

INSPECTION REPORT

BRENTFIELD PRIMARY SCHOOL

Neasden

LEA area: Brent

Unique reference number: 101496

Headteacher: Mrs P Riddle

Lead inspector: Mr D Rosenthal

Dates of inspection: 19 to 22 January 2004

Inspection number: 255597

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 to 11
Gender of pupils:	Mixed
Number on roll:	454
School address:	41 to 43 Meadow Garth Neasden London
Postcode:	NW10 0SL
Telephone number:	020 8965 5326
Fax number:	020 8453 0316
Appropriate authority:	Governing body
Name of chair of governors:	Ms P Witham
Date of previous inspection:	2 March 1998

CHARACTERISTICS OF THE SCHOOL

Brentfield is a very large primary school, educating pupils between the ages of three and eleven. It is situated in one of the most deprived wards of the London Borough of Brent. Attainment on entry to the school is well below average. The uptake of free school meals is very high. Pupils come from a very wide variety of ethnic backgrounds. The largest groups are Caribbean, African and Indian. About half of the pupils speak English as an additional language¹ and many are in the early stages of learning English. Almost a third of the pupils have refugee status. Throughout the school, the number of pupils assessed as having special educational needs is around average. The number of pupils moving in and out of the school is high and over half of the current Year 6 pupils have at some time been educated in other schools. The school belongs to an Education Action Zone, working in partnership with other local schools to raise standards in English, mathematics and information and communication technology.

¹ 19 different languages are spoken by the pupils attending the school. Of these, English, Somali (17%), Gujarati (7%), Arabic (6%) and Urdu (4%) are the most common.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14524	David Rosenthal	Lead inspector	Mathematics, music, citizenship
9977	Francesca Luke	Lay inspector	
1395	Pauline Hoey	Team inspector	Foundation Stage, science, physical education, English as an additional language
23805	Margaret Lygoe	Team inspector	English, geography, history, special educational needs
22704	Garry Williams	Team inspector	Information technology, art and design, design and technology, religious education

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Brentfield Primary is a satisfactory school and offers sound value for money. It has a number of strong features.

The school's main strengths and weaknesses are:

- By Year 6, most children achieve well in English, mathematics, science and information and communication technology, although the overall standards are below the national average.
- The school is highly inclusive. It provides good support and care for some needy pupils from varied cultural backgrounds.
- The provision for music is very good.
- The youngest children make a good start to their education from a very low starting point.
- The school has a very positive ethos: children enjoy their lessons; behaviour and relationships are good.
- Teaching is generally good, although a small number of lessons need improvement.
- Personal and social development are good; pupils play a significant part in the running of the school and their views are taken into account.
- Links with parents, including the information provided for them are good.
- Planning for school development is weak.
- The curriculum needs to be managed better to ensure thorough coverage of the requirements.

The school has made satisfactory progress since the last inspection. Provision for English, science and mathematics has improved and standards have improved at a similar rate to the national picture. The provision for creative and imaginative play in the Nursery and Reception classes is now good. However, unsatisfactory progress has been made in developing the school library.

Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E	D	A
mathematics	E	D	C	A
science	E	E	E	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those where the uptake of free school meals is similar.*

Achievement is generally good. Children enter the school with very low attainment. A large number speak English as an additional language. Progress is good for all children in the Nursery and Reception classes. They quickly adjust to school life and language development is good. However, they are unlikely to meet most of the goals set nationally by the end of the Reception class. As they move through the rest of the school, pupils achieve well overall in speaking, reading, writing, mathematics, science, music and information and communication technology. By Year 6, many pupils reach a good standard but a significant number remain well below average, particularly in mathematics. Pupils are generally given good opportunities to develop their skills in spoken English and bilingual pupils quickly make up for any early difficulties. Because they are well supported, children with special educational needs also make good progress. In a number of the subjects which were not inspected in detail, for instance physical education, children's achievement may be limited somewhat by some weaknesses in the planning of the curriculum.

The pupils' personal qualities, including their spiritual, moral, social and cultural developments are good. Pupils develop very good levels of self confidence. Behaviour is generally good and the ways children relate to each other and support each other are very good. However,

attendance and punctuality are unsatisfactory and some parents need to do more to get their children to school regularly and on time.

Quality of education

The overall quality of education provided is satisfactory. Teaching is generally good. Most lessons are interesting and engaging. New work is well explained. As a result, pupils enjoy their lessons, particularly in music. They show interest, work productively and learn well. A small amount of teaching in Years 2 and 4 falls below an acceptable standard, particularly in mathematics, because of unclear explanations, low expectations or weak behaviour management. Here learning suffers. Marking is weak in a number of classes and pupils are not guided well enough on how to improve. Good support is given by teaching assistants, who complement teachers effectively, particularly in helping children who fall behind.

The curriculum is satisfactory. Support for children's personal and social development is good, as is provision for learning outside the school day. The curriculum is not planned tightly enough and this means some areas of work are given too little attention. Children receive well focused help if, for instance, they have worries or if their behaviour needs improvement. The school does well to form links with parents and provides them with helpful information, particularly in annual reports.

Leadership and management

The leadership, management and governance of the school are satisfactory. The governing body is well informed and provides appropriate help and challenge for the school. The headteacher and senior staff have been very successful in developing a positive, inclusive and happy community, where standards are improving through effective teaching and learning. Staff recruitment and retention are good. However, some policies are not clear enough. As a result, there are a number of unnecessary inconsistencies in teaching and some aspects of the curriculum receive scant coverage. Planning for school development is weak. The plan lacks clarity over what is to be achieved and the likely costs of improvements are not shown.

Parents' and pupils' views of the school

The majority of parents' views about the school are positive. They report that their children like school and progress well because of good teaching. Pupils also speak positively about their experience. They enjoy most lessons and like the way they are encouraged to help around the school and to look after each other. A few children have concerns about some pupils' behaviour and many criticise the condition of the toilets.

Improvements needed

The most important things the school should do to improve are:

- refine planning for development, making clear what must be achieved and what the work will cost;
- raise the quality of the weakest teaching in terms of, expectations, explanations, behaviour management and marking;
- firm up curriculum planning to ensure teaching time for each subject is appropriate and National Curriculum requirements are covered thoroughly.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is good, although standards in most subjects are below national averages. Many pupils have a very low starting point and they make good progress as they move through the school.

Main strengths and weaknesses

- When compared with similar schools, the 2003 national test results for Year 6 were well above average for English and mathematics and above average for science.
- When compared with similar schools, the 2003 results for Year 2 were above average for reading and mathematics and well above average for writing.
- Pupils achieve well in English, mathematics, science, music and information and communication technology as they move through the school.
- Most pupils make good progress in the Nursery and Reception classes. They do well in terms of personal, social and emotional development and in aspects of creative development.
- Pupils who speak English as an additional language make good progress.
- Throughout the school, progress made by pupils with special educational needs is good.
- Overall standards are below the average for all schools nationally.
- Weaknesses in the planning of the curriculum diminish achievement in history, geography and physical education.
- Pupils do not make as much progress as they might in acquiring and reinforcing literacy, numeracy and information and communication technology skills across the curriculum.

Commentary

1. National test results in 2003 showed attainment in Year 2 at around the national average for writing, but well below average for reading and mathematics. Year 6 pupils attained levels around the national average for mathematics, below average in English and well below average in science.

2. Pupils are awarded a number of points in each subject, depending on the levels attained. The tables below show the school's overall performance compared with all schools nationally.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.5 (15.0)	15.7 (15.8)
writing	14.6 (14.6)	14.4 (14.6)
mathematics	15.0 (14.3)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.9 (24.4)	26.8 (27.0)
mathematics	26.5 (26.4)	26.8 (26.7)
science	27.1 (26.4)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

3. When compared with schools in similar circumstances, Year 2 results were well above average in reading and above average in writing and mathematics. Results in Year 6 were well above average for English and mathematics and above average for science.

4. Data indicates that the group of pupils who took the national tests in Year 6 in 2003 had made above average progress since they were tested four years earlier in Year 2. However, many pupils joined the school from elsewhere in the intervening years and so this result needs to be treated with caution. The school's results are improving at a similar rate to all schools nationally.
5. Pupils' attainment is very low overall when they join the school in the Nursery or Reception classes. Most pupils make good progress in these classes and achieve well, particularly in terms of creative development and personal, social and emotional development. The language-rich environment ensures that pupils who speak English as an additional language do well in acquiring functional English. Overall standards are likely to be below the expected levels by the end of the Reception year, largely because a significant number of pupils have a great deal of ground to make up. Physical development in the Reception classes needs improvement through better planned outdoor provision.
6. The school's positive and supportive ethos and good teaching enable most pupils to do well. As pupils move through the school, achievement in English, mathematics, science, information and communication technology and music is good. Pupils who speak English as an additional language are given generally good support, which enables them to learn and understand the language. This means that they make similar progress to others. Some bilingual pupils do particularly well. Analysis of the 2003 national test results showed that overall Somali pupils did not perform quite as well as those from other ethnic groups. However, the inspection did not reveal any significant differences and some Somali pupils achieved very well. Good support is offered to pupils who have special educational needs. A mixture of well focused in-class support and some specialist teaching in small groups means these pupils achieve well.
7. Achievement in a small number of lessons in Year 2 is diminished because of unsatisfactory behaviour management and this means that pupils are inattentive and cover too little written work. In a few lessons throughout the school, the organisation of work is too complicated so that pupils are not clear about what is required of them and what they have to do. This again limits progress.
8. Pupils' basic skills in literacy, numeracy and information and communication technology are generally sufficient for them to make progress in other subjects. However, the skills to be used are not well enough planned and so progress is not as rapid as it might be. The planning for history, geography and physical education throughout the school, and particularly in Years 3 to 6, lacks detail. This means that some coverage is superficial and here achievement suffers.

Pupils' attitudes, values and other personal qualities

The way the school develops positive attitudes, values and personal qualities is good but attendance is well below average and punctuality is unsatisfactory.

Main strengths and weaknesses

- Attendance is well below average and too many pupils are late for school.
- Pupils' attitudes and behaviour are good and support their learning.
- Provision for moral and social development is very strong.

Commentary

9. Attendance is well below average and too many pupils are late for school. The headteacher reports that the achievement of those concerned suffers. The school's monitoring and promotion of attendance are satisfactory, but work with the community is difficult and even more needs to be done to establish good habits. Some families do not play their part in establishing good patterns of attendance or punctuality. A major cause of absence is where families take extended holidays. Long holidays are not authorised by the school and are reflected in the figures for unauthorised absence below.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	1.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. Good teaching for most classes and the positive ethos of the school are responsible for pupils' positive attitude to their lessons and school life in general. The vast majority of pupils are enthusiastic about learning and speak positively about their work. Behaviour in lessons and around the school is almost always good. However, in the case of a small amount of weaker teaching the interest of the class is not maintained. Here pupils' attitudes and behaviour are unsatisfactory.

11. There have been no exclusions in recent times.

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	39	0	0
White – Irish	1	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	42	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	48	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	15	0	0
Black or Black British – Caribbean	64	0	0
Black or Black British – African	94	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. The school actively promotes politeness and good manners and as a result pupils are particularly courteous and helpful. Another strength of the school is the degree to which it enables pupils to have a voice in the way it is run, for instance through the school council. Pupils are very positive about the influence they have been able to have over major decisions. For instance, the school council was responsible for a ban on smoking on the entire school site by parents and staff.

13. Pupils have a real sense of belonging to the school. Older pupils are given plenty of responsibility, which they carry out very conscientiously. For instance, some older pupils are given the job of looking after younger pupils and of befriending those who are lonely or upset. These systems work very well and are a major contributor to the very harmonious relationships between the different cultures represented. Large numbers of pupils move in and out of the school at different times and there are many refugees. Because of well organised and sympathetic support, partly from other pupils, these children quickly develop in self confidence and settle in well.

14. Pupils' spiritual, moral, social and cultural development is good. Development is supported effectively by a range of formal and informal structures in the school. Spiritual development is good. Religious education, various acts of worship and visits recognise and teach about the diversity of faiths represented. Pupils show good understanding and acceptance of varying religious customs.

They are interested in thinking about features of their lives, relationships and development. Moral development is very good. The school helps pupils to understand the effect of their actions, for instance through lessons and specialist counselling where required. These methods are very effective in helping pupils to understand the difference between right and wrong. Social development is also very good, particularly in terms of the opportunities provided for pupils to help each other and play a part in the running of the school community. Pupils genuinely feel they can make a difference in aspects of school life and many show committed support for their peers, some of whom who have had difficult lives. Cultural development has some real strengths, for instance in the very good provision for music education. The school is good at capitalising on opportunities for cultural development, for instance through the involvement of an African dance project for Year 1 pupils. However, overall this aspect is only satisfactory because the provision lacks balance and some aspects, such as art and design, are given too little attention.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Most of the school's work is of good quality. Teaching is mainly good and enables pupils to learn well and to develop confidence. The curriculum is satisfactory overall but some of the work covered is superficial. The curriculum needs more careful monitoring and management to ensure greater consistency between classes and a better use of time. Support for pupils with special educational needs and those who are new to speaking the English language is good. The support provided for pupils with emotional difficulties or behaviour problems is well organised and effective.

Teaching and learning

Overall, teaching and assessment are good.

Main strengths and weaknesses

- Much teaching is well informed and lively. It captures pupils' interest, develops their understanding and means they behave well.
- Teaching assistants are well trained and support learning effectively.
- Most teachers have high expectations so pupils work hard.
- Teachers are alert to pupils' strengths and weaknesses and provide appropriate challenge and support.
- Teachers develop pupils' social skills and confidence so ensuring their full participation in lessons.
- A small number of lessons fall below an acceptable standard and here learning is unsatisfactory.

Commentary

15. The majority of lessons throughout the school are taught well. In the best examples, for instance in a number of English, mathematics, science and music lessons, teachers have good command of the subject matter, which enables them to ask questions that develop pupils' thinking. From the time pupils start in the Nursery, teachers place a helpful emphasis on developing spoken language. This is successful in developing their knowledge, skills and understanding and supports effectively the learning of those who speak English as an additional language.

16. A number of teachers in various parts of the school are successful at building on what pupils say, either by asking further questions or by giving more information or ideas. This input adds depth to pupils' learning. Many lessons, particularly those in music, are lively and engaging. The use of humour adds to pupils' enjoyment and their willingness to participate.

17. In many lessons, teachers have high expectations of pupils' work rate and here progress with written tasks is good. In one good Year 6 mathematics lesson the teacher broke up the learning into small steps. She explained and discussed each activity and the pupils then spent short periods

practising the new skill before being brought together as a class to check understanding. The lesson continued in this way and pupils were well supported as they grew in understanding and produced a good amount of work.

18. In the Nursery and Reception classes, there is a good emphasis on developing pupils' personal and social skills so they quickly grow in self confidence. This continues in almost all classes, so pupils' self esteem is enhanced; they learn to trust their teachers and are prepared to make mistakes in order to learn.

19. Teachers and support staff work well together. Teaching assistants provide valuable help for pupils with particular needs and complement the work of the teachers well. They are trained in managing behaviour and so support effectively the positive ethos of the school.

20. There are a few unsatisfactory lessons. Occasionally the interest and engagement of the pupils is not maintained and here learning suffers. In some cases, teachers lack confidence in the subject matter being tackled and so provide muddled explanations or imprecise instructions on the work to be done. In a number of lessons, the organisation of activities and resources is more complex than it needs to be and this means that supervision and teaching become inefficient. Pupils do not get down to work quickly enough.

21. Class teachers generally provide effective support for children who speak English as an additional language by ensuring they understand and eventually use new vocabulary. The most effective sessions combine visual images and other resources to develop these pupils' understanding. Teachers often provide good models of extended language to help develop linguistic competence. On occasions, support is not well enough targeted on the needs of pupils who speak English as an additional language. They are sometimes grouped inappropriately with those who have behavioural difficulties. The short attention span of the latter group limits progress.

22. Overall, teachers know their pupils well and respond to individual needs sensitively and effectively. Assessment of work is careful and systematic in the Nursery and Reception classes so staff know pupils' strengths and weaknesses. Assessment is also well used in English and science in Years 1 to 6. Assessment is satisfactory in most other subjects but in mathematics the current half-termly tests do not provide a reliable picture of achievement. Teachers' marking is too variable. In many cases marking shows pupils how to improve and has a clear effect. However, for particular groups of pupils in Years 2, 5 and 6, there is too little comment on examples of careless work and as a result effort is not improved.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (11%)	30 (55%)	15 (27%)	3 (6%)	1 (2%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages.

The curriculum

The curriculum is satisfactory throughout the school but provision is not as balanced as it should be. Learning is enriched through a satisfactory range of activities including sports, visits and visitors. The accommodation and resources are satisfactory to meet the needs of the curriculum.

Main strengths and weaknesses

- Specialist provision for music is very good.
- Support for learning outside the school day is good.
- The outdoor curriculum is not planned well enough in the Reception classes.

- The physical education curriculum does not fully meet National Curriculum requirements for Years 3 to 6.
- Planning for the use of English, mathematics and information and communication technology across the curriculum is not sufficiently detailed.
- The curriculum does not have as much breadth or variety as at the time of the previous inspection.
- The library provision is unsatisfactory.

Commentary

23. The curriculum in the Nursery is good and in Reception it is satisfactory. In both Nursery and Reception children learn from a wide range of activities. Resources are used well to promote pupils' development in all areas of learning.

24. The curriculum in Years 1 to 6 is broad and includes all subjects of the National Curriculum, but lacks balance. The school has adopted schemes of work that help teachers decide what is to be taught in each year group and, in general, pupils have access to learning programmes well matched to their needs. A great deal of time is spent on English and mathematics, which limits time available to other subjects. Policy on the use of curriculum time for each subject for Years 1 to 6 is unclear. As a result the attention given to some subjects varies too much between classes, for instance in history and geography. Some coverage is superficial. For example, too little time is spent on physical education to cover all National Curriculum requirements adequately in Years 3 to 6 and so pupils cannot develop the full range of skills required.

25. The national Literacy and Numeracy Strategies have been implemented fully. Religious education is taught in line with the locally agreed syllabus and daily acts of collective worship are provided as required. The school has an appropriate drug policy and the dangers of substance abuse are successfully taught in Years 5 and 6. Provision for sex education is made in Year 6. Circle time makes a positive contribution to pupils' personal development and the overall provision helps build good relationships between all the different groups of children in the school.

26. The school provides additional support in English, mathematics and science for the pupils in Year 6 who fall below national expectations. This helps them to catch up. Throughout the school, pupils with special educational needs are generally well supported in class. Effective provision is also made through small group support. Pupils for whom English is an additional language are supported well by teachers and teaching assistants during class work. Some also receive specialist support. These measures are successful in developing confidence with English and as a result, these pupils make similar progress to others.

27. The range of extra curricular activities offered is satisfactory. The provision focuses on sport and music. It no longer includes French, which was offered at the time of the previous inspection. The use of visitors enhances the curriculum. During the inspection a group of African drummers and dancers made a strong impact on the provision for music and dance in Year 1. Educational visits are linked to the topics studied and make a useful contribution; they extend pupils' learning and provide valuable social benefits. Some pupils take part in a residential visit to France. This is likely to make a significant contribution to their social, cultural and academic development.

28. There are enough teachers and support staff. A particular strength is the well-qualified music specialist who teaches all classes and organises instrumental tuition for some pupils. The provision results in a strong sense of enjoyment and good achievement for the pupils. It also contributes well to their language development. The school's accommodation is satisfactory. It includes an information and communication technology suite where all the computers are networked, a dedicated music room and two good-sized halls. The library remains unsatisfactory, as was the case at the time of the last inspection. The number of books is very small in proportion to the number of pupils and the available space is too small for children to access the books they need easily. New technology installed in classrooms, including electronic projectors linked to computers, is potentially very helpful to the teaching process. The technology allows teachers to

project and manipulate images and show video clips accessed from the Internet and other sources to enhance pupils' learning. However, the way the systems have been set up is inefficient. Some projection screens are poorly placed and sound facilities are inadequate, meaning that pupils cannot always see the images or hear the commentary. Some computers are sited inappropriately, making their use by teachers difficult during lessons.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory. The monitoring of pupils' personal development is good. The involvement of pupils through seeking and acting on their views is very good.

Main strengths and weaknesses

- The commitment of adults to pupils' safety and wellbeing is good.
- Procedures for monitoring pupils' academic progress and personal development are good.
- The involvement of pupils in the school's work and development is good.

Commentary

29. The school has appropriate health and safety procedures. The site manager has responsibility for health and safety matters and ensures the site is kept safe through regular checks to grounds, buildings and equipment. However, during the inspection, pupils were observed wearing inappropriate jewellery during a physical education lesson, which is potentially dangerous. Appropriate arrangements are in place for the administration of first aid.

30. The Special Educational Needs Coordinator is the named person with responsibility for child protection and shares responsibility for these matters with the headteacher. Both staff are due to attend training on the new London Child Protection procedures in the near future. Information will then be passed on to all staff in the school. Staff are aware of the essential procedures and of the need to inform the child protection officer should they have any concerns.

31. The pupils have good relationships with the staff. Teachers know their pupils well. They provide good role models for pupils, which has a positive impact on behaviour and relationships. The procedures for monitoring pupils' progress and personal development are good. Staff meet together regularly to talk about pupils' progress and information is passed among staff as pupils move through the school. Pupils feel well supported and are confident that staff would always be available should they need help or advice. They greatly value the support given by the pupils appointed as *peer supporters*, who help, advise and befriend.

32. There are good opportunities for pupils to offer their views about the school; pupils are confident that their views are taken into account either through the school council, or through direct discussion with staff. Pupils are proud of the way in which the school council operates and can cite many examples where their ideas have been positively received and implemented. Examples include the provision of playground games and activities and a ban on smoking on the school site.

Partnership with parents, other schools and the community

The school's links with parents are good. Links made with the community and with other schools are satisfactory.

Main strengths and weaknesses

- Parents have positive views of the school.
- The school provides a good range of information about what is happening in school and about the curriculum.

- Written reports for parents are very good and give parents clear information about their child's achievement and progress.

Commentary

33. Parents and carers mainly have very positive views of the school. At the pre-inspection meeting most said they felt comfortable about approaching staff and that any problems were dealt with appropriately. The school consults parents on major decisions as well as regularly seeking their views through questionnaires. A small group of dedicated parents runs the Parent Teacher Association, which raises funds for the school, and some parents help out on school trips. The majority of parents support the school by helping their pupils with homework; they ensure it is completed and returned to school on time. A small number of parents feel that homework activities are too wide-ranging or difficult.

34. The school provides parents with a good range of information about events as well as details on the curriculum and how they can help their children at home. Parents confirm that they are happy with the information provided.

35. There are good opportunities for parents to meet informally with staff to discuss pupils' progress at the beginning and end of each day. There are also regular formal consultation meetings. Written annual reports for parents are very good. They tell parents what their children know, understand and can do as well as giving detailed information about work covered and what they can do to help them improve.

36. The school is good at capitalising on opportunities to involve the local community, for instance through making visits to places of worship and by inviting groups into the school. During the inspection Year 1 pupils enjoyed an African drumming workshop, which provided great enjoyment as well as enhancing their learning in music and dance.

37. The school organises counselling services for pupils with emotional or behavioural difficulties. Although not inspected in detail, these are very valuable in view of the disturbed backgrounds of some of the pupils.

38. The school belongs to a local Education Action Zone. This provides opportunities for staff to discuss the curriculum with local secondary schools and allows for helpful discussions about pupils' transfer at age 11. The Education Action Zone has provided some valuable technical support and assistance for the school's computers and associated equipment. However, some of the innovative technology obtained through the Education Action Zone (projectors linked to classroom computers) is not as effective as it might be in enhancing the quality of teaching.

LEADERSHIP AND MANAGEMENT

The governance, leadership and management of the school are satisfactory.

Main strengths and weaknesses

- The headteacher is committed to inclusion within the school and has been highly effective in promoting this area. A consistent approach to relationships and behaviour management has been established.
- Recruitment and retention of staff has been successful in an area where this has traditionally been difficult.
- A strong, caring ethos has been created and staff and pupils feel positive about their work.
- The governing body is well informed and represents the views of parents well.
- The sense of purpose and aspirations of the Foundation Stage team for their pupils are good.
- Leadership of the curriculum is unsatisfactory.
- The school development plan is poor.

Commentary

39. The governors both challenge and support senior staff and are aware of the school's main strengths and weaknesses, partly from their contact with pupils and parents and partly through the information provided by staff. Governors have a good relationship with the headteacher and are not afraid to raise issues and suggest solutions. They play a positive role in encouraging senior staff to respond to identified shortcomings. The headteacher and governors have worked very effectively in establishing policies to include children from all backgrounds fully in the life of the school. For instance, newly arrived pupils, including refugees, are welcomed and supported positively. The school makes sure it accommodates children's different traditions, including religious practice and dietary requirements. The provision for special educational needs and race equality shows particular success; children feel valued and the school is very inclusive.

40. Governors apply principles of best value by seeking the views of parents in order to assess the school's success. Supervision by governors ensures general budgetary control is effective.

41. The headteacher has created a strong sense of direction for the school. This is based on a commitment to the well-being of some needy pupils and a strong, welcoming ethos. In line with this, staff show dedication to the school community and are keen to raise standards. Teacher recruitment and retention are good. This has helped to establish the firm agreement amongst all concerned on the principles which underpin the school's work. This means, for instance, that relationships and behaviour management are strong. Staff provide good role models and so relationships at all levels are good.

42. The headteacher has developed a large, representative leadership team, which is effective, particularly in management activities, such as supporting other staff and dealing with emerging issues. The teaching workload of team members means it is difficult for them to provide some of the focused monitoring which is currently necessary. The lack of clear policy on important issues such as the use of curriculum time and marking makes monitoring activities at all levels difficult. As a result there are inconsistencies and shortcomings in these areas, which have not been picked up as they should have been.

43. The leadership and management of the Foundation Stage and of science are strong. In English, good development work has led to improvements in writing and spelling. Subject coordinators generally carry out their responsibilities satisfactorily and most can describe accurately a number of strengths and weaknesses in their area. In some subjects, more systematic monitoring is needed to identify any weaknesses or inconsistency of provision.

44. The way the school plans for improvement is weak. The improvement plan describes a reasonable set of development activities but does not specify clearly enough what is to be achieved through them. As a result, some development is inefficient. An example of this is the installation of computer equipment in classrooms, which does not currently support teaching and learning as well as it might. The costs of development are generally not specified in the plan and in the past this has resulted in too much money from the school's budget remaining unspent.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,201,073
Total expenditure	1,223,359
Expenditure per pupil	2,758

Balances (£)	
Balance from previous year	92,085
Balance carried forward to the next	44,240

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision for pupils in the Nursery is **good** and in Reception it is **satisfactory**.
46. The school has maintained the quality of its provision since the previous inspection. Teaching and learning is well planned and takes full account of the pupils' needs apart from some aspects of physical development in the Reception classes. Pupils enter the Nursery with a wide range of attainment but overall it is well below average. Pupils are limited in their understanding of language and in mathematical development. Overall, achievement is good in the Foundation Stage. Pupils with English as an additional language and those with special educational needs achieve well. There is a satisfactory range of resources and teachers provide good opportunities to develop pupils' learning in all areas. In the Nursery, the curriculum and range of activities are good. In Reception, the curriculum is less effective because the teachers do not plan for regular outdoor play activities. Nursery nurses make a good contribution to pupils' learning. Leadership is good and the newly appointed co-ordinator has built an effective team with shared goals and purposes. The school recognises the need to develop an appropriate outdoor curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social, and emotional development is **very good**.

Main strengths and weaknesses

- The calm encouragement given by the staff enables pupils to explore new ideas and activities confidently.
- The positive promotion of appropriate behaviour helps pupils to work and play harmoniously.
- Behaviour is good and on occasions very good.
- Pupils' response to the high expectations of staff leads to very good progress and achievement.

47. The programme for personal, social, and emotional development is strong and underpins all aspects of teaching and learning. As a result, pupils are on course to meet the goals set nationally by the age of five. The very positive relationships formed by staff with pupils provide security and comfort, and pupils develop a sense of trust in adults and good attitudes to school. Pupils are encouraged to try out new activities and these are structured so that pupils develop an awareness of their own needs and feelings. With support, they begin to be sensitive to the needs of others. Through skilful adult intervention, pupils gradually develop the confidence to participate, to share and to take turns.

48. Teachers in the Foundation Stage are vigilant about pupils who lack a positive self-image or cannot concentrate. With support pupils learn to be independent and to tackle tasks appropriate to their learning needs. Through consistent encouragement and praise those who have little understanding of English begin to be independent and take the initiative, for instance by sweeping up spilled sand to prevent others from slipping on it. The staff successfully teach the pupils how to take care of themselves. Pupils' behaviour is managed very well and staff are consistent in their approach. This ensures that the pupils know what is expected of them, and they learn to share and negotiate with others. Adults help pupils to make choices and give them scope to follow through their chosen activities to some depth.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Pupils' language development is well below average when they enter the Nursery.
- They make good progress but the majority are unlikely to meet the goals set nationally by the end of the Reception class.
- Speaking skills are fostered well but pupils' progress is slow.
- The quality of teaching and learning is good and staff make use of every opportunity to reinforce learning.

Commentary

49. Pupils make good progress throughout the Foundation Stage. However, because of a low starting point for many pupils, a significant number do not reach the goals set nationally by the time they enter Year 1.

50. The development of pupils' language skills is given suitable priority and the provision of wide-ranging experiences enables them to progress. Speaking and listening skills are well taught at story times. Pupils who have communication difficulties are fully included in the activities. Pupils with English as an additional language are also helped effectively to learn English vocabulary; they are very well supported and so gain confidence by speaking new words in front of other pupils. Teachers select resources to stimulate and develop pupils' language. Effective use of visual aids and a thoughtful choice of books with colourful illustrations help these children grow in confidence and extend their vocabulary.

51. Writing materials are freely available and pupils are encouraged to write for different purposes. Younger pupils make marks and enjoy experimenting with lines and symbols. Older pupils write the letter shapes that they see in their name as they design cards for their families. Higher achievers can write their names and some key words.

MATHEMATICAL DEVELOPMENT

Provision for pupils' mathematical development is **good**.

Main strengths and weaknesses

- The development of counting and number recognition is good.
- Learning is made fun.
- The teaching strategies used and the activities devised to reinforce learning, lay good foundations for later work.

Commentary

52. Pupils' mathematical skills are well below average when they enter the Nursery. By the end of Reception, pupils are on course to meet the goals set nationally in areas of practical mathematics such as sorting and counting. However, in areas requiring mathematical language, verbal reasoning and recording, attainment is likely to fall well below the goals. Pupils begin to develop their knowledge of numbers as they count and sort with a wide range of objects. They begin to understand the order and position of numbers in a sequence as they recite or sing some of their repertoire of rhymes and songs.

53. In the Reception classes this good progress is built on. Pupils learn about the consistency of number and work more confidently with numbers to ten and above. They can write numerals and

draw a matching number of objects. This good progress in mathematical development results from good quality teaching.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- A good variety of tools provide pupils with opportunities to explore different skills.
- There is a good range of appropriate materials with which pupils can build, design and construct.
- Pupils' natural curiosity is fostered appropriately.

Commentary

54. Most pupils in the Foundation Stage are not on course to attain the goals set nationally by the time they join Year 1. Teachers compensate for pupils' lack of experience and effectively reinforce their growing awareness and curiosity about a range of objects and events. They sensitively encourage pupils to explore features of the wider world such as the changing seasons. They support pupils well in investigative activities by posing open questions. Opportunities are provided for pupils to develop skills of prediction and scientific enquiry as they experiment with sand and water. Pupils in the Nursery enjoy talking about things that have happened to them. There is a good balance between teacher-directed and child-initiated learning. Focussed teacher-led activities, such as making a fruit salad, offer opportunities for vocabulary to be taught and specific skills to be practised.

55. Pupils show an interest in using a computer. They are developing suitable keyboard skills and know how to use a mouse and a printer. They enjoy using simple programs and perform basic functions. Pupils also enjoy using large and small construction toys for building activities.

PHYSICAL DEVELOPMENT

Provision for physical development is **good** in the Nursery and **satisfactory** in Reception.

Main strengths and weaknesses

- Pupils acquire a high level of dexterity from using a variety of small equipment.
- The outside area provides a good resource for pupils to develop their control of physical movement.
- Planning for outdoor play is unsatisfactory in the Reception classes.

Commentary

56. By the end of Reception, pupils are on course to meet the goals set nationally for physical development. Indoors, teachers provide a rich range of everyday tools and equipment. These enable pupils to use their imagination, and provide good opportunities to develop physical control and dexterity. Nursery pupils enthusiastically explore open spaces and try out different ways of using climbing apparatus and other equipment outdoors. They ride tricycles confidently. The outdoor provision for the Reception pupils is too limited. There are too few planned opportunities for pupils to work actively on a larger scale than is possible in the classroom.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Many opportunities are provided for pupils to use their initiative.
- Pupils achieve well.
- Resources are used effectively.

Commentary

57. Teachers provide good opportunities for pupils to explore colour, texture and shape and achievement is good. Pupils are given the scope to select materials for themselves and time to experiment. Staff only intervene at appropriate times to teach specific skills. By the end of Reception year, the pupils use media such as paint beyond simple proficiency levels. Role-play areas contain interesting costumes and resources to encourage pupils to act out familiar experiences and use their imaginations. For example, as they use the *beach area* in the creative room they are concerned to coat themselves in suntan cream, protect their eyes with sunglasses and enjoy the pretend ice creams on offer. Pupils use their knowledge of the seaside and previous experiences to develop interesting scenarios and practise their language skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils quickly learn to speak confidently.
- Pupils from all backgrounds achieve well.
- Teaching is good and pupils make good progress.
- Reading is taught well.
- The library remains a weakness.
- Teachers' expectations of handwriting are not consistent.
- Monitoring of teaching and learning is not rigorous enough.

Commentary

58. Pupils start Year 1 with skills which are well below average for their age. Many are learning English as an additional language. They make good progress, because of good teaching, and by the end of Year 2 many are achieving the expected Level 2 standard in all aspects of English. In the 2003 national tests for seven-year-olds results compared very favourably with schools in similar contexts. Pupils matched the standard attained nationally in writing, but in reading their attainment was well below the national average. No pupils achieved the higher Level 3 in reading. Standards in the current Year 2 are below average overall because of a large number of pupils with special educational needs. Attainment by the end of Year 6 is below average, reflecting the results of the 2003 national tests. In these tests the results were below the national average, but again compared very favourably with similar schools.

59. The school is very successful in promoting pupils' speaking skills. Pupils' confidence and their readiness to engage in conversation with visitors are strong features of the school. Teachers are good role models for spoken English. They speak clearly, explain and repeat new vocabulary carefully, and they are sensitive in the way they correct pupils' speech. Above all, teachers give pupils frequent opportunities to make extended answers and to explain their thinking. Pupils are not rushed and are allowed time to think and to find the right words. By Year 6, most pupils speak clearly and thoughtfully.

60. Pupils from all backgrounds achieve well. Most of those who start school with little or no English achieve the expected standard by the time they reach Years 2 and 6. Teachers focus on enriching pupils' vocabulary, and in some lessons teaching for bi-lingual pupils is very good. Pupils at the early stages of speaking English are given good support, and there are many examples of good progress. When pupils enter the school after the usual starting age, they are supported effectively and achieve well, even if they do not quite reach the nationally expected standard by Year 6.

61. Teaching is good. Teachers expect and achieve good standards of behaviour and in almost all lessons little time is wasted on managing behaviour. The exception is one Year 2 class where a group of boys disrupt others and do not learn as well as they might. Most lessons are interesting and pupils are motivated to learn. Year 5 pupils, for example, were enthusiastic at the prospect of writing their own myths. Teachers are skilled at choosing texts which pupils will enjoy. Year 2 thoroughly enjoyed *Six Dinner Sid*, while Year 4 were enthralled by *The Ice Palace*. Lessons usually have a good balance of direct teaching and pupil activity, although in Year 6 the teachers tend to talk for too long, leaving little time for the written task. Support staff are deployed well and make a good contribution to pupils' progress. Tasks are matched effectively to the needs of all groups within each class, and higher-attaining pupils are suitably extended.

62. Reading is taught well, and pupils learn to enjoy books. By Year 2 most pupils read with some confidence from the structured scheme. They use a variety of strategies to tackle unfamiliar text and can retell stories quite well. Phonic skills are taught effectively, and teachers work hard to widen pupils' vocabularies. Year 6 pupils read confidently and with secure understanding. Some bi-lingual pupils achieve very well after relatively short periods of learning English. Most pupils use reference books quite competently to find information, but have no experience of using a library index. The library provision remains a weakness.

63. The teachers work hard to ensure that pupils structure their written work logically. By Year 2 most pupils learn to plan their writing and to create sequences of sentences. They make good progress in learning to use different forms of writing. Many pupils have quite a limited vocabulary, but average and higher attainers often try hard to choose imaginative words. By Year 6 most pupils can express their ideas coherently in writing. Pupils' books show that there is not a consistent approach to handwriting and presentation. Marking is also inconsistent and does not always give pointers for improvement. One set of books scrutinised during the inspection contained many pieces of unmarked work, offering little recognition of pupils' efforts.

64. Subject management is satisfactory overall. There has been good progress in terms of improving standards in writing, and in developing pupils' word attack skills. Monitoring of teaching and learning is not rigorous enough, and has not identified inconsistencies in marking and expectations of presentation.

Language and literacy across the curriculum

65. Most pupils have satisfactory literacy skills to read and write in other subjects. They undertake research from reference books and from the Internet, and, for example in Years 3 and 4 answer questions in history and geography. There is only limited evidence of pupils in Years 5 and 6 writing at length in the humanities, although literacy is used well in Years 2 and 4. Overall, teachers do not plan well enough to develop literacy skills in all areas of the curriculum.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Many pupils achieve well by Year 6.
- Much teaching is lively; work is well explained so pupils move forward well in their understanding.
- Oral work is used well to develop understanding in many lessons.
- Teaching in a few lessons is unsatisfactory.
- The quality of marking varies too much between classes and some is unsatisfactory.

Commentary

66. Test results in 2003 for Year 2 were well below the national average but were above average in comparison with schools in similar circumstances. The results for Year 6 pupils were close to the national average and the school again did well when compared with similar schools.

67. Pupils at the top and middle of the attainment spectrum do well as they move through the school. For instance, they develop a good grasp of mental arithmetic. By Year 6 these pupils relate their knowledge of simpler calculations, for instance in multiplication, to decimals and show confidence when calculating mentally or in written form. These higher attaining pupils experience a wide range of work and learn to explain their thinking, applying skills well to new situations.

68. Good standards are achieved by many pupils. However, a significant number fall below the nationally expected levels, particularly in Years 2 and 6. Here pupils are taught in different attainment

groups (sets). The lower attainers do not cover the same topics as others and this limits their potential to succeed. In general, pupils from minority ethnic groups and those who speak English as an additional language make similar progress to their peers. Pupils with special educational needs sometimes receive extra help with mathematics and they make sound progress as a result.

69. Overall, teaching is satisfactory and much is good. In the better lessons work is well explained. Pupils learn how to apply existing skills successfully to new situations. Lessons are well structured and help pupils to develop and practice their skills step by step. In this way they remain confident because they are well supported. Skilful questioning from the teacher develops understanding and a frequent requirement for pupils to explain to each other is helpful in building confidence.

70. Weaker teaching is influenced by teachers' insecurity or inexperience with the subject matter. This leads to muddled explanations and inefficient organisation of written work. Occasionally tasks involve more equipment than necessary, which wastes pupils' time as they organise cards or other materials. Sometimes an unnecessary variety of activities is planned and this makes teachers' explanations over-complex and renders whole-class discussion at the end of a lesson unproductive because pupils have little in common to talk about.

71. The leadership and management of the subject are satisfactory. Some key problems have been noted through monitoring of teaching and pupils' work. Generally appropriate improvements have been suggested. However, school policy is less than clear on a number of issues and so practice varies too much. Problem areas include: unnecessary complexity of organisation in some lessons; the quality of some teacher's marking; some teachers' expectations of precision and accuracy in recording; and assessment procedures in general. Current assessments do not give a clear enough picture of pupils' achievement throughout the year, although end of year tests are helpful.

72. Standards have improved at a satisfactory rate since the last inspection and there is now a good emphasis on pupils using and applying mathematics as part of their lessons.

Mathematics across the curriculum

73. Pupils generally have adequate skills to tackle mathematical problems arising in other subject of the curriculum. Some effective use of numeracy was seen in science. However, the use of mathematics in other subjects is not well enough planned and opportunities for pupils to apply and practice skills are missed.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Attainment has improved since the previous inspection but standards remain well below the national average.
- Teaching and learning are good.
- Pupils' achievements are good.
- Booster classes are organised twice a week and assist achievement in Year 6.
- There is a very good emphasis on experimental and investigative science and pupils develop good skills in this area.
- In some classes there is an overdependence on work sheets, which limit pupils' personal skills of recording.

Commentary

74. In Year 6 standards were well below average in the 2003 national tests. However, compared with schools in similar circumstances attainment was above average. Taking into account their low starting point, pupils achieve well throughout the school. Most pupils make good progress, including those with special educational needs, those from ethnic minority groups and those who speak English as an additional language.

75. Investigative approaches to learning science are promoted very well throughout the school. Pupils make good progress in developing these skills and by the time they reach Year 6 they are confident enough to design an investigation to answer a particular problem. Pupils develop a very good understanding of fair testing. They consider evidence carefully and prepare charts and graphs to display their findings. Pupils understand the mathematical patterns emerging and apply numeracy skills in order to interpret information. They prepare good observational drawings using keys to label them. They use language well when, for example, distinguishing between insulators and conductors and comparing different forces and food values.

76. Pupils with special educational needs and those for whom English is an additional language achieve well. Good support is given to pupils with English as an additional language. Key words are explained clearly so that they understand what is happening and are able to participate fully in lessons. Teachers direct appropriate questions to pupils with special educational needs. The emphasis on the correct use of scientific vocabulary helps these and other pupils develop an understanding and command of appropriate terms.

77. The quality of teaching is good and characterised by high expectations, sound subject knowledge, good pupil management, and effective use of assessment information. The structured teaching materials used include a number of opportunities for assessment that help teachers to know how well pupils are doing. However, the information is not always used to adjust future work to meet particular needs. The quality of marking is inconsistent. Although teachers mark books, they often fail to explain to pupils what they need to do to improve.

78. The management of the subject is good. Monitoring of teachers' planning, for example, ensures that lessons have clear objectives related to the curriculum plan and helps to promote pupils' achievements. The co-ordinator has a good understanding of what the school needs to do next in order to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils' competence in information and communication technology is satisfactory throughout the school.
- Teaching is good overall.
- Pupils from all groups are making good progress in their learning.
- Resources are good.
- The school does not plan well enough to exploit pupils' knowledge and developing skills to enhance learning across the curriculum.

Commentary

79. Pupils are achieving well throughout the school. Standards are average at the end of Year 2 and Year 6. The impact of staff training and timetabled use of the computer suite is positive. The confidence staff now display in their teaching suggests the potential to move the subject forward once other critical aspects have been planned for and addressed.

80. Pupils of all ages display confidence in their use of computers. They are enthusiastic in their learning and are keen to try out new programs. Pupils throughout the school are acquiring secure understanding of information and communication technology, but the opportunity sometimes to develop skills individually would provide further opportunities to enhance and improve skills.

81. Teaching is generally satisfactory and is often good. Since the previous inspection, there has been considerable training for teachers and support staff to increase their own computer knowledge and skills. These skills are used effectively in the computer suite and classrooms and this forms a good basis for learning. The quality of improved resources is impacting positively to raise standards.

82. The leadership and management of information and communication technology are satisfactory with some good features. The team of co-ordinators acknowledge that assessment needs to be improved and that better planning for the use of information and communication technology across the curriculum is needed. Better monitoring of teaching, learning and standards is also required. Resources are good and the new computer suite is used well.

Information and communication technology across the curriculum

83. The use of information and communication technology in other subject of the curriculum is limited. The inspection identified some use in the teaching of most subjects but planning is not yet detailed enough to ensure National Curriculum requirements are met comprehensively.

HUMANITIES

Geography and history

84. It was not possible to make overall judgements on provision for geography or history during the inspection. No lessons were observed, but pupils' books and teachers' planning were scrutinised. Pupils from Year 6 discussed their work briefly.

85. History and geography are taught in alternate half terms during Years 1 and 2, and in alternate terms in Years 3 to 6. Planning documents indicate that the National Curriculum is covered in outline. The history co-ordinator has usefully identified the relevant skills to be covered in each topic. There is no such guidance in geography, but the co-ordinator has assembled some helpful material to support planning.

86. Discussions with Year 6 pupils show that they have some grasp of basic facts from the history topics covered in previous years. Work on the current topic has only just started, but their books show a lack of consistency in expectation between the classes. There is some good written work in Year 4 on the Romans and by Year 2 pupils on famous people. Although lower attainers have full access to the curriculum, activities are sometimes too hard for them.

87. Year 6 pupils could explain some factual details about their most recent geography topic, but their knowledge of maps is very limited. Books from Year 5 and Year 6 offer little evidence of map-work at an appropriate level. Teachers in these year groups are not developing recording skills adequately, in terms of maps, charts and extended writing. In other year groups there is more evidence of appropriate work.

88. The role of the subject co-ordinators is not well developed. They have provided material to support colleagues' planning, but do little monitoring. As a result, there are too many inconsistencies over the work covered and over what is expected of pupils. The lack of clarity over the time to be spent on history and geography in each year group also leads to inconsistency. Coordinators are allocated a budget but spending is not monitored effectively.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- By the end of Year 6 pupils display good knowledge of different faiths and are able to describe them well.
- The school makes effective use of the Locally Agreed Syllabus and allocates time appropriately.
- Opportunities to develop pupils' writing and reading skills are variable and insufficiently used in some classes.

Commentary

89. The timetable made it possible to observe only one lesson during the inspection. However, scrutiny of work and discussions with Year 6 pupils and the co-ordinator indicate that provision meets the requirements of the Locally Agreed Syllabus. On the basis of the available evidence, achievement is satisfactory.

90. Scrutiny of work revealed evidence of pupils' recording of celebrations, festivals, buildings and Holy Books related to other world faiths. The importance of understanding them is reinforced when pupils explained in their newspaper, *Brentfield News* why people celebrate Diwali, Eid and Christmas. The daily act of worship promotes and encourages an understanding of the variety of religious cultures of the pupils of the school. In one assembly, pupils considered and reflected upon the theme, *exercising good will and not hurting others*. This helped them to consider how they might make the world a more peaceful place.

91. Opportunities for pupils to make a written record of their work vary too much. In some classes, writing provides good evidence of pupils' learning, but not in others. The co-ordinator acknowledges this and plans to address it as a matter of urgency. Resources overall are satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

92. Art and design was not a focus of the inspection and only a small number of lessons was observed. These, the very small amount of work on display and scrutiny of pupils' sketch books do not allow a firm judgement on provision to be made. The planned curriculum is appropriate but the subject seems to be given too little attention and very little work is in evidence. Various forms of enrichment are used, for instance through a visit of an artist, who worked with pupils to design and carry out the decoration of some large windows. Some use is made of information and communication technology; a program has been used to create work in the style of the artist Modrian.

Design and technology

93. Design and technology work was assessed but it was not possible to observe any lessons. Provision is satisfactory. Planning is satisfactory and covers all aspects of the National Curriculum. Curriculum time is used appropriately. Resources are suitable and teachers have access to the range of materials required. The co-ordinator of the subject agrees that a more focused approach to monitoring and evaluating the work is needed if standards are to be raised.

Music

The provision for music is **very good**

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teaching is very good.
- The work makes a significant contribution to pupils' enjoyment and to the development of language skills.

Commentary

94. Pupils achieve well throughout the school. They sing confidently from a good repertoire of songs. Many are developing good instrumental skills. They talk perceptively about the music they hear, using good musical vocabulary.

95. The quality of singing is satisfactory. Pupils show generally good accuracy of pitch and intonation, although the quality of singing is sometimes a little harsh and unrefined. Older pupils can hold a part confidently when singing a round. They generally join in enthusiastically with performance work and make good progress through listening and discussion. The subject makes a significant contribution to pupils' language development both through discussion work and through learning songs by heart.

96. Teaching is very good. Lessons are given by a subject specialist, who shows well developed skills in accompanying and directing performances, teaching new material and leading discussions with the pupils. As a result, pupils show great enthusiasm for their music lessons. The teacher knows the pupils well and offers great encouragement for them to contribute to discussions, which he leads skilfully. He is able to build on pupils' contributions and to extend them through his excellent subject knowledge. He is welcoming of pupils' ideas and gently builds on what is said. His amusing style maintains interest and his encouragement leads to a strong willingness to participate and to listen. The teacher plays a number of instruments and uses live performance effectively to develop pupils' enthusiasms for singing and playing. The work covered includes all of the requirements of the National Curriculum.

97. The school's leadership places strong emphasis on music and has organised a coherent programme of musical development for all the school's pupils. Recorder lessons for all Year 3 pupils lead to high standards and provide a good preparation for further instrumental studies. A good range of optional instrumental activities, for instance on brass instruments, is made available to older pupils. These were not observed but contribute to the wide-ranging opportunities for musical development available.

Physical education

98. This subject was not inspected in detail and only one lesson was seen. A discussion was held with the co-ordinator and planning documents were analysed. It is not possible to assess the quality of provision or the standards achieved. The provision for physical education is unsatisfactory in Years 3 to 6. Teachers' plans for the last year show that some National Curriculum requirements are covered only superficially.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

99. The provision for personal social and health education was not inspected in detail. Work described by staff and pupils follows the National Curriculum programme of study. In lessons and in

other aspects of the school's work, pupils are enabled to understand something about the way they relate to others, their role as citizens, living a healthy lifestyle and respecting the differences between people. Pupils speak very positively about the way democracy is practised in the school, for instance through the school council, and about their developing understanding of different religious and cultural practices.

100. The school makes provision aimed at meeting individual pupils' needs through counselling and advice. This provision was not observed but discussions with the counsellor and the coordinator for emotional literacy indicate that this work is valuable for particular pupils, especially those with behaviour difficulties or those from disturbed backgrounds.

101. There is great enthusiasm for this area of work in the school. Staff are effective at capitalising on various opportunities to support learning by becoming involved in national and local initiatives such as Healthy Schools and the London Schools Environment Award. The work now needs tighter planning so what is on offer to pupils becomes more reliable.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).