

# INSPECTION REPORT

## **KINGSGATE PRIMARY SCHOOL**

Kilburn

LEA area: Camden

Unique reference number: 132245

Headteacher: Ms Lynne Manton

Reporting inspector: Mr J Donnelly  
23637

Dates of inspection: 28<sup>th</sup> – 31<sup>st</sup> October 2002

Inspection number: 248966

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Kingsgate Road London
Postcode:	NW6 4LB
Telephone number:	(0207) 6245379
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Appropriate authority:	The Governing Body
Name of chair of governors:	Jeannie Cohen
Date of previous inspection:	July 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23637	J Donnelly	Registered inspector	Mathematics	Information about the school The school's results and pupils' achievements How well are pupils taught? What the school should do to improve further
9173	S McDermott	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
21796	C Richardson	Team inspector	English Religious education Provision for pupils with special educational needs	
24216	M Roberts	Team inspector	Art and design Information and communication technology Areas of learning for children in the Foundation Stage	
5565	B Thakur	Team inspector	Science Geography History	How good are the curricular and other opportunities offered to pupils?
3574	K Singh	Team inspector	Music Physical education The provision for pupils with English as an additional language	
22092	D Watts	Team inspector	Design and technology Educational inclusion	How well the school is led and managed

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

### **INFORMATION ABOUT THE SCHOOL**

Kingsgate Primary School opened in September 2000 and caters for pupils aged three to 11. The school, which has a two-form entry with 393 pupils on roll (193 boys and 200 girls) is above the average size nationally. Attainment on entry to the Nursery is well below national averages. The area is one of very challenging social and economic conditions, reflecting the transient population of North West London. There are 50 part-time and 25 full time children in the Nursery. There are 275 pupils with English as an additional language, many of whom (69) are at the earliest stages of language acquisition, which is high in comparison to all schools nationally. The main languages spoken at home include Bengali, Somali, Arabic and Albanian. The proportion of pupils eligible for free school meals is very high at 60 per cent. The school is a multicultural and diverse environment. There are a few pupils with very challenging emotional and behavioural needs. At 25 per cent the level of mobility, is high and new arrivals are often refugees (32 per cent). Overall, the number of pupils on the register of special educational needs is close to the national average.

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

Kingsgate is a good school with many very good features. It meets the needs of all its pupils well. They make good progress in English, mathematics and science despite standards being below average by age 11. Some pupils make very good progress. Teaching is good overall and often very good. Leadership and management are good. As a result, the school provides good value for money.

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

- Pupils make good progress in English, mathematics and science.
- Teaching and learning are good in English, mathematics and science, with several instances of very good practice.
- The leadership of the headteacher is very good, enabling decisions to be taken which result in improved learning and standards.
- The school promotes pupils' moral and social development very well and the support and guidance offered to pupils are good.
- Most pupils have very good attitudes and enthusiasm for schoolwork.
- The relationships between pupils and staff are very good and the procedures for promoting good behaviour are excellent.

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

- Standards in English, especially pupils' writing, and investigative work in science.
- Standards in design and technology and art and design are too low.
- The use of information and communication technology (ICT) to promote learning in other subjects of the curriculum.
- Pupil absence from school owing to parents taking extended holidays in term time.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made sound progress since its inspection in July 2001. The staff have worked very hard since that time. Teaching is now good and much better than it was. The planning of the curriculum is now more detailed. The headteacher has established very good procedures for examining the quality of teaching and the work of the school. This has led to a considerable improvement in teaching and learning and as a result standards are rising overall. Good progress has also been made in developing the roles and responsibilities of the senior management team. The school's capacity to continue to improve is very good.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	2000	2001	2002	2002
English		C	D	B
Mathematics		B	E	C
Science		D	E	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Children make good progress in the Nursery and Reception classes, particularly in personal and social development, because of good teaching. Most are still working towards the nationally expected levels at the end of the Reception Year.

Results in the 2002 national tests for Year 2 pupils were well below average in reading and writing. When compared to those in similar schools nationally reading and writing is well below average. Year 2 standards in writing do not reflect the emphasis the school has placed upon raising standards overall. However, standards in writing are still not high enough. Results in the 2002 National tests for eleven-year-olds were well below average in English when compared to those in all schools, but above average when compared to those in similar schools. This is against a background of a very high percentage of pupils with English as an additional language and a very significant movement of pupils in and out of the school from Reception to Year 6. The school had a good group of pupils in 2001, and the much better results that year reflects this.

Given the very low starting points of many, the very significant proportion who have English as an additional language and the high level of pupils who enter and leave the school during the year, the overall progress of pupils is good. In English, mathematics and science, standards are rising in the lessons observed. Progress in most other subjects is at least satisfactory. The use of ICT to support learning through other subjects of the curriculum is a weakness, as is the provision for design and technology and art and design overall.

In mathematics, pupils in Year 2 make good progress and learn well in lessons. By Year 2, the proportion of pupils attaining the nationally expected Level 2 is 1 well below average but nevertheless shows good progress. Pupils' overall attainment is well below the national average. By Year 6, standards in the 2002 national tests were well below the national averages but in comparison to similar schools, in line. The grouping of pupils by ability is successful, but has not yet fully impacted on the standards pupils achieve.

In lessons in science, pupils aged seven achieve standards that are close to those expected nationally in all areas of the subject. By Year 6, standards in national tests were well below the national average in 2002. In comparison with that in similar schools nationally, pupils' performance is below average. However, the trend is now much more positive. The percentage of pupils with special educational needs in the group that year was high. Pupils with English as an additional language, new arrivals to the country and those with special educational needs make good progress. The school met its own realistic targets last year. The skills of literacy and numeracy are developed well as pupils move through the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes. They enjoy coming to school and are courteous and very friendly.
Behaviour, in and out of classrooms	Behaviour in most lessons and around the school is good. There have been 14 fixed-term exclusions this year, all of which are appropriate.
Personal development and relationships	There are very good relationships between the many different races and religious backgrounds represented among the pupils. Personal development is good.
Attendance	Attendance is unsatisfactory. This is largely due to parents taking their children on extended holidays in term time. Too many pupils are late for school.

## TEACHING AND LEARNING

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

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

Teaching and learning are good overall, with many very good features.

### Strengths

- High expectations by teachers and good subject knowledge lead to good learning of basic skills for all pupils, including those with English as an additional language.
- Well-prepared and exciting lessons keep pupils focused on the task so that they learn at a good rate.
- Good use of support staff, which has a positive impact on pupils' learning especially for those with special educational needs.
- Good pace and challenge motivate pupils to work with enthusiasm.
- Very good activities that engage pupils in their learning and build on their enthusiasm, so that they make good progress.

### Areas for improvement

- Too little time is spent at the end of lessons to help pupils summarise what they have learnt.

The quality of teaching and learning in the Nursery and Reception classes is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. Teaching and learning across the school for pupils in Years 1 to 6 are consistently good in English, mathematics and science.

All pupils, whatever their background or culture, are valued and included in school life. Pupils with English as an additional language and new arrivals are very well included in the life of the school. This is as a result of many teachers being very adept at making sure they teach their lessons effectively and that all pupils learn well. Literacy and numeracy are well taught across the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory overall. There is a very good range of interesting and stimulating extra-curricular activities. There are good links with the local community and other schools, which enhance pupils' learning effectively. The range of lunchtime and after-school activities is very good.
Provision for pupils with special educational needs	Good provision, together with good teaching, enables pupils to make good progress. Very good support for literacy and numeracy. Pupils are fully included in the life of the school.
Provision for pupils with English as an additional language	The progress of pupils who are new arrivals and in the initial stages of learning English is good and often very good.
Provision for pupils' personal development, including their spiritual, moral, social and cultural, development	Provision for personal development, including spiritual, moral, social and cultural development, is good overall.
How well the school cares for its pupils	There are very good procedures for ensuring pupils' welfare. The school very successfully promotes mutual respect amongst most of its pupils.
How well the school works in partnership with parents	The school has sound links with parents overall. There are good links with staff who work with pupils in specialist small group work and parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership by the headteacher is very good. Lines of communication are very clear. The leadership and management of the headteacher and deputy headteachers are good. The staff are determined to raise standards through good teaching and learning.
How well the governors fulfil their responsibilities	The governors have a good, clear view of the school's strengths and weaknesses, fulfil statutory requirements and recognise the need to improve pupils standards further.
The school's evaluation of its performance	The school is developing its expertise in analysing data to provide information about the progress pupils make and to set realistic targets.
The strategic use of resources	Overall, the budget is used effectively. Accommodation is satisfactory overall and learning resources and staffing are appropriate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school.</li> <li>• Children are well taught.</li> <li>• Their children develop good social skills.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection team agrees with the positive views of parents and judges the range of after-school clubs to be very good.

## **PART B: COMMENTARY**

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

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

1. Pupils make good progress during their time at school and they are well prepared for the next stage of learning. On entry to the Nursery, a good time is required to settle the large number of children into the routines of the day in order for them and their parents to become confident in their new surroundings. In this the Nursery staff are very successful.
2. On entry to school, pupils' attainment is well below average and many pupils have little understanding of English. However, by the time they reach Year 6, most pupils acquire fluency in English and attain standards similar to their monolingual peers. Some pupils also join the school throughout Years 1 to 6, having had no previous schooling in this country and with little or no English. These pupils are well supported and they make good progress. Throughout the school all pupils achieve well. Pupils with special educational needs make good progress because of the good teaching they receive and the good curriculum provided. Pupils with English as an additional language progress well overall.
3. A significant majority of pupils speak English as an additional language and a number of these are from refugee background. The school has identified 69 pupils at the very early stages of language acquisition who still need support to access the curriculum. Sixty out of the 69 are in the Nursery and Reception classes. The main languages spoken are Bengali, Arabic, Somali and Albanian. The school has clear aims and procedures to ensure that all pupils have full access to the curriculum. Pupils' needs are assessed promptly when they join the school to determine and record their stages of English acquisition. The additional provision is then targeted on those pupils with greatest need and pupils are moved in and out of focus groups, depending on their progress and results of ongoing assessments.
4. Results in the 2002 national tests for Year 2 pupils were well below average in reading and writing. When compared to those in similar schools nationally, standards in reading and writing are well below average. Year 2 standards in writing do not reflect the emphasis the school has placed upon raising standards overall. However, standards in writing are still not high enough. Results in the 2002 National tests for eleven-year-olds were well below average in English when compared to those in all schools, but above average when compared to those in similar schools. This is against a background of a very high percentage of pupils with English as an additional language and a very significant movement of pupils in and out of the school from Reception to Year 6. The school had a good group of pupils in 2001, and the much better results that year reflects this.
5. In mathematics, pupils in Year 2 make good progress and learn well in lessons. By Year 2, the proportion of pupils attaining the nationally expected Level 2 is still well below average but nevertheless shows good progress. Pupils' overall attainment is well below the national average. By Year 6, standards in the national tests were well below the national averages and below average in comparison to those in similar schools.
6. Results in the teacher assessments in science in Year 2 have been well below the national averages in 2001, and below average in comparison with those in similar schools. The 2002 provisional results have improved slightly at Level 2 and above, and there is significant improvement in results overall at Level 3. Results are still below the national averages. Girls' results have improved much more than the boys' results, and at Level 3, results are now in line with national results. By Year 6 the overall test results in science in 2001 were below average, while results in comparison with those in similar schools were above average. The provisional results in science for 2002 have dropped significantly from last year's results and are likely to be well below the national averages in relation to all schools. In comparison with results in similar schools, the provisional results for 2002 have not improved.

7. In science, there is too little investigative work. There was little difference between the contributions of boys and girls during the inspection. Most boys and girls, including pupils with special educational needs and English as an additional language, achieve appropriately in relation to prior attainment and make good progress.
8. Pupils with special educational needs make good progress towards the targets on their individual education plans because of the good teaching they receive. Staff work together well to plan pupils' targets and make good use of any assessment information for target setting and the planning of groups in English and mathematics. The result is that pupils who need additional support are identified as soon as possible and some pupils receive support in several subjects. The governors set unrealistically high targets for pupils in the national tests for 2002. The tracking of pupils' attainment over time by the school reflects this.

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

9. The school is a very harmonious place. It is a wonderful example of how children from many different races, cultures and backgrounds can get on with each other and really enjoy each other's company. The relationships between the pupils themselves are very good and they have a very strong rapport with the adults in the school. At break time, boys and girls play well together on the climbing frames. In the infant playground, a group of girls from several different races shared a gentle game with a box of dolls. Pupils have a very good understanding of the impact of their actions on others. They have responded very well to the school's reminders of what is right and wrong behaviour, and are beginning to make reasoned and independent choices on how to behave. During assemblies pupils appreciate the time given to them to think quietly "in their own little space" about feelings. Most pupils respect the values and beliefs of other pupils, but the lack of structured religious education detracts from their deeper understanding of why and how other people believe in different ways.
10. The attitudes of the pupils are very good. The pupils enjoy coming to school and chat animatedly about the subjects and activities they like. A good number of pupils take part in the clubs provided after school or attend the Breakfast Club. The photographs displayed of the Year 5 and 6 school trip show pupils really appreciating the chance to experience the countryside and outdoor activities. In the computer suite the pupils learn well about ICT because they are enthused by this new facility and are impressed by what can be achieved with a computer. In a Reception class the pupils were captivated by the story of "Walking through the jungle" and the accompanying puppets and their progress were consequently very good.
11. The behaviour of the pupils is good, as it was when the school was last inspected. Many pupils are very well behaved and are examples to the rest. The Nursery children behaved impeccably when they joined the infant assembly and sat and listened extremely sensibly to the story of "The Enormous Turnip". At break and lunchtimes, the pupils are lively and make the most of their time in the fresh air. Sometimes they become noisy and rowdy when they have to line up for too long for lunch in the dining hall. The "Out of Class Behaviour Tracking" sheets show that most of the inappropriate behaviour is confined to a handful of pupils. Behaviour in the vast majority of lessons was judged to be good or better. Pupils only resort to fidgeting and chatting when the lessons lack pace and teaching lacks confidence. The occurrence of oppressive behaviour, such as bullying and racism, is very low and is a result of the harmony amongst the pupils and the swift and effective reaction of staff.
12. The initiative and personal responsibility of pupils are good. The older pupils are particularly mature and sensible. The ones selected to be stewards are very proud of their jobs and are a great asset to the smooth running of daily activities. Pupils who represent their class on the school council are learning to be valuable members of the community. The articulate and older councillors are more than ready to begin to take on the responsibility of chairing and taking minutes for the meetings. Across the school, a few pupils are beginning to take the initiative from picking up dropped litter to suggesting improvements in the school day, but the vast majority wait to have activities organised for them. In class, the idea of personal targets is still at early stages, so pupils are not yet sufficiently independent or responsible for their own learning.

13. The attendance return for the first half of the autumn term shows a substantial improvement. Although this is still well below the national average, gradually the school is whittling down unnecessary absences and reinforcing the message that regular attendance is a major factor in effective learning. There is no one particular ethnic or cultural group of pupils whose absence is higher than others, but usually the absence of the younger pupils is more pronounced. The nursery children have very high levels of absence and this does not bode well for regular attendance once they start statutory schooling.
14. The punctuality of the pupils is unsatisfactory. Every morning there is a stream of pupils who come to school after the bell is rung at 9.10 am. On one occasion during the inspection, over 30 pupils arrived late on the school premises. Even with good teaching across the school, it is very difficult to raise standards of attainment because attendance and punctuality are having a very detrimental effect on the pupils' learning and standards of attainment.

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

15. Teaching and learning are good overall, with many very good features. There has been good progress since the last inspection, when teaching was satisfactory.
16. The quality of teaching and learning in the Nursery and Reception classes is good. As a result, many of the early obstacles to the children's learning are overcome and they become curious and confident learners. However, because many children enter school from such a low base, their attainment in language and mathematical skills is still below the expected level by the end of their Reception year.
17. Teaching and learning across the school for children and pupils are consistently good in English, mathematics and science.
18. All pupils, whatever their background and culture, are valued and included in school life. Pupils with English as an additional language are included in the life of the school. This is as a result of many teachers being very adept at making sure that they teach their lessons effectively and that all pupils learn well. Literacy and numeracy are well taught across the school.
19. In English, teaching and learning are consistently good and good planning ensures that lessons build well on previous learning. They make clear to pupils what they have to learn in the lesson and review what has been learned at the end of the lessons effectively.
20. Teaching and learning in mathematics are good, ranging from very good to satisfactory. High-quality teacher-pupil relationships, good lesson organisation to support all pupils, including those at early stages of learning English and others with special educational needs, and a good understanding of the National Numeracy Strategy and how to teach it are common themes throughout the teaching. As a result, pupils engage well with the work they are set, work hard and learn effectively.
21. The majority of the teaching in science in Years 1 – 6 is good. The good teaching overall leads to good learning and to very positive attitudes to the subject. Pupils work co-operatively in mixed-ability groups, deciding what roles they will play in the activities. They generally show mature and responsible attitudes in carrying out tasks set by their teachers. Lessons in science make a good contribution to pupils' spiritual, moral, social and cultural development.
22. Teachers include all pupils in their questioning by directing questions at individuals and phrasing them accordingly. Pupils with special educational needs and those with English as an additional language receive good support from classroom assistants, which enables them to participate fully in lessons. Teachers use praise and a variety of rewards to encourage individual pupils, who respond by working harder and so learn more effectively. Teacher expectation is good for pupils of all abilities.

23. The school recognises the need to develop teachers' skills in assessing pupils' gains in learning at the end of lessons and to use this information to plan successfully in order to raise standards and the quality of pupils' learning further. Literacy, especially writing, is well taught but the impact on pupils learning is not yet fully realised. Numeracy and ICT are well taught.
24. Staff plan lessons carefully to meet the needs of all pupils, including those with special educational needs and higher attainiers. The thoughtful grouping of pupils for literacy and numeracy ensures that pupils have tasks that match their abilities well. In most other lessons, pupils work in mixed ability groups so that they share ideas and learn from each other. Targets in individual education plans are clear and achievable. All staff are involved in the preparation and review of individual education plans. Pupils have skilled support from experienced and committed teachers and support staff, either on an individual or small group withdrawal basis or whilst working with the rest of the class. Staff maintain good records and there is very good sharing of information between all staff.
25. The specialist staff and most class teachers provide good teaching for pupils who are learning English as an additional language. The support staff work closely with class teachers and help pupils within classes. They employ successful strategies such as the repetition of key vocabulary, modelling of correct answers and the presentation of strong visual content and clues to support pupils' learning. For example, in one mathematics lesson the teacher drew a shape of a pen with five edges clearly defined and gave good clues to pupils on how to remember that the five-sided shape is called a pentagon. In another literacy session, the specialist teacher used puppets and cut out pictures of characters of the story 'The Three Billy Goats Gruff' and showed the action of Big Billy Goats Gruff butting the Troll to explain the meaning of 'butt'.
26. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. They become willing participants in lessons and are keen to express their ideas. The specialist staff work closely with class teachers. They plan together and share taking lessons. This sharing provides good training for other staff. This was particularly evident in Years 1 and 2. All staff work hard to make new arrivals feel welcomed to the school.
27. The school has good procedures to keep track of pupils' progress. All assessment data, including results in the national tests, is analysed and information gained is used to improve standards and implement strategies to target any under-achievement.

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

28. The curricular provision overall is good. The school provides a broadly based and rich curriculum, which is relevant to the needs of the pupils and reflects the multicultural ethos of the school. The curriculum reflects the school's values and supports well the pupils' spiritual, moral, social and cultural development. The school meets statutory requirements in all subjects, including religious education. Literacy and numeracy strategies are implemented effectively and there is good impact of the strategies on the curriculum overall. Literacy and numeracy are successfully promoted through other subjects of the curriculum. ICT is an identified area of priority for the school and a developing area. There is very good, new ICT provision in the school, but there is limited use of computers to support day-to-day activities. Staff training has been provided, but because of a high rate of staff changes, more training is now necessary in order to ensure that teachers are more confident in using the computer on a regular basis. The use of ICT to support subjects of the curriculum is unsatisfactory.
29. The school has a good policy statement for equal opportunities, race equality and cultural diversity. Subject policy statements reflect a clear and appropriate commitment to equal opportunities. The principles of these policies are well implemented. As a result, equality of access and opportunity are good throughout the school. Staff value all pupils equally as

individuals, whatever their attainment, background, ethnicity, gender, special educational needs, race or religion.

30. Provision for children in the nursery and reception classes is good overall and in line with what is recommended. The curriculum is well balanced, relevant to meeting the needs of the children and covers all areas of the learning, particularly in the Reception class. Outdoor play provision is good and supports well the different areas of learning through a good range of activities. Procedures for assessment are good for pupils in the Reception class. Pupils' needs are well taken into account while planning activities in different areas of learning.
31. Appropriate time is allocated to subjects generally, with a good emphasis on daily lessons in literacy and numeracy. The teaching time is generally used effectively. The school has been revising the timetables to ensure that all subjects have a balanced coverage. However, more work is necessary in this regard, as there are still some imbalances within the curriculum. For example, in science, there is insufficient time for pupils to carry out their scientific investigations.
32. The overall provision for personal, social and health education is satisfactory. Personal, social and health education has a high priority in the school's curriculum. There is a written policy and schemes of work for year groups. Personal, social and health education is delivered as a separate subject as well as through other subjects and well-established routines. The policy is relatively new and is not yet implemented evenly throughout the school. The school has yet to rationalise and come to a common understanding of the policy and discuss the best ways of working towards the stated aims. Overall, personal, social and health education has a positive effect on developing good relationships and respecting different points of view. Preparing pupils to play an active role as citizens, another objective set, is at an early stage of development. There is satisfactory provision for health education through science and personal, social and health education. Sex and relationships education is intended through science and through a programme of work in personal, social and health education for pupils in Years 5 and 6. The governors' policy on sex education is out of date, awaiting revision. There are satisfactory arrangements to make pupils aware of the dangers of drug abuse. The provision for swimming, across the school, is a good feature of the programme for physical education.
33. Teachers' medium and short-term planning provide a clear view of the intended curriculum for each year group. Teachers plan to provide suitable work, matched to the broad ability groups in their class well, particularly for literacy and numeracy. The setting by ability also supports the school's policy on inclusion, and helps to improve the planning for a wider range of activities. Planning for suitably differentiated work in science is less effective, particularly in mixed-age classes, where older and more able pupils do not have sufficiently challenging tasks.
34. The provision for pupils with special educational needs is good overall and the arrangements for teaching pupils in literacy and numeracy are very good. This is because of the high quality teaching and levels of support within these groups. The inclusive and caring atmosphere within the school helps these pupils to make good progress. Pupils with special educational needs are fully included in all aspects of the life of the school.
35. Pupils who speak English as an additional language receive a broad and balanced curriculum and most take part in all school activities. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Cultural traditions are well taught through subjects such as music, dance and celebration of Black History Month. There are notices, signs and books in other languages to show that the school values other cultures and languages. Pupils' skills in their own home language are encouraged through Somali and Albanian language after school clubs. In one lesson, good opportunities were provided for Somali pupils to listen to and tell stories in their mother tongue. The Games Library Club for Nursery, Reception and Year 1 - 2 pupils provides opportunities to extend pupils' learning opportunities effectively.
36. Provision for extra-curricular activities is very good and helps to enrich and extend the curriculum. Subjects such as physical education, art and design, history and geography particularly benefit

from the provision. The range provided currently includes: the games library and games club, the breakfast club, spelling and mental maths groups, art and design, football and dance clubs, and choir and homework clubs. Other examples include a visit to St Albans, the Florence Nightingale Museum and Maritime Museum in Greenwich, each supporting history topics. Visits have also taken place to Tate Modern, supporting work in art and design, and to Hampstead Heath, relating work to environmental study. The very good range of extra-curricular activities, visits and visitors make a very good contribution overall to pupils' personal development and to their spiritual, moral, social and cultural development.

37. There are good opportunities for representatives of the community to contribute to pupils' learning. Useful links are established with parents and the community at large through classes and clubs run for Albanian and Somali children. Useful and regular links are made with the local Community Centre. The curriculum benefits from the good contacts with the community. Other examples include links with 'Sure Start' for the under-fours, which resulted in acquiring a video camera for the Nursery. The good links with Kingsgate Art Workshop have resulted in creating murals for the school playground. The school is developing good contacts with the local business community, for example, through the Camden Education Business Partnership, which organises links with 'Pizza Express'. Links with the main feeder secondary schools are also good; this ensures that pupils are well prepared for the next stage of their education. The learning mentors have an important role in this regard, to preparing individual pupils for their next secondary school.
38. The provision for pupils' personal development is good overall. It is very good for moral and social development and good for spiritual and cultural development. There is a calm atmosphere in assemblies and pupils are given opportunities to reflect upon the message of the story they have heard and the music that is played as they come into the hall. They show good respect for others who perform in assemblies and are an appreciative audience. Pupils consider the beauty of the world. In lessons they are encouraged to think of how they use their senses to make connections between aspects of their learning. Teachers ask pupils "Why do you think that happened?" and "What do you think you should do now?" to encourage them to think about people's feelings or actions. Displays around the school make a good contribution to the positive atmosphere in the school. Pupils are encouraged to feel safe, secure and successful.
39. There is a clear code of behaviour that is promoted consistently throughout the school. Moral and social development are promoted very successfully because pupils know how the rules are to be applied in the classroom and the playground. The school has worked hard to develop an open and safe learning environment in which pupils can express their views and practise moral decision-making. Pupils value the rewards they earn and public recognition of their efforts in assemblies demonstrates that the school values their hard work. Pupils have a clear understanding of right and wrong. Relationships in the school are very good and adults provide pupils with very good examples on which to model their own behaviour.
40. Pupils are involved in co-operative work in most lessons. They share ideas, discuss points with their discussion partners and support each other well in group work. The School Council and opportunities to act as 'stewards' and helpers give pupils opportunities to contribute to the life of the school. They enjoy feeling responsible for making the school a better place. Visits to museums, concert halls and local places of interest provide positive links with a wider community. The residential visits foster a sense of community and provide an experience of living and working together in another setting. These experiences make a positive contribution to their development and learning. All pupils are valued and fully included in the life of the school. They are proud of their school.
41. The provision for pupils' cultural development is good. Stories, music, art and design and literature from this country and diverse cultures are used thoughtfully throughout the school to extend pupils' knowledge and use of cultural imagery and language. This was illustrated when a group of pupils in Year 1 used stick puppets they made to tell the story of 'the Three Billy Goats Gruff' in their own language, with the support of a visitor who speaks their language. Other pupils listened with delight to this. Through visits to museums and concerts, pupils extend their cultural



awareness. They reflect upon the contributions of famous people in Black History Week, and acknowledge Chinese New Year, Diwali, Eid and Christmas.

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

42. The school has a supportive learning environment and ensures all pupils, including refugees, are well integrated into school life. The school has good systems for child protection and ensuring pupils' welfare. The site is safe and secure and procedures for health and safety are good.
43. The school's procedures for improving attendance and punctuality are very good; even though attendance is unsatisfactory, it is improving. Attendance has been at low levels for some time, but the school is now making a concerted and effective effort to improve the rate using imaginative and varied strategies. Each week the class with the highest attendance is allowed to care for the large attendance bear (Paws) and a recent "Punctuality Push" emphasised the need for good timekeeping at the beginning of school.
44. The school has very good systems for monitoring and promoting good behaviour and excellent approaches to deal with bullying. Pupils know the expected code of conduct well and are encouraged to take responsibility for choices in their behaviour. Parents are well involved should behaviour incidents become serious or persistent. A good emphasis is placed on positive behaviour, with rewards taking a gold theme, for example Golden Book, Golden Table, Golden Time or culminating in a special outing. The pupils really appreciate praise and are proud to be picked out for good work or behaviour in the Merit Assemblies. The learning mentors contribute well to the support of pupils who have a wide range of needs. They work very well with selected pupils in class and arrange a good variety of activities to motivate and enthuse pupils who may otherwise find school difficult. The very effective management of behaviour is a great asset to uninterrupted learning and progress.
45. Procedures for improving and supporting pupils' personal development are good. The care and support of pupils to become responsible citizens as they grow up through the school are particularly strong. All staff know the pupils well and can give them special support, according to their circumstances.
46. There is a clear school policy for assessment which offers a sound basis for practice and is known to all staff. There is a teaching and learning policy, which includes guidance on marking pupils' work. Marking is generally satisfactory in identifying strengths and praising good efforts, although practice varies in relation to identifying weaknesses and providing feedback to pupils on how they might improve their work.
47. The procedures for assessment are consistently applied. The main focus for the school so far has been on developing a variety of approaches to assessing and recording pupils' achievements in reading and writing and in their pupils' knowledge of spelling and their phonic awareness. The established assessment procedures for literacy and numeracy are effective in informing the next stage of planning, and in tracking progress over time.
48. The school benefits from the well-established and detailed procedures for analysing the national test results and results of the statutory teacher assessment. The school performance data is compared well against the national averages and against benchmarks for similar schools, and the value added interpreted. Non-statutory tests are also used for pupils in Year 4, which in May 2002 included spelling, reading, mental arithmetic, mathematics and writing tasks and proved useful for gaining information to plan future strategies.
49. Results of the national tests are reported to the parents. End of year reports, however, do not indicate the precise standards that are achieved in different aspects within the National Curriculum subjects and religious education. Parents are not formally invited to write comments on their children's reports.

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

50. The school has satisfactory links with parents for the benefit of the pupils' learning. There was no comparable judgement in the last report. Staff are very aware of the wide range of needs of the families and are sensitive to the cultural, language and domestic problems that many parents have. The school provides as good care and support to the parents as it does to the pupils themselves.
51. The school provides a satisfactory range of supportive information to parents on areas such as the procedures for national testing or the transfer arrangements to secondary school. Much communication is done verbally and appropriately as the parents drop off or collect their children. The Parent Time at the beginning of each morning gives parents a convenient chance to raise concerns with the headteacher and deputy headteachers. Parents have satisfactory opportunities to meet their children's teacher, but annual progress reports are limited. Parents cannot identify the level at which their children are working and there is insufficient detail on progress in each subject over the year or clear targets for improvement. As the vast majority of parents do not take up the opportunity to discuss the reports with the teachers, they are missing out on vital information about their children's learning and how they can help from home.
52. The contribution of parents to their children's learning at school and at home is often hampered by chaotic family circumstances, language barriers or an undeveloped understanding of their role in their children's education. Consequently the impact of parents' involvement in their children's learning is less than it should be. There is no parent-teacher association and only a few parents help in classes or on trips.
53. Most parents are more than happy with the school and particularly appreciate the safe haven provided for their children. They like the good teaching, the good leadership and management and feel that their children are helped to become mature and responsible. The inspection concurs with all these positive views. Some parents think there are not enough activities for their children out of lessons, but the inspectors do not agree and judge the range and number to be very good. Other parents are unhappy with the regularity and amount of homework, but overall the inspection judges it to be satisfactory.
54. The school ensures that parents are involved in any reviews of pupils' progress and have the opportunity to discuss any concerns or amendments to their child's programmes with the staff concerned. Parents appreciate the support given to their children.
55. The school has implemented effective procedures to liaise with parents of pupils who are learning English as an additional language. Bi-lingual staff attend parents' meetings to interpret pupils' progress and attainment in their home languages. If needed, bi-lingual parents are also used to provide translations and interpretations. When and if necessary, important information is translated in home languages to keep parents well informed. For example, the Home School Contract is translated into four major languages.

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

56. The headteacher provides effective leadership. She has vision and provides clear educational direction for the school. The headteacher has the confidence of pupils, parents, staff, governors and the community. She has been particularly effective in creating a positive climate where teamwork is a strength, and all staff and governors show a clear commitment to success and continuous improvement.
57. The headteacher is well supported by two recently appointed deputy headteachers, a senior management team and the governors. The day-to-day management of the school is effective and efficient and this ensures that the school runs smoothly. There is a clear management structure where roles and responsibilities have been agreed and effectively delegated. A number of the subject co-ordinators are new to their post and so their role is not yet fully developed. Overall, the

school is well led and managed and this was the judgement made when the school was last inspected.

58. The school's aims and values are well defined in the prospectus as a vision statement and as principles of good learning. These include having high expectations of pupils' learning and behaviour and all pupils having opportunities to achieve the highest standards possible. Valuing individuals, developing independence, meeting the needs of different pupils, co-operative working and pupils applying their learning to solve problems are part of the school's core aims. The school has devised a good policy on equal opportunities, race equality and cultural diversity. All staff and governors were involved in its formulation and it provides good guidance for practice. The school promotes racial harmony well through valuing all individuals and meeting their needs well. Aims, values and policies are generally well reflected in the day-to-day life of the school.
59. The procedures for taking account of the school's performance are good and are supported by a clear programme. National tests results are very well analysed by senior staff in order to identify strengths and weaknesses in pupils' learning. The school has a good policy for teaching and learning and this is used to guide practice and weigh up the quality of teaching. The headteacher, senior staff and local education authority advisers observe teaching and provide constructive feedback to teachers. The findings of classroom observations are used to set targets for individual teachers. The school has appropriate procedures for performance management and these are well linked to the teaching and learning policy and to school improvement planning. The school has made effective use of local education authority personnel in evaluating its performance.
60. The school has a number of new governors and a very recently appointed chair. Discussions with governors indicate that they are committed, enthusiastic and have developed a good knowledge and understanding of the school's strengths and areas for improvement. They are appropriately involved in planning and decision making. The governing body fulfils its statutory duties well and has the potential to make an even greater contribution to the school's success.
61. The school has a clear and detailed three-year action plan for improvements. The plan is effectively organised into four broad areas of leadership and management, teaching and learning, children and parents, and premises. Priorities in the improvement plan are generally appropriate.
62. Good financial planning supports the school's educational priorities. The school enlists the services of a financial consultant for budget planning. This is a positive arrangement and enables the headteacher to focus on teaching and learning, and building effective partnerships with parents. Day to day financial control is effective and carried out by an experienced senior administration officer. Good use is made of grants for specific educational initiatives, including English as an additional language, ICT and special educational needs. For example, good use has been made of the single regeneration budget in order to improve playground facilities. The principles of best value are applied satisfactorily. The school seeks quotations when major purchases are planned. Although income per pupil is high, the educational provision, particularly teaching, is good. These factors contribute to good learning, good achievement, very good pupil attitudes and good behaviour. As a result, the school provides good value for money.
63. The quality of learning resources is satisfactory overall. The school has a good range of books, particularly in Years 1 and 2. There are weaknesses, however, in Years 3 to 6 in design and technology, where the range of tool and materials is unsatisfactory.
64. There is now a full-time special needs co-ordinator for the whole school. This makes the provision more coherent and has contributed effectively to the improvement in the quality of the provision since the last inspection. Additional funding for special educational needs is spent well. For example, the appointment of two learning mentors is a valuable and successful addition to the provision and staff receive regular training to improve their skills. A new special needs governor is to be appointed shortly. The co-ordinator and other staff are aware of the needs of all pupils, including the refugees. In service training for all staff is attended regularly. The co-ordinator

effectively supports teachers in assessing and recording pupils' progress and attainment. New staff to the school are introduced effectively to the workings of the school.

65. The school spends the money received through the Ethnic Minority Achievement Grant wisely and to the best advantage of pupils. Currently the equivalents of 2.2 full time teachers are employed. All staff work closely together and one teacher effectively co-ordinates the service within the school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

To raise standards further the headteacher, governing body and senior management team should:

- (i) continue to extend the provision of opportunities for extended writing while encouraging the further use of dictionaries and a thesaurus to extend pupils' subject vocabulary throughout the curriculum (paragraphs: 77, 79, 80, 81, 83);
- (ii) in science, focus on investigation and enquiry skills to further improve pupils' knowledge and understanding (paragraphs: 95, 96, 98, 100);
- (iii) Raise standards in design and technology and art and design by ensuring the full coverage of all elements of the subject for all pupils (paragraphs: 102,103,107,109,111);

- (iv) extend the use of ICT across all subjects of the curriculum by:
- ensuring teachers' planning is more focused and sufficient hardware is available to support learning; and
  - improving teachers' knowledge of ICT software (paragraphs 105, 110, 115, 121, 122 132);
- (v) improve attendance by:
- Strongly discouraging the number of parents taking pupils on extended holidays in term time to reflect national averages (paragraphs: 13,14);

Minor issues:

- (vi) Improve the quality of reports to parents by:
- including more detail on progress; and
  - setting targets for improvement (paragraph: 51)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	15	48	17	0	0	0
Percentage	0	19	60	21	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.

### 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)	50	349
Number of full-time pupils known to be eligible for free school meals	184	189

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	0	128

English as an additional language	No of pupils
Number of pupils with English as an additional language	247

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	45
Pupils who left the school other than at the usual time of leaving	57

### Attendance

#### Authorised absence

	%
School data	5.59
National comparative data	5.0

#### Unauthorised absence

	%
School data	1.39
National comparative data	0.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	27	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	27	27	27
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	70	72	85
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	27	27	27
	Total	53	53	53
Percentage of pupils at NC level 2 or above	School	68	85	75
	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	18	22	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	22	22	22
	Total	40	40	40
Percentage of pupils at NC level 4 or above	School	64	54	72
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	22	22	22
	Total	40	40	40
Percentage of pupils at NC level 4 or above	School	63	57	63
	National	73 (72)	74 (74)	82 (82)

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



**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	56	4	0
White – Irish	14	3	1
White – any other White background	53	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	16	0	0
Asian or Asian British – Bangladeshi	60	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	15	0	0
Black or Black British – African	49	0	0
Black or Black British – any other Black background	5	0	0
Chinese	0	0	0
Any other ethnic group	13	0	0
No ethnic group recorded	78	7	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	17
Average class size	24

### Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	334

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22
Total number of education support staff	4
Total aggregate hours worked per week	50
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	16

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
	£
Total income	1,491,298
Total expenditure	1,522,061
Expenditure per pupil	3,703
Balance brought forward from previous year	108,324
Balance carried forward to next year	77,561

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	349
Number of questionnaires returned	41

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	56	41	0	0	2
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	37	37	15	5	7
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	54	39	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	44	54	2	0	0
The school expects my child to work hard and achieve his or her best.	56	37	2	0	5
The school works closely with parents.	41	56	2	0	0
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	41	46	10	0	2

## **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**

66. The nursery has 50 part time and 25 full time places. Children attend either morning or afternoon sessions. When they are due to go up to the reception class the following term, they attend all day in preparation for the transition. The nursery is housed in a separate building on the school site and has its own self-contained outdoor area. The reception classes have access to a gated outdoor area. This is an improvement made since the last inspection. At the last inspection, the Foundation Stage was judged to be satisfactory. This is still the case with the nursery but the reception classes have improved significantly and are now good.
67. Attainment on entry to the nursery is well below that expected for this age group. This is particularly noticeable in children's social skills and in the large number who enter with little or no knowledge of the English language.
68. In all areas, teaching and learning are satisfactory in the nursery unit and varies between good and very good and the reception classes. Children generally make satisfactory progress overall in the nursery from their low starting points and make good gains in the reception classes. This includes those learning English and those with special educational needs. The planned provision of activities in the nursery is satisfactory. Assessment and planning and evaluation procedures are not systematic and rigorous enough in the nursery to ensure children are learning at their full potential. Reports to parents for the nursery are not linked closely enough to the six areas of learning. Planning and assessment are very good in the reception classes, although the approach varies in the two classes. All activities are very well focused.

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

69. In their personal, social and emotional development, children make good progress in the nursery. They learn the routines and the way to share and get along with each other. They also become independent in matters of personal hygiene. They learn to make choices and to take their turn. So, by the time they enter the reception classes they are comfortable in the school environment. In the reception classes, very good teaching ensures that they build up good levels of self-esteem and co-operate well with teachers and classroom assistants. They are motivated to learn and are encouraged effectively to develop their concentration spans. Most children are likely to reach the expected levels in this area.

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

70. Progress is satisfactory in the nursery and good in the reception classes. The staff in the nursery offer support and encouragement to all children in their language development, especially those who are learning English as an additional language. However, in too many activities, they are not clear enough about the vocabulary they aim to teach; this is because plans do not include enough detail to ensure all staff are familiar with what is targeted. By the end of nursery, most children have begun to communicate to some extent in English. Children enjoy stories in the nursery, especially those using supporting resources. Props support some of the most popular songs, but this is not as widespread as is necessary in a setting where so many are new to learning the language. Children are encouraged effectively to take books home to share with their parents.
71. New classmates from other nurseries and some who have no experience of nursery or the English language join the children in the reception class. Teachers successfully develop everyone's vocabulary and fluency through very carefully planned and individually targeted work. In a circle activity even new learners were encouraged to speak owing to the use of a puppet and a ball that was circulated to ensure all had a turn. Further imaginative approaches include excellent homemade resources for learning letter sounds and birthday invitations to a party for a storybook character. A very good team approach by both teachers and their respective classroom

assistants also ensures that good language use is constantly modelled and children's vocabulary extended by example. Literacy activities are well structured and exciting in the reception classes. Children in both classes are encouraged to take books home. One or two children have begun to read some words and all are keen to try. The computers are well used to support children as they learn the sounds of letters. A proportion of children will reach the expected levels in communication, language and literacy, especially those with winter birthdays who benefit from the high ratio of staff to pupils in the autumn term and who have three terms in the reception classes.

### **Mathematics**

72. Progress in mathematics is satisfactory in the nursery and good in the reception classes. The underlying issues are the same as with literacy. Detailed planning in the reception classes supports good individual progress in counting, space, pattern and problem solving. Follow up activities are well structured to ensure repetition and development. Assessments are detailed and are well used to drive learning forward. In the nursery, children learn to count parrot-fashion to five and have some idea of decreasing numbers from nursery songs. Outdoor games support children in their counting and numeral recognition in the nursery. Too few attempts are made to develop this by for example, numbering the very popular bikes. Opportunities to use puzzles are good and children enjoy making patterns. Often their language is too limited to include discussion of problem solving. Some older children are likely to reach the expected standards in this area of learning but the majority are not.

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

73. Progress in this area is satisfactory in the nursery and good in the reception classes. In the nursery, children are introduced to a wide range of things from the natural and man made world. During the inspection they learned about the life cycle of the butterfly through a story. Work was suitable for all children but the knowledge of those who learn easily was not always extended by focused group work. Children did enjoy looking at natural objects under a magnifying glass. In the reception classes children learn well about the seasons and past and present events in their lives. Investigation is encouraged and children are keen observers. They know how and where to post a letter and are excited when they get replies. In all classes, there is good access to computers and a good range of software. Children are confident and keen to use the mouse. Reception classes also have a weekly time slot in the computer suite. Most children are likely to reach the expected levels at the end of the reception classes.

### **Creative development**

74. Nursery children make satisfactory progress they have good access to creative development activities and these are changed daily. They make, for example, beautiful tissue paper winged butterflies. Activities offer a good range of media to use. Children are encouraged to make three-dimensional objects and learn to join things with glue and tape successfully. They have access to a role play area but it is not very exciting. Resources for small world play, such as cars and train tracks, are good and help many children who have limited language to settle and play happily. Outdoors, there is a playhouse but this area offers insufficient opportunities because of a lack of appropriately deployed resources. Singing in the nursery is a good regular feature of the day which helps pupils extend their language. No musical instruments were seen in use.
75. In the reception rooms, children had access to a good variety of activities they had props for a cafeteria for role-play in one room. They also co-operatively made a large washing machine out of a box. Outdoors there are free opportunities to paint and express their ideas. They also had a pretend stove and enjoyed playing and talking together around it. In the afternoon, games and puzzles often include creative elements. Children relished designing and making invitations to a party for the character in their literacy story. The reception class used musical instruments to good effect in their physical education lesson, including dancing with leg bells. Children in the reception classes make good progress in their creative skills and are likely to meet the expected standards.

## Physical development

76. Children make very good progress in their physical development in the nursery thanks to very good teaching in this area of learning. Children have a good daily range of outdoor climbing and balancing activities. Once a week they have a physical education lesson in the infant hall. Here they listen well to their teacher and show advanced skill levels in balance and movement. They are able to find a space and use resources like hoops appropriately. Small muscle skills are very well developed, especially in the nursery, by sewing, working with nails and hammers and undertaking cooking activities. All children have a chance to get used to water and to learn to swim in the school pool. Children are likely to reach the expected standards in their physical development.

## ENGLISH

77. The majority of pupils attain standards that are below those typical of pupils in Years 2 and 6 in the national tests. However, results in national tests for pupils in Year 2 and Year 6 are particularly affected by the following factors:

- The large number of pupils with special educational needs;
- The number of pupils who come into Year 1 with no previous experience in the nursery or reception and with little understanding of English;
- The majority of pupils are at the early stages of learning English as an additional language.

78. Statutory assessment results in 2002 were well below national averages in reading and writing for pupils in Year 2 and in Year 6, below average overall. Few pupils attained at the higher levels. The school achieved the targets set. Standards were above those in similar schools at the end of Year 6. The trend is positive overall.

79. Progress in the lessons observed is good because of the good teaching and pupils achieve well. Factors contributing to this progress are:

- Consistently good, or very good, teaching of pupils of all abilities;
- Good planning by teachers;
- Very thorough analysis of assessment information to identify strengths and weaknesses in teaching and learning;
- The use of assessment for the formation of reading and writing groups with a clear focus;
- The focus on writing throughout the school;
- Comprehensive planning for literacy so that tasks match pupils' abilities well.

Areas for development, which have been identified by the school, include:

- Building on good practice, by planning links between listening and speaking, writing and reading in all literacy lessons.

80. All pupils achieve well. Although girls achieve better than boys in statutory assessments, no significant differences were observed during the inspection. Support for pupils who learn English as an additional language enables them to make good progress initially and build on this as they move through the school. Pupils with special educational needs work extremely hard and achieve well because of the good quality teaching and support they receive. Very good use of information from assessments ensures that all pupils have suitable work in small groups. Staff are sensitive to their needs and encourage them to concentrate and gain confidence. The adult support they receive helps them to gain skills and to take part in lessons more confidently. The good quality of support and teaching they receive helps lower attaining pupils to benefit from booster groups and

higher attaining pupils to improve their skills systematically. The new arrangements should help all of these groups to raise their attainment in national tests.

81. Standards in speaking and listening are below those typical nationally at seven because the majority of pupils enter the school with speaking and listening skills that are below, or well below, those typical of this age. Teachers work hard to encourage pupils to respond to questions appropriately and extend their vocabulary. Good team-teaching between the class teacher and the language support teacher helps pupils in Year 2 to extend their thinking as they prepare 'Wanted' posters for the troll who tried to eat the goats. Pupils in Year 1 retell the story of the bear who fell into the bin by matching speech bubbles to pictures. Teachers of pupils aged seven to eleven build well on the progress pupils have made in the development of language. By the age of eleven, pupils' speaking and listening skills are average for their age. Pupils enjoy contributing to lessons and are quick to put up their hands. They enjoy choral speaking and pupils in Year 5 and 6 perform a series of poems in assembly with confidence and clear diction. The vocabulary of the majority of pupils in Year 5 and 6 is below expectations when they are asked to explain their ideas and opinions about books, but they are improving their construction of sentences.
82. Attainment in reading is below that typical of pupils in Year 2 and Year 6, but pupils are making good progress because they enjoy reading and are using the strategies they have learned to tackle new words effectively. The number of pupils reading at a higher level is increasing and the increased emphasis on speaking about what they have read is helping them to make inferences and draw conclusions from their books. Guided reading sessions have a clear focus and are used purposefully.
83. By Year 2, pupils' standards in writing are below what is expected nationally, but standards are improving and pupils make good progress because of the very structured teaching. This ensures that pupils are learning to improve the formation of letters, write legibly and have regular spelling practice. As they move through the school, pupils use full stops and capital letters more consistently in their writing and use capital letters and exclamation marks for emphasis effectively. The school recognises that further emphasis on this area is fundamental to raising standards throughout the school. Pupils' use of imagery and language in poetry is developing well because of the good preparation for writing through systematic work on expressing their thoughts and feelings verbally before writing. One pupil, very imaginatively, compared the red jelly on the plate to lava wobbling around a volcano. Pupils learn techniques of re-reading what they have written so that they can correct and improve their work. The use of targets and the consistent teaching of spelling and letter formation are helping pupils to develop confidence in their own ability to spell correctly. Many pupils are trying hard to present their writing well in all lessons and the school is aware of the need to encourage this practice.
84. Teaching and learning are consistently good. Good planning ensures that lessons build well on previous learning. Teachers ensure that pupils have tasks they can achieve and build on their own strengths, some pupils with the guidance of support staff. Activities are interesting, challenging and enjoyable. They reinforce reading and writing skills systematically. The marking of work is prompt and reinforces teachers' expectations of pupils. Pupils are learning how well they are doing against their targets. Teachers and learning support staff work together well and manage behaviour very successfully. They make clear to pupils what they have to learn in the lesson and review what has been learned at the end of the lessons effectively.
85. Pupils' attitudes are very good. They are keen to contribute to lessons and are very pleased to read out what they have written at the end of the lesson. They show an increasing ability to work without direct supervision and work well in pairs. The very good relationship between pupils and adults creates a good atmosphere for learning and pupils grow in confidence as they develop their skills and understanding.
86. The subject is led and managed very well by the co-ordinators who have a clear vision of what needs to be done to raise standards further. The school, with good support from the local education authority, has implemented the literacy strategy effectively and there is appropriate use of ICT in some lessons. Literacy is used well in other subjects, for example, history. The Year 3-6

library has been recently moved and is being redeveloped systematically. Opportunities for drama and visits are used well and pupils benefit greatly from these. English makes a good contribution to pupils' personal development because of the opportunities for working together, reflecting upon descriptive language in a wide range of literature and taking responsibility for their own learning.

## **MATHEMATICS**

87. Standards in mathematics are below national averages by the end of Year 2 and by the end of Year 6. Results in the national tests at the end of Year 2 indicate an improving trend in recent years. In 2002 they were broadly in line with those attained by pupils in similar schools. Inspection evidence shows that standards are improving, but are still below the national average. Results in the tests for eleven-year-olds have improved in recent years. In 2002, they were below national averages overall, but better than the standards reached by pupils in similar schools. The school's forecast and inspection evidence indicate that pupils in Year 6 are working at similar levels but this represents good progress. The decision to group pupils according to ability in most lessons is having a positive effect on standards across the school.

The standards pupils reach are influenced by:

- the high levels of movement into and out of the school;
- the number of pupils with special educational needs; and
- the very low starting point of pupils who arrive at the school, including those with English as an additional language.

88. By the end of Year 2, pupils add and subtract numbers up to 100, although none do so accurately all of the time. Some pupils find subtraction particularly difficult. Higher-attaining pupils are beginning to explore quick ways of adding, such as adding 11 by adding 10 and adjusting the answer. Pupils are beginning to learn the two, five and ten times tables. However, a few understand how to use table facts to divide. Most pupils recognise and describe common two-dimensional shapes, although only a small number of more able pupils have sufficient skills to enable them to explain, for instance, why a square is different from a rectangle. All pupils measure familiar objects in centimetres, but some lower-attaining pupils need help to accomplish this correctly, but with support do so.

89. By the end of Year 6, pupils explain well their own calculating methods.

90. The quality of teaching and learning in mathematics is good overall and often very good. Consistent teaching strengths across the school are:

- relationships with pupils are very good, and as a consequence, they have positive attitudes to learning in mathematics lessons;
- the very good planning to ensure that all pupils are included in lessons;
- teachers and support staff all work very hard to integrate newcomers, to help those in the early stages of learning English, and to support pupils with a wide range of special educational needs, including challenging behaviour. They do this very successfully and, as a result, all pupils make good progress in mathematics;
- in a particularly good lesson, a specialist learning mentor worked with a small group of pupils and progress was rapid;
- good knowledge of the National Numeracy Strategy and how to teach it. Whole class sessions at the beginning of each lesson are generally lively and because teachers question pupils well, they are able to demonstrate well what they know, understand and can do.

91. The National Numeracy Strategy is firmly established and because teachers teach it well, standards are rising. Regular tests enable teachers to identify pupils who need additional support and to set group targets for improvement. Focused projects are successful in raising standards among small groups of carefully targeted pupils. The co-ordinator is well supported by the



school's senior management and opportunities to monitor and support colleagues' work are improving.

92. The school has made good improvements since the last inspection – notably in improving the quality of teaching, and in the implementation of the National Numeracy Strategy. The co-ordinator of the subject is very good and she is well aware of assessment improvements that are still needed. The school is very well placed to move forward.

## **SCIENCE**

93. By Year 6, the overall test results in science in 2001 were below average, while results in comparison with those in similar schools were above average. The results in science for 2002 have dropped significantly from last year's results and are well below the national averages in relation to all schools. In comparison with results in similar schools, the provisional results for 2002 have not improved.
94. Results in the teacher assessments in science in Year 2 have been well below the national averages in 2001 and below average in comparison with those in similar schools. The 2002 provisional results have improved slightly at Level 2 and above and there is significant improvement in results overall at Level 3. Results are still below the national averages. Girls' results have improved much more than boys' results, and at Level 3, results are now in line with national averages.
95. Inspection findings indicate that standards in science, especially in scientific enquiry and investigation are below those expected nationally at the end of Year 2 and Year 6. In science, there is too little investigative work. In the main, there was little difference between the contributions of boys and girls during the inspection. Most boys and girls, including pupils with special educational needs and English as an additional language, achieve appropriately in relation to their prior attainment, and make good progress overall.
96. Achievement overall is good in relation to the pupils' starting points across most of the science work, that is, in their study of life processes and living things, materials and their properties and physical processes. Achievement is better in Year 2 than in Year 6, in relation to pupils' scientific enquiry skills and their ability to carry out their own investigations. The data analysis of the 2002 test results has also indicated this and now there is an increased emphasis in school on improving the skills of scientific enquiry and investigation, resulting in some improvement in this area.
97. In their work on materials and their properties, the work samples for pupils in Year 1 show that they are able to sort materials, using scientific vocabulary, and have some understanding that materials are chosen for a specific purpose on the basis of their properties. They have tested different materials to see if a magnet would attract each. They are encouraged to make a prediction before finding out results through their own tests. In one lesson, they were learning about how to test whether materials are waterproof or not and which would be most suitable for mending an umbrella. The idea of a fair test was introduced but not yet understood. Work samples from pupils in Year 2 show that they have recently tested some materials to see how materials are changed before their use, for example, clay, chocolate and popcorn before these are heated. Pupils had some difficulty in understanding the changes that occurred and if the materials can change back if the process is reversed. They also had some difficulty in understanding water as a solid, liquid or a gas. In their work on physical processes, pupils in Year 2 learn that everyday appliances use electricity and that appliances include things that light up, get heated, produce sounds and more. The teachers' plans show that later, they are expected to make a complete electric circuit using a battery, wires and bulbs and explain how to light up a bulb.
98. In their work on materials and their properties, pupils in Year 3 - 4 explore solids, liquids and gases. They learn to observe and record the properties of solids and liquids and make sensible comparisons. They learn that the shape of the liquid changes when poured into a different shaped container but the volume remains constant. Most pupils understand this, and the more able can

say that the volume will change if there is some spillage. They make observations and use simple equipment; they measure liquids in metric measures, using a measuring cylinder, and record observations and measurements in teacher produced charts and tables. Some of their work is linked to geography and they group rocks and solids, classify them using criteria and give reasons for their choice. Some tests were carried out, such as the 'rubbing test' to find out how hard or soft the rocks are, and a 'permeability test' to see if porous or non-porous. However, most of these tests were teacher-directed and worksheet driven. Pupils in Year 5 - 6 continue to work on solids, liquids and gases and carry out 'changing the state experiments', and learn to understand the movement of particles in solids, liquids and gases. Pupils learn that mixing materials can cause them to change and carry out simple experiments to see if the material that is tested is soluble or insoluble. By age eleven they have a secure sense of achieving fairness in a test. Giving real life examples, they explain the processes of evaporation and condensation. They make their recordings in simple tables and charts and learn to interpret tables and graphs. Skills are underdeveloped in using ICT to draw their own tables and graphs linked to their own investigations. Overall, the work seen for pupils in Years 3 - 6 indicates that most pupils achieve well in the full range covered, except in relation to experimental and investigative science, where pupils have had limited opportunities to plan their own investigations.

99. The majority of the teaching seen in science was good in Years 1 - 6, and relatively a smaller proportion of this was satisfactory. No unsatisfactory teaching was observed in science during the inspection. Strengths in teaching include appropriate emphasis on teaching the use of scientific vocabulary, good teacher demonstrations in the introductory part of the lesson for practical activities at a later stage by the pupils, emphasis on learning how to make a test fair and teaching different ways of recording. Teachers' knowledge and understanding of the subject are good, which is indicated by their effective methods of teaching basic skills. Planning for the long and medium term is good but the short term planning has some weaknesses. In some lessons observed, particularly in mixed-age classes, the planning of work for the range of abilities within class is not sufficiently strong. This leads to a lack of challenge for the older pupils and those who are more able. Ongoing assessment is not sufficiently strong to help adjust the next stage of planning so that pupils who are ready to move on work more productively at their own pace and become independent in their scientific enquiry. The good teaching overall leads to good learning and to very positive attitudes to the subject. Pupils work co-operatively in mixed-ability groups, deciding what roles they will play in the activities. They generally show mature and responsible attitudes in carrying out tasks set by their teachers. Lessons in science make a good contribution to pupils' spiritual, moral, social and cultural development.
100. There is satisfactory co-ordination of the subject overall. The science curriculum is well covered in terms of developing knowledge and understanding in different aspects, but more work is necessary to develop pupils' scientific enquiry skills, to ensure appropriate breadth and balance in the curriculum. There are two co-ordinators for science, between them having the responsibility for both ends of the school. A whole school policy statement for science is still to be achieved, but is part of the action plan. The co-ordinators are fully aware of the issues in science, as a result of the very good analysis they have made of the national tests, and of statutory teacher assessments. There is an action plan with appropriate priorities for subject development and for the professional development of staff. Assessment and recording procedures are satisfactory overall. Both co-ordinators monitor and support the teachers' planning and monitor the implementation. This leads to a good level of consistency of practice between parallel classes. Resources are generally good and well organised, particularly in the infant phase, and well used. There is insufficient use of the computer to develop independent study skills and data-handling skills in science.

## **ART AND DESIGN**

101. No art and design lessons were seen during the inspection because of timetabling arrangements. Evidence was gained from a scrutiny of pupils' work on displays and in corridors and classrooms. Discussions also took place with teachers' and pupils and the teachers planning was examined.

102. Pupils' art and design work is of the standard expected nationally at the end of Year 2 but below the expected standard in Year 6. Pupils, including those with special educational needs or English as an additional language, make satisfactory progress as they move up through the school from their starting points. However, the breadth and range of the curriculum in Years 3 to 6 are not yet fully secure. The school recognises that this is so and attributes it to art and design not having been a priority recently. Art was not commented on in the last inspection.
103. By Year 2, pupils have satisfactory skills in colour mixing with paint and know that a new colour is created when two colours are combined. They use a range of techniques in both two and three-dimensional work. Pupils show a satisfactory awareness of pattern and the influence of other cultures. Satisfactory skills of observation are shown. There is less evidence of them knowing about famous artists. They work creatively, expressing their own ideas and feelings and showing skill in illustrating their work in other curriculum subjects.
104. By Year 6, pupils have increased their competence in the use of techniques and skills. They have explored storyboard design, textile work and printing. Pupils have an increased awareness of the qualities of their work and can discuss it, although they cannot recall formally evaluating their own or peers' work. Higher attaining pupils do not create depth in a painting but understand how colours are used to create different atmospheres. Patterns in nature and in such diverse areas as Indian Textiles and African and Aboriginal face painting are suitably explored. Pupils use art across the curriculum and produce good work on Greek Myths and in relation to book covers for their literacy work. Last year gallery visits were made during work on the Tudors. The school uses art well as a therapeutic tool and the learning mentors help pupils reach a high standard in mask making and in mosaics.
105. Pupils report enjoying art, but also express a lack of confidence in their own abilities. Good cross-curricular links are made between art and history throughout the school, with vibrant pictures produced by younger pupils relating to the Great Fire of London. Some evidence was seen of computers being used for art and design but not as a resource to research information about art. Knowledge of famous artists is unsatisfactory, with Mondrian being the only name pupils could recall.
106. The art and design co-ordinators are newly appointed. The curriculum plan for art and design is new and is being steadily implemented. Co-ordinators plan to introduce the use of sketchbooks and are aware that assessment procedures are inadequate at present. A good lead is given by senior staff on the display of pupils' work and maintaining the aesthetic appearance of the school. Successful multi-cultural work includes a large portrait gallery of 'the faces of the school' in the hall. The co-ordinators are aware that a portfolio of work needs to be developed to substantiate the claim that art is fully integrated across the curriculum. The school makes good use of visits to the London galleries and the local Art Centre that has helped pupils produce some large murals and mosaics on the playground walls which reflects the diversity of the local community.

## **DESIGN AND TECHNOLOGY**

107. By the end of Year 2, standards are broadly average and pupils are achieving well. This is because they receive effective teaching and an appropriate range of learning opportunities. Standards by the end of Year 6 are below average. Although the teaching and learning seen in Years 3 to 6 were satisfactory, discussions with pupils and staff and study of previous work indicate that pupils have had insufficient opportunities to work with a range of materials, tools and techniques. Pupils are not achieving as well as they should in these years.
108. Pupils from last year's Year 2 designed and made vehicles. They produced labelled drawings of their ideas. They selected appropriate materials and tools for their vehicle. They used constriction kits or reclaimed materials. For some vehicles, cotton reels were used for the wheels and wooden doweling for the axles. Effective assembling and joining techniques were used. Pupils evaluated how good their designs were and some changed and improved their work as it progressed. For example, one pupil turned his car into a caravan.

109. Pupils from last year's Year 3 and 4 classes designed and made story books. They contained pop up figures and simple levers to move characters and items. Pupils in Year 3 and 4 classes explored common structures. They produced labelled sketches of these. While pupils developed a sound understanding of structures, the activities were limited in developing designing and making skills. Pupils in a Years 5 and 6 class were designing and making a small-scale playground shelter. They produced sketches of their intentions. A higher attaining pupil produced a high quality drawing, showing an effective framework to provide good stability. They constructed simple frameworks using drinking straws and tape. The tools and materials used were basic. Discussions and the study of pupils' past work indicate that pupils in Years 5 and 6 have not had opportunities to work with cams, gears, pneumatics or controllable vehicles. The insufficient opportunities provided results in standards being below average and pupils making unsatisfactory progress.
110. The one lesson in Year 2 was very good. It was well planned and structured, with an interesting range of activities. The teacher's instructions were very clear and informative. Pupils were keenly interested and had plenty of practical opportunities to explore and investigate different wheels and vehicles. Pupils made very good gains in observational and making skills. Pupils with special educational needs and those with English as an additional language received good support from the teacher and learning support assistants and had full access to the work. Some pupils used ICT effectively to create drawings of wheels and axles. The two lessons seen in Years 3 to 6 were both satisfactory. Teachers' instructions and explanations were clear. However, the limited range of materials and tools available hampers the teaching of DT in these years. There is little evidence of ICT being used to support teaching and learning in Years 3 to 6.
111. The co-ordinator has been in post for just one year. The policy has been effectively revised. It sets out clearly aims, objectives and guidance for good practice. Curriculum plans of work are good and are based on national guidance and other commercial schemes. The study of pupils' work indicates that this good planning was not fully implemented last year in Years 3 to 6. The school keeps a portfolio of annotated work for Years 1 and 2. This good practice is not continued into Years 3 to 6. The school has not yet established a consistent system for assessing and recording pupils' attainment and this hinders the planning of future teaching and learning. Learning resources are satisfactory in Years 1 and 2, but the range of tools and materials in Years 3 to 5 are not sufficient.

## **GEOGRAPHY**

112. Attainment is broadly in line with what is expected nationally by the end of Year 2 and Year 6. Progress is good for pupils throughout the school when one considers the base line from which they start. Pupils with special educational needs make good progress and have appropriate individual education plans and additional support through teachers and support assistants. Pupils with English as an additional language and at the early stages of English acquisition make equally good progress, is in line with their peers.
113. By Year 2, pupils are able to use simple plans. They locate the school and its grounds by looking at the photographs of the local area, and become increasingly aware of the main features of the locality. Pupils in Year 2 had an organised walk to Kilburn High Road and, on their return, discussed busy and quiet roads, and what causes the roads to be too congested and noisy. Pupils are able to find the position of the school on the local map, and show the road on which the school is and where they live.
114. Pupils in Years 3 and 4 learn about how weather conditions affect what they will need to take with them to a particular holiday destination, and design a brochure for visiting a hot or a cold country as part of their lesson. They identify features of a hot and cold climate to show their understanding. Pupils learn to use maps and atlases, and can locate some hot or cold places on the globe. Through their topic work on St. Lucia, they learn to find differences between St. Lucia and Kilburn. Overall, they show a good awareness of places beyond their own locality. The teachers' planning indicates that they are learning to find out more about the climate of the countries they intend to visit by using the CD-ROM - 'World Explorer'.

115. Pupils in Years 5 and 6 learn about well-known rivers from countries around the world and find these on the world map. Some of the work is linked to their work in history. For example, they talk about early settlements in Egypt next to the river Nile. They compare the uses of the river Nile by people in the past and today. Pupils learn to use appropriate vocabulary to indicate different parts of the river, such as, 'river basin', 'delta', 'estuary', 'gorge', and discuss how the course of the river might change over time. Some of their work is linked to science, for example, how nature recycles water and the process of evaporation and condensation. They learn to interpret graphs and charts and carry out some fieldwork during their residential visit to Kent. By the age of eleven, pupils develop a sound awareness of the local environmental issues, such as 'should Kilburn High Road be closed to the traffic?' and form some views of their own about what changes, they would like to make to improve their environment. They make satisfactory gains in their understanding of maps and diagrams. There is unsatisfactory skills development through using the computer, although teaching plans do indicate where in the unit the ICT focus should be.
116. Teaching and learning are good overall, with some elements of very good teaching. Good use is made of the visits and resources to develop a good awareness of the issues of the local and surrounding areas. Teaching seen in a Years 5 and 6 class was highly interactive. The appropriate geographical vocabulary was taught relating to the river, and pupils were expected to try hard to learn the new words taught, to label them on the map and use them in their discussions. There was some differentiation through the recorded work, but more through additional teacher support and questioning. There was good evidence of ongoing assessment and its use in planning activities for the pupils. Pupils' attitudes to the subject were very favourable. They remained on task throughout the lesson and made their best efforts to organise their work and work co-operatively in groups of four.

## **HISTORY**

117. Attainment in Years 2 and 6 is broadly in line with national expectations. Pupils in Years 1 to 6 including, majority of those who learn English as an additional language and those who have special educational needs make good progress in developing their knowledge and understanding of events in the past.
118. In Year 1, pupils learn about how modern toys are different from those in the past. The work samples and discussion with pupils revealed that pupils had gained some understanding of 'new' and 'old' through looking at the materials that were used and by having a feel to see if they are hard or soft, soiled and scratched or have parts missing or are new. They have looked at some of the old toys brought by their teachers and have discussed how old toys are different. The headteacher's metal rocking horse from her childhood, for example, was used to generate interest amongst pupils and they learned how to ask appropriate questions to the headteacher, to find out about toys that she used as a child. They also look at teddy bears through time, using the terms 'oldest' and 'newest'. Pupils in Year 2 have learnt about the Great Fire of London and were made aware of what caused the fire, how it had spread and was brought in control. They visited the National Portrait Gallery in London and learn more about Samuel Pepys.
119. Pupils in Years 3 and 4 study the Celtic and Roman ways of life and find out how the Romans changed British life. They make use of the time line and place a series of events in order. By the age of eleven, pupils have a developing sense of chronology and of the passage of time through using the time line. They link prominent events of the period under study, such as the Romans. They use dates and terms appropriately. Pupils are able to use a range of sources of information to find out about the past events and lifestyles of people, although there is insufficient use of ICT to support their research work.
120. Teaching overall is at least satisfactory and often better. There are some examples of good teaching, particularly linked to the local history. For example, pupils in Years 5 and 6 find out historical facts about Kilburn and Brondesbury 100 years ago by being a 'detective on the Kilburn history trail'. There is insufficient promotion of literacy through history. Resources are used

effectively, including old photographs, newspapers and artefacts that are borrowed from the central library services. Old maps of the local area are used well to compare and reflect on changes through time. There are good opportunities for pupils to visit historical places of interest, such as museums, to stimulate their interests. Pupils in Years 3 to 6 visited the Verulamium in St Albans, linked to their study of Romans, and benefited from this experience. History makes a good contribution to pupils' spiritual, moral, social and cultural development through opportunities to empathise with people and events in the past and to work together.

121. Leadership and management of the subject are satisfactory. Curriculum planning ensures adequate coverage through different topics each year. The school makes good use of the library services to borrow books and artefacts, with some good results. The use of ICT to support work in history is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. The standard of pupils' work is satisfactory. The use of ICT to support the teaching of other subjects across the school is a weakness. Since the last inspection report, when standards were below expectations, a great deal of work has been done to improve the provision in the school. This includes the recent development of a computer suite. It is too soon for this facility (which only opened in September) to have had a full impact on the knowledge, skills and understanding of pupils in Years 3 to 6. Never the less, pupils are all currently making good progress from their individual starting points. This includes those with special educational needs and those with English as an additional language.
123. The overall quality of teaching and learning is sound. Teachers are keen and enthusiastic and communicate this to pupils. Now that the computer room is in use, a good and much improved range of resources is provided as well as regular class lessons for all age groups. Through careful preparation of lessons, together with ongoing training, teachers are providing pupils with good learning experiences. Teachers provide clear and careful instruction on how to use equipment and computer programs. In a very good lesson the teacher used enlarged images of those on the screen so pupils could follow what was discussed. As a result of these aspects of teaching, all pupils make good gains in their knowledge and understanding. Teachers provide high quality help and advice throughout lessons as pupils work on practical activities. However, this is hindered in some classes where the teacher has no help and there are significant numbers of new pupils with very little knowledge of computers.
124. Year 2 pupils can name items of computer equipment, such as the mouse, keyboard and printer. They use a keyboard to type simple text. They place gaps between words using the space bar, and some pupils introduce capital letters and full stops into their writing. A significant minority, mostly newly arrived pupils, however, need support in identifying the correct keys to use in producing their work. Higher attaining pupils' correct mistakes in their spelling by using the backspace key. Other pupils know how to access the menu to print their finished work but the school has until recently had too few working printers to ensure that all pupils have had this experience. Pupils are assigned partners to work with and they co-operate well in their tasks. Effort is made to help new arrivals quickly learn their way around the computer as they are given specially prepared work to help them gain confidence. All use the mouse well and show enthusiasm for the subject.
125. Many Year 6 pupils have satisfactory skills in word processing although because the suite is relatively new, some less confident pupils are still developing the required knowledge. Pupils change the font, colour and size of their work, and most can move text from one place to another. Pupils have some knowledge of spreadsheets; some can make a simple block graph. Pupils use the mouse accurately to produce various forms of artwork using a variety of tools from the package on the computer. A few can merge pictures into their text, but this depends on their last class having had a fully functioning computer. Sometimes skills are dependent on knowledge gained at home. Pupils have experience in using a floor turtle to follow a set course or to produce their own patterns. Pupils have begun to access the Internet to send e-mail.

126. Resources for information and communication technology have improved since the last inspection. This should enable pupils to use skills learned in the computer room in relation to other subjects in the curriculum. At present there are plans to do this but they have yet to fully impact on the work seen. The school has used national guidelines to develop its curriculum planning, with additional ideas to support its implementation. All areas of work are now covered and this is also an improvement.
  
127. The co-ordinator is keen, enthusiastic and knowledgeable. She has a clear vision of how to continue raising standards. She supports her colleagues by holding training sessions and is planning drop in workshops for them. Teachers set assessment tasks and record assessments of pupils skills, and this information is used to provide specific work for individuals when required. The school has a clear view of future priorities for the development of the subject.

## MUSIC

128. At the end of Year 2 and Year 6, pupils attain the expected standards in music and achieve well in lessons. Pupils who learn English as an additional language, or have special educational needs, make good progress because of the good teaching.
129. Pupils in Year 2 quickly learn to join in with a rap. They enjoy the rhythm and this helps them develop their own rhythms well. Some try so hard they make their rhythms too difficult for others to follow but they adapt them successfully and everyone joins in confidently. Pupils clap the syllables of their names and work very well in pairs, playing their name rhythms to each other on instruments. Pupils in Year 2 learn to play the recorder accurately because they learn good skills in breathing and fingering. They join in with a tape successfully because they listen and concentrate well. Pupils in Years 3 and 4 learn new musical terms quickly. They enjoy the voice warm up activities and concentrate well on their singing in two and three parts. Their singing is sweet and tuneful, and their diction clear. Pupils in Year 5 and 6 increase their knowledge of musical terms and respond well when they sing in a *staccato* (short notes) and *legato* (smooth) manner. One pupil very appropriately comments that *legato* singing 'sounds as if you have all the time in the world.' Pupils copy the notes of the scale they are singing on instruments accurately.
130. Teaching and learning in music are good. Teachers manage the groups very well and explain clearly what they are to learn in the lesson. Their skilful questioning motivates pupils effectively. They praise pupils when they perform well. This helps them to enjoy their learning. Specialist teachers use their skills well and have high expectations of quality of singing and playing. Lessons are invigorating and sustain pupils' interest well.
131. Pupils enjoy singing and learning new skills. They work hard during the lessons and concentrate well because teachers help them to control their enthusiasm so that everyone enjoys the lesson.
132. The subject is led and managed well by the co-ordinator who is supported well by visiting specialists. They transmit their own enthusiasm for music to the pupils. Class teachers work with the specialists and will be supported to enable them to work confidently with their own classes for some lessons. Use of ICT is currently unsatisfactory. The singing by the enthusiastic choir is tuneful and of high quality. The choir participated in Camden Music Festival at the Albert Hall and joins with other schools in local musical activities. A small number of pupils learn to play the guitar and keyboard with teachers who visit the school. Music makes a good contribution to spiritual, moral, social and cultural development with opportunities to work together and listen to music in assemblies and other lessons.

## PHYSICAL EDUCATION

133. Pupils' attainment at the end of Year 2 and Year 6 is in line with national expectations. Pupils who are learning English as an additional language join in all lessons and achieve standards similar to their peers. Pupils with special educational needs make good progress in relation to their prior attainment.
134. The school's swimming pool is well used by younger pupils to develop swimming skills. During the inspection week the pool was being refurbished and therefore was out of use. Older pupils have good opportunities for swimming with lessons at the local swimming baths. Many pupils develop good skills by age eleven; most pupils can swim at least 25 metres.
135. In lessons seen during the inspection, pupils in Year 2 improved their skills in dance sequences when they followed the BBC programme on Garba dance. In the lesson, the teacher dressed in the appropriate Indian dance costume, explained and demonstrated the dance pattern and focused on developing and assessing key skills. Pupils were praised and encouraged to improve their performance and, as a result, they enjoyed learning new skills.



136. Year 3 to 6 pupils were being taught gymnastic skills. Pupils enjoyed taking part in the lessons, which were taught well and offered a good level of challenge for pupils of all abilities to improve their personal best. All pupils, including those who have special needs and those learning English as an additional language, made at least good progress in these lessons. They worked effectively in pairs, and had sufficient opportunities to practise skills as well as assess their own and each others performances. For example, in a session where pupils in Year 5 and 6 were developing the techniques of balancing, they learnt skills such as symmetrical movements and devising and modifying sequences. Most lessons have a brisk pace and the teachers have high expectations of pupils' effort and behaviour. Good explanations and demonstrations enable pupils to strive to improve their performance and precision.
137. All pupils show positive attitudes and enjoyment in lessons. They work hard and are enthusiastic, co-operate well and show respect for each other. Most pupils have good sporting attitudes. Extra curricular activities generate considerable pupil interest and support their progress well. Years 5 and 6 have an opportunity for a five day residential trip and pupils in Year 3 to 6 have opportunities to take part in clubs out of school hours. The football, dance, games and circus skills clubs are well attended. Boys and girls and pupils with special needs and those who learn English as an additional language are fully included in these activities.
138. The co-ordinator has a good knowledge of the subject and a clear educational direction. Nationally recommended schemes of work have been adapted to suit the needs of the school. The long-, medium- and short-term plans are well implemented. The co-ordinator has not yet had opportunities to take account of the quality of teaching and learning. The resources are satisfactory, are well organised and centrally based for ease of use. The school does not have a field for outdoor games, but regularly uses the playground to develop skills in football, cricket, rounders and netball.

## **RELIGIOUS EDUCATION**

139. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus in Year 2 and Year 6. Pupils' learning in lessons and progress was overall satisfactory. Pupils with special educational needs and those who speak English as an additional language are well included and their progress is also satisfactory.
140. Year 2 pupils know about Christianity and other world religions. They can name leaders of religions and tell stories from their lives or talk about places of worship. Most pupils know about festivals such as Christmas, Diwali or Eid.
141. By Year 6, pupils develop their knowledge and understanding of their own family religion and other religions. In lessons pupils have been working on issues such as 'my identity'. In one-Year 5 and 6 lesson, groups of pupils researched from books the birth ceremonies in Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism and presented their findings to the whole class. In a Year 3 and 4 class, pupils were learning about the story of Diwali and this gave them further insight into the celebration of festivals.
142. The overall quality of teaching and learning in lessons is satisfactory. In a good lesson in a Year 5 and 6 class, the teacher used questions skilfully to assess pupils' understanding of the birth ceremonies in the religions studied and pupils achieved well. In lessons, teachers do take account of pupils' personal experiences to develop their own or their pupils' knowledge and understanding of the world religions. In most lessons seen, pupils were well behaved, keen to learn, concentrated and persevered to produce good results. The school is aware of the lack of appropriate breadth and balance in the curriculum and is planning to rectify it.