

INSPECTION REPORT

NORTHVIEW PRIMARY SCHOOL

Neasden, London

LEA area: Brent

Unique reference number: 101508

Headteacher: Mrs E. Clarke

Reporting inspector: Dr J.N. Thorp
6327

Dates of inspection: 20 – 23 January 2003

Inspection number: 246125

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Northview Primary School Northview Crescent London
Postcode:	NW10 1RD
Telephone number:	020 8450 7982
Fax number:	020 8452 0817
Appropriate authority:	The Governing Body
Name of chair of governors:	Dr P.Thomson
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
6327	Dr J.N.Thorp	Registered inspector	Mathematics; Information and communication technology; Music; Physical education	What sort of a school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve?
19660	Ms D.Pacquette	Lay inspector	Equal opportunities	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?
23385	Ms S.Gerred	Team inspector	The Foundation Stage curriculum; Science; History; Religious Education	How good are the curricular opportunities offered to pupils?
30705	Mr G.M.Stephens	Team inspector	Special educational needs; English; Art and design; Design and technology; Geography	How well is the school led and managed?
27681	Mr D.Marshall	Team inspector	English as an additional language	

The inspection contractor was:

Full Circle

35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Northview Primary is located between Neasden and Willesden. It serves the immediate community, although some pupils travel to the school from further afield. Although smaller than most in Brent, the school is average in size, with 226 pupils aged three to eleven, organised into 7 classes and nursery. Pupils come from a wide range of backgrounds, including 26 Somali refugees. Attainment on entry is generally below average. Around half the school's pupils speak English as an additional language, which is well above average; around 25% of these are at an early stage of English language acquisition. A significant number of pupils come from families housed in temporary accommodation, contributing to a fairly high mobility rate. Around 25% of pupils are entitled to a free school meal, which is broadly average. 20% of pupils are on the register of special educational needs, which is similar to most other schools; two of these pupils have statements of special need. Most of the pupils with special needs have learning difficulties. The school was awarded Beacon status in 2001 and currently supports two neighbouring schools.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils consistently make good progress; those with English as an additional language make very good progress. Standards are currently above average in English, mathematics and science. The headteacher provides very good leadership, ensuring clear educational direction and purpose for the school. There is strong teamwork and relationships are excellent; the school's firm commitment to inclusion contributes positively to an ethos in which tolerance, respect and harmony are most highly valued. Teaching is consistently good. Pupils respond very positively; they are keen and want to learn. The school's considerable strengths far outweigh any weaknesses identified. It serves its pupils and the community very well indeed and provides very good value for money.

What the school does well

- ? Standards in seen English, mathematics and science are above average by the end of Key Stage 2
- ? Standards in ICT are above average at the end of Key Stage 1
- ? Pupils with English as an additional language make very good progress
- ? Relationships throughout the school are excellent; pupils' attitudes and behaviour are very good
- ? The quality of teaching is consistently good across the school
- ? The headteacher provides very good leadership for the school, ensuring it has a most positive ethos
- ? Provision to meet pupils special educational needs is very good
- ? Provision for pupils' spiritual, moral, social and cultural development is very good

What could be improved

- ? The balance of the curriculum in Key Stage 2
- ? The contribution of individual subject co-ordinators to the management of the curriculum
- ? Teachers' marking of pupils' work
- ? The use of available space, including outdoor provision for Reception class children

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then there has been good improvement overall. The good standards achieved in English and mathematics have been maintained and in science they have improved. The last inspection found that too little time was spent on teaching and learning in information and communication technology and this has been addressed, principally with the arrangement to assemble all the school's computers in the hall on two days each week to accommodate whole class lessons. The improvement has been such that standards at the end of Key Stage 1 are already above average. Assessment procedures have been introduced and the outcomes are now used effectively to inform teachers' planning for individuals and groups of pupils. A consistent approach to the teaching of handwriting has been introduced and this is contributing to the improved progress pupils are making in learning and using joined script. Legal requirements are now being met in terms of reporting all the required information to parents. There remains a weakness in the consistency and effectiveness of teachers' marking.

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	C	A	C	A
mathematics	D	B	A	A
science	C	A	B	A

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

Children enter the school with wide ranging levels of prior attainment, but overall this is generally below average. A high proportion of children have English as an additional language, many at an early stage of English language acquisition. The results of statutory assessment in 2002 for Year 6 pupils indicate that standards in English were broadly average, in mathematics they were well above average and in science they were above average compared with all other schools. When compared with similar schools, standards in all three subjects were well above average. Comparison with the results of assessment at the end of Key Stage 1 indicates the very good progress these pupils have made. Inspection findings indicate that a high proportion of pupils currently working towards the end of Key Stage 2 are expected to reach above average standards in English, mathematics and science. Although test results are not as good among seven-year-olds, they nevertheless achieve well in reading, writing and mathematics and standards seen overall are in line with those expected of pupils this age. There is a strong emphasis on literacy and numeracy throughout the school, ensuring that pupils achieve well in these areas and the high quality of teaching has a positive impact on their learning across the curriculum. Standards in most other subjects are broadly in line with those expected of seven and eleven year olds; standards in information and communication technology are above average in Key Stage 1. In design and technology and geography in Key Stage 2 and physical education in both key stages there was insufficient evidence to support a judgement about standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Very good. Pupils have very positive attitudes to learning; they are attentive in lessons, they try hard, concentrate well and want to do their best.
Behaviour, in and out of classrooms	Very good. Pupils have a clear understanding of what is expected of them. They are friendly, courteous and polite. They work and play very well with each other. Lunch times are pleasant social occasions.
Personal development and relationships	Very good. Pupils are honest, trustworthy and enjoy taking responsibility. Relationships are excellent. Pupils work and play together in harmony, showing the utmost respect for each other's culture, values and beliefs.
Attendance	Good. Improved since the last inspection and now above the national average. Most pupils arrive at school on time and are punctual to lessons.

TEACHING AND LEARNING

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

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

Teaching is good overall and at times very good. Teaching in the nursery and in Years 1 and 5 is particularly effective. Teaching of literacy and numeracy is good throughout the school. In all classes teachers are skilful and work very hard for the benefit of their pupils. They manage their classes very well with a range of strategies to ensure that pupils are fully engaged in learning. Lessons are generally managed with good pace because they are effectively planned, resources are well prepared and explanations and instructions are clear. Teachers and classroom assistants have very good relationships with pupils and this contributes most positively to the whole ethos of the school, encouraging and valuing learning and good behaviour. They have good questioning skills, which enables them to engage pupils' attention, to consolidate or extend learning and to assess understanding. In the best lessons teachers are able to challenge their more able pupils effectively with carefully chosen questions to extend their thinking. As a result of the good teaching they receive, pupils' learning is good. Sometimes, however, there is too much teacher talk and too little time for pupils to work independently. There is too much variation in the quality of teachers' marking, particularly in identifying ways in which higher attaining pupils can further improve or extend their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and relevant; it is successfully enriched with a wide range of visits and visitors into school. There is an appropriate emphasis on basic subjects, but older pupils do not always have an effectively balanced curriculum. The Foundation Stage curriculum provides good coverage of all the recommended areas of learning for children of this age.

Provision for pupils with special educational needs	Very good. Pupils receive very good support from teachers and their very well briefed learning support assistants during lessons or in small withdrawal groups. Detailed targets are set and on-going assessment procedures ensure that the progress of every pupil is monitored against these targets.
Provision for pupils with English as an additional language	Very good. The quality of learning is very good and pupils make very good progress over their time in school, due to well-organised in-class, group and individual support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' personal, social and health education is given high priority. Effective provision is made for pupils to learn how to keep safe in a range of situations and an emphasis on developing understanding of citizenship. There is a high priority given to pupils' spiritual, moral, social and cultural development and provision is very good. Teachers and other support staff are very good role models for behaviour towards others.
How well the school cares for its pupils	Good. The school has good procedures for child protection and ensuring pupils' welfare. The school's Welfare Officer and support staff provide very good pastoral care for pupils. There is a very strong ethos of inclusion. All the staff know their pupils very well and are genuinely interested in their welfare. The school has good systems for assessing pupils' attainment and progress in English, mathematics, science and ICT. The school provides a very valuable breakfast club and an after school club from which many pupils benefit positively.

Overall parents have very positive views of the school; the great majority are very pleased with the progress their children are making. They feel welcome in the school and listened to. The school actively encourages parental involvement and their contribution to pupils' learning at school and home is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher, supported well by her able deputy, provides very good leadership. All the staff work well as a team. Subject co-ordinators are not fully effective in performing their roles because they have insufficient time to monitor teaching and the progress of pupils in their subjects.
How well the governors fulfil their responsibilities	Governors are very committed and supportive of the school and carry out their statutory duties well. They are aware of the school's strengths and weaknesses because they have links with both subjects and classes and monitor these effectively.
The school's evaluation of its performance	There are good procedures in place for performance management. Good use is made of assessment information from standardised tests to set targets for further improvements. Spending is carefully evaluated to maximise the impact on pupils' learning. Principles of best value are applied well.

The strategic use of resources	Very good. Finances are very well managed; financial planning is closely linked to educational priorities. A very efficient bursar makes a very good contribution to financial planning and management.
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The school is well staffed. The secretary provides very effective and efficient support for the headteacher. Learning support assistants are well trained, committed and very effective. Along with the school's welfare officer they play a significant role in the pastoral care of pupils. The school caretaker is a full and highly valued member of the team and is fully involved in many school activities. The accommodation is satisfactory overall but is not always used as efficiently or effectively as it could be. Space outside is limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ? The school's ethos – the respect for others ? The caring and family atmosphere ? Teachers are good at enabling children to do well ? The size of the school so children are well known ? Teachers are friendly and approachable ? The invaluable breakfast and after school clubs 	<ul style="list-style-type: none"> ? A small number of parents think the school could do more for higher attaining pupils

The inspection team agreed with the many positive views expressed by parents about the school. They are right to be pleased with very many aspects of the school's provision. Inspectors also agreed that, at times, the school could do more to challenge its higher attaining pupils, particularly in comments in teachers' marking.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Results of standardised tests in reading, writing and mathematics taken by seven-year-olds have fluctuated significantly over the past four years. The high proportion of pupils entering the school with English as an additional language has a major impact on learning, but when compared to similar schools, pupils' attainment in 2002 was above average in writing and mathematics and average in reading. Since attainment on entry to school is generally below average, this indicates that pupils make good progress through Key Stage 1. The proportion of pupils achieving the higher level 3 in mathematics was well above average, but the proportion achieving this level in reading was well below average, reflecting the impact for those pupils for whom English is not their first language. Unusually, over the past four years boys have generally done better than boys in other schools; other than in 2001, girls have not done as well as girls in other schools.

2 Results of tests in English, mathematics and science taken by eleven-year-olds have fluctuated less and, during the last three years, in mathematics and science in particular, they have improved. When compared with results in similar schools, standards in English, mathematics and science in 2002 were well above average. They were also well above average when compared with their prior attainment at the end of Key Stage 1 indicating that these pupils had made very good progress. This represents very good achievement. In comparison with others both boys and girls have done better than their counterparts in other schools over the past four years. Results in 2002 show that a significant proportion of pupils attained the higher level 5 in English, mathematics and science, which was above or well above average compared with all other schools. Targets for achievement in English and mathematics tests in 2002 were exceeded; the target for 2003 is not as high in mathematics, reflecting the differences in the present cohort of pupils in Year 6.

3 Inspection findings confirm the good picture indicated in test results. Standards in English, mathematics and science are good overall and generally better than expected of eleven-year-olds. A significant proportion of these pupils achieve high standards in these subjects, particularly in mathematics and science. These standards have been maintained in mathematics since the last inspection and in science they have improved. The weakness identified in pupils' handwriting has improved significantly and standards are now much higher than they were. While the vast majority of pupils achieve as well as they should and there is now much more attention paid to higher attaining pupils, there is still even more the school could do to support these pupils effectively and ensure they make as much progress as they can.

4 By the time they leave the school, pupils have acquired secure skills in literacy and numeracy. They have good speaking and listening skills, which enables them to join in discussions confidently. Many are enthusiastic readers who have a good knowledge of books and authors and can express their preferences confidently. They use their skills to find information in the library; they use CD-ROMs and the Internet appropriately. The majority of pupils write well in a variety of forms and the teaching of planning for and evaluation of writing has also served to improve standards. Written work is well presented and pupils use a good range of punctuation. In mathematics pupils have a good understanding of place value and a grasp of the four operations in number which they can apply to solve problems. They have a good recall of number facts, they can work with very large numbers and those with three places of decimals and they understand the relationship between fractions, decimals and percentages.

5 In science standards among eleven years olds are higher than those expected of pupils their age. They have a secure understanding of the units they have studied. In their work on life processes and living things, for example, they understand what living things need to survive and how this is affected by various habitats and food chains. Higher attaining pupils have a grasp of photosynthesis. Throughout this key stage pupils develop good skills of scientific enquiry. Standards in ICT are broadly in line with those expected of eleven-year-olds.

6 While pupils enter the school with prior attainment generally below average, they make good progress through the Foundation Stage¹ with the majority on line to achieve the early learning goals in all areas of learning by the time they start Year 1. They continue to make progress through Key Stage 1 and by the age of seven the majority of pupils achieve standards that are in line with those expected for their age in English, mathematics and science. Their reading is average, but they have positive attitudes and work hard to improve. The daily work on phonics is having a positive impact, as is the paired reading with older pupils. Pupils' writing is of the standard expected; the school's writing scheme and regular practice are contributing to raising standards. Pupils' numeracy skills are satisfactory at this stage. They have made a good start in understanding place value and the four rules of number. They understand multiplication as repeated addition. Standards in science are in line with those expected. These seven-year-olds have an appropriate understanding of materials and forces, for example and they are making a good start in acquiring skills of investigation. Standards in information and communication technology (ICT) are above average at this stage.

7 In other subjects, standards in religious education, art and design, history and music are in line with those expected at the end of both Key Stage 1 and Key Stage 2. In design and technology and geography standards are also in line with those expected at the end of Key Stage 1, but there was insufficient evidence available to inspectors to support a judgement about standards at the end of Key Stage 2. There was insufficient evidence to support a judgement about standards in physical education in both key stages.

8 Throughout the school pupils with special educational needs make good progress towards the targets set for them. Their needs are identified early; the very good support of classroom assistants contributes positively towards the good progress they make. The school's ethos of inclusion, the values that underpin its approach to teaching and learning and the additional targeted support provided all help ensure that the needs of every pupil are identified and met by all teaching and non-teaching staff. As a result a significant proportion of these pupils achieve average levels in national tests by the time they are eleven.

9 Pupils with English as an additional language make very good progress and achieve standards that are appropriate for their ability. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall. The level of support is consistent and all pupils make good progress as a result. In particular, these pupils' achieve standards in English that are average in both key stages and generally in line with their peers. For pupils who are new arrivals and at the initial stages of English language acquisition, progress is very good and they are on track to achieve standards in line with expectations for their age.

Pupils' attitudes, values and personal development

10 Pupils' attitudes to school are very good, as they were at the time of the last inspection. Pupils enjoy coming to school and are eager to learn. As a result they develop very good attitudes to learning. They participate well in class discussions and also in the many activities provided by the school.

¹ The Foundation Stage covers the period from a child's entry to school through to the end of the reception year.

Throughout the school pupils work well together. This includes pupils with special educational needs and English as an additional language, all of whom have positive attitudes to learning and are integrated very well into the school.

11 Pupils' behaviour is very good. In lessons pupils work very well with each other and share equipment when required. At break times pupils play very well together and move around the school in an orderly manner. Lunch times are pleasant social occasions. The rare incidents of inappropriate behaviour are very well managed by staff who apply the school's behaviour policy consistently. Parents support the view that behaviour in the school is very good. There was one permanent exclusion in the last year. No incidents of bullying or harassment were observed during the inspection. No litter was seen in the school and pupils in general respect and care for the school's property and environment.

12 Pupils are very polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering direction when asked. When invited to do so, they speak freely about life in the school and willingly and confidently share their experiences. Pupils are honest, trustworthy and eager to show respect for other's feelings and beliefs.

13 The personal and social development of pupils is very good. Pupils enjoy taking responsibility when given the opportunity. For example, pupils set up the hall for assembly, organise the library, and as monitors, clear up outdoor equipment after break times. When asked to work in pairs or groups in lessons, most pupils do so very successfully. They co-operate very well with each other and the adults present and they share resources responsibly.

14 The relationships formed between pupils are excellent. Similarly the relationships between pupils and adults are very warm and respectful. There is very good racial harmony in the school. Pupils co-operate very well with each other and they also interact very well with each other in the playground, engaging in a number of games and other social activities.

15 Teaching and non-teaching staff have established a very positive and secure environment that promotes learning, especially that of pupils with special educational needs. These pupils respond very well to the adults that support them and give of their best. The behaviour of these pupils is very good and they are developing positive attitudes to their learning. There is good support and advice from outside agencies, including a speech therapist, educational psychologist and a teacher from the partially blind unit. Praise in small group work is used very effectively to raise pupils' self-esteem

16 Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are well motivated, keen to learn and enjoy the attention given to them when they are supported in their learning.

17 Attendance is good and above the national average. Most pupils arrive at school on time and are punctual to lessons. The headteacher, secretary and the local education authority (LEA) educational welfare officer closely monitor attendance and comprehensive strategies have been implemented to reduce unauthorised absences and lateness. Attendance has improved since the last inspection and this is making a positive contribution to the quality of learning in the school.

HOW WELL ARE PUPILS TAUGHT?

18 The overall quality of teaching is good; teachers are fully committed to their pupils and work very hard for them. In every lesson seen during the inspection teaching was satisfactory or better; in eight out of ten it was good or very good. A third of the lessons were very good. The quality of

teaching has been improved since the previous inspection, with no unsatisfactory lessons. Teaching is particularly effective in the nursery and in Years 1 and 5. The teaching of literacy and numeracy is good throughout the school.

19 The teaching of children in the Foundation Stage is good overall; it is often very good in the nursery. Teaching is carefully planned with a good emphasis on promoting basic skills, particularly in language and literacy but also in numeracy. The good teaching children receive in these areas ensures that their learning is good and they make good progress. Teachers use a range of skills effectively to help children to learn, including demonstration, explanation and questioning. They provide a good balance of directed and free choice activities, using the resources in the different areas of the nursery or classroom well and the learning activities and tasks set effectively to promote children's learning. Teachers intervene effectively as children work with the various resources to extend their knowledge and understanding or improve their skill. There is continual interaction between children and adults as teachers and assistants take every opportunity to engage children in talk about what they are doing. Throughout the Foundation Stage teachers manage the children very well. The nursery assistant provides very good support for the teacher in the nursery; she is effectively briefed and deployed and makes a significant contribution to these young children's learning.

20 Teaching in Key Stage 1 is good. Teachers are confident and successful in managing pupils' behaviour well and they have a range of strategies for motivating them and engaging them effectively in learning. Lessons are carefully planned to ensure that pupils are provided with appropriate learning activities and set interesting tasks. Some lessons contain many strengths. For example, in one very good numeracy lesson with Year 1 the teacher was lively and purposeful in her approach which ensured that all her pupils were quickly engaged, involved in the lesson and keen to contribute. She explained the learning objectives carefully, checking that pupils understood essential vocabulary like 'total'. There was very good pace as she pushed pupils on in the mental mathematics activities, urging them to respond quickly. The teacher's very positive response to and the praise for individuals' efforts was clearly motivating and helping them learn. Throughout the lesson the teacher managed pupils' learning very effectively, keeping them fully involved but knowing what was coming, with comments like, *I'm going to ask Hammad to read this for me*, which kept the lesson flowing well. In the main part of the lesson the teacher made good use of the 'shop' to reinforce pupils' learning, providing a good selection of things to buy of which pupils could find the total cost. There was very good discussion how pupils had found the total cost, with appropriate time spent on discussing various addition strategies. As pupils work at their individual or group tasks, the teacher ensured that pupils of different capabilities were set appropriate tasks, and both her and the classroom assistant supported pupils very well. The plenary session was very well managed, reinforcing pupils' learning, but also introducing how the work in this lesson would be extended the following day. Such skilful teaching had a most positive impact on the good progress pupils made.

21 Teaching in Key Stage 2 is good; at times there are lessons of high quality. Teachers have a good knowledge of the subjects they teach; this has a positive effect on the work they do with their pupils. In a history lesson with Year 5, for example, the teacher's extensive preparation enabled her to promote her pupils' knowledge and understanding of life at sea in Tudor times. The lesson was very well organised and the use of artefacts brought the subject alive and ensured pupils were interested, motivated and fully engaged throughout. Their attitude towards learning was impressive. In a science lesson with Year 4 pupils, the teaching was very good as the teacher continued work on materials and their properties, building on pupils' understanding of insulation. Right from the start she communicated an enthusiasm for the subject to which pupils responded immediately. Careful questions were posed which encouraged pupils to predict which materials might provide the best insulation. As they prepared for the investigation, pupils were well supported in planning and helped to consider the implications of a fair test, but enabled to devise their own. The constant posing of questions to reinforce their

understanding and extend their thinking ensured that pupils were fully engaged throughout. Teaching in literacy and numeracy lessons is consistently good in this key stage; in some lessons teaching of a high quality were observed. In a lesson with Year 6, for example, the teacher was able to involve pupils of different capabilities very skilfully in the mental mathematics introduction, with carefully targeted questions. He was very positive and supportive of individuals, making good use of praise to motivate and encourage. There was particularly good discussion of strategies for working out division, with pupils given good opportunities to discuss what they had done. This was followed in the main part of the lesson as pupils worked on strategies for long multiplication using adjustments of rounding up or down to help. The teacher's good management of the lesson at a lively pace ensured pupils' learning was moved on effectively.

22 On the very few occasions across the school when teaching fell below this high standard, tasks were not always sufficiently demanding for higher attaining pupils or in the direct teaching parts of lessons there was too much teacher talk and too little time for pupils to work independently. There is too much variation in the quality of teachers' marking throughout the school; comments on pupils work are not always sufficiently helpful in indicating how pupils can improve or extend what they have done.

23 Pupils with special educational needs are well taught. Teachers often either plan with or seek the advice of the classroom assistants when providing for pupils with special educational needs. These pupils receive very good additional support from the learning support assistants either during lessons or in small withdrawal groups. A very good range of resources is used well to motivate and interest these pupils. Classroom assistants are very skilled and establish very good relationships with pupils with special educational needs. They are very well briefed by teaching staff. Questioning by both class teachers and classroom assistants includes all pupils, ensuring that those with special educational needs participate fully in lessons.

24 Pupils with English as an additional language are also well taught. They receive very good support from their teachers and other classroom assistants, which is enabling them to make good progress. Main-stream staff take full responsibility for supporting pupils within classrooms, guided by the English as an additional language (EAL) co-ordinator who plays an active role in planning jointly with the class teacher when giving in-class support. Good on-going verbal feedback on progress is given to the class teacher and good written reports are produced on a regular basis. Both EAL staff and the class teachers maintain careful records of pupils' progress. The need for support is prioritised according to the relevant stage of English language acquisition. EAL pupils gain appropriate access to the curriculum through very effective partnership teaching in lessons. The EAL teacher plans and prepares teaching materials that are suitably adapted to meet the needs of ethnic minority and bilingual children in specific areas of their learning. She liaises with class teachers prior to the lesson and evaluates effectiveness at the end. Progress is regularly monitored and this in turn further informs planning and target setting. The quality of support provided is effective and results in the pupils consolidating learning and making good progress. Good attention is given to supporting pupils' home languages within the whole school. There is good evidence of promoting pupils' mother tongue in displays around the school.

25 Homework is used well to support learning, particularly that of older pupils. Work is set to consolidate or extend pupils' understanding and skills and, sometimes, pupils undertake independent research work related to their lessons in school. All pupils take home a range of books and read regularly, to their parents or independently, which has a significant impact on the good standards they achieve. The school has a weekly bookshop, which also promotes interest in books.

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

26 The curriculum provided in the nursery and reception classes ensures good coverage of all the recommended areas of learning for children in the Foundation Stage. There is a suitable long-term plan of work, which supports provision in all the required areas of learning. Schemes of work are under review. However, the current planning is thorough and the quality and range of learning opportunities are good. Good provision is made for personal, social and emotional development. Opportunities are used well across all activities to promote children's personal, emotional and social development. This is a key factor in the good standards achieved in this area. Overall, the learning opportunities provided meet all children's needs well. Children with special educational needs are identified quickly and there is good provision for those children with English as an additional language who are well supported and enabled to make good progress. Together with consistently good teaching, these opportunities give children a strong start to their education and enable them to achieve well.

27 The range and quality of learning opportunities in Key Stage 1 and Key Stage 2 are good overall. All the required subjects of the National Curriculum are taught and requirements are met for religious education. The taught curriculum is successfully enriched by means of a wide range of visits and visitors into school. There is an appropriate emphasis on the core subjects of English, mathematics and science. The organisation of subjects, such as history and geography, art and design and design and technology, is balanced appropriately in Years 1 and 2, so that pupils experience work in all subjects every term. However, the curriculum for older pupils in Key Stage 2 is not so well balanced, because teaching and learning in some subjects, like geography and design and technology for example, is concentrated at the end of the year after statutory assessment.

28 There are suitable policies for all subjects and learning opportunities are planned satisfactorily. The school has made appropriate use of national guidance in putting together its long-term curriculum plan for each subject. There is also suitable long-term planning in place for religious education linked to the locally agreed syllabus. In most subjects, national guidance is used to provide a scheme of work and is the basis for teachers' weekly plans. In science, the national guidance has been supplemented recently with a published scheme to support work in scientific enquiry. While curriculum planning is satisfactory overall, there is some inconsistency in the quality and detail teachers include in their short term planning.

29 The school has fully implemented the national strategies for literacy and numeracy; for literacy it is very good and for numeracy it is good. Support is given in literacy and numeracy for targeted groups of pupils across the school. Additional specialist teaching is provided for pupils at early stages of English language acquisition. The learning opportunities provided ensure that pupils make good progress in the basic skills of reading, writing and mathematics as they move up through the school. There are some good opportunities for the development of reading and writing skills in other subjects, particularly in history. Attention is given to the development of numeracy skills in subjects such as science, geography and design and technology. The provision for ICT has improved since the last inspection and is now good. The organisation of all the school's computers into a temporary suite in the hall on two days each week provides pupils with access to specific skills teaching.

30 The provision for pupils' personal, social and health education is very good and is given high priority. This includes taking part in a Healthy Eating and Healthy Living project in Year 5, while participation in Brent's healthy eating initiative enables all pupils in Key Stage 1 to enjoy a piece of fruit each day. Good arrangements are made for sex and drugs education. Effective provision is made for pupils to learn how to keep safe in a range of situations. Emphasis is placed on pupils developing understanding of citizenship through discussion about rules, responsibilities and community. Pupils are encouraged to think of others less fortunate than themselves and they support a range of charities both

in this country and further afield, such as the collections for children in Somalia. Circle time,² provides many good opportunities for pupils to talk about themselves, express their thoughts and feelings and listen to what their classmates have to say. From the nursery onwards, very good use is made of external provision, such as visits from the police and fire services and the school nurse to develop pupils' awareness of health and safety and environmental concerns.

31 A good range of additional activities outside lessons is provided for pupils in Years 2 to 6. These include sports, such as football, chess and ballet and there is a science club. There has been a good range of day visits, for example to an archaeological dig on the north bank of the Thames, to the National Gallery, the Museum of London, the Globe Theatre and to local places of interest such as a temple. All of these effectively enrich the curriculum and enhance learning across a range of subjects. A residential visit for pupils in 6 to the Gordon Brown Centre in Hampshire provides a good opportunity for experiences beyond the work of the school. It enriches subjects such as physical education, science and geography, as well as being particularly beneficial for pupils' social development. Instrumental music tuition in guitar, clarinet and violin enriches the music curriculum for those pupils who participate.

32 Good attention is paid to ensuring that all pupils have equal access to all the learning opportunities provided. Teachers are very sensitive to the needs of pupils with English as an additional language. Opportunities are provided for pupils to participate in all curriculum related tasks. The planned activities, the quality of support and teacher interventions ensures equality of access to the curriculum. EAL teachers and class teachers work closely for assessing and reviewing pupils' progress. Pupils are generally provided with very effective models of written language. The language demands of the curriculum are analysed, and support also given in other subjects as appropriate, in developing new subject related vocabulary. Individual needs including special needs are adequately met. A clear distinction is made between pupils with English as an additional language and those with special educational needs. In most lessons, work is well matched to targeted pupils.

33 Provision for pupils with special educational needs is very good and they have access to a broad and balanced curriculum, although there is a heavy focus on the core subjects of English, mathematics and science in Year 6 in the months leading up to the national tests. Teachers work closely with experienced and well trained learning-support assistants to ensure that these pupils' needs are met and consequently they make good progress. Pupils are withdrawn for additional support in small groups in English and mathematics according to need.

34 The school recognises that there is a small number of pupils who are gifted and talented. It makes appropriate provision for these pupils, enabling them to participate with pupils from other local schools on projects in literacy and numeracy for example. In organising early literacy support for targeted pupils in Year 1 and Year 2, however at times, the school could make better arrangements so that these pupils do not miss assemblies and participation in daily acts of collective worship.

35 The overall provision for pupils' personal development is very good. This is an area that particularly pleases parents. Strong attention is given to their spiritual, moral, social and cultural development. Pupils gain good insights into the beliefs and values of Christianity and other world religions in religious education lessons and assemblies. Acts of collective worship are of good quality and reinforce the caring, family atmosphere of the school. They provide good opportunities for prayer, song and silent reflection. Through the celebration of festivals from various religions and cultures, pupils develop attitudes of tolerance and respect towards the beliefs and values of others. Personal,

² Circle time – is an opportunity for the whole class to discuss and reflect on a range of issues, often relating to pupils' personal and social development.

social and health education and circle times provide a climate in which pupils can respect others and be respected.

36 Provision for moral development is very good. There is very good promotion of the principles that distinguish right from wrong. Teachers and other support staff are very good role models for behaviour towards others. Raised voices are rarely heard and there is an atmosphere of mutual respect and tolerance. There are effective systems for rewarding good behaviour and raising pupils' self-esteem, as well as sanctions that apply to inappropriate behaviour. Clear rules are displayed around the school and in classrooms and the high expectations of good behaviour form part of the school's home-school contract. As a result, pupils have a good understanding of the difference between right and wrong and demonstrate this in their behaviour throughout the school.

37 Provision for social development is very good. Good opportunities are provided for pupils to develop socially and to increase their understanding of living in a community. Within their classrooms, pupils from the nursery onwards are encouraged to take responsibility and to help each other. Older pupils have added responsibilities. For example, they prepare the hall for assemblies and act as monitors undertaking jobs around the school. Classes are paired for reading, giving older pupils the opportunity to befriend younger ones as they share books together. A system of looking after new pupils to the school as 'buddies', helps them to make friends and to settle into the school routines. Pupils develop an awareness of social responsibility, for example, by supporting charities and providing harvest gifts for the sick and elderly. Extra-curricular activities, such as clubs and the residential visit in Years 6 provide further opportunities for pupils to work and play together outside lessons.

38 The provision for pupils' cultural development is very good. There is very good provision for pupils to appreciate national heritage and culture, particularly through the wide range of visits, such as those to museums and places of historical interest. A good range of visitors, such as musicians, authors and theatre groups, also support pupils' cultural development well. The school draws very effectively upon the wide cultural and religious backgrounds of its pupils and staff to enrich pupils' knowledge and understanding of a multi-cultural society. For example, during the inspection a Chinese parent talked to the nursery children about the Chinese New Year, while in Year 4, pupils learnt about the weather, food, homes and customs in an Indian village during a talk by a visiting Indian parent. Another feature of the very good provision is the school's International Evening, which is held to celebrate the clothes, food and traditions of everyone in the school community. As a result of this, racial harmony in the school is outstanding.

39 The contribution made by the community to pupils' learning is good. Guest speakers at assemblies provide respected role models both male and female. The good partnership with Brent Adult Education Service has enabled the school to involve parents in family literacy and numeracy projects, which in turn have a positive effect on their children's learning in these subjects. The school has very good links with a local college, which enables students to gain work experience and brings additional support to pupils in the classroom. The school's good links with local businesses and superstores and with parents bring additional resources and sponsorship.

40 The school has good links with other schools and partner institutions, including its neighbouring secondary schools. Teachers from the secondary school have worked alongside teachers at Northview and vice-versa. For example, a teacher from the secondary school has conducted choir sessions at Northview, which supported teaching in music effectively for these pupils. These examples aid transition well and have a positive effect on pupils' learning. The school competes with other local schools in sporting events such as netball and football. There are other links within a cluster of local schools that support teaching and learning across a range of subjects. As a Beacon school, the local

education authority appropriately uses the school as a model of good practice for the in-service training of other teachers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41 The school has good procedures for child protection and ensuring pupils' welfare. There is a staff member with overall responsibility for child protection and all members of the staff team are aware of lines of accountability. Procedures are well established and clear guidelines are available to all staff. Members of the staff team know their pupils very well and they are genuinely interested in the pupils' welfare. There are very good measures in place to ensure that pupils are well cared for and they are supervised very well during the entire school day. The school's Welfare Officer and other support staff contribute most effectively to the very good pastoral care of pupils, which helps them settle so well into school life. In addition, the school facilitates a very good breakfast club and an after school club from which many pupils benefit positively. The provision for medical care and first aid is very good. The school works closely with the school nurse and many other health professionals to ensure the health needs of all pupils are fully met. The school's caretaker carries out daily routine checks of the school premises and health hazards are therefore quickly identified. In addition, the school has taken a number of appropriate measures to ensure pupils' safety. For example, a closed circuit television has been installed, risk assessments are undertaken, visitor's sign in and out and the school gates are locked at strategic times.

42 Procedures for monitoring and improving attendance are good. The secretary plays an important part in carefully monitoring attendance. The school uses good strategies to promote full attendance. For example, adults bringing the child to school late are asked to sign the late book, and the school writes to parents of persistent late comers indicating the amount of teaching time their children lose due to lateness. The importance of regular attendance and being punctual is also promoted through newsletters, assemblies and regular meetings with the Educational Welfare Officer.

43 The school has very good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of most pupils. The school uses strategies such as 'buddies', stickers, praise, headteacher's awards and parental involvement, to which most pupils respond very positively. The school has clear and effective systems for rewarding good behaviour and sanctioning unsatisfactory behaviour in lessons. Self-discipline is also promoted through one-to-one discussions with pupils, comprehensive individual education plans and working in partnership with parents.

44 Procedures for monitoring and supporting pupil's personal development are very good. All pupils are encouraged to be fully involved in the classroom and in play activities outside. Pupils' educational and personal development is also developed through personal and social education, games, music, assemblies and the school behaviour policy. For example, the school's Family Literacy and Numeracy programmes offer parents good opportunities to discuss issues and participate in activities where they are enabled to make positive contributions to their children's learning.

45 The school gives very good support to pupils with special educational needs. Their needs are identified and appropriate procedures exist for obtaining advice from outside agencies when required. The school meets the requirements outlined in the pupils' statements of special educational need. Detailed targets for learning are set and on-going assessment procedures ensure that the progress of every pupil is monitored against these targets. Progress is celebrated with the pupils in order to boost their self-esteem and encourage a culture of success. The school places great emphasis on including all pupils in the full range of activities offered and is successful in this regard.

46 All pupils who have English as an additional language are assessed on entry to the school. Initial assessment for these pupils is very effective. Continuing assessment is based on observations by the support assistants, class teachers and EAL staff and is mainly based on the language stages. The EAL co-ordinator monitors their progress regularly. Monitoring is extensive throughout the school and all pupils have individual targets; progress is tracked carefully and actions are taken to support and develop individuals. The headteacher also monitors whole classes. She appropriately sees EAL as an integrated priority and the responsibility of all staff members. The Headteacher meets every parent who registers children at the school and ensures that they all understand what the school is able to offer and the requirements placed on them as parents. She explains that this is to help her ensure that the pupils receive their full entitlement within her school. The school carries out bi-lingual assessments if they are deemed necessary. No pupil is assumed to be in need of special needs support just because his or her first language is not English. Pastoral care is a high priority within the school and the success can be observed in the confident way EAL pupils become very happy and confident members of the school community.

47 The monitoring and support of all pupils' academic performance are effective in English, mathematics, science and ICT, but not in other subjects. National Curriculum test results are analysed well to identify strengths and weaknesses in the curriculum and to check on the progress of boys and girls. The school has good systems for assessing pupils' attainment and progress in English, mathematics, science and ICT. Test and assessment results of pupils in Years 1 to 6 in English, mathematics and science are recorded well and passed on to the next teacher. They are used appropriately to set targets for pupils in Year 2 and Year 6. In addition to the statutory tests the school makes good use of assessment for other year groups. The collection and retention of pupils' work for moderation purposes are in place in English, mathematics science and ICT.

48 The school has begun to develop procedures for recording on-going information about pupils' attainment and progress in other subjects, but these are in the early stages of development and trialling. The school recognises the need to develop these as a priority. Good records are kept on the progress of pupils with special educational needs and of pupils being monitored because of particular concern. However, a system for tracking the attainment and progress of pupils in subjects other than English, mathematics and science as they move through the school is not fully in place. Consequently, the process of target setting, in relation to National Curriculum levels of attainment for individuals is insufficient. The use of short-term, measurable, individual goals as well as class targets, especially in the core subjects, is inconsistent and there is scope for these to be further developed.

49 There has been satisfactory improvement in assessment procedures and their use since the previous inspection, when these were identified as a key issue. Day to day assessment of pupils' learning in lessons is good and evaluations are recorded regularly on a daily and weekly basis, helping teachers to plan future lessons accordingly. However, there is a weakness in marking, which is not consistent across the school and does not always give sufficient direction to pupils as to how work can be improved. In some instances, marking consists merely of ticks and incorrect spelling of key subject vocabulary is not corrected or brought to pupils' attention.

50 In the nursery and reception class, teachers keep good records of what children know and can do, using the information to guide their next steps in learning. Initial assessments on entry, on-going day to day observations and records of progress in basic skills inform teachers' judgements and enable them to plan work for different groups of children. Foundation Stage Profiles clearly identify the steps, which children have achieved towards the early learning goals, when children transfer from nursery to reception and from reception to the main school. Children with special educational needs and those at the early stages of English language acquisition are identified quickly and targeted for additional support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51 Parents' views of the school are very positive overall. This was confirmed when talking to individual parents during the week of the inspection, at the parents' meeting and through the analysis of the parents' questionnaire. Parents overall are very pleased with the progress their children are making. They feel welcome in the school and listened to. Parents are happy with the daily activities of the school and the open door policy that enables them to discuss any issues of concern with teachers at any time. Teachers, including the headteacher, are present at the start and end of the school day to greet pupils and parents. Most parents feel that the school is well led and managed and the school contributes positively to their children's lives.

52 The impact of parents' involvement on the work of the school is very good. The school has actively encouraged parental involvement by using their newsletters and prospectus to invite parent volunteers. As a result, parents are always willing to support and participate in events in the school. For example, the school held an International Evening last year and this was very well attended by parents. The school has a Parents and Teachers Association, which is active in fundraising and organising social events.

53 Information provided to parents is very good. They receive regular newsletters, which include programme of events as well as summaries of what pupils are doing for the term. Newsletters are well designed and comprehensive. In addition, parents receive information on the curriculum, reports about their children's progress and they are invited to special assemblies. Parents' meetings are organised to keep them fully informed of new initiatives, such as the Family Literacy and Numeracy Programmes. The school also displays information for parents at strategic points in the school where parents can easily gain access to it. Annual reports on pupils' progress are very good. They give detailed information about pupils' achievements and targets for improvement. The school's prospectus and governors' annual report to parents meet statutory requirements.

54 The parental contribution to pupils' learning at school and home is very good. Parents respond positively to staff when asked to help in the school, sign reading records and assisting with homework. Parents also participate in the many extra curricular activities and both the breakfast and after school facilities. Parents who have children with special educational needs, as well as those who have English as additional language, are kept informed of their progress at consultation evenings and other occasions as necessary. They are informed about and invited to annual reviews and their views are taken into account. Additional provision made by the school, such as the valuable Family Numeracy Programme, effectively supports parents in helping their children at home.

55 Class teachers are responsible for completing individual education plans for pupils with special educational needs. Good contacts have been established with their parents, all of whom are kept well informed about their children's progress at the half termly review of their individual education plans. As the special educational needs co-ordinator works in the nursery she has established very good relationships with the majority of parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56 Overall leadership and management of the school is good. Overall there has been a good response to the key issues identified in the last report, although the revised marking policy is still not applied consistently enough throughout the school. Regular assessments are now made and are beginning to have a positive impact on day-to-day planning. More time is now allowed for information and communication technology and the staff cope well, moving computers into the hall every week to

enable full classes to be taught. There has been a considerable improvement in handwriting with the majority of pupils presenting written work well by the time they leave the school.

57 The headteacher, supported well by her able deputy, provides very good leadership. Her role in motivating and enabling staff to focus on the diverse needs of the pupils, the way she has gained the confidence and support of the parents and governors and the commitment of all involved to school improvement are key factors in creating this very effective school. All the staff work well as a team and are anxious to continue to improve the quality of teaching and learning throughout the school. The aims of the school are clearly reflected in the way the whole school community cares for each other and especially the pupils, focussing on raising standards and pupils' achievements irrespective of ability, gender, background or culture. The recognition of achievement, the effective use of praise and the boosting of self-esteem make a strong contribution to the very good attitudes and very good behaviour of the pupils. The school's commitment to inclusion is very good, ensuring that all pupils, including those with special educational needs and those for whom English is an additional language are fully included in all activities.

58 The day-to-day management of the school is satisfactory. A senior management team consisting of the headteacher, deputy and key stage co-ordinators meet regularly to review whole school issues. All subjects, with the exception of music, are led by individual co-ordinators, although the co-ordinators for geography, history and religious education have only recently been appointed. Whilst time is allowed for the co-ordinators to monitor teaching and the progress pupils make in their subjects, the practice is inconsistent and consequently not all co-ordinators have a sufficiently clear and detailed view of the strengths and weaknesses in each subject. As a result, for example, the balance of the curriculum in Year 6 is focussed too much on the core subjects of English, science and mathematics with the result that geography and much of the art and design and technology curriculum has been deferred until after statutory assessment, which is clearly unsatisfactory. The headteacher has recognised the need to improve the procedures for monitoring teaching and plans for change are detailed in the school improvement plan. The roles and responsibilities of subject leaders and the key stage co-ordinators also need to be reviewed, since there are occasions when their roles overlap and are insufficiently clearly defined, for example, when teacher assessments for Key Stage 1 national tests in English are prepared and submitted.

59 The special educational needs co-ordinator (SENCO) provides very good leadership; she manages the provision for special educational needs very well. She has introduced systems that ensure that pupils' progress is tracked and that action is taken to meet identified needs as and when necessary. She liaises well with support services from the local authority, which offer good support, and also with parents who are kept very well informed, both by the SENCO and the pupil's class teacher. Currently, however, she has no opportunities to monitor the teaching of pupils with special educational needs.

60 The head teacher and EAL teacher co-ordinate the service very effectively. The EAL teacher has attended courses to enhance her own practice and keep abreast of current developments. Training is provided for the rest of the teaching staff as well as the EAL support staff in order to equip class teachers to provide specific support in lessons. Admission procedures are effective and appropriately focused on collecting the most useful information about the pupils' background and their linguistic competencies in English as well as their other languages. This information is recorded on profiles, which identify, apart from pertinent background information, levels of competency in speaking and listening, reading and writing. The school is committed to the inclusion and integration of pupils with EAL needs in all school activities. All pupils on the register are given support in literacy and numeracy, where teaching is specifically planned according to their individual needs.

61 All staff, both teaching and non-teaching, and governors, work well together in reviewing the school improvement plan and establishing priorities for the year ahead. The performance management process has been embraced by the school as a tool to improve the quality of teaching and learning and is linked to well-planned in-service training. The training of all learning support assistants is also seen as a high priority and the school ensures that they all attend the comprehensive six-day induction course offered by the local authority soon after their appointment. Two have also attended a six-month course covering, in depth, all aspects of their role.

62 Governors are very committed and supportive of the school and carry out their statutory duties well. Each has a curriculum portfolio and makes regular visits to the school, especially governors with links to the core subjects. These visits and detailed reports and analysis of data by the headteacher keep the governors well informed and they have a very clear idea of the strengths and weaknesses of the school and what is needed to take it forward. However, the Governors role in strategic planning needs to be taken into account more fully. Governors regularly discuss longer-term needs and aspirations for the school, but the outcomes of these discussions are not always recorded as objectives in the school's development plan, as they need to be.

63 The quality of financial planning and management is very good and the contribution of the very efficient bursar and the effective use of information technology make a very good contribution to this. Very good use is also made of specific grants, for example, one outcome is the large number of learning support assistants employed who have a very positive impact on teaching and learning throughout the school. Spending is carefully evaluated to maximise the impact on pupils' learning and only a modest surplus was carried forward from the last financial year. Principles of best value are applied well and all concerned, headteacher, bursar and governors are anxious that these principles are consistently applied.

64 A good number of teaching and support staff make the best of the satisfactory range of resources available. Teachers work to their strengths and the headteacher is responsive to staff initiatives such as supporting and encouraging the rich programme of educational visits undertaken. The learning support assistants are well trained, committed and all offer very effective support for pupils' learning, including those with special educational needs, English as an additional language and children in the Foundation Stage. The school office is very well staffed. The secretary provides very effective and efficient support to the headteacher and contributes positively to the smooth running of the school. Support staff play an important part in the induction of pupils newly arrived at the school, often from a different culture and in offering general support as and when the need arises. The school keeper is a full and valued member of the team and is fully involved in many school activities.

65 The accommodation is satisfactory overall and includes a large hall and two temporary classrooms one currently housing the library and the other a cooking area and space for peripatetic music lessons and work groups. There is no computer suite and currently the hall is used for information and communication technology lessons two days a week prohibiting its use for physical education, dance and drama at these times. The school is aware of the need to undertake a review of how space is used, in order to explore a more efficient use of the building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66 Considerable work has already been done to develop the school and very good progress has been made. To improve the school further, the headteacher, staff and governors should:

1 Provide a more balanced curriculum for older pupils, by:

- (a) reviewing the time allocated on the timetable to all subjects
- (b) increasing the amount of time available for teaching and learning in subjects other than English and mathematics
- (c) ensuring that pupils' skills of literacy and numeracy are extended across the whole curriculum
- (d) securing a more even distribution of time for teaching and learning in all subjects over the school year

Paragraphs: 27; 58; 109; 112; 116

2 Develop the role of the subject co-ordinators so they can contribute more fully to the management of the curriculum, by:

- (a) ensuring all co-ordinators monitor teachers' medium and short term planning
- (b) devising strategies to enable them to monitor and support teaching and learning in the subjects for which they are responsible
- (c) extending their opportunities to scrutinise pupils' work across the school
- (d) providing opportunities for them to lead and manage review and development in their subjects
- (e) extending their responsibilities for tracking pupils' progress in their subjects

Paragraphs: 47-48; 58; 92; 107; 111; 115; 124; 138; 143

3 Improve the effectiveness of teachers' marking, by:

- (a) ensuring an agreed policy informs all teachers' marking of pupils' work
- (b) extending the written comments teachers make in pupils' books to provide a clear indication of how they might improve their work
- (c) providing further challenge for higher attaining pupils in comments on their work
- (d) improving the quality of teachers' handwriting as an example to pupils in their books

Paragraphs: 22; 49; 56; 91; 96 104

4 Ensure that all the available space in the school is used as efficiently and effectively as possible, by:

- (a) auditing current space use throughout the school
- (b) evaluating the effectiveness of current organisational arrangements for teaching and learning
- (c) providing appropriate and secure space and equipment for play and learning outdoors for children in the reception class

Paragraphs: 65; 80; 129

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	26	11	0	0	0
Percentage	0	33	47	20	0	0	0

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

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)	23	203
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	41

English as an additional language	No of pupils
Number of pupils with English as an additional language	115

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	12	13	13
	Total	22	23	25
Percentage of pupils at NC level 2 or above	School	81 (90)	85 (93)	93 (90)
	National	84 (84)	86 (86)	93 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	12	13	12
	Total	22	25	23
Percentage of pupils at NC level 2 or above	School	81 (90)	93 (90)	85 (90)
	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	8	18	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	14	16	17
	Total	20	23	25
Percentage of pupils at NC level 4 or above	School	77 (97)	88 (83)	96 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	14	14	16
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	77 (83)	81 (86)	92 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	44
Black – African heritage	20
Black – other	2
Indian	38
Pakistani	8
Bangladeshi	1
Chinese	1
White	31
Any other minority ethnic group	65

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	241

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.6
Number of teachers appointed to the school during the last two years	3.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001 - 2002
	£
Total income	744642
Total expenditure	721340
Expenditure per pupil	3316.89
Balance brought forward from previous year	44674
Balance carried forward to next year	23302

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	226
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	2	0	0
My child is making good progress in school.	57	40	1	0	2
Behaviour in the school is good.	59	38	1	0	2
My child gets the right amount of work to do at home.	49	44	4	1	2
The teaching is good.	65	31	2	0	2
I am kept well informed about how my child is getting on.	59	36	3	1	1
I would feel comfortable about approaching the school with questions or a problem.	65	30	2	1	2
The school expects my child to work hard and achieve his or her best.	65	30	2	0	3
The school works closely with parents.	51	39	3	1	6
The school is well led and managed.	67	29	0	0	4
The school is helping my child become mature and responsible.	58	38	1	0	3
The school provides an interesting range of activities outside lessons.	50	35	3	1	11

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

67 The good quality provision, for children in the nursery and reception years has been maintained since the previous inspection. Children in the Foundation Stage are taught either in the nursery or in the reception class. Children are admitted to the nursery in the September or January of the year in which they become four. The youngest children attend on a part-time basis. Currently, there are 22 attending the morning session and 24 in the afternoon. 15 of these children attend full time. Children transfer to the reception class in the September preceding their fifth birthday.

68 Approximately 15 children in the nursery and 14 in the reception class are from homes where English is an additional language and most of these are at early stages of learning English. At the time of the inspection, five children in the nursery and nine in the reception class had also been identified as having special educational needs.

69 Although the range of attainment is varied on entry to the nursery, standards overall are below average and skills in communication, language and literacy, in particular, are low. Achievement in the nursery and reception classes is good, due to effective teaching and the provision of a wide range of stimulating learning opportunities. As a result of this, children's learning is good. Most children are on target to achieve the nationally expected Early Learning Goals, in all the areas of learning by the end of the reception year.

Personal, social and emotional development

70 Children are well on course to attain the expected standards and many are likely to exceed them in this area by the end of the reception year. At the beginning of the day, in the nursery most children separate from their parents or carers confidently. Children engage in practical, tabletop and other activities with expected levels of concentration. They know the routines and settle well. Children mostly play individually alongside each other. One or two are beginning to play collaboratively, for example, riding on bicycles made for two and pushing and pulling each other along in boats, buses and trains or in role play as doctors and nurses in their hospital. In the reception class, most children have good levels of concentration and perseverance to sustain tasks to completion. Children respond well to the expectations that their behaviour should be good. They learn to take turns and develop a sense of right and wrong. They show good levels of control and discipline, for example, as they sit on the carpet at the start of lessons. Most children are developing independence in personal care. They change their clothes for physical activity in the hall, wash their hands and settle to whole class, group and individual activities.

71 The quality of teaching and learning is very good in the nursery and good in the reception class. Staff promote politeness, taking turns and sharing well. In both nursery and reception, children respond positively to the care of the staff and to the good role models they provide. Adults take care to include all children in the activities so that those with English as an additional language and those with special educational needs are able to participate as fully as possible. Staff are good at managing children and, as a result, children are clear about the standards of behaviour and attitudes to learning expected of them. This is particularly impressive in the nursery, where children engage with very good levels of concentration for their ages in a calm and purposeful atmosphere. Adults encourage children to take responsibility by providing opportunities for choice and by involving them in tidying their classrooms at the end of sessions.

Communication, language and literacy

72 When they enter the school, skills in communication, language and literacy for many of the children is limited by the fact that English is not their first language. However, with good teaching and additional support, children achieve well in the nursery and reception classes. They quickly develop good listening skills and begin to acquire a range of English vocabulary.

73 Children in the nursery listen with interest to a story and begin to join in with actions and familiar repeating sentences. They identify their names as they sit on their own special place mat and begin to recognise that print conveys meaning as they turn the pages of a book or pretend to write and post letters. By responding to adults' questions, they begin to gain confidence in speaking. In the reception class, children listen for extended periods of time in a range of contexts and respond to questions with developing use of sentence structure. Children recognise and write a number of letters and sound blends such as, 'sh' and identify words such as, *shark, ship, sheep*, that begin with it. They practise writing their names, familiar words and simple sentences, associating initial sounds with letters. Most children write their own names independently. They show an interest in books, handle them carefully and turn pages in sequence. Most can tell a story from the pictures and the most able have begun to read familiar words and phrases in a simple text. Many are keen to share a book with an adult and recognise the print, which is the title, on the front.

74 The quality of teaching and learning is good overall and sometimes very good in the nursery. Staff seize every opportunity to engage children in talk about what they are doing. They model language effectively, which is beneficial in developing children's vocabulary and particularly supportive of children with English as an additional language. Teachers question children effectively, encouraging them to speak as well as listen. Teaching in the reception class makes good use of elements of the literacy strategy to develop children's knowledge of letter sounds. The teacher demonstrates accurately how letters are formed. She encourages children to use their fingers to form letter shapes in the air and to stroke the cuddly toy, *Shirley Shark* with their fingers as they form the letters 's' and 'h'. In both nursery and reception, teachers provide imaginative situations such as the Giant's house, a Post Office and a hospital. These are used effectively to develop speaking and listening and imaginative role-play. Children are given a good range of opportunities to write for different purposes and in a variety of contexts, often in the context of a weekly theme. Parents contribute satisfactorily to children's reading through the use of the home-school reading records.

Mathematics

75 Children in the nursery and reception classes have the appropriate levels of attainment for their ages and are on target to achieve the nationally expected standards by the end of the reception year. Nursery children develop an awareness of numbers by playing games and singing songs. For example, they park a number of toy cars according to the throw of dice. They learn to recognise the numerals and to count the dots matching one to one. The most able children count the number of parking spaces left after they have parked their cars and add the total number of cars after two throws of the dice. They are learning the vocabulary associated with size, such as *big, middle-size* and *little*. They begin to compare big and biggest, small and smallest and develop understanding of shape and space as they play with building blocks, sand and water. In the reception class, children demonstrate good interest in numbers and counting. They enjoy joining in with number games, using their 'dancing fingers'. They are developing a sound understanding of numbers 1 to 9 and many can recite numbers to 20 and beyond. Most children show the correct number of fingers up to 10 and the most able

demonstrate a quick way of showing 9 fingers by first holding up 10 and then quickly hiding one. They are beginning to recognise a small number without counting, for example, as they make a pictogram of favourite foods.

76 Teaching and learning are very good in the nursery and good in reception classes. Through continual interaction with children whether in directed or free choice activities, adults in the nursery draw children's attention to colours, shapes, sizes, numbers and patterns. Through effective questioning they challenge children to develop mathematical language and awareness. For example, they ask children to name the chocolate numeral on their cake at snack time or count the number of wheels on models they have made of vehicles as they play outside. In the reception class, teacher-led activities are well planned. Effective questioning challenges children's mathematical thinking, particularly in whole class aural and mental work. However, there is scope to broaden the range of supporting activities through the use of such resources as beads, number games, pegboards and puzzles to reinforce learning when children work and play independently.

Knowledge and understanding of the world

77 Children achieve well in this area of learning and are well on course to meet the nationally expected standards by the end of the reception year. Children develop an awareness of their senses such as sight, smell and touch. They are encouraged to use them to investigate the world around them. For example, in the nursery, they use their senses when they are helped to make cakes. They learn the names of ingredients such as flour, sugar and eggs as they mix them together. In the reception class, children explore the properties of magnets and begin to recognise that certain metals are attracted to them. They begin to recognise that some materials float on water, while others sink. They experience some amazement as they feel the force of two magnets being attracted or repelled. Children become competent at using a computer. In the nursery they learn to use a mouse to control images on the screen or to program simple commands to make a robot move forwards. Children in the reception class become more proficient in their use of the computer, handling the mouse and keyboard effectively as they 'paint' pictures and print their work.

78 Teaching is good overall with some very good teaching in the nursery. Staff in the nursery organise activities effectively, both indoors and outside, to develop children's knowledge and understanding of the world around them. The foundations of early scientific skills are effectively laid as they provide very good opportunities for pupils to observe what happens, for example, when they plant bulbs or to guess what they touch or hear in 'feely' or 'hearing' boxes. Similarly children are encouraged to think about whether they are pushing or pulling when playing with wheeled toys. Early skills in design and technology are introduced effectively through topics such as transport. A particularly good example is the way that children are helped to make and test out working models, made from recycled materials, of their favourite vehicle. In the reception class, the teacher builds on children's natural curiosity and provides a range of "discovery" bottles that contain all sorts of materials for observing whether materials float or sink or are attracted by magnets. Good use is made of computers and simple robots to develop children's skills in information and communication technology. Teachers make good use of resources to develop children's learning of festivals such as Harvest, Diwali and Christmas through visitors, stories and creative work.

Physical development

79 The levels of attainment in physical development in the nursery and reception classes are broadly in line with the standard expected of children of this age. Children are well on course to reach the nationally expected goals by the end of the reception year and a good number are likely to exceed them. Learning is good in the basic actions of travelling, balancing and the use of space and children

enjoy these activities displaying a good amount of creative and physical effort. They confidently ride and push wheeled toys, developing gross motor skills well and enhancing their sense of space and direction appropriately. Children in the reception class follow instructions well and move safely within lessons. They move freely with pleasure and confidence in different ways.

80 The overall quality of teaching and learning is good. Good management and control of behaviour ensures that children follow instructions and move safely outside and within lessons in the hall. Regular, daily access to a wide range of outside equipment, with good adult intervention, enables nursery children to increase their confidence in climbing and balancing on climbing frames and moving through, along, over and under obstacles. The lack of a designated, secure outside area for the reception class limits the opportunities for climbing and balancing on a regular, daily basis. However, reception pupils have opportunities to work in the school hall. This enables teachers to develop physical skills well. A good range of creative activities, both in nursery and reception, enables children to handle crayons, pencils, scissors, glue and paintbrushes with increasing control and care, developing effective hand-eye co-ordination and manipulative skills.

Creative development

81 Most children are on course towards the expected standards by the end of the reception year. Children in the nursery and reception classes enjoy working with a variety of materials. They show curiosity as they explore and experiment with crayons, paint, glue, card and fabric. They demonstrate good levels of concentration and tackle tasks with a good degree of creative effort. They explore sounds made by a variety of musical instruments and some every day objects, such as pots and pans, by striking and shaking. They join in singing familiar songs and rhymes, participating in actions and body movements. Reception children are confident in singing and accompany familiar rhymes and songs with a steady beat on a range of percussion instruments, including body percussion. With “small world” people and in role-play areas, children play imaginatively, entering into the roles of characters and engaging in conversations with others. Children in the reception class demonstrate good independence in choosing their own materials to make pictures and 3D collages from a range of papers and recycled materials. They successfully use chalk on black paper to represent pictures of snowy weather and snowmen.

82 Teaching and learning are good throughout the foundation years. This is largely due to the provision of a wide range of both directed and free choice opportunities, which develop children’s creativity well. These include exploration and use of a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas and with ‘small world’ toys. Teachers provide opportunities for children to sing, dance, move and play percussion instruments. Through the support of adults during these activities, including their comments and question, children are helped to develop skills well and to express their own ideas with confidence. Children are given opportunities to work on a small and large scale and in two and three dimensions using recycled materials. Their work is displayed attractively on the classroom walls. Adult-led activities promote good learning of colours; develop children’s visual perception and fine motor skills effectively.

ENGLISH

83 At the time of the last inspection standards overall were judged to be in line with national expectations at the age of 7 and above at the age of 11. Inspection evidence indicates a similar outcome despite national tests in 2002 indicating that reading was below and speaking and listening was well below average for 7 year olds. Many pupils have English as an additional language and many

others have special educational needs. The majority achieve well as they move through the school because:

- ? all pupils moving into the school, often from overseas, are supported very well and quickly settle
- ? teaching is good overall
- ? pupils receive very good support from learning support assistants
- ? pupils with English as an additional language and those with special educational needs receive very good support

84 Inspection evidence indicates that by the age of 7 pupils have achieved well and their speaking and listening skills are in line with national expectations. They listen and work together well and, because of skilful questioning and the encouragement of teachers and support staff, quickly gain in confidence and attempt to answer questions. For example in Year 1 pupils act out and retell a story and are keen to help with props, one suggesting that *the umbrella could be a sunshade and the light the sun!* Another, showing an awareness of audience, began his account with the words *one fine and sunny day*. In Year 2 when asked how they could show respect to one another a pupil answered *by listening to each other carefully*.

85 At the age of 11 pupils listen very well and speak confidently, contributing freely to class discussions. Their contributions are always valued, not only by staff but also by other pupils and this gives the majority the confidence to speak up and join in all class activities. Teachers and learning support assistants also use praise very effectively as observed in Year 4 when, after considerable encouragement, a pupil volunteered an answer, that although incorrect received enormous praise from the teacher and appreciation from the other pupils who acknowledged the attempt. Older pupils in Year 6 are also challenged as they are asked to retell a story in less than sixty words thereby being encouraged to choose their words with care whilst reflecting on the key elements of the story. Throughout the school displays reflect specialist vocabulary associated with different aspects of the curriculum, especially science, mathematics and information and communication technology and this also helps extend the range of language accessed by the pupils when describing their work.

86 Inspection evidence shows that pupils currently attain average standards in reading at the age of 7. They have developed very positive attitudes and are well supported by parents and family at home. The recent introduction of a guided reading scheme is beginning to have a positive impact. Daily instruction in phonics³ regular guided reading in groups and the regular use of the school library all help pupils achieve well. The very extensive range of 'big books' used by the staff in literacy lessons are attractive and pupils enjoy reading aloud together. Learning support assistants impact positively on the teaching of reading by both supporting pupils needing additional help and maintaining accurate records of books read. Pupils from all classes also work regularly with older pupils in joint reading and writing activities. In one very good lesson observed, Year 5 and Year 1 pupils worked well together as they wrote and illustrated a small book that reflected the younger pupils' favourite type of story.

87 Pupils continue to achieve well and by the age of 11 standards are just above those expected nationally. The development of reading continues to be a school priority and a time is set aside every day for reading activities in every junior class. Teachers seize every opportunity to encourage the practice of reading skills. In Year 3 pupils took it in turns to read a story and a pupil who found the task challenging was included well as a learning support assistant sensitively supported him. In Year 6 the teacher created a useful cross-curricular link by choosing a text for a comprehension exercise that was linked to the class history project. Supported well by a learning support assistant and support teacher the pupils then answered questions set according to their ability to answer them. In this way all pupils, including those with special educational needs, are included well in lessons. Pupils in Year 6 can

³ Phonics - the sounds letters make when read

read with expression and can discuss the authors that they prefer. Many belong to the local public library. Regular use of the school library ensures that they understand how to select appropriate books and search for information using both contents and index pages. They are familiar with the terms thesaurus and glossary.

88 The standard of writing is in line with national expectations at the age of 7 and pupils achieve well. The school has adopted a handwriting scheme since the last inspection, and regular practice has improved standards. These are now satisfactory, an improvement since the last inspection when the improvement of handwriting was a key issue. Scrutiny of work shows that pupils are beginning to write in different styles including poetry. After listening to sounds around the school one Year 2 pupil wrote:

Listen to the soft wind blow

Listen to the rainfall as it drips on all below

A significant minority of pupils write well, expressing themselves clearly and using an appropriate range of punctuation including commas, speech marks and apostrophes. This group also has a very good grasp of common spelling patterns and rules and spellings are regularly set for pupils to learn at home. In an attempt to raise the standard of spelling still further for the majority of pupils, the school has purchased a commercial scheme that will be introduced immediately after the inspection. Learning support assistants often model writing for pupils and this is an important aspect of their role enabling pupils with special educational needs and sometimes those with English as an additional language to be fully included in the lesson. This also boosts their self-esteem with regard to the writing process.

89 Pupils continue to achieve well and by the time they are 11 standards for the majority are above those expected nationally. Many are developing individual handwriting styles and take a pride in presenting their work well. Scrutiny of work shows that pupils have been taught how to plan and evaluate their writing although there is little evidence to indicate that self-evaluation is routinely undertaken before books are marked. They write in paragraphs when appropriate and many are beginning to adjust content, form and style to the anticipated audience. Pupils spend much of their time in Year 6 on English related activities and this is reflected in the amount of work in books, on sheets and in folders. They write at length, occasionally supporting learning across the curriculum, for example in their 'Victorian' projects. Unfortunately opportunities to explore links with other aspects of the curriculum are not always explored.

90 The quality of teaching in both key stages is good overall and often very good. Teaching is successful because teachers have applied the national literacy strategy very well, ensuring continuity and progression throughout the school. Their lessons are well planned ensuring that learning objectives are clearly defined and that teachers ask appropriate questions to make judgements about the level of pupils' understanding as the lesson proceeds. Learning support assistants work closely with teachers and are well prepared. Pupils with special educational needs are quickly identified and set appropriate work and are well supported by learning support assistants. Pupils with English as an additional language are also supported very well. All staff use praise effectively to motivate pupils and raise their self esteem; they have high expectations of pupils' behaviour and manage them well.

91 Teaching and learning would improve still further if marking was consistent throughout the school. Scrutiny shows that most marking consists of positive comments such as 'very good' or 'fantastic' but very rarely states what aspect of the work has earned such plaudits. Neither do teachers' comments challenge pupils to improve the standard of their work or invite older pupils to respond to teachers' remarks.

92 The literacy co-ordinator is very knowledgeable and enthusiastic and she leads the subject well. Together with the headteacher, she monitors all English books on a termly basis. She occasionally monitors teaching. However her monitoring role needs to be more structured and focussed if it is to

have a positive impact on teaching and learning over the long term. The role of the English co-ordinator and the Key Stage 1 co-ordinator also needs to be clarified concerning, for example, who should oversee the marking and submission of Key Stage 1 national assessment papers.

MATHEMATICS

93 Inspection findings indicate that the school has maintained the high standards in Key Stage 2 found in the last inspection. Standards in Key Stage 1 remain in line with those expected of pupils their age. Since pupils enter the school with attainment that is below average, this represents good achievement; pupils make good progress through both key stages. The overall quality of teaching is good, as are the strategies for teaching numeracy skills, and these two factors contribute to this good achievement. Pupils with special educational needs and those who speak English as an additional language make good progress as a result of good support both by teachers and learning support assistants.

94 In Key Stage 1 pupils build effectively on their learning in mathematics as they engage in a variety of counting and number pattern activities. They can order numbers to 100, in sequences on number lines and can sort numbers using 'greater than' and 'less than'. They have made a good start in understanding place value, which their work with money has helped. They understand that numbers can be added in any order and that multiplication is repeated addition. They understand doubling. Pupils are introduced to measurement of length and by the end of the key stage they can use a ruler to measure accurately in centimetres. By Year 2, pupils have made good progress in their understanding of data handling, with most pupils able to present information in a block graph and to derive information from a completed graph.

95 Pupils make good progress through Key Stage 2, with a significant proportion achieving high standards by the time they leave the school. By the time they leave the school they understand place value to 1000 and they use this knowledge effectively in long multiplication and when working with numbers with three places of decimals. Higher attaining pupils show they are confident when working with very large numbers. They understand positive and negative numbers. Pupils have undertaken a substantial amount of work in number, which they understand well and which is generally accurate. At this stage pupils also have a good understanding of fractions, which they can express in different ways. They are confident in working out equivalence, comparing fractions with percentages and decimal fractions. Higher attainers can work out proportion and ratio. They understand symmetry and can recognise shapes with one or more lines of symmetry. They can measure area, use the formula for calculating the area of regular shapes, including a triangle, and they understand perimeter. In their work on measurement they show they can calculate distance from lengths drawn to scale. By Year 5 pupils have a good understanding of the properties of two-dimensional shapes, including varieties of triangle and three-dimensional shapes such as cylinder, cone, triangular prism, square pyramid and octahedron. By this stage, pupils are able to use appropriate mathematical vocabulary accurately.

96 Consistently good and very good teaching is ensuring that pupils continue to make good progress throughout the school. Pupils enjoy their lessons and respond well to the good teaching they receive; they take pride in their work and achievements. By the time they move to the secondary school they are very well prepared for the next stage of their education. Lessons are well planned, with clear structure and usually managed briskly, which is ensuring that pupils are developing good mental mathematical skills. On many, but not all, occasions teachers make learning objectives clear at the beginning of each lesson and where this happens it helps pupils to understand how their learning is building on what they have done previously. Pupils of all capabilities are well taught, appropriately supported and enabled to learn, but teachers could provide more opportunities to challenge higher attaining pupils, for example in the comments they write on their work. Teachers respond positively to

pupils' efforts, which is motivating and encouraging. While the oral parts of lessons are generally well done, and successful in enabling pupils to develop their mental mathematical skills, at times lessons are not sufficiently well balanced in terms of the time they allow for pupils individual work. Teachers set targets for improvement at the beginning of the term and the mathematics diary, which pupils keep, enables them to evaluate progress and understanding of the different units of work.

97 The subject is effectively managed; the implementation of the national strategy for teaching numeracy continues to be effective. Some monitoring of teaching has enabled the co-ordinator to identify aspects for improvement, such as the plenary part of lessons, which she has worked with her colleagues to improve. Teachers are confident about teaching different strategies for calculation, but also in exploring how pupils have worked things out for themselves. While there has been a substantial amount of work on number in all classes, ensuring that basic numeracy is good, this is not always matched with an appropriate balance of work on other mathematical topics. There has been too little work on problem solving or mathematical investigations. There have been very good workshops for parents to provide information for them about teaching and learning in mathematics, which they have found very valuable. The use of ICT is growing and where used is successful in helping pupils to practise particular skills, namely to manage and organise information or to develop their understanding of shape. Pupils' progress is carefully monitored through a series of tests linked to the different modules of work covered, although this is not yet being used fully to set realistic individual targets for improvement as pupils move through the school.

SCIENCE

98 Pupils' results in the National Curriculum tests at the end of Year 6 in 2002 were above the national average. They were well above average when compared with the results achieved by schools with pupils from similar backgrounds. Boys performed slightly better than girls. Teachers' assessments of pupils at the end of Year 2 in 2002 showed standards as below average. The evidence from the inspection of pupils' school work shows that current standards are above average in Year 6 and broadly average in Year 2. All groups of pupils, including those with special educational needs or English as an additional language, achieve well as they move up from Year 1 to Year 6.

99 Currently in Key Stage 1 standards are broadly average in all aspects of science. In Year 1 and Year 2, pupils are developing appropriate skills in scientific enquiry as they make simple predictions and test out their ideas. For example, in Year 1, pupils explore a range of materials, using their senses to taste, feel and smell. By experimenting with torches and different materials, they notice that shiny materials reflect light. Through simple investigations, pupils in Year 2 are beginning to develop knowledge and understanding of forces such as pushes and pulls and of materials and their properties. Pupils describe their actions when testing different materials. They recognise that when they roll, squeeze, bend or squash, they are exerting a force. When comparing the distance travelled by moving objects such as toy cars, pupils in Year 2 predict that the higher the ramp, the further the car will travel. Pupils are aware of some of the uses and dangers of electricity. They can construct a simple circuit to make a bulb light. They represent a complete circuit using a labelled drawing. They use suitable equipment and record their observations using simple tables when appropriate. Pupils capable of higher attainment are able to compare different sorts of circuits. They recognise when a circuit is incomplete or open and can give reasons why, for example, a bulb will not light up.

100 By Year 6 standards are generally above average; most pupils have the body of scientific knowledge expected for their age. Their understanding of life processes and living things is above average, in many cases. For example, pupils demonstrate an understanding of the conditions needed for the survival of plants. They know that plants use carbon dioxide and have a simple understanding of photosynthesis. They investigate the habitats of worms, spiders, millipedes and molluscs in the school environment, classifying them according to special characteristics. They use keys based on

observable features to assist them in systematically identifying flowers such as the poppy, snowdrop and buttercup. Pupils appreciate the feeding relationships between plants and animals in food chains, describing them as producers and consumers. They understand what is meant by *predator* and *prey*. Pupils recognise that there are micro-organisms such as bacteria, fungi and viruses. They demonstrate understanding that some of these are harmful and cause illness and disease. They are familiar with the work of Edward Jenner and Louis Pasteur. Pupils record the steps followed to test whether micro organisms feed and grow, for example, on food, such as bread and fruit. They make careful observations and present their findings in meticulously drawn diagrams.

101 As they move through Year 3 to Year 6 pupils develop their skills in scientific enquiry well. This is because teachers plan and organise lessons so that pupils learn through first hand investigation. For example, in Year 4 pupils show a developing awareness of “fairness” as they carry out a test to find out which materials are the best insulators in keeping water warm. In Year 5, in investigating evaporation, pupils are able to plan an investigation and are helped to raise questions such as, *What might make a difference to the amount of water that will evaporate?* and, *How will we know how much water has evaporated?* When investigating materials that change when mixed with water, pupils in Year 6 are aware of the need for accurate measurement when testing. They have a secure understanding of factors that might influence their results. For example, they suggest that the speed of stirring or the time allowed for stirring might affect how quickly or slowly the solids such as salt, sugar and coffee dissolve. The most able pupils have a clear understanding of the constant and variable elements of an investigation and apply them as a matter of course.

102 The overall quality of teaching and learning in Years 1 to 6 is good. Teachers manage pupils’ behaviour very effectively. This means that pupils are attentive and settle to tasks with the minimum of fuss. They share equipment and resources sensibly and work collaboratively in pairs or groups. Lessons are well planned and organised effectively, with a good balance between whole-class sessions and group or individual work. Lessons begin with a review of earlier work so that learning builds progressively on prior knowledge and understanding. Teachers have good subject knowledge and their enthusiasm is conveyed to pupils, who in turn are well motivated and enjoy learning. In the lessons seen during the inspection, pupils with special educational needs and those with English as an additional language were given good help by support assistants. This allowed them to access the same work as other pupils and to make good progress.

103 One feature of good and very good teaching is high-quality questioning. Such questioning challenges pupils’ thinking and picks up on their answers to develop ideas further. Another good feature is the organisation of lessons so that pupils have the opportunity for first hand investigation. In one very good lesson in Year 4, the teacher had high expectations about the pupils’ ability to plan and set up their own fair test. She ensured that they had access to a range of materials and equipment, expected them to make predictions based on previous knowledge and to plan and carry out their test independently. Good open-ended questions and intervention at appropriate stages guided them towards conclusions. In other good lessons, the closing sessions were used effectively to consolidate and review the knowledge and understanding gained from practical activities. However, very occasionally, teachers overly direct investigations and this hinders independence.

104 A scrutiny of pupils’ work shows that marking is inconsistent. At times it is minimal or work is not acknowledged at all. Incorrect spelling of scientific and other frequently used words are not corrected or drawn to pupils’ attention. At other times marking is good, indicating ways that pupils can improve their work. Computers are used satisfactorily to support pupils’ learning, but this is better in some classes than others.

105 The range and quality of learning opportunities in science are good overall. A long-term plan ensures that there is full coverage of the National Curriculum. Programmes of work based on national guidance are supported effectively by a published scheme, which provides useful information for planning investigative work. The organisation of topics, in most years, allows an appropriate balance between investigative activities and more formal study and research. However, there is currently an imbalance in the organisation of topics in Year 6, which means that pupils have limited opportunities for scientific enquiry through practical investigations in lessons in the autumn term. While this was noted by the subject co-ordinator when checking pupils' books, the lack of opportunity to check teachers' planning or to observe teaching and learning in the classroom means that the imbalance was not identified early enough.

106 The science co-ordinator runs a science club each week for pupils, who are interested, in Year 6. Currently, all pupils attend. This provides additional opportunities for science investigations, where pupils can gain awards from the British Association of Young Scientists. Pupils respond very positively to this opportunity. They are enthusiastic and work intensively and intently throughout. The activities involve practical activities, which effectively reinforce pupils' understanding of the process of scientific investigation and the notion of a "fair" test.

107 There are good procedures for checking and supporting pupils' attainment and progress in science. National Curriculum test results are analysed well to identify strengths and weaknesses in the curriculum and to check on the progress of boys and girls. Test and assessment results of pupils in Years 1 to 6 are recorded well and passed on to the next teacher. They are used appropriately to set targets for Year 6 and Year 2 in the National Curriculum tests and assessments. In addition to the statutory tests in Years 2 and 6, there are also assessments at the end of units of work. The school checks carefully the progress of pupils who have been identified as needing additional support. However, a system for tracking the attainment of all pupils, from the end of the reception through to Year 6, is not fully in place. Consequently, the process of target setting, in relation to National Curriculum levels for individuals is insufficient. The use of short-term, measurable, individual goals as well as class targets is inconsistent and there is scope for these to be further developed.

108 There has been satisfactory improvement in assessment procedures and their use since the previous inspection. Day to day assessment of pupils' learning in lessons is good and evaluations are recorded regularly on a daily and weekly basis, helping teachers to plan future lessons accordingly.

ART AND DESIGN

109 Scrutiny of work on display, discussions with pupils and scrutiny of teachers' planning indicate that standards in art and design throughout the school meet national expectations and there is some work of a good standard. This outcome is similar to the last inspection. Because of the cyclical nature of the curriculum only one lesson was observed in Year 6.

110 Pupils learn to use a range of techniques including drawing, painting, collage, printing and sketching. They use pencils, pastels, charcoal, paint, fabric and ink as they move through the school but standards vary according to the expertise and skills of the teacher. In Year 1 a variety of displays reflect work in a wide range of materials and pupils were observed briefly working on clay sculptures, talking with enthusiasm about the need to keep the clay moist and pliable. In Year 2 pupils make cardboard viewfinders to help them focus on specific parts of paintings and in Year 4 the pupils had studied the work of Chila Burman during Black History Month. They went on to use the *Colour Magic* computer program to replicate their work to good effect. Year 6 pupils described how they had sketched each other on the playground focussing on how the body moves. The sketches were then used as a basis for collage work.

111 The co-ordinator provides satisfactory leadership and management. She ensures that the national scheme is used throughout the school and this provides continuity and progression. She also encourages staff to take pupils on visits and they benefit greatly from these experiences. For example children from the reception class and pupils from Year 1 visited the National Gallery, listened to a children's lecture and looked closely at portraits that had been described. Discussions with pupils confirmed the value of these trips that they recalled in great detail. No monitoring of planning or lessons is undertaken yet although the school development plan has prioritised this as an area for development. The co-ordinator ensures that a satisfactory range of resources is available to staff at all times.

DESIGN AND TECHNOLOGY

112 Pupils achieve well in Key Stage 1 and by the age of 7 attain standards in line with national expectations, an outcome similar to the last inspection. The planned curriculum in Year 6 has been changed to allow pupils to focus on the core subjects and, although a tentative start has been made to a project on the design and making of shelters, there was insufficient evidence on which to make a judgement about standards at this stage.

113 Teaching observed was good in Key Stage 1 and very good in Key Stage 2. In Year 2 pupils began to design finger puppets. The teacher emphasised the importance of evaluating and improving the work and discussions with the pupils confirmed that all knew why the puppets were being made. In a very good lesson in Year 5 the teacher completed a series of lessons on making bread. Pupils had planned their own work including a section on 'bread evaluation' and therefore all knew how to further improve their product. The teacher's knowledge, enthusiasm and detailed planning was an important factor in the success of this lesson. In both lessons pupils with special educational needs and those for whom English is an additional language were very well supported by the learning support assistants and were therefore included well in all activities.

114 Pupils enjoy this subject and pupils in Year 2 described in detail wheeled vehicles that they had made. Pupils in Year 6 recalled the making of bread in Year 5 and also how they had made, played and attempted to improve their own musical instruments.

115 The school uses a national scheme and this ensures continuity and progression throughout the school with the exception of Year 6. Management of the subject is satisfactory although it is mainly focussed on ensuring that a satisfactory range of resources is always available and that the scheme of work is kept under review. No monitoring of teaching has taken place and there is no systematic monitoring of teachers' planning. This makes it difficult for the co-ordinator to prioritise areas to improve in the future.

GEOGRAPHY

116 The cyclical nature of the curriculum meant that although three lessons were observed there was little evidence of work completed since September. No evidence of work was available at the end of Key Stage 2 and therefore no judgement on overall standards for the oldest pupils can be made. Standards for pupils at the age of 7 are in line with national expectations, an outcome similar to the last inspection.

117 The quality of teaching is good overall. In Year 1 the teacher explored a cross-curricular link with English well, as she taught the pupils how to recognise and write their own address. Resources were well prepared and the computers used well to encourage pupils, two at a time to discover their

address on the Internet by using their postcode. In Year 2 again the teacher explored curricular links with science as she gave the pupils a selection of spectacles and lenses (safety was paramount) and asked them to decide which might be useful to help remote communities in India and Africa. Pupils collaborated well and were able to identify Africa, Australia, UK and India on a world map and were enthused by the teacher as she outlined the work ahead. In Year 4 an Indian parent described various aspects of her life in a remote Indian village and pupils were well prepared with many questions that were answered during the visit. The final part of the lesson was very effective as the pupils, in response to very good questioning, reflected on the surprising and interesting facts they had learned. In all lessons pupils with special educational needs and those for whom English is an additional language were fully involved.

118 A review of medium term planning indicates that nationally recommended schemes of work are being followed throughout the school and discussions with pupils also confirm that an appropriate range of work has been taught. Pupils in Year 2 could recall studying the local environment and were able to explain why different types of map might be useful in different circumstances. Pupils in Year 6 could identify the different continents, explain the water cycle and refer to changes in the local environment.

119 The geography co-ordinator was recently appointed to the post after twelve months when no member of staff had specific responsibility for the subject. She has worked hard, revising the policy, attending training and drafting an assessment sheet that has yet to be evaluated. The perceived need to focus on English and the other core subjects in Year 6 has led to an imbalance of the curriculum in that Year group. Opportunities to incorporate aspects of English through studying aspects of geography might be explored.

HISTORY

120 Due to the way that the timetable was organised, it was not possible to observe more than one lesson in history. Other evidence was gathered from an examination of pupils' past and present work and from discussions with pupils and staff. This indicates that all pupils, including those with special educational needs and English as an additional language achieve well in history.

121 The standard of pupils' work in history is as expected nationally at the end of Years 2 and 6. By Year 2, pupils are aware of the passing of time. In Year 1 they begin to recognise the difference between modern day toys such as dolls, teddies and skipping ropes and those used by children in the past. Through their study of the Great Fire of London, pupils in Year 2 are developing an understanding and factual knowledge of major events and people in the past. They are increasing their sense of chronology. For example, they can sequence seven events relating to the Great Fire of London on a time line. They use sources such as books and pictures to answer questions about the main events and begin to understand how eyewitness accounts, such as those of Samuel Pepys, help us to know about the past. The more able pupils give good reasons as to why the fire spread quickly. For instance they suggest, *because roofs were thatched, houses were close together, or they didn't have good equipment for fighting fires.*

122 In Years 3 to 6, there is good emphasis on research and historical enquiry using primary sources, such as photographs and artefacts wherever possible. For example, work in Year 4 was supported by a visit to the British Museum. While in Year 5, pupils took part in an archaeological dig on the north bank of the River Thames, where they found various fragments of glass and pottery from different periods. By Year 6, pupils use their factual knowledge and understanding of aspects of the history of Britain to develop their awareness of Victorian life. They recognise the similarities and differences between their own school life and that of Victorian children. Their use of computers in

their history work is good, including use in homework. All pupils have produced topic folders on aspects of the Victorian period and it is evident that pupils, including those with special educational needs and English as an additional language have participated in independent research to produce useful, comprehensive work. Good use is made of pupils' literacy skills such as their knowledge of contents, index and glossary in producing mainly attractive, carefully presented and beautifully illustrated work.

123 In the very good lesson that was seen, the focus was on life aboard Tudor ships. It was well planned and organised with good use of resources to illustrate points. The pace of teaching was brisk, with very effective questioning enabling all pupils to be involved. This meant that pupils' interest was maintained. They were keen to participate and their attitudes to learning were impressive. Good use was made of a computer to access an Internet site for further research. As a result, by the end of the lesson, pupils demonstrated very good learning about the daily lives of sailors on board such ships as *The Great Harry* and *The Golden Hind*, as well as facts about places they explored and why.

124 The leadership and management of history are satisfactory. The co-ordinator, who also co-ordinates geography under the overall area of humanities is enthusiastic about the subject, but took on the responsibility only at the start of this term. Prior to this, there had not been a co-ordinator for at least a year. In the short time that she has been in post, she has undertaken a review of the history policy and has drawn up a long-term plan, covering all year groups, based on national guidance. She has introduced a systematic means of recording pupils' attainment in history. However, this procedure is very new and information is not yet used fully across the school to guide the planning of future learning opportunities. She has not had the opportunity to check the plans of other teachers or to observe history lessons.

125 Good use is made of visits and of the authority's artefact loan service. These effectively enhance studies in history and bring pupils into contact with primary sources of evidence. The work in history contributes very successfully to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

126 There have been significant improvements since the last inspection, with improved resources and more time for teaching and learning. Teachers make good use of the resources now available. These improvements have contributed positively to raising the standards of pupils' attainment and by the end of Key Stage 1 standards are above average. Standards remain in line with those expected of eleven-year-olds at the end of Key Stage 2.

127 The majority of pupils are confident, enthusiastic users of ICT; they enjoy working with the computers and are developing their skills effectively. In Key Stage 1 pupils learn about the potential of the computer as a tool and use it to access a word bank, for example, to label illustrations or to present information graphically. They understand the basic skills of opening and closing programs and saving and printing their work; by Year 1 they can use the mouse effectively to control what they do and they use appropriate terminology, like *icon* and *loading* confidently. At this stage they begin to use a word processing program to present their work and they can use CD ROMs to search for information.

128 In Key Stage 2 pupils make satisfactory progress in developing their skills. These pupils have had relatively less time to learn with the new equipment. Although standards are generally in line with those expected, in Year 5 they are above average. By this age, pupils can use a graphics package to move and colour shapes, they can resize them and rotate them; some pupils could create a spiral with shapes as they all worked on creating a picture of a slug in the style of Matisse. Pupils in Year 4 could write a program to create a regular shape, such as a pentagon or octagon using logo. By Year 6 pupils

have good keyboard skills and work with the computers very confidently. They are able to use a spreadsheet, successfully creating columns of separate scores and using formulae to work out total and average scores.

129 A key feature in the improvement made since the last inspection has been the increased resources now available and the organisation of all the school's computers into the hall as a temporary computer suite on two days each week. This enables each class to have direct skills teaching and is contributing to the progress pupils are now making, although it does restrict the use of the hall. However, this arrangement has served to increase the amount of time pupils have to work with the computers, enabling them to grow in confidence. Most are now well able to work independently with them and to manage the various programs for themselves.

130 Teaching is consistently good during whole class sessions and often better. Teachers are confident, their instructions are clear and they manage lessons most effectively. When there is opportunity they make good use of the interactive whiteboards for direct teaching with the whole class. They have developed good strategies for using the temporary computer suite in the hall; both teachers and classroom assistants provide very good support to individuals as they work with the computers. Where teaching is particularly good, as observed in one Year 1 lesson, the teacher used a number of these skills very effectively. There was a lively and animated start to the lesson, which engaged pupils' interest and enabled them to contribute to the initial discussion about sources of information. Direct teaching followed concerning the program pupils were going to use to search for information on the fruits they had read about in a story. The teacher used the whiteboard effectively, as she built on what pupils already knew about the program, constantly posing questions to make her pupils think about the access and sequence of commands to manipulate the program. As pupils worked on their own the teacher provided very good support, taking the opportunity to extend some pupils' skills with further questions. She paused the lesson to review some of the commands and to draw pupils' attention to some of the different icons and their use and towards the end of the session there was a very good review of the activity to reinforce pupils' learning. Such effective teaching ensured that pupils' learning was very good and that they made good progress during this lesson.

131 Leadership and management of ICT are good. There has been substantial development of the subject since the last inspection. The co-ordinator has ensured there is a clear statement of approaches to teaching and learning in the policy and guidelines on how ICT contributes to teaching and learning in other subjects. The co-ordinator has time for monitoring planning and this enables her to support colleagues effectively. However the monitoring of teaching is currently too informal and not helpful in enabling the co-ordinator to identify aspects for improvement. Hardware resources are good, but the use of the computers in the hall limits the time when they can be used in the classrooms. The co-ordinator has a well thought out plan for further development.

MUSIC

132 It was possible to observe only a very small number of lessons in music during the inspection, all in Key Stage 2. There is sufficient evidence to indicate that pupils in this key stage are making satisfactory progress in developing their skills and that standards are in line with those expected of pupils by the age of eleven. There was insufficient evidence to support a judgement about standards and progress in Key Stage 1. Pupils respond well to their lessons and in both singing and playing percussion they perform with enthusiasm and enjoyment. The instrumental tuition and performances provided by visiting specialists enhances provision effectively; the visiting music teacher currently working with pupils in Year 3 provides very good additional support ensuring that learning for these pupils is good.

133 In Key Stage 2 pupils experience an appropriately broad curriculum. They make progress in developing their understanding of rhythm patterns. In Year 6 pupils could add body percussion sounds to the song *Dem Bones* very effectively. They could keep the pulse going, while other groups added counter rhythms or the rhythm of the words, performing the piece well. Pupils in Year 4 discuss the features of music from other cultures, including variations and differences in rhythm and successfully use some of these in their own performances. In Year 3 pupils learn to recognise formal rhythm patterns and repeat them accurately after their teacher. Already they can keep a steady pulse while others play counter rhythms. They are beginning to work on pitch and can recognise higher and lower sounds and repeat simple sequences of notes.

134 Pupils have good opportunities to perform. In Year 3 pupils are making good progress in learning the recorder; they performed their piece *Springtime* well as a fugue. In lessons where pupils perform in groups teachers make good use of the opportunity to encourage them to evaluate their own work and that of others. Pupils show they can listen and appraise their own work and that of others sensibly and maturely. This is a strong feature of work in this key stage.

135 When given the opportunity pupils listen to music with interest. The teacher made very good use of an extract from Stravinsky's ballet *The Firebird* for example, to encourage pupils to reflect on what they heard. They were confident to try to articulate their thoughts and feelings. Opportunities are taken to provide music to listen to outside of lessons, when pupils enter or leave the hall for collective worship for example. A good range of styles of music is included on these occasions, usually effectively linked to the theme of the story. During one assembly pupils heard music from Terry Oldfield's *Out of the depths*, while in another they heard Simon and Garfunkel's *Sound of silence*, both carefully linked to discussion. Opportunities are missed, however, to provide supporting background information about the composers and their music and to extend pupils' skills of appraising what they hear. Opportunities to hear music and musicians from other cultures, during special events like the International Evening are excellent.

136 Pupils have good opportunities to make music outside of their class lessons. Pupils can learn to play the clarinet, violin or guitar with visiting teachers. Groups of pupils have been involved in the school proms and performed with others in the Royal Festival Hall. Pupils perform for parents at special occasions, including plays and various celebrations. Visiting musicians performing in school enrich the curriculum and provide further good opportunities for pupils to listen to a range of music. There has been good involvement with the local High Schools in performances with larger groups of pupils from other schools.

137 The quality of teaching and learning in music throughout the school is generally good. Class teachers are non-specialists, but work enthusiastically, ensuring that lessons are well planned with clear learning objectives. Where a visiting music specialist is contributing towards teaching a class, as in Year 3 at present, teaching is very good. Throughout each lesson observed, pupils' behaviour was good, which contributed positively to their learning; pupils responded well to praise and were lively and enthusiastic.

138 At present there is no identified subject co-ordinator for music. This is a weakness recognised by the school. There are plans to appoint a co-ordinator to lead a review and development of the subject across the school.

PHYSICAL EDUCATION (PE)

139 It was possible to observe only a very small number of lessons during the inspection so the judgements that can be made are limited. All classes have timetabled lessons, including swimming for

pupils in Years 4, 5 and 6, although the use of the hall as a computer suite on two days each week inevitably restricts the times when it can be used for indoor lessons. Over the year pupils in each class experience a balanced programme in which to extend their skills in gymnastics, dance and games activities. There is insufficient evidence available to inform a comparison of current standards with those found at the time of the previous inspection.

140 A single lesson of gymnastics was observed with pupils in Key Stage 1. At this stage pupils understand the purpose of warming up, and can explain its effect on their heart rate and breathing. They have made satisfactory progress in gaining appropriate control over their movement, some demonstrating imaginative ideas and good awareness of space as they moved around in high or low positions. These young children are able to get out and put away equipment sensibly and safely; they worked effectively with the apparatus to practise travelling along controlling their movement in both high and low positions.

141 In Key Stage 2 pupils continue to develop their ability to control their movement. In one lesson observed with Year 4, for example, pupils were able to create a sequence of controlled movements and balances as they developed their Popeye dance. Many of the pupils worked with a real seriousness of purpose as they collaborated with their partners to create their dance. Pupils at this stage are developing their games skills satisfactorily. In a lesson with Year 3, pupils had opportunity to practice throwing, catching and hitting. The hand-eye co-ordination of most of them was appropriately developed for their age, indicated as they hit the ball with a racket; a significant number of them found catching the ball difficult.

142 Teaching in the lessons seen varied from satisfactory to very good. Lessons are generally carefully planned. In all three lessons teachers were fully aware of the need for appropriate warm up and took time to ensure that pupils understood the reasons for it. In the best lesson, the teacher explained what was happening to pupils' bodies as they warmed up. Where teaching was good, teachers provided good opportunities for pupils to work on the tasks set. In each lesson seen the teaching was focused on improving pupils' movement or skill. In line with the style of teaching and learning in PE encouraged by the school, teachers were able to make good use of what pupils did to comment on ways in which they might improve or develop the quality of what they were doing. At times, however, there was an imbalance created between pupils working to improve their own work and evaluating that of others because teachers devoted too much time in the lesson to pupils observing what others had been doing. In a very good lesson with Year 1, the teacher was skilfully able to comment on how well individual pupils were doing and to suggest ways they could improve, while they worked on the tasks she had set. This ensured that the quality of pupils' movements improved while ensuring they had maximum time for working at them.

143 The management of the subject is effective, with the co-ordinator ensuring that PE now has a higher profile across the school. He has already audited resources and identified priorities for improvement. The large hall provides a valuable space for indoor PE lessons. Although there is very limited space available outdoors in the school's grounds, teachers are able to use the public park nearby. There is a good range of extra-curricular sports activities provided, to which the school's caretaker makes a very valuable contribution. While the co-ordinator has been able to provide some help to colleagues, through demonstrations for example, as yet he has had insufficient time to monitor teaching across the school to identify training needs and ways in which teachers might improve their teaching skills and contribute towards raising standards.

RELIGIOUS EDUCATION

144 At this point, standards in Years 2 and Year 6 are broadly as expected in relation to the requirements of the locally agreed syllabus. Pupils achieve well in their learning about and from religion as they move up from Year 1 to Year 6. This applies to all groups of pupils, including those with special educational needs and those with English as an additional language.

145 By Year 2, pupils have developed an understanding about some of the matters that are important in peoples' lives, such as food, water or caring for others both in family and in the wider community. In Year 1, for example, pupils begin to explore their own feelings about who matters to them and why. They demonstrate that they know what it means to be cared for and reflect on the ways they care for others. Teachers make effective use of stories, both religious and secular to enrich pupils' learning. As a result, pupils are beginning to appreciate some of the values and themes common to humanism and to the main religions of the world. Pupils are keen to answer questions and show what they know. They listen attentively when others speak and show respect for one another's feelings.

146 In Years 3 to 6, pupils gain knowledge both about and from religions. By Year 6, they have been introduced to Christianity, Islam, Sikhism, Judaism, Hinduism and Buddhism. Pupils know something of the values, beliefs and customs associated with these religions. They have an adequate understanding of some of the different ways of worshipping God, the significance of prayer, food and fasting and the influence of religion on rules for living. They are starting to think about issues related to how faith affects behaviour and the way people live their lives. By Year 6, most pupils have a satisfactory knowledge of key religious figures and leaders, such as Muhammad, Jesus, Guru Nanak, Moses and the Buddha.

147 Most pupils show interest in religious education, they are fascinated by customs and stories from different religions and are keen to learn. This is because teachers often present lessons in an interesting and stimulating way, making good use of resources such as video films and artefacts. They help pupils to relate what they learn to their own experiences and make good use of the pupils' own religious and cultural backgrounds as sources of information. Consequently, pupils demonstrate positive attitudes in lessons and show great respect and tolerance for differences in beliefs and customs.

148 The overall quality of teaching and learning is good in both Key Stage 1 and Key Stage 2. In one lesson, secure subject knowledge of Sikhism was imparted to pupils through direct teaching and particularly good pronunciation of Punjabi words. Pupils' learning took place at a good pace. Respect for Sikh artefacts and the sacredness of the Guru Granth Sahib (the Sikh Holy book) was encouraged through the use of a very effective video. Pupils were able to relate well to the narrator, a young girl of roughly their own age. Good use of drama was made to act out stories of the young Guru Nanak. The success of this was evident in the pupils' response. As a result, pupils' learning about aspects of Sikhism was good. In another good lesson about Buddhism, effective and challenging questioning prompted pupils to contemplate how belief can change people's lives and to reflect on suffering such as poverty, old age, starvation and death. Opportunities are taken to develop skills in speaking and listening, through question and answer sessions and to develop skills in writing as pupils record what they have learned about religions.

149 Learning opportunities, which are good, are planned in line with the recently revised locally agreed syllabus. They make a positive contribution to pupils' spiritual, moral, social and cultural development.

150 The subject co-ordinator took on the responsibility only at the start of this term. Prior to this, there had not been a co-ordinator for at least a year. In the short time that she has been in post, she

has undertaken a review of the policy and has drawn up a long-term plan, covering all year groups, based on the Brent Agreed Syllabus for Religious Education. She has begun work on a systematic means of recording pupils' attainment in RE. However, this procedure is very new and information is not yet used fully across the school to guide the planning of future learning opportunities. She has not yet had the opportunity to check the plans of other teachers or to observe direct teaching of religious education, which is limiting her ability to evaluate teaching and learning across the school.