needs of higher attaining pupils, especially in the core subjects of English, mathematics and science. As a result, several pupils in Year 6 are currently on course to attain at a level higher than that normally expected in this year's National Curriculum tests.

25. Good provision for personal, social and health education is evident. A detailed policy and scheme of work have been established. Pupils are taught from an early age about healthy eating and care of their bodies, including education about the dangers of misusing drugs. Governors have agreed a policy on the teaching of sex education, which meets statutory requirements. Agencies of the local borough are involved well to advise on and promote good behaviour and personal development. A speech therapist is available on site to support the work of the speech and language unit. Another positive feature is the recent appointment of a learning mentor. She has made a good start on her aim of removing barriers for families and their children that might prevent making the best use of what the school provides. A school council has been established to help pupils understand some of the democratic principles of good citizenship.
26. A good range of activities outside lessons enhances the curriculum, particularly enriching provision for the arts. For example, these clubs have recently included opportunities related to *Black History Month*, including music and drama and, at present, provide good opportunities in circus skills, art and tuition in playing steel pans, as well as others. All after-school activities are well attended. Most provision is for pupils in older age groups, although planning is underway to introduce some activities for younger pupils. All clubs reflect the school's emphasis on inclusivity and, except where particular targeting is involved (such as football for girls), are open to both genders. Pupils from all backgrounds and ethnicity are represented in these groups.
27. The local and wider communities make a very good contribution to pupils' learning, as well as to their personal development. Regular visitors include road safety and fire prevention officers, as well as the community police officer, who talks to pupils about issues such as personal safety and dangers that they might meet in the street. A joint project with a local gardening organisation offers pupils further after-school opportunities to acquire new skills, which help to improve the environment. Good links have been established with Queen's Park Rangers Football Club, providing coaches who are trained to instruct children in a range of sports. All pupils benefit from sessions that are provided during physical education, as well as additional after-school activities that include football for girls. The school is involved in many other local and national initiatives, including, for example, *Children's Parliament*, *The Junior Citizen Project* and *Chance to Dance*, which is linked to the Royal Ballet. Ideas associated with *National Book Week* and a local poetry day are also used to enhance what the school offers. Strong links with local nurseries and secondary schools are evident, helping to smooth pupils' transfers from and into different stages of their education. For example, Year 6 pupils begin a project with secondary school teachers that they take with them to their new schools. The school both supports and benefits from the placement of students on work experience, including those training to be teachers.
28. The overall quality of provision for personal development is good, including good planning of arrangements for spiritual, moral and social development and very good opportunities for cultural development. This aspect of what is provided has improved well since the last inspection. Personal, social and emotional development is very well planned in Nursery and Reception classes. A strong emphasis is placed on sharing, working together and accepting differences between individuals as a positive feature of life. All elements of personal development are applied equally to all different groups,



including boys and girls, pupils with special educational needs, those with speech and language difficulties and pupils from different ethnic backgrounds.

29. Provision made for pupils' spiritual development is good. Acts of collective worship are used to promote pupils' knowledge, awareness and respect for different religions. Believers in different faiths are invited to talk about their beliefs, providing expert knowledge in a climate of respect. A recent visitor was from the Islamic tradition. Opportunities for pupils to reflect on the wonders of the created are provided in lessons, including science and, when pupils display excitement, teachers are sufficiently confident not to suppress it, but to ask pupils to explain what they feel and why. Teachers and classroom assistants alike are good at promoting pupils' self-esteem, praising pupils for contributions to each other's learning that they are able to make.
30. The provision for pupils' moral development is good. Clear distinctions between acceptable and unacceptable behaviour are made and pupils are well aware of the school's and their class's rules and are taught differences between right and wrong. Pupils are encouraged to show self-discipline and to stand up for what they believe to be right. Outside agencies are used well to help pupils with emotional problems, assisting them to manage anger and similar emotions. Time is set aside for pupils to sit in a circle to discuss bullying and other issues that might affect them personally. Achievement assemblies are held each week in which all staff, including midday supervisors, have opportunities to reward pupils for good behaviour. In English lessons pupils in Year 6 have considered the moral implications of corporal and capital punishment.
31. Provision for social development is good. It is enhanced by very good relationships between staff and pupils. Planned opportunities are provided in many subjects for pupils to co-operate in pairs and groups and to collaborate on tasks. In all classes, pupils are encouraged to undertake routines that promote the smooth running of the school and to develop responsibility for themselves and each other. Good opportunities are provided for pupils in Year 6 to take extra responsibility; for example, by preparing the hall for whole school assemblies. A school council has been formed and is about to restart its activities. Opportunities to think of others in less fortunate countries than the United Kingdom are arranged through charities and charitable giving.
32. Cultural arrangements are very good. Cultural diversity is promoted as a positive advantage, so it enhances the cultural awareness of all pupils. Together with the use made of the richness of what is available in London, it results in very good provision. From the youngest age groups on, displays are used to good effect. For example, in the Reception classroom an excellent display, about the children's families and where they originated, celebrates the diverse mix of ethnicity. Through the school, writing in other languages and alphabets is displayed prominently as proof of the value and importance of all humanity. The school's stock of books includes stories from all over the world. Important religious festivals of major world faiths are celebrated as they arise in assemblies. Pupils study the work of famous western artists such as Cézanne and Van Gogh, but also look at different styles from around the world and use them as starting points to develop skills of their own. They listen to music from different cultures and sing and perform in different styles, such as the *Gospel Choir*. The headteacher has bid successfully for funds to enrich the school's provision for the arts. Last year some classes worked with professional artists to produce pieces of Japanese, African and western art. Regular visits from theatre groups and musicians perform for pupils of all ages. Teachers make very good use of museums and places of interest in London and arrange regular visits.

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

33. The school has maintained high standards of care for its pupils since the time of the last inspection. Good attention is given to pupils' personal welfare and they receive good support and guidance on a daily basis. This care is continuing to improve with the recent appointment of a learning mentor. The school's daily routines, such as breaks and lunchtimes, are carefully planned and run smoothly. For example, considerable thought was put into interim arrangements for staggering pupils' play, owing to building works. These arrangements ensured that the use of restricted space would be maximised. Good contingency routines are in place to deal effectively with pupils who fall ill at school or if an injury should occur. Procedures for child protection are very good, including regular training for staff and close liaison between the headteacher, who is very conscientious in this duty and all education welfare services. Pupils are taught about keeping safe in a number of regular visits from outside

agencies, whose expertise is often called on to support personal development. The school has appropriate guidelines for the use of the Internet.

34. Behaviour is usually well managed in the school. Systems for rewards and sanctions are fair and are consistently applied by teachers and other staff. Rare incidents of bullying or similarly oppressive behaviour are taken seriously and handled firmly. Both parents at the pre-inspection meeting and pupils, who were asked during the inspection, confirm their confidence and trust in teachers and senior staff to deal with such issues effectively. A good policy to promote racial equality has been drawn up and is followed closely. In class, teachers have high expectations for behaviour and pupils nearly always live up to what is required. All such matters are taken very seriously. For example, during the inspection, work with puppets helped pupils in Year 2 to establish differences between asserting a firm opinion and meaning “no”, rather than being aggressive or shouting at someone else who annoys or disagrees with them. The school recognises that limited space in the playground has sometimes caused tensions to arise between pupils and that this feature has been particularly noticeable during recent building works. Again, staff have made a good response, introducing activities and equipment for pupils to use. Further ways of improving the playground, in consultation with pupils themselves through a school council are also planned.
35. Procedures for monitoring and promoting attendance have not proved successful in raising levels near to national averages. Procedures are therefore judged unsatisfactory. However, registers are completed daily, so records of any patterns of absence are available. The main weakness is that registers are not always called orally, but are instead marked by sighting pupils as or after they arrive in the classroom. Although no evidence was found that this practice produces inaccurate recording of absence, it fails to emphasise the importance of attendance by involving pupils in the daily routine of responding to their name. Furthermore, in a significant number of classes, registers were not completed until an opening session of reading had ended, which did not encourage parents to bring their children to school promptly. As a result, lateness is not sufficiently highlighted either. Attendance does not have a high enough profile in other procedures such as rewards for individuals and classes and displays to highlight attendance in each class. Nevertheless, the headteacher monitors registers closely and reports patterns of absence or suspicious absences directly to the relevant local agency. The recent appointment of a learning mentor, who has initially been given the responsibility to focus on attendance and its related issues, is a positive step that is already beginning to show an impact.
36. The school's assessment procedures are good in the key areas of English, mathematics, special educational needs, including the unit for pupils with speech and language difficulties and Nursery and Reception classes. The results of these assessments are being used increasingly, as information over time builds up. In the case of pupils with special needs, targets in statements and individual education plans are adjusted as pupils make progress. Information is used well to inform meetings with parents, relevant agencies and advisers, such as advisory teachers and the educational psychology service. Reviews of statements are carried out in accordance with statutory requirements and recommendations in the relevant code of practice. In mathematics and English, pupils take optional National Curriculum tests to further monitor and track their progress in those years when tests are not statutory. A computerised record is kept to assist the process. Already teachers are using this information to decide which pupils are likely to benefit the most from placement into special teaching groups. These groups are tailored to help boost pupils' performances towards levels of attainment that are normally expected for their age. In English and mathematics, especially, these assessments also help with future planning, showing aspects of these subjects that have not been grasped effectively in the past and that therefore need a stronger emphasis. Progress in Year 6 is checked particularly to help the school meet its targets for national tests. The quality of assessment is not consistent across other subjects. It is sufficient to meet requirements in most. However, little is currently carried out in religious education, history, geography and design and technology.

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

37. The school has continued to build good relationships with its parents since the last inspection. In responses to questionnaires, the letters that were written to inspectors and at the pre-inspection meeting, parents were very pleased with what is offered and provided for their children. No significant concerns were raised about any aspect of school life. Those parents who were in the school during

the inspection, or who spoke to inspectors, expressed their ease about the school and felt that they enjoyed a friendly, open relationship with its staff.

38. The school's links with parents are good. Classroom teachers and senior staff are readily accessible to parents at the beginning and end of the day, so concerns about pupils can be sorted out quickly and easily. The headteacher knows many of the school's families very well and she makes herself available before and after school. The new role of the learning mentor is designed to strengthen advice and support for families and to remove barriers to learning.
39. Information for parents is thorough. Weekly newsletters are provided and written in a friendly, newsy style. They keep parents fully up to date with what is happening and maintain a balance of items about pupils' successes, reminders about necessary administrative procedures or, for example, the importance of regular attendance, although this advice is not heeded by a stubborn few. The prospectus and the governors' annual report now contain all the information required statutorily, which is an improvement since the last inspection. These documents are particularly detailed and helpful for reference. However, their language is sometimes rather complex and contains jargon. Senior staff are currently reviewing ways of presenting curricular information to parents to inform them better about what pupils in each class will be studying next. Parents of those pupils with special educational needs are invited to meetings to review progress and future provision. Parents usually attend these meetings conscientiously. Annual written reports to parents on their children's progress are sound. They focus well on what pupils can do, although they do not always give a clear picture of how well children are doing for their age in relation to expected or average attainment. Most teachers are now making suggestions to parents and pupils about how to improve. Again, however, the language that is used is sometimes too technical.
40. Parents make a satisfactory contribution to the work in the school and classrooms. Most support their children's homework as far as possible, although a few at the meeting pointed out that their own English, as it is an additional language, is sometimes not as good as their children's. Nearly all parents are committed to attending parent-teacher consultation evenings and open events. A good example was a sale of books held during the inspection week. This event was very well attended with parents, their children and staff mingling well. However, too many parents do not ensure that their children arrive at school promptly in the morning and evidence was found of extended holidays and visits overseas during term time. Such lapses are unfair on both pupils and teachers, as it is difficult to make up lost time. Teachers are conscientious in trying to minimise the impact on individuals in their classes, which thereby imposes extra work on them, when they are already busy. Furthermore, no amount of extra work can possibly make up for the lost involvement in discussions with other pupils and the support that is available in a normal lesson. Pupils' learning is therefore adversely affected.

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

41. The headteacher provides a very clear and determined leadership focused on high expectations of achievement. Overall, this aim is realised, as pupils' progress is invariably good in relation to their starting points. She is well supported by her deputy head, who plays a significant role in the management of the school. The headteacher, senior staff and governors work closely together to provide clear educational priorities, striving for improvements and driving the school forward. The headteacher maintains a supportive environment for her staff and pupils, who in turn feel secure and valued and repay her caring approach with commitment and support. Their work reflects the school's aims and includes a strong emphasis on personal as well as academic development. All teachers who have specific responsibilities carry them out responsibly and play an important role in ensuring the quality of education that the school provides. However, subject co-ordinators' roles in keeping a check on standards and the quality of teaching and learning have not been fully delegated.
42. The governing body fulfils its statutory duties well and makes an important contribution to overall leadership. Furthermore, several individual governors are very supportive of the school and its headteacher. They are influential, show much commitment and are willing to use their personal areas of expertise. In discussions with inspectors, governors displayed a good understanding of the school's strengths and weaknesses. They acknowledged the openness of the school's staff and the quality of reports that are provided by senior managers, as contributory reasons. The chair of

governors is clear about pupils' standards of work and the reasons for it. Governors use their knowledge well in their involvement in developmental planning. They employ a range of committees to carry out their work systematically. Key governors have well defined areas of responsibility. For example, those who are linked with co-ordinators for literacy and numeracy are actively involved.

43. The headteacher and deputy head have well established systems for keeping a direct check on the quality of teaching and what is taught. The teacher in charge of the special unit, who is also the school's co-ordinator of special educational needs, joins them in a senior management team. Given the school's high proportion of such pupils, this arrangement represents good practice as it enables her to contribute her expertise at this strategic level of management. They offer feedback to teachers on the results of their monitoring and thereby manage teachers' performance effectively. This process is related to formal arrangements for performance management, which are good. The co-ordinators of literacy and numeracy are also involved in direct monitoring and maintain a clear focus on the development of what occurs in literacy and numeracy hours. Plans have been made to extend these systems to other co-ordinators, releasing them periodically from their own teaching responsibility to observe lessons in their subjects. However, this aspect of the school's work is at present not happening consistently. This feature is a likely contributory factor to weaknesses in the use of writing and the development of spoken English in subjects across the curriculum. Nevertheless, regular monitoring has resulted in a clear and consistent approach to the personal support of pupils, which contributes strongly to their good behaviour. The headteacher and deputy head have recently reviewed progress in meeting the priorities of the school's improvement plan. This process has led to the clear identification of further priorities and how each agreed aim is to be realised, monitored and by whom, although a stronger emphasis on attendance remains an issue from the last inspection. All identified priorities are costed with sources of finance clearly identified. Given the strategies that have been established and planned, the school is well placed to meet its priorities.
44. The school has good arrangements for the induction of newly qualified teachers, teachers new to the school and learning support assistants. Staff development is based on the school improvement plan and the school's performance management policy.
45. The headteacher and governors keep a regular check on income and spending, with good support from the governors' chair of finance. Although end of year figures show large fluctuations, these are due more to differences in the times when accounts were settled than to actual balances. The small deficit shown at the end of 2002, for example, is easily met from contingencies that were set in the current budget. Senior teachers and governors ensure that priorities in the improvement plan receive adequate resources in terms of both money and time. Plans for capital expenditure are submitted to comparative estimates to ensure that good value is achieved and expert advice is sought. Good and proper uses are made of funds that are given to the school for specific purposes. Administrative staff manage accounts effectively on a daily basis.
46. A good number of teachers and teaching assistants, with sufficient expertise and experience, meet the needs of pupils well, including those with speech and language difficulties, resulting in overall good progress. However, the school has no teaching assistants who are directly responsible for the support of pupils at the early stages of English as an additional language. Shortage of available support for these pupils means that teachers with relevant expertise are fully committed to teaching them. This factor restricts the time that they can give to passing on this expertise to other staff. Welfare, administrative, caretaking, cleaning and midday supervisory staff all make valuable contributions to the smooth running of the school. The school's accommodation is satisfactory overall, with renovations and recent building work carried out to the exterior. Uses of accommodation have improved since the last inspection, with the development of a library area and rooms for art and music, which have made a good impact on standards in these subjects. An interactive projection screen has been set up in another room, which has networked wireless facilities. This equipment permits direct teaching of computer programs, without preventing the room from being used for other purposes. Large open areas, which provide adequate space for physical education and for dining, are available. The school also has its own interior learner-sized swimming pool, which is used to good effect. Exterior space is used well, even if it is limited. Resources are generally adequate for pupils' learning needs. Considerable improvements are apparent since the last inspection in such resources for information and communication technology and music. Again, these items are being used to good purpose in raising standards.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. Since the last inspection, teachers, including the headteacher and senior staff, have worked hard to bring about improvements. Furthermore, they are aware of many of the following features that have been identified in this inspection and have included them in their school improvement plan. To improve the school further, its governors, headteacher and staff should:

i. Raise standards in the core subjects of English, mathematics and science and in those subjects across the curriculum in which attainment is below expected levels, by:

- placing a stronger emphasis on standard forms of spoken and written English, both in literacy hours and across the curriculum;

*(see paragraphs 4, 16, 78, 106)*

- placing a stronger emphasis on the enrichment of pupils' general vocabulary;

*(see paragraphs 4, 16, 78, 105)*

- ensuring that pupils join their handwriting at all appropriate times;

*(see paragraphs 4, 80)*

- finding ways and means to provide more frequent support for pupils with English as an additional language, especially in the case of older pupils at early stages, when they first arrive at the school;

*(see paragraphs 14, 24, 46, 55, 93)*

- using subjects such as geography and religious education to extend opportunities for pupils to write factually, expressively and descriptively;

*(see paragraphs 6, 18, 21, 82, 83, 126)*

- in numeracy hours, continuing to improve pupils' understanding of how to apply their knowledge of number to solve problems that are set in words;

*(see paragraphs 5, 85, 87)*

- increasing opportunities for practical mathematics by emphasising measurement and the use of data in subjects such as design and technology and geography;

*(see paragraphs 6, 21, 88)*

- in science, continuing to develop pupils' speaking and writing in scientific enquiry;

*(see paragraphs 5, 92, 94)*

- in design and technology, raising the profile of the "characteristic design, make and evaluate elements of the subject", as outlined in the National Curriculum;

*(see paragraphs 18, 100, 101)*

- in geography, continuing to emphasise local geography and increasing knowledge of another locality in the United Kingdom; and

*(see paragraph 104, 105, 107)*

- in religious education, increasing what is recorded and providing more opportunities for pupils to share their own experiences and knowledge of religion and religious festivals.  
*(see paragraph 21)*
- ii. Raise attendance closer to the national average for primary schools and improve pupils' punctuality, by:
- ensuring that all parents understand the consequences of poor attendance and/or punctuality on their children's learning;  
*(see paragraphs 13, 22)*
  - bringing to parents' notice that authorised absences for holidays are entirely at the school's discretion, not the parents';  
*(see paragraph 13)*
  - ensuring that registers are called out loud every morning and afternoon in every class, rigorously on time; and  
*(see paragraph 35)*
  - extending the school's systems for promoting attendance and punctuality (eg with rewards and charts and graphs accessible to pupils and parents).  
*(see paragraph 35)*
- iii. Improve co-ordination and management of subjects, by:
- introducing a system that provides all co-ordinators with regular opportunities to monitor teaching of their subject directly;  
*(see paragraphs 41, 43, 107, 112, 127)*
  - reviewing the effectiveness of how time is allocated to and used in, subjects across the curriculum, with a view to allocating more to those that could make a strong contribution to standards in writing or numeracy (such as religious education, design and technology and geography);  
*(see paragraphs 21, 43)*
  - improving uses of assessment in subjects across the curriculum; and  
*see paragraphs 36, 112)*
  - reviewing whether teachers with responsibility for English as an additional language should be allocated time to spread expertise amongst class teachers and teaching assistants, as a way of facilitating increased support for pupils where necessary.  
*(see paragraphs 46, 53)*

**Other features that governors might wish to include in an action plan:**

- improve the planning of physical development in Nursery and Reception classes;

*(see paragraph 72)*

- ensure that classroom computers are used more frequently;

*(see paragraph 115)*

- increase opportunities for electronic music with new technology;

*(see paragraph 119)*

## **THE WORK OF THE UNIT FOR PUPILS WITH SPEECH AND LANGUAGE DIFFICULTIES**

48. Specialised teaching of pupils with speech and language difficulties is provided in a unit of two classes, offering 20 places altogether. One class is for three-year-olds up to the end of the Reception Year; the other is for pupils in Years 1 and 2, although some flexibility is used in allocating pupils to these classes based on their needs. The aim is to ensure that enough progress is made to place or return pupils to non-specialised provision at the end of Year 2. Resources in both classes are good. Nearly always, pupils are referred to the unit by the local education authority and have a statement of special educational needs either pending or in place before they arrive. These statements relate to their speech and language difficulties. The extent of pupils' needs have the potential to slow down learning considerably and often affect pupils' confidence to communicate and sometimes their general self-esteem.
49. Overall, the quality of teaching in the unit, in all lessons and subjects that were observed, was very good. Teaching was described as lacking consistency in the last inspection, so considerable improvement is clearly evident. As a result, pupils are making very good progress. Those with delayed speech achieve particularly well and growing confidence is a strong feature. Teachers and nursery nurses in both classes model spoken English well and encourage pupils to respond carefully. A speech therapist is also available on the premises to support specific learning. Similarly very good teaching and learning was apparent in science and mathematics lessons, based on a high level of expertise, very good planning and careful formal and informal assessment of pupils' requirements. In the case of pupils who have previously acquired only a little speech, or whose speaking is unclear, signs and symbols are used to support understanding and to ensure that they learn what is intended. Pupils respond very well to the skilful teaching available to them. Pupils are given increasing opportunities to work with mainstream classes, helping them to understand and acquire routines that will be necessary when they go to such classes at the beginning of Year 3. Together, their work in these classes and in small groups in the unit ensures inclusion in a good range of learning opportunities that meet their special needs.
50. Owing to their identified difficulties, the attainment of pupils with speech and language difficulties is understandably low in comparison with normally expected levels and national averages at the end of Year 2. However, taken together, the strength of teaching and pupils' good attitudes result in good achievements compared with pupils' starting points. Furthermore, a few pupils in the unit make progress at a very rapid rate and these pupils achieve outstandingly, attaining the expected level for their age.
51. Leadership and management of the unit are good. Although all pupils have a common area of difficulty, different specific needs are identified very carefully; appropriate targets are then set and methods to meet these targets are established. For example, difficulties arise in building a vocabulary, understanding the meaning of language and in communicating ideas. Sometimes a combination of these needs might be apparent. Recommendations and statutory requirements of the relevant code of practice are followed closely, matching those in the school as a whole. Teamwork is a great strength of the school, which is reflected in the work of the unit. The input from the speech therapist has made a considerable impact, with increased emphasis on class based work and the introduction of new and specialised techniques.

## **PROVISION FOR AND STANDARDS OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

52. The majority of pupils at the school are from minority ethnic backgrounds and the proportion speaking English as an additional language is very high. These pupils join the school with varying degrees of spoken English, but many have a very low attainment in English literacy, although their literacy in their home language is often much higher. A significant number of refugees join classes other than in Nursery, Reception or Year 1 and at unusual times during the educational year. Several enter classes for older pupils, including even Year 6. A further high proportion moves on again during the year. These pupils, too, are mainly from minority ethnic groups and speak English as an additional language, often at an early stage. This high number of admissions during the year means that teaching groups are constantly changing. Owing to these fluctuating numbers, support for pupils is difficult to organise and manage. Nevertheless, teaching is good. Two teachers with responsibilities for this area of work are in post, representing an equivalent of about one full-time teacher. However, the school has no classroom assistants whose job descriptions make them directly responsible to these teachers. This feature limits available support when expert teaching is not available to a particular individual. It has its strongest impact on pupils who enter classes for older age groups. Both general and technical vocabulary that is needed to understand subjects at the levels at which they are taught in these classes is complex. Without availability of specific classroom assistants, provision for this group is insufficient. However, by the time pupils reach Year 6, those who have attended the school either throughout their education, or for a significant number of years, attain well. They are represented at all levels of attainment and strongly at levels above those normally expected. Achievement of these pupils compared with their starting points is therefore good.
53. Co-ordination is good. Available support is managed well. However, it is thinly spread across the school, so expertise is aimed at new arrivals and the neediest within initial stages of English acquisition. Clear aims and procedures on admission ensure the collection of important information about pupils' background and linguistic competencies in both English and their other languages. Pupils are assessed and their stage of language acquisition is accurately determined and recorded. A particular strength is that the quality of specific teaching for pupils at early stages in the Nursery and Reception classes is excellent.
54. Class teachers are well aware of pupils in their classes whose English is limited and they work hard to help them understand what to do to make progress. However, many have little specialist expertise in the field and with the relatively low availability of support, this factor limits what they are able to do. The main impact is on older pupils who arrive from overseas with English at an early stage. The complexity of vocabulary and English syntax that is required to gain access to the curriculum is far beyond such pupils' knowledge. Considerable support is therefore needed for them to progress quickly enough, if they are to fulfil their potential in National Curriculum tests by the end of Year 6.
55. Relationships are strong. This feature extends to pupils with English as an additional language. Other pupils mix well with them and, in return, they are keen to participate fully in all activities. Acquisition of colloquial English is thereby enhanced, so they soon learn how to make everyday needs known, how to make suggestions and join in with play. Pupils are well motivated and enjoy the attention given to them in their learning. Both in specific language teaching and in lessons across the curriculum, they thrive on the sensitive way in which they are treated and soon become confident in sharing information with their class.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

56

Number of discussions with staff, governors, other adults and pupils

27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	5	13	23	14	1	0	0
Percentage	9	23	41	25	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 one percentage point.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	201
Number of full-time pupils known to be eligible for free school meals	12	109

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	23
Number of pupils on the school's special educational needs register	1	67

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	127

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	67
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	7.1

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.4
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	15	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	12	12	13
	Total	19	20	21
Percentage of pupils at NC level 2 or above	School	56 (82)	59 (76)	62 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	7	10
	Girls	12	13	13
	Total	18	20	23
Percentage of pupils at NC level 2 or above	School	53 (85)	59 (85)	68 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	8
	Girls	12	10	14
	Total	15	13	22
Percentage of pupils at NC level 4 or above	School	52 (76)	45 (55)	76 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	2	5
	Girls	13	10	13
	Total	15	12	18
Percentage of pupils at NC level 4 or above	School	52 (76)	41 (59)	62 (90)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

<b>Categories used in the Annual School Census</b>
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
28	5	0
0	0	0
18	0	0
5	0	0
1	0	0
0	0	0
7	0	0
4	0	0
22	0	0
5	0	0
6	0	0
42	4	0
20	0	0
1	0	0
1	0	0
26	0	0
0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	15.1
Number of pupils per qualified teacher	201
Average class size	13.3

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

Total number of education support staff	11
Total aggregate hours worked per week	240

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

Total number of qualified teachers (FTE)	1.1
Number of pupils per qualified teacher	25
Total number of education support staff	2

### ***Financial information***

Financial year	2001-2002
	£
Total income	948,703
Total expenditure	963,172
Expenditure per pupil	4,281
Balance brought forward from previous year	138,526
Balance carried forward to next year	-14,469

Total aggregate hours worked per week	25
Number of pupils per FTE adult	16.6

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	6.5
Number of teachers appointed to the school during the last two years	7.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate: 25%

Number of questionnaires sent out	236
Number of questionnaires returned	59

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	2	0
My child is making good progress in school.	58	37	2	3	0
Behaviour in the school is good.	57	33	3	2	5
My child gets the right amount of work to do at home.	58	27	10	3	2
The teaching is good.	69	27	0	2	2
I am kept well informed about how my child is getting on.	71	25	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	67	25	3	2	3
The school expects my child to work hard and achieve his or her best.	73	25	0	0	2
The school works closely with parents.	59	32	7	0	2
The school is well led and managed.	53	33	5	2	7
The school is helping my child become mature and responsible.	63	24	9	2	2
The school provides an interesting range of activities outside lessons.	55	26	9	0	10

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. The Nursery has 50 part-time places for three to four-year-olds, who usually attend either for a morning or an afternoon session. Currently 35 are on the roll, although some of these are attending both sessions on a full-time basis. As a result, the Nursery is nearly full. Children are admitted in the term after their third birthday. Parents are given the option of a full-time place at the start of the term before their child transfers to the Reception class. Entry to Reception takes place in September and January following a child's fourth birthday. The Nursery is staffed with one full-time teacher, a nursery nurse and a classroom assistant. Another classroom assistant effectively supports the Reception class in all activities. At the time of inspection, a good majority of children in the Reception class were under five.
57. Overall, children's attainment on entry to the Nursery is particularly low in communication, language and literacy. Although teaching is good, sometimes very good, children do not have sufficient time to advance to average levels by the time they transfer to the Reception class. As a result, their overall attainment remains well below what is usually found at this age also. A high proportion of children are learning English as an additional language. Many of them speak little or even no English when they first start school. Work that meets individuals' needs well quickly helps these children to acquire enough spoken English to make their needs known. As a result, they settle well and appear secure within the Nursery and Reception classrooms. Other children, from homes where English is their mother tongue, nevertheless use few adjectives and frequently lack standard forms of spoken English. Their attainment is also low with respect to language development. Several children are identified with special educational needs. This early identification, coupled with good advice from the co-ordinator, results in effective modifications of what is taught, so progress begins quickly. Only a few children begin with attainment above what is usual which, nevertheless, means that a wide range of learning needs is present.
58. Nursery and reception staff plan effectively to provide activities that are relevant, imaginative and enjoyable and include all areas of learning that are required nationally. The curriculum in the Reception classes closely links with the work that children will encounter in Year 1 and a good balance of child initiated and teacher directed activities is apparent. However, arrangements do not sufficiently extend to planning jointly with nursery staff. As a consequence, the same certainty of similar methods and approaches is not as apparent between Nursery and Reception, as between the Reception class and Year 1. The Nursery and Reception classes both have regular access to short periods of outdoor play.
59. The overall quality of teaching is good in the Nursery and Reception classes and includes examples of very good and excellent teaching. No unsatisfactory teaching was observed. Planning is thorough and provides an imaginative range of activities with clear intentions of what is to be learnt. In both classes, expectations of work and behaviour are strong and tasks match well to children's levels of attainment and skill. Teachers show good knowledge of how young children learn and adopt a stimulating approach. A good emphasis on encouraging speech is evident, meeting the main weakness of nearly all children. For example, the provision of interesting home-corners, opportunities for role-play and dressing-up offer opportunities for children to discuss activities and to acquire new vocabulary. In the Nursery, good teaching encouraged children to play at being hairdressers while, in the Reception, they set up a "hospital" and were encouraged to use vocabulary associated with doctors, nurses and patients going about their business. Teachers skilfully manage children with praise and encouragement. Parents are provided with good information prior to admissions and afterwards. Books that go home are used particularly well in the Reception class to enhance children's progress in reading.

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

60. Children make good progress in this area of development and many are on course to reach nationally described standards for the end of the Reception Year. Adults are particularly sensitive to the needs of children from homes where circumstances are challenging, providing good emotional support. Teaching in this area of learning is very good. In the Nursery, teachers encourage pupils to settle down quickly at the start of each day and set a strong example of kindness and helpfulness, so they feel both happy and secure. Children learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of situations, as varied as sharing refreshments daily and handling books.
61. Skills that are acquired in the Nursery are continued in the Reception class. Children of all different backgrounds work and play in harmony. Their confidence in trying new activities is developed well. A good example in the Reception class occurred when children used boxes to build a house for Maisy, their favourite character in a story. Children are effectively taught differences between right and wrong and are offered strong guidance about what it means to behave sensibly. They show consideration and respect for property and each other. The staff act as good role models and help children to form good relationships with others. The high quality of teaching ensures that nearly all children are attentive and eager to learn. As a result, children from the school's range of ethnic backgrounds and different attainments enjoy sharing their work with all available adults. Space is effectively used to organise a stimulating range of activities in well defined areas that produce good progress and independence.

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

62. A high proportion of children at an early stage in language development means that only a small minority are likely to reach the early learning goals for this area. For example, although all children listen attentively to stories, only a few have sufficient language and confidence to explain their favourite parts of the story or to give ideas about what might happen next.
63. Good teaching in the Nursery develops children's speaking and listening skills. Instructions for activities are very practical. Good methods such as demonstrations and uses of visual information enable all children, including those with only a little English or with special needs, to understand what they should do. Adults develop children's communication well, providing good role models in the way that they speak to each other and to children. They question children in small groups and individually and listen carefully to what they have to say. As a result, children grow in confidence, talking to each other or adults as they work. Further good strategies, such as the use of little books to draw pictures about favourite stories are apparent. For example *The Very Hungry Caterpillar* effectively supported activities in this way. It encouraged children to make marks on paper. Children also practise writing their own names, although most are still at the early stages of making marks and patterns on paper.
64. Good teaching and effective support for speaking and listening continue in the Reception class. Teachers plan well to develop children's talk and extend their vocabulary. Resources are carefully labelled to encourage the recognition of words. Appropriate opportunities exist for children to listen and respond to stories, songs and rhymes. Excellent learning was noted when children listened to the story of *Elmer, the Patchwork Elephant* and were then encouraged to answer simple questions about it using appropriate vocabulary. A range of good quality resources were used to support children's understanding. The learning in this lesson was enhanced by excellent uses of a variety of objects associated with Elmer, which fascinated children, fully captivating their interest. Teachers consolidate children's knowledge of phonics and encourage them to form letters correctly through good direct teaching. Language games are used to help children to begin linking sounds with letters. Children of reception age are gaining satisfactory control in developing early writing skills. Some children demonstrate the skill to produce strings of letters that form recognisable words. The few higher attaining children form simple sentences independently, using their knowledge of initial letter sounds well. Children with special educational needs are supported well, as are those with English as an additional language. Adults give them time and care, ensuring that learning is effective.

### **Mathematical Development**



65. Based on good teaching, nearly all children make good progress from an overall low starting point on entry. A few are on course to achieve the early learning goals. Nonetheless, the majority are not expected to reach this standard by the end of the Reception Year.
66. In the Nursery, good opportunities are provided for children to match, sort and count using everyday objects. They recite number rhymes and sing songs to help them learn numbers. However, many children with English as an additional language do not yet know the English names of basic shapes and several other children recall these names only sketchily. A few are, however, adept at matching shapes and join simple wooden puzzles quickly. Children gain simple ideas of capacity and weight from practical experiences with sand and water.
67. Teaching is consistently good in the Reception class. Very good use is made of a range of resources, including wooden puzzles, jig-saw shapes, number games and interesting home-made items. These artefacts support children's learning well. Children learn to make simple comparisons and develop mathematical ideas such as "bigger than", "smaller than", "more", "less" and "middle-sized". They also gain knowledge of comparative size from stories such as *Teddy Robber* and *The Lost Teddy*. Most children experience difficulty with describing objects by position, shape and quantity when working with construction equipment. However, it is clear that a few higher attaining children count well for their age and order accurately up to ten, sometimes beyond and recognise numerals by the end of the Reception Year. Children with special educational needs are identified and supported well with resources and extra time with adults, so they make good progress in relation to their individual needs.

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

68. The quality of teaching in this area is good throughout Nursery and Reception classes. Planning and use of various resources offer the children many experiences to support their knowledge and understanding of the world. For example, teachers introduce many different materials, such as paper, card and textiles to develop early ideas of building and technology. Displays in classrooms contain many items from which learning can take place, as well as attractively presented children's work. Teachers also plan the use of several good quality commercial construction kits. However, a significantly high proportion of children enter the Nursery and Reception with little general knowledge compared with what is often found at these ages. This feature, despite the good teaching, contributes to weaknesses in attainment by the time they begin the National Curriculum in Year 1. Nevertheless, progress from low starting points is good. For example, teachers use pictures and photographs to demonstrate how children grow from babies, relating these ideas to children's own families and experiences and giving them the related language and vocabulary. Teaching of exploration and investigation outside the classroom is particularly good, with the use of plants, flowers and gardening, or listening to sounds that can be heard and trying to identify and name them. Children are well prepared to use their senses to recognise smells and tastes of different types of fruit. Such practical activities extend to making fruit salad and learning to name and taste tropical fruits that are referred to in *Handa's Surprise*, thus linking well to what is being read.
69. Good practice continues in the Reception class; children are invited to think about magnets and electrical appliances. A few know how to light up a bulb using wires and an electrical cell. Children in Nursery and Reception age groups thoroughly enjoyed experiences of working with sand and water. However, it was clear that many children had little perception that heating or freezing changes the form and appearance of foodstuffs.
70. A good number of children demonstrated the development of computer skills expected for their age. They showed increasing control in the use of a mouse, moving items and cursors to correct positions and clicking.

### **Physical Development**

71. Children are on course to meet national aims in this area. Children in the Nursery have continual access to an area outside. This area is safely fenced and contains suitable large toys and a fixed climbing frame. This equipment is used well to promote children's physical development. Reception children also have access to a climbing frame. Teaching is satisfactory in this area. What separates

it from the higher quality teaching in other areas is that planning does not always focus directly on development of particular skills. On these occasions aims and purposes of activities are unclear. When children work in the main school hall, this feature is better and children are clearly taught awareness of space and encouraged to develop co-ordination and control in their movements. Another strong feature is that all children receive regular swimming lessons in the school's interior learners' pool. They are encouraged and taught to undress independently, managing buckles and buttons and putting their shoes on the correct feet.

72. In both classes, children receive good opportunities to develop hand and eye co-ordination when they use pencils, brushes, small cutting tools such as scissors and similar items. Overall, children are making sound progress in this area of learning.

### **Creative Development**

73. Teachers provide good opportunities for creativity. In the Nursery, children draw, paint and make collages. Most children meet national aims by the end of the Reception class. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture and work with a good range of materials. Very good examples of collage, produced by children in the Nursery, were evident. This work employed a wide variety of materials such as sequins, textiles, pasta and lentils. Pictures entitled *Elmer* and *Funny Shapes* were also of good quality. Adults in the Nursery and Reception classes often use nursery rhymes and clapping games to attract attention and to help children to enjoy themselves creatively. Teachers use these creative activities to extend vocabulary, taking any opportunities that arise well.
74. In Nursery and Reception classes, good use of a teacher with particular musical skills was evident. Excellent teaching of singing skills resulted and nearly all children showed obvious enjoyment and progress. Overall, children are working and learning actively and compared with their starting points, their achievements are often very good in this area.

### **ENGLISH**

75. At the time of the last inspection in 1997, standards were described as below expected levels in Year 6, although results of the most recent National Curriculum tests had been above average. Since that inspection, results have been erratic, reaching another high point in 1999, when they were broadly in line with the national figure. In 2002, results in the tests were not as good as in the last report, showing attainment well below the present national average. However, almost a fifth of pupils had arrived in the United Kingdom in only the past couple of years and records show that several were still at early stages of learning English as an additional language. Another third of the class were receiving support for their special educational needs and many of these pupils were identified as having either specific or moderate learning difficulties. These terms mean that their performances in tests were likely to be adversely affected, even though support for special needs was good. Furthermore, the school's systems of assessment show that nearly all its pupils who had remained at the school since the end of Year 2 made good progress by Year 6. These features demonstrate that pupils are in fact achieving well compared with their often low starting points on entry to the school. Tracked information on the progress of pupils in the present Year 6 demonstrates similar findings. Pupils' achievements are good. However, the overall standard of work in pupils' books is currently below, rather than well below, average, which is similar to that of the last inspection. In this context, it should be remembered that averages are higher now, so this judgement represents an improvement in the numbers of pupils who attain expected levels.
76. In Year 2, results of the 2002 National Curriculum tests were in the bottom five per cent nationally in reading and writing. However, as in Year 6, a high proportion of pupils came from families that had only recently arrived and in which English was not the mother tongue. The school is also the base for the local authority's 20 place unit for pupils with speech and language difficulties. A high proportion of these pupils undertook the tests in 2002 and a similar proportion is due to do so in 2003. Furthermore, many pupils join the school's Nursery with very low levels of attainment. All of these factors mean that, although they achieve well, they do not have time to make up sufficient ground to attain the expected level by the end of Year 2.

77. In all year groups, pupils' listening skills are broadly around expected levels. This is due, in part, to good relationships between pupils and teachers and effective and consistent management of behaviour. Pupils enjoy listening to stories and listen well to explanations and instructions. However, speaking skills are often below expected levels and sometimes well below, by the time pupils reach the end of both Years 2 and 6. Many pupils enter with very little English and even native speakers of English lack a wide vocabulary. While speaking and listening is a high priority in the Nursery and Reception classes and in the speech and language unit, the introduction of the National Literacy Strategy, with its strong emphasis on reading and writing, has resulted in fewer opportunities in drama and speaking. Where teachers provide pupils with regular opportunities to discuss their ideas together in pairs or in groups, speaking skills are enhanced. For example, lower attaining pupils in Year 6, including those with special needs, clarified their understanding of a passage from *The Secret Garden*. Good support encouraged them to discuss ideas in detail and strong interventions by the teacher helped them to develop their vocabulary. A significant number of older pupils still speak in colloquial, rather than standard forms of English, which is not always corrected. For example, Year 4 pupils said "we done..." and "we was..." several times, but no attention was drawn to it. By contrast, a very good lesson, involving Year 1 pupils with speech and language difficulties, focused on grammatically correct sentences.
78. Standards of reading are below average in Year 2, but are broadly average in Year 6. This represents very good achievement, because it compares very favourably with pupils' starting points. Teachers encourage pupils strongly to be enthusiastic readers and skills are developed systematically as pupils move through the school. Particular strategies to support reading are in place to help pupils with special needs. For example, books containing large pictures and print that is big enough to be seen by whole groups are used to concentrate on text and are used well to develop both confidence and competence. Graded reading books provide material of different levels of difficulty, allowing pupils to practise their reading themselves with an appropriate degree of challenge. Higher attaining pupils were seen reading at above expected levels with confidence and enjoyment. Pupils are taught simple phonic strategies and use the sounds of letters to tackle unfamiliar words. In Year 6, pupils are able to convey their enjoyment of reading to others, explaining what excites them about their favourite authors. Again, pupils with special needs are supported well, so they can be included in this process. Higher attainers understand that text often conveys meaning beyond the words as they stand. For example, pupils pointed out that Anne Frank might have written *My Diary* because she wanted to "...say things she did not want to say to her family". Average attaining pupils are also able to uncover meaning beyond the text, explaining that Jacqueline Wilson often shows how relationships between people cause them to act in ways that are out of their normal character, sometimes for the good and sometimes for bad. Lower attaining pupils read competently at more literal levels. However, they demonstrate knowledge of a good range of strategies to read unknown words.
79. By the end of Year 2, overall attainment in writing is below average, although a few pupils are attaining above expected levels. By Year 6, standards fall a little below expected levels, although several pupils attain at expected levels for their age, with a few others working at a level higher than that normally expected. Handwriting through the school is generally legible. However, not all teachers insist sufficiently that skills learned in handwriting practices are used at other times. Spelling is developing well from the early use of phonetic strategies to the understanding of regular patterns in complex words. However, owing to the high proportions with English as an additional language and with special educational needs, many pupils' progress with these ideas is slow at first, even though support is often of high quality. Pupils' knowledge and correct use of punctuation increases well as they move through the school. By Year 6, pupils write for different audiences and in a wide range of styles, such as poetry, reports, stories, instructional and persuasive texts. They know how to plan, redraft and refine their own work, often using word processing techniques. A few pupils show adventurous uses of vocabulary and style, although this aspect remains below expected levels in most pupils' work. Dictionaries are used well, as a matter of course by many, to check spellings and meanings of words.
80. Overall, teaching is good, which is another improvement since the last inspection. It was good, often very good, in almost three quarters of lessons that were observed. In one lesson it was excellent. Unsatisfactory teaching, in which the main point of the lesson was lost when pupils did not respond as the teacher expected, occurred on only one occasion. Teachers generally have good subject knowledge and basic skills are invariably taught well. Nearly all pupils show an eagerness to learn

and usually respond to the best of their ability to teachers' questioning. Support staff are knowledgeable and work conscientiously with teachers to help pupils learn. This feature is especially apparent in the case of those with special educational needs. Expectations of how pupils should behave and what they should achieve are nearly always high. Planning is detailed and identifies key questions and strategies to develop pupils' understanding. These features result in thorough learning at a good pace. Methods are chosen to attract pupils' interest. For example, deliberate mistakes, such as putting three tea bags in one cup alerted pupils in Year 3 to the need to write instructions precisely. In an excellent lesson the high quality of questioning and a well chosen passage enabled all pupils to draw out the features of a narrative text and write successfully in the same style. Homework is used regularly to consolidate reading and spelling and a recent marking policy is helping to focus clearly on what pupils need to do next. Marking is particularly strong in Year 6 and reflects the high expectations of the teacher. Learning is regularly evaluated to match future work to pupils' needs. Whenever direct support of pupils at an early stage of learning English as an additional language was observed, it was good; sometimes it was very good. However, such support was not available often enough in older age groups and very rarely for pupils whose English had moved on to a later stage of development and understanding.

81. The National Literacy Strategy is being used effectively and is having a positive effect on pupils' achievements. However, extra time spent on English is reducing available time for writing in subjects across the curriculum. Conversely, reading of books and Internet sites is often used to gather information in these other subjects.
82. English is well led and managed by a knowledgeable co-ordinator, who has overseen the introduction of the national strategy since the last inspection. Good systems of assessment have been introduced and are used effectively to monitor progress as pupils move through the school. As a result pupils are identified for extra support, which includes those with special educational needs. Classroom assistants have been trained to provide what is necessary. As pupils progress, their targets in individual education plans are updated and used to focus on what should be done next. The co-ordinator's current action plan identifies relevant issues, such as a review of standards achieved by boys and the development of writing across the curriculum.

## **MATHEMATICS**

83. In 1997, results of Year 6 National Curriculum tests that had immediately preceded the inspection were above average. However, the year group that took those tests was described as unusual for the school. Standards in the subsequent year group's books were judged to be below average, as they are now. National test results in 2002 were in the bottom five per cent nationally and well below average compared with similar schools. Although this result is superficially disappointing, closer analysis demonstrates that pupils who had attended the school in Year 2 and had remained throughout their education, did well. This analysis shows that pupils who are in the school for long enough benefit from the good teaching that it provides. At the time of the last inspection, teaching and achievement were only satisfactory, so both these aspects have in fact improved.
84. Overall, attainment in Year 2 is well below average, reflecting the results of National Curriculum tests in recent years. However, a high proportion of pupils in this year are currently identified as having special educational needs, including a significant number in the unit for speech and language difficulties, as was the case in the 2002 tests. Such needs have the potential to affect learning considerably. Many pupils begin their schooling with low attainment on entry, which is confirmed in further tests that pupils take towards the end of their Reception Year. A high proportion is also at an early stage of learning English as an additional language. These factors affect pupils' understanding of mathematical vocabulary and of problems that are set in words, again having the effect of reducing overall standards in Years 1 and 2. Taking all this into account, pupils are making good progress and nearly all achieve well in these younger age groups.
85. In Year 2, nearly all pupils calculate simple sums accurately, using numbers up to 100 such as  $51+19$ . In a good lesson, they showed that they are beginning to recognise numbers written in words, linking them with the same number written in numerical digits. This task was achieved with numbers up to 100, in a game that resembled bingo. This good method enthused pupils, who tried hard and, even in this competitive situation, were kind to each other, pointing out matches on others' cards that

might otherwise have been missed. In group work, in the same lesson, several showed that they recognised patterns of five when they used a 100-square. Nevertheless, a significant proportion of the class required either adult help or a simplified version to advance successfully. Most of these pupils had special educational needs and these methods helped them to understand the task and to progress well with it, albeit at a lower level. Many pupils in the class began to build multiples of five, as a first step to remembering them and demonstrated that they could count on in fives, chanting together. Work in books shows that higher attainers have a reasonable recall of the names of common two- and three-dimensional shapes, while nearly all are beginning to measure lengths of lines in centimetres. This work builds well on what pupils do in Year 1. For example, pupils were observed building up fives from practical situations and counting them. Lower attaining pupils and those with special educational needs drew around their hand and counted the five fingers. Average and higher attainers in this Year 1 class gathered sets of five objects together and counted them. However, only very few began to count in fives without this type of resource to help them.

86. Good teaching continues through Years 3 to 6. As a result, knowledge, skills and understanding build up successfully. Although pupils still experience difficulty with problems that are set in words, their understanding of basic number is often good, especially in classes for older pupils. In Year 5, for example, pupils learnt how to estimate the area of a rectangle of 2.6 cm by 4.2 cm, repeating the method for themselves in response to their teacher's questioning. In Year 6, a very good lesson focused strongly on pupils' vocabulary. This teaching helped them with technical elements of the language of probability. By the end of the lesson, good uses of resources such as "probability cards" demonstrated that several higher attaining pupils understood the ideas involved very well. These cards challenged them with questions about chance that they were to decide upon and put into correct terminology. Relevant tasks were available to groups of different prior attainment and all pupils were interested and achieved well. Pupils with special needs were assisted with help that focused on the mathematical meaning of phrases such as "...certain that...", "...unlikely that..." and "...impossible that..." Work in pupils' books demonstrated that many can think of mathematical strategies of their own to solve numerical sums with fractions, simple percentages and similar work. Although this class contains several pupils who are already working at a level above that normally expected for their age, another sizeable group struggles when questions are set in words, which is the main reason that overall attainment remains below average. It should be born in mind, however, that this feature is understandable as so many pupils are from backgrounds where English is not their mother-tongue. Furthermore, a significant group, although not as many as in 2002, has identified special needs. These pupils receive good support to help them understand what they should do to make progress.
87. Pupils' skills in numeracy are generally good. They understand place value within levels expected for their age. For example, younger pupils know "tens and units", whereas pupils in the middle classes read numerals up to 1,000 accurately. In Year 5, pupils are beginning to use decimals and, by Year 6, several are adept at recognising the relative sizes of numbers up to 10,000 or even 100,000 with accuracy and use down to two places of decimals. However, evidence of uses of measurement in design and technology was limited in the inspection. Charts, graphs and tables are clearly used to present evidence in science, although this feature, was less evident in geography. Good examples of mathematical uses of information and communication technology were also evident. In Year 6, pupils demonstrated very advanced ideas of sequencing to work out instructions in a program to control traffic lights.
88. The overall quality of teaching is good, which ensures that pupils of different backgrounds and ethnicity learn and achieve well compared with their starting points. Well over half the lessons that were observed were good, including examples of very good teaching. All other teaching was satisfactory, with none that was unsatisfactory. In good lessons in Years 3 and 4, for example, teaching was pacy and tasks met the needs of different groups well. A lower attaining group in Year 3, for example, was prompted with very good questions that resulted in good recognition of multiples of two, five and ten. In Year 4, higher attainers added three numbers involving tens and units, both mentally and with pencil and paper methods. They achieved results quickly and confidently. Classroom assistants support teaching well, showing pupils with special educational needs what to do to achieve well.
89. The subject is managed well. The co-ordinator has good insights into why some pupils at the school struggle with mathematical ideas and she conveys these ideas to other teachers systematically.

Assessments are carried out regularly, including the use of voluntary National Curriculum tests in those years when statutory testing is not required. The results are used to monitor pupils' progress and to uncover misconceptions in order to plan activities to clear them up. In Year 6, the information is used further to place pupils in teaching groups that are aimed at boosting their knowledge and understanding.

## SCIENCE

90. At the time of the last inspection, attainment was described as well below expected levels at the end of Years 2 and 6. Current standards remain well below average in Year 2, but are simply below average, rather than well below, in Year 6. Clearly, as national averages are higher now than in 1997, improvement is good. The overall quality of teaching has also improved. In the last inspection, it was satisfactory, whereas it is now good.
91. In a lesson on healthy eating, good teaching in Year 2 developed pupils' understanding of elements of life processes and living things well. Pupils began to understand how foods can be grouped and answered questions about types of food that are healthy to eat. Most know the groups that specific foods belong to and from which groups it is best to choose. Pupils used their knowledge to represent meals practically, using plasticine, pasta and similar materials. A few higher attaining pupils wrote answers down, demonstrating that they knew the names of a good number of food categories. In addition to these pupils, work in books demonstrates that many are working at levels close to those expected. However, several pupils in the unit for speech and language difficulty are in Year 2 and, although they are making good progress, it is from a lower level. This factor is the main reason that overall standards remain well below average. It was not possible to make a direct observation of teaching in Year 6. Nevertheless, a scrutiny of work shows that they have been taught each element of the subject well. Their work is also very well presented. Good ongoing assessment, based on tests that are set by the teacher, helps her to know what each pupil must concentrate on most to attain expected levels. Pupils respond well to this approach, showing determination to acquire the extra knowledge in a mature way. Lessons in other classes show that overall attainment is restricted because pupils find it difficult to express their learning in precise terms. In Year 4, for example, good teaching resulted in good understanding of the proper uses of forcemeters. However, except for a few higher attainers, pupils found it difficult to explain in words what they had clearly carried out accurately in practice. Skills are developing well, building on what has been taught and learnt previously. In Year 3 pupils sorted rocks into different categories. Each group chose a "scribe" who recorded findings, which provided a good use of literacy skills. In Year 5, pupils studied the relative position of the earth, sun and moon.
92. Teaching is generally good, based on well-planned lessons, with interesting resources that are used well. Questioning is often skilful, ensuring that pupils of different prior attainment have suitable questions directed to them. These judgements extend to pupils in the unit for speech and language difficulties. In good lessons, these pupils have their thinking challenged as they investigate scientifically and improve their speech and vocabulary. In nearly all lessons through the school, teachers explain what pupils are expected to know at the end of their lessons. Praise is used appropriately to inform pupils how they have achieved and lessons end with a review of learning. Classroom assistants give good general support to pupils, while focusing well on those with statements of special educational needs. However, in classes for older pupils, little targeted support was seen for pupils with English as an additional language, so their specific needs are not necessarily met.
93. The deputy headteacher is co-ordinating the subject and he has played a key role in several improvements that have occurred. A project known as CASE was introduced in September 2002. Its main aim is to develop pupils' thinking, reasoning and investigative skills. The series of lessons fits in well with a nationally recommended scheme of work in science that is used for planning. Pupils' difficulties with recording scientific enquiries have been identified, so different techniques to record their work have been highlighted and practised. Co-ordination is clearly beginning to achieve consistent planning, while a leading science teacher on the staff helps to promote good methods of teaching.

## ART AND DESIGN

94. At the time of the last inspection, attainment was described as in line with national expectations at the end of Years 2 and 6. During this inspection, work that pupils did in lessons and work on display around the building was still in line with expectations. However, it included examples of high quality work, particularly in Year 5. Nearly all pupils are achieving satisfactorily and some achievements are good. Therefore, standards have at least been maintained and, in some respects, have improved since 1997.
95. By the end of Year 2, pupils have been introduced to a wide range of different skills, working with a good variety of materials. Observational drawing features regularly in all classes and pupils are encouraged to look carefully at what they see, before attempting to draw it. In Year 1, sketches of Victorian household tools demonstrate that they have learnt this lesson well. Examples of the work of famous artists are used in all age groups, as a starting point. For example, pupils in Year 2 studied the work of Van Gogh, before experimenting effectively with twisting, rolling and crumpling paper to create a blossom tree. The work of pupils with special educational needs, including those with speech and language difficulties, is generally indistinguishable from the work of other pupils as a result of good explanations of tasks.
96. What is learnt lower down the school is further developed in classes for older pupils. To the skills of careful observation that they have acquired previously, pupils have added confident uses of shading to produce shadow in representations of what they see. Painting generally meets expected standards. In Year 5, good uses of visiting artists and the expertise of the subject co-ordinator are evident. Art and design from different countries and times are used to help pupils understand the subject's importance to human creativity and culture. For example, in Year 3, masks of Egyptian gods have been carefully built up in three-dimensional work, using papier-mâché, then painted and decorated effectively. Year 6 pupils, working with artists, have investigated facial proportions and expressions before making facemasks based on a study of African art. The attainment of pupils from different groups, backgrounds and ethnicity, including those with special needs, is generally similar to that of other pupils.
97. The overall quality of teaching is good. In two lessons that were observed, it was very good, ensuring that pupils acquired skills and knowledge very effectively. They responded well to the high expectations of the teachers concerned, making a strong creative effort and concentrating carefully. Very clear teaching of required techniques was apparent in both lessons, which involved classes in Years 5 and 6, contributing to very good uses of skills.
98. Co-ordination of art is good. The co-ordinator is enthusiastic and has worked hard to develop provision and to improve standards. She has produced a good scheme of work that includes guidance about how to assess pupils' progress and to plan what should be taught next. She monitors what is taught and at what level by viewing displays of work regularly and uses this information to set developmental targets for the future. Pupils' work is often exhibited in public places. For example, work undertaken during a Japanese art project was hung at an exhibition in Kew Gardens.

## **DESIGN AND TECHNOLOGY**

99. At the time of the last inspection, standards were below expected levels by the time that pupils left in Year 6. Standards have not improved since and remain below expected levels. Nevertheless, work displayed in Year 1 clearly used complete processes of design and technology as part of a challenge to make models of playground equipment. Pupils visited a playground to evaluate the design and movement of swings, roundabouts and slides. After designing their own models they experimented with different techniques to join materials. Some were able to incorporate simple ideas of movement into their designs. Pupils chose from a variety of materials to make their models. Finished products show the quality of work expected for five and six year olds and demonstrate sound skills. Pupils tested and evaluated their own and each others' work. Pupils in Year 2 made vehicles from recycled materials. However, when explaining what they did, little idea of investigation, design or evaluation emerged. As a result, knowledge and understanding is below national expectations.
100. Planning in Year 3 indicates that teaching is based on the development of what has been taught previously. For example, moving vehicles have been made and programmes of study show that

development of skills continues. However, pupils in Year 6 showed little understanding of the nature of design and technology. Their explanations were focused too much on models, while ideas of design were based on artistic appearance, rather than on suitability of materials, planning of what tools might be needed to make up their design, or in terms of measurements of component parts and how to join them. Lack of this understanding indicates that attainment is below expected levels. Nevertheless, pupils through the school recall objects that they have made in recent years. They were particularly enthused about their "... great boats in Year 4".

101. It was not possible to observe any teaching directly. However, subject co-ordinators have identified a need for training to develop teachers' knowledge and expertise, suggesting that this element is inconsistent through the school. This finding reflects pupils' lack of understanding that design in the subject is different from what is met in art.
102. A good policy has been drawn up and co-ordinators have developed a list of skills that pupils should develop in subsequent years. This list forms a useful basis for assessment of learning. However, it has only just been presented to staff, so it is not yet in place. At present, no formal monitoring of planning, finished work or teaching is occurring on a regular basis.

## **GEOGRAPHY**

103. At the time of the last inspection, standards in geography were described as below national expectations by the time pupils left in Year 6. Currently, standards are well below those expected in both Years 2 and 6. Overall attainment has therefore fallen, although features that were used to explain the 1997 judgement are similar to what is found now. Conversely, several current characteristics of pupils' backgrounds are different in their likely impact. For example, high mobility amongst pupils now includes many recent arrivals from overseas, affecting basic knowledge of the locality, other places in the United Kingdom and weather and climate. As study of other countries also relies on knowledge of these features, in order to make the comparisons between localities that the National Curriculum requires, it is understandable that attainment is not as high as previously. Taking these factors into account, it is likely that standards of teaching and provision are no worse than in 1997.
104. Pupils in classes for younger pupils learn about places nearby and far away. They follow the adventures of Barnaby Bear when friends of the school take him on holiday. Recently, this method was used to teach about villages in Norway. By the end of Year 2, pupils describe their walk to school. However, much of what they record and recall is at a rather mundane level, naming features such as a bridge, a park, shops, the market and a playground. A discussion of the subject with pupils in Year 6 indicates that they have developed a reasonable knowledge and understanding of keys and symbols on maps and can plot co-ordinates successfully. However, pupils struggled with technical language and those with English as an additional language were unsure of vocabulary to describe the features of a river. Pupils also found the "water cycle" difficult to explain. Although pupils' reading is sufficient to gather information and their map reading skills are adequate, writing down geographical ideas is often a difficulty through the school. General vocabulary restricts several pupils in this respect and many find it hard to relate complex ideas in extended factual sentences. Nevertheless, they enjoy the subject and attempt verbal explanations with relish. Pupils collaborated well when asked and worked with enthusiasm. Teachers ensure that those with special educational needs receive what help they need to include them fully in learning.
105. In the lessons that were observed, teaching was satisfactory overall. Teachers demonstrated sound geographical knowledge and understanding. In a lesson about the use of land and the local issue of the closure of a swimming pool, sound questioning led to pupils' expression of opinions about human and environmental needs in the locality. Praise and encouragement was used well. However, the use of worksheets in some lessons limits opportunities to extend factual writing. Little evidence of new technology to add to skills and knowledge was seen.
106. Co-ordination is sound, although the subject co-ordinator is recent to the post and has had little opportunity for direct monitoring of teaching. Nearly all the weaknesses that were identified in the inspection were already known. Several strengths were also found. For example, visits to local places of interest provide experiences to fill in gaps in knowledge of the locality. These visits also help bring



the subject to life and make good contributions to personal and social development. Examples include visits to Queen's Park Rangers Football Club, the local market, Shepherds Bush tube stations and the local library. A trip to the River Thames is planned as part of a study of rivers in Year 6.

## **HISTORY**

107. At the time of the last inspection, standards in history were in line with nationally expected levels at the end of Years 2 and 6. Currently, attainment is similar. Considering their relatively low starting points, this represents good achievement.
108. Higher attaining pupils in Year 2 recalled many facts about the Great Fire of London. A few of them knew that Sir Christopher Wren designed the Monument and most remembered the name and story of Thomas Farynor, who was the main focus for their studies. Pupils showed that they had been very interested in the fire, grasping from pictures that it had spread because the houses were wooden, thatched and very close together. Year 2 pupils with speech and language difficulties recognised differences between recent toys and toys from the past. Nearly all pupils are successfully developing an awareness of the passage of time.
109. Skills are developed systematically as pupils move through the school and, in some respects, pupils' knowledge of facts is impressive. In a Year 3 lesson, for example, many pupils knew that the River Nile was essential to ancient Egyptian society, understanding its importance for travel, methods of farming and religious practice. During good questioning by their teacher, they named many gods. Pupils with special educational needs were taught imaginatively, including a role-play involving a mummy. In a lesson with computers, the same class experienced a simulation that took them on a journey through the ancient Egyptian afterlife. This program reinforced ideas about what pharaohs believed would happen to them when they died. In Years 4 and 5, work with artefacts and the use of historical sources introduce pupils to study of the Romans and developments in Britain after 1930. Again, standards attained are around those expected for the relevant age groups, although the impact of a high proportion with special needs is apparent in lack of detail in what is written down. Good cultural links are included in the study of famous people from different backgrounds, which is also good for the self-esteem of pupils from various ethnic backgrounds. For example, the 1930 to 1940 studies include Haile Selassie and Jessie Owens. By Year 6, pupils know that the past can be divided into historical eras that have characteristic patterns of life, costume and architecture. Their work on Victorian England included changes and innovations that occurred during that period. Again, recall of facts is detailed and standards meet expected levels well, with evidence that a few pupils are attaining at a level above that normally expected.
110. The overall quality of teaching is good. The lessons that were observed were always of this quality, except for one that was excellent. Teachers clearly enjoy the subject themselves and offer many details that help to bring it alive for pupils. These good features are helping pupils to recall facts and to enjoy uncovering the significance of artefacts and other sources that they use. These are the main reasons that their achievement, despite their low starting points, is as good as it is. Pupils of different groups and backgrounds receive the support that they need to make progress in all classes, including those pupils with speech and language difficulties.
111. The co-ordinator has only held the role since Christmas, but has built on what was already in place, reviewing the policy to ensure that it matches current advice on best practices. Next, resources are being reorganised. Currently, formal assessment is limited and opportunities for direct monitoring are infrequent. The present focus is on the stock of books in the library and lessons were clearly supported well with literature. The borough's subject adviser has visited and passed on information about various useful websites.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. At the time of the last inspection, very little teaching of information and communication technology was apparent, although pupils were supported when individuals or pairs were at workstations. Pupils had very little understanding of the uses or value of new technology although, in early years at least, several had reasonable capability in using a keyboard and mouse. However, many teachers lacked

knowledge and confidence in the subject themselves, so pupils' initial skills were not consolidated and standards were generally low. Omissions from what should be taught included aspects related to the use of computers to control devices, programs that simulated events and similar work. Since then, considerable development has occurred. An active co-ordinator, supported by the deputy headteacher, has brought about a new impetus. New hardware and software has been introduced, including a set of laptops. Staff training has been arranged and is still continuing and the deputy head is contributing his expertise to ensure that all classes receive key teaching. His lessons focus on skills to open and apply programs that are directly related to pupils' age groups and previous levels of knowledge in other subjects across the curriculum. As a result of all this innovation, standards are rising rapidly. By the end of Year 2, nearly all pupils are attaining at expected levels and a few have skills that are advanced for their age. By Year 6, standards remain a little below those expected; although, only because pupils have not yet had sufficient time to catch up what has been missed in the past. Teaching and what is taught are now good and rapid progress is evident.

113. By the end of Year 2, pupils develop good skills with a mouse and keyboard. They use these skills to create pictures, for example, drawing graphics and patterns. In a good lesson using the school's laptops, they were shown how to use the return/enter key to put line breaks into text. Such teaching is built on steadily through the school. By Year 5, for example, they know how to fill shapes with colour. Higher attainers take this knowledge further, filling in a circle within a circle, using different shades. By Year 6, they work independently, choosing the style of their text by selecting fonts and similar features. They find information from the Internet and, in a good lesson, they wrote commands to control the sequence of traffic lights. Skills associated with programs that simulated events were taught in Year 3. This work linked with pupils' topic in history.
114. Good co-ordination of the subject has produced a particularly effective strategy for its development and organisation. The introduction of wireless network technology and laptops equipped with pick-up cards allows the subject to be taught in a classroom fitted with an interactive projector screen, rather than a computer suite. This arrangement is highly versatile, allowing the room to be used for other purposes when it is not in use for information and communication technology. The school's vision for the future is very exciting, including installations of further wireless boxes in other areas of the school and adaptations of classroom computers to access the same technology. A weaker aspect is that the use of computers in classrooms is inefficient. During the inspection, although in some rooms they were used frequently, they were often not in use in others, which is a pity, as pupils are very enthusiastic about what the subject offers.
115. The quality of teaching was never less than good, including an example of very good teaching, when the deputy headteacher took a lesson in Year 3. Planning was nearly always of good quality. It includes notes about what pupils are expected to be able to do at the end of the lesson and this information was always shared with pupils. Ongoing assessment is also of high quality, demonstrated by questions that were directed to individual pupils. As a result, learning met the requirements of different individuals and groups, making use of what they had already understood. Relationships between pupils were very good. This feature was used to encourage pupils to watch how others were getting on and to offer help if they noticed that someone had missed a step or otherwise had fallen behind. This good level of co-operation is enhancing the quality of pupils' learning. All different groups of pupils receive good support from teachers and classroom assistants. As a result, they make progress at rates similar to pupils as a whole. These judgements apply equally to pupils of different ethnicity, including those with English as an additional language. Pupils with special educational needs also make good progress.

## MUSIC

116. At the time of the last inspection, overall attainment was described as low. The subject had received little emphasis as no specialist was available to develop either a policy or a scheme. Considerable improvement has occurred. Attainment is currently close to what is normally expected, which is much higher than previously, especially in singing, which often reaches a high standard. Pupils' achievements compared with their starting points are often very good. Pupils enjoy music and, by Year 2, they recognise several different percussion instruments. In a lesson, for example, they wrote numbers to identify the instrument that they heard other pupils play. Recorded music is used for pupils to appraise. For example, they listened to sections of Saint-Saen's *The Carnival of the*

*Animals*. They enjoyed trying to decide upon animals that are represented in the tunes. High quality teaching helped pupils to maintain concentration throughout, providing good spiritual and cultural opportunities. In Year 6, pupils achieved standards higher than normally expected when they sang in a gospel style. Strong teaching inspired powerful and accurate singing with good rhythms and excellent control of volume. Pupils showed that they knew the meaning of musical terms such as “fortissimo”, “diminuendo” and “piano”, relating them to English equivalents. Pupils responded well to hand signals and varied their singing accordingly.

117. The overall quality of teaching is very good. Much of it is taken by one teacher who has a good musical background and expertise. Methods are therefore good and consistently used. This position is a considerable improvement since the last inspection, when teaching of the subject was hampered by a lack of knowledge amongst the staff. Help and involvement from the community is further enhancing available expertise. For example, the musical director of a local gospel choir teaches singing in Year 6. Pupils also receive opportunities to play steel pans. The management of pupils' behaviour and teaching of singing are particularly strong. As a result, situations that might be difficult to manage are turned to advantage. For example, pupils in Year 4 arrived late to a lesson in a very excitable mood. Skilful teaching ensured that learning was not disrupted. On the contrary, their liveliness was used to set up avid discussions about the pieces of music used in the lesson. Teaching is pacy and infectious. Excellent methods of managing pupils include the use of hand signals that remind them to look, listen carefully and to speak with well chosen words. Owing to teaching of this quality, pupils are learning very effectively and standards are rising rapidly. Pupils with special educational needs make similar progress to other pupils. Pupils from a range of backgrounds and ethnicity join in the full range of musical styles that are taught and thereby make good progress.
118. The co-ordinator has brought about significant progress in the subject's provision since taking up the post only a short while ago. The stock of instruments has been audited and necessary repairs made, so what is available is now in good condition and sufficient. However, a lack of new technology, such as electronic keyboards, limits experiences of music in this genre, although some have visited *The Ministry of Sound*. Good links with the local authority have resulted in training for teachers, including workshops and attempts are underway to arrange instrumental lessons for individual pupils.

## PHYSICAL EDUCATION

119. At the time of the last inspection, standards at the end of Year 2 were in line with expected levels and were above expectations in Year 6. Currently, nearly all pupils in Year 2 demonstrate good awareness of space, show understanding of safety requirements in the subject and work with considerable enthusiasm. Overall, skills are now above those normally expected and represent an improvement on what was found in 1997. Owing to good uses of the school's interior learners' pool, many pupils are already confident in water when they enter the National Curriculum in Year 1. Opportunities to develop their skills in this aspect continue into Year 2. As swimming is not a requirement at this age, pupils' attainment is clearly well above what is nationally expected. At the end of Year 6, overall attainment remains above expectations, maintaining the standard found in the last inspection. Good provision in swimming remains a feature with instruction at a local pool. Records show that standards in swimming are high. All pupils attain the government's minimum requirement for safety and a high proportion exceeds it, with many pupils attaining long-distance awards. Pupils with special educational needs make similarly good progress in all aspects of the subject, as a direct result of the strong support and teaching that they receive. Different ethnic groups also make similar progress to all other pupils.
120. Lessons in Years 3 and 6 and part of a lesson in Year 1, were observed in dance. These lessons exemplified good teaching of skills as pupils advance through the school. They show that learning is built securely on what pupils have experienced previously. For example, in Year 3, the teacher pointed out changes in the music that pupils needed to express in their movement. The teacher's very good knowledge of the subject resulted in giving plenty of key information about using different levels in their dance. These levels included crawling at floor level, skips and steps and jumping up high. What was taught was a clear development of the focus on moving through a space that had occurred in Year 1. In Year 6, movement entailed combinations of steps and actions that could be linked into sequences. These sequences were then practised and honed for future use or performance, demonstrating good precision and many pupils achieved performances above the normally expected

level. The school has a strong link with Queen's Park Rangers Football Club, which includes the provision of a trained children's coach. His emphasis is on skills associated with small games and sports. Lessons were observed in Years 2 and 4. Pupils in Year 2 were particularly enthusiastic. They warmed up with considerable relish. Teaching was very good, insisting on safe practices in the face of pupils' vigorous responses. Activities were consistently well received by pupils, who carried out their work with enormous enjoyment. As a result, they ran, practised skills with a football and weaved in and out with a level of skill that was above what is normally seen at this age. Similar good responses were apparent in Year 4.

121. The overall quality of teaching is good and includes examples that are very good. It is based on good understanding of the subject and a good policy that promotes thorough planning. Teachers know pupils well and, during opening sessions particularly, they direct questions to individuals in a way that helps them to understand what is required. As a result, pupils with English as an additional language are enabled to follow what they need to do to learn and make progress.
122. Co-ordination is very good. The co-ordinator is very knowledgeable and has a lot of experience in leading the subject. As a result, good policies and planning are resulting in good support for teaching. Monitoring of standards through the observation of performances is carried out and the co-ordinator has accurately assessed that achievement as good. Very strong links with the community have been established and continued over the years. Opportunities in sports, games, swimming and dance (through *Chance to Dance*) are examples. These links provide good opportunities for pupils with a particular talent. For example, pupils with particularly advanced skills in dance have joined classes at the Royal Ballet. After school clubs and activities are good, including football, football for girls, athletics in the summer, circus skills and others. These activities enhance attainment further.

## RELIGIOUS EDUCATION

123. By the end of Years 2 and 6, attainment is below expectations that are set out in the locally agreed syllabus. In the last report, standards were described as in line with expectations in Year 2, although they were below the expected level for Year 6. The difference in standards at Year 2 is likely to be because a higher proportion of pupils with speech and language difficulties and other special needs is now in this age group. In Year 2, pupils draw on class discussions and stories that they hear. They know the story of Christmas and why it is celebrated and pupils learn that the Bible is a special book for Christians. Older pupils have an adequate knowledge of Christianity. They know how churches are used for christening, or baptism and understand the importance of wedding ceremonies to young Christian couples. However, other than those who are Moslems, they have little idea of how God is worshipped differently in different faith communities. For example, although they knew the names of a good range of festivals, such as Eid, Diwali and Channukah, they could give few details about what these festivals mean to believers.
124. Discussions with pupils indicate that their attitudes and responses to learning are at least satisfactory, confirming what was apparent from a lesson in Year 3. In this lesson, pupils listened carefully when their teacher gave information. In discussions with an inspector, pupils of different ages behaved well and responded to questions with confidence, demonstrating a positive willingness to talk about and share personal experiences. Pupils in Year 6 recalled a visitor who spoke about Buddhism, which offered them insights into the Buddhist way of life.
125. Only one direct observation of teaching was possible and this lesson was satisfactory. Questioning was clear and encouraged pupils to respond verbally with relevant experiences of their own. It is clear from an inspector's conversation with pupils that discussions and explanations occur, supporting listening and speaking skills. However, overall, the teaching of religious education makes a limited contribution to pupils' skills in writing. Few examples of expressive or descriptive writing about beliefs, personal experiences or feelings were evident.
126. The new co-ordinator is clear about future developments that are needed, but has not yet had opportunity to monitor the quality of work in classrooms. The aspects of assessing and recording pupils' achievements have not been the subject of review since the last inspection. Nevertheless, resources are generally satisfactory and include multicultural artefacts and a stock of new books

about the major religions of the world. However, although the school is close to many local places of worship, this potential has not been fully exploited.