

INSPECTION REPORT

NEWFIELD PRIMARY SCHOOL

Willesden

LEA area: Brent

Unique reference number: 101522

Headteacher: Mr G Simons

Lead inspector: Eileen Chadwick

Dates of inspection: 27 – 29 April 2004

Inspection number: 257013

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 years
Gender of pupils:	Mixed
Number on roll:	220
School address:	Longstone Avenue Willesdon London
Postcode:	NW10 3UD
Telephone number:	020 8961 1566
Fax number:	020 8961 8517
Appropriate authority:	The governing body
Name of chair of governors:	Countess Mariaska Romonov
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is part of a small *Education Action Zone for promoting excellence in cities. There are 220 pupils on roll, including the 29 full time Nursery children. Nearly all come from the immediate area, which consists mainly of rented council or housing association flats and houses. It includes much social and economic disadvantage. The school serves a community with a rich diversity of cultures and most pupils are from ethnic minority backgrounds. The largest groups, about a half overall, are either of black African or black Caribbean heritages. Over a half speaks English as an additional language with over one third at early stages of learning English. Many languages other than English are spoken. The main ones are Somali, Arabic and Portuguese. One third of all pupils are refugees and asylum seekers.

The level of pupil mobility is high. Throughout each year group the school admits a significant minority of pupils with limited English or with special educational needs. In Year 2, one third of the pupils entered directly into Years 1 or 2. The impact of pupil mobility is very high by Year 6 and, in the current Year 6, nearly half began in the juniors. The proportions of pupils on the special educational needs register at 42 per cent, and those with statements of educational need, are both well above average. Most of these pupils have difficulties in speech, communication and literacy or have emotional and behavioural difficulties. A significant proportion enters the school as later entrants with challenging behaviour or poor achievement in literacy and numeracy. There have been important changes to staffing in the last two years. A new headteacher was appointed in November 2001, and key senior staff appointments were made in September 2003. Teaching staff turnover has been high in the past two years. Compared with the previous inspection, the proportion of pupils known to be eligible for free school meals is now much higher at 57 per cent. This is well above average. This is also reflected in a drop in pupils' attainment on entry to the school. Pupils' overall attainment on entry to the Nursery, or as late entrants to the school, is now very low although this ranges from average to very low. Pupils' attainment on entry to the school previously was below average. In 2002 the school gained a School's Achievement Award.

***Education Action Zones are government initiatives which assist schools in combating high levels of educational disadvantage associated with some inner city areas.**

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Eileen Chadwick	Lead inspector	Science Design and technology Foundation Stage
32677	Brian Horley	Lay inspector	
24091	Emmanuel Shaw	Team inspector	English Art and design Physical education English as an additional language
32142	Beryl Richmond	Team inspector	Mathematics History Music Special educational needs
32573	Mary White	Team inspector	Information and communication technology Religious education Geography

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a satisfactory education. The headteacher, appointed just over two years ago, provides very good leadership and management. After a significant period of decline the school is now moving forward. The recently appointed senior managers and chair of governors work closely with the headteacher in ensuring that improving pupils' achievement is at the heart of all the school's work. The school is improving because of much good teaching from Nursery to Year 2. However, standards remain low by Year 6 as teaching is only satisfactory in the juniors and consistently good teaching is needed to raise standards from a low base. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher is a very effective leader who is responsible for the significant improvements that are taking place. He is improving the school rapidly since his appointment two years ago.
- Much good teaching in Nursery, Reception, Years 1, 2, 3 and 6 improves pupils' achievement.
- Children in the Nursery and Reception are given a good start and achieve well.
- The good provision for pupils' social, moral and cultural development leads to a calm atmosphere for learning, good relationships and a high degree of racial harmony.
- Standards by Year 2 and Year 6 are well below average in English, mathematics and science. In the juniors, pupils' achievement in writing is unsatisfactory and their use of ICT within lessons is inconsistent.
- The quality of teaching in Years 4 and 5 is only satisfactory with weaker aspects. This prevents standards being consistently raised.
- Some curriculum co-ordinators' roles are underdeveloped.
- Pupils' attendance is very poor because too many families take holidays in term time. Pupils' punctuality is unsatisfactory.

The school was last inspected in May 1998 and then standards, management and efficiency and the quality of education all needed improvement. On his appointment the headteacher had a huge amount to do to improve the school, including addressing a backlog of underachievement, improving behaviour and addressing staffing problems. Progress since the last inspection has been satisfactory due to the rapid improvements made in the past two years by the headteacher. However, there is still much to be done to further raise standards.

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	E	D
Mathematics	E	E	E*	E
Science	E*	E	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low*

Similar schools are those with similar percentages of pupils eligible for free school meals

Pupils' overall achievement is satisfactory. The current Year 6 pupils reach well below average standards in English, mathematics and science. This is an improvement compared with the very low standards reached by 2003 Year 6 pupils, which were in the lowest five per cent for mathematics and science. Compared with similar schools these standards were also too low and, in science, in the lowest five per cent. Standards in Year 6 have been adversely affected by one quarter of pupils entering the school in Years 5 or 6 with limited English or with low standards in

literacy and numeracy. The current Year 6 reach standards that are below average in ICT and religious education and average in design and technology and physical education. Given pupils' very low attainment on entry pupils' overall achievement in Years 3 to 6 is satisfactory. However, it is unsatisfactory in writing. In Year 2 standards are well below average in reading, writing, mathematics and science, average in ICT and physical education and below average in religious education. Pupils' achievement in Years 1 and 2 is good. Children in Nursery and Reception achieve well. They are likely to reach their goals in personal and physical development but are well below their goals in language and literacy and below them in mathematics. The achievement of pupils from different ethnic groups, those with special educational needs or with English as an additional language is good in Reception, Years 1 and 2 and satisfactory in Years 3 to 6.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes and behaviour are satisfactory. Attendance and punctuality are unsatisfactory. The school promotes good relationships between pupils and has good procedures for ensuring the pupils behave well, including the significant minorities with challenging behaviour.

The overall quality of education provided by the school is satisfactory. Teaching and learning are consistently good from Nursery to Year 2. They are satisfactory in Years 3 to 6. Most lessons are interesting and pupils' work is often well matched to their previous learning. However, this is not always as effective in Years 4 and 5. The quality of teaching of reading, writing and mathematics is good in Reception and Years 1 and 2. Teaching is satisfactory for reading and mathematics in Years 3 to 6 but unsatisfactory in writing.

The curriculum provided is good from Nursery through to Year 2 and satisfactory in Years 3 to 6. The school takes good care of its pupils and provides sound guidance. Links with the community are good, whilst links with parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. The headteacher provides strong leadership for improving the school and enabling staff to teach well. His pastoral leadership is very strong. Senior staff, including the headteacher, set very good examples by their own high quality teaching. The leadership provided by the chair of governors is very good. Governors provide much support and are effective in helping to steer the school's direction. The school staff now work together as an effective team for the benefit of the pupils and staff appointments in the past year are having a large impact on improving pupils' achievement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are often pleased with the education the school offers. They feel the school includes everyone and is an improving school. They find the headteacher very approachable and are pleased with the improvements he is making. Pupils are pleased with the school.

IMPROVEMENTS NEEDED

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

- Raise standards in English, mathematics and science by Years 2 and 6.
- Improve the teaching of writing and pupils' use of ICT within class lessons in Years 3 to 6.
- Improve the quality of teaching in Years 4 and 5 so that it is consistently as good as the rest.
- Continue to develop curriculum co-ordinators' monitoring roles so standards are raised as fast as possible.
- Ensure pupils' attendance and punctuality improve by putting more rigorous procedures in place to make this happen.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Overview

The overall attainment on entry to the school, including that of pupils who enter directly into various year groups as later entrants, is very low. For example, in the current Year 6 nearly a half of all pupils did not attend the infants. Significant proportions of refugee pupils with limited English or pupils with special educational needs, including several who have been excluded from other schools, enter directly into the various year groups. The school's records show school vacancies often become available when higher attaining pupils leave. This means the school has to work even harder to raise pupils' attainment from a consistently very low base.

Standards achieved in areas of learning and subjects

The inspection, backed by the school's rigorous assessment records for English and mathematics, shows that pupils' overall achievement by Year 6 is satisfactory despite the well below average standards being reached. Pupils' achievement is now good in Nursery through to Year 2 and satisfactory in Years 3 to 6. Pupils with English as an additional language, and those with special educational needs, achieve well in Nursery through to Year 2. However, this is not as good in Years 3 to 6 where provision for both of these groups is only satisfactory. This is a major reason why the proportions of pupils reaching at least average standards are not rising more rapidly. Management has correctly identified that a more rigorous approach in provision is needed for both of these groups and has recently appointed a new co-ordinator for pupils with English as an additional language and has started to reorganise its provision for special educational needs.

Main strengths and weaknesses

- Children in Nursery and Reception achieve well because of the new curriculum put in place in September. Previously, the Foundation curriculum was not in place in Reception.
- Pupils achieve well in reading, writing, mathematics and science through Years 1 and 2 but standards remain well below average by Year 2.
- Inspection shows standards in Year 6 are well below national averages in reading, mathematics and science although this is an improvement compared with the very low standards reached in 2003 tests.
- Pupils achieve well in Years 3 and 6 in English and in Year 6 in mathematics because the quality of teaching is consistently good.
- Pupils achieve well in science from Years 3 to 6 because of much good or better teaching.
- By Year 6 standards in writing are very low and pupils' achievement is unsatisfactory.
- In Years 4 and 5, whilst pupils achieve satisfactorily overall, they do not achieve as well as in the rest of the school. This prevents standards being consistently raised from a very low base.

Commentary

1. Year 6 pupils' standards in 2003 national tests were well below the national averages in English and very low in mathematics and science. Compared with similar schools these standards were below average in English, well below average in mathematics and very low in science. This indicated pupils' poor achievement. The school has identified staffing inconsistencies as well as the late pupil admissions as the cause for the very poor standards reached. Over a half of the 2003 Year 6 entered in Years 4 to 6 and three of these pupils had statements of educational needs. However, the proportion reaching Level 4 or above was higher in English than in mathematics and science, indicating poorer achievement in mathematics and science. The school identified the need to improve pupils' achievement in Year 6 and, in September, a new senior teacher was appointed to teach Year 6. Since then pupils have been achieving well due to at least consistently good teaching in this year group.

The trend in school improvement has been broadly in line with the national trend although standards dropped significantly in 2003 compared with the ones reached in the two previous years.

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

Standards in:	School results	National results
English	23.7 (23.5)	28.8 (27)
Mathematics	22.1 (24.3)	26.8 (26.7)
Science	22.5 (26.0)	28.6 (28.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. The school's current low targets for Level 4 and 5 for English and mathematics are satisfactory given pupils' very low attainment on entry to Year 6. The school is on course to reach these.
3. Nursery and Reception children achieve well. By the end of Reception children are likely to reach their early learning goals in personal, social and emotional development and physical development. Despite their good achievement, children are likely to reach well below their goals in communication, language and literacy as only two thirds are likely to achieve their goals in speaking and listening, reading and writing. Standards are below their goals in mathematical development and knowledge and understanding of the world. Their creative development is well below average.
4. The low standards being reached by the current Year 2 in reading, writing and science are similar to standards reached by Year 2 pupils in their 2003 national tests and assessments, apart from writing. In writing, standards were below average. Compared with similar schools standards in 2003 were well above average in writing, above average in mathematics but average in reading compared with similar schools. This indicated good overall achievement.

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

Standards in:	School results	National results
Reading	13.7 (15.2)	15.7 (15.8)
Writing	14.3 (14.0)	14.6 (14.4)
Mathematics	14.9 (17.9)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

5. Inspection shows standards are well below average in speaking and listening, reading, writing and mathematics. They are average in ICT, physical education and design and technology but below average in religious education. Pupils achieve well.
6. By Year 6, pupils' achievement is satisfactory in reading, mathematics and science but unsatisfactory in writing. Pupils' achievement is satisfactory in other subjects inspected. Standards are below average in ICT and religious education and average in physical education and design and technology. In science, pupils are now making good progress in developing all aspects of their practical enquiry skills throughout the school. In ICT the admission of significant proportions of late entrants with low standards on entry restricts the standards reached. However, opportunities for pupils to use ICT as a natural tool for learning in literacy and numeracy lessons are inconsistent in some classes in Years 3 to 6.
7. By the end of Reception and Year 2, pupils have achieved well in developing their speaking and listening skills. Their achievement is satisfactory in Years 3 to 6. However, by Year 6 many still have limited vocabulary or lack confidence when explaining their thinking. This limits their

achievement in other subjects. In Years 3 to 6 the quality of handwriting is inconsistent, spelling is weak and pupils' work is sometimes poorly presented and untidy. Pupils do not develop their writing in other subjects adequately. This restricts their achievement. Pupils' use of mathematics across the curriculum is satisfactory.

8. Inclusion is satisfactory. The inspection and school records do not indicate significant variation for different groups of ethnic minority pupils. However, the school has recently appointed an ethnic minority achievement teacher in order to improve monitoring of progress and provision. It is too soon to judge the impact on overall achievement although the provision observed during the inspection was seen to be good. The school is now rigorously analysing achievement in order to combat any underachievement. Pupils with English as an additional language achieve well from Nursery to Year 2 and satisfactorily from Year 3 to Year 6. In the current Year 6, four pupils have been admitted who do not speak English and this contributes to the low standards being reached. The recently appointed co-ordinator for pupils with English as an additional language has begun to reorganise provision. The close assessments of pupils' language needs are being used to evaluate and improve provision in order to ensure pupils make more rapid progress in acquiring English.
9. Pupils with special educational needs achieve well from Nursery through to Year 2. Their achievement in Years 3 to 6 is satisfactory. Teachers of younger pupils keep a close watch on pupils' progress, especially in their personal development and in reading, writing and mathematics in order to match their work. However, this is only satisfactory in Years 3 to 6. About a half of the Year 6 class are on the register for special educational needs because of the legacy of underachievement and late admissions. Much has been done recently to identify these pupils through careful assessment of needs and to improve target setting for these pupils. These targets are now clear, specific and achievable. Pupils generally make satisfactory progress towards these targets. Those with severe learning, emotional and behavioural difficulties make good progress. However, the progress of pupils with literacy and numeracy difficulties is only satisfactory and not good enough to raise their attainment from a low base. More rigorous provision is needed in the small steps in reading and writing in order to raise standards from a low or very low base.
10. National Curriculum results over the last three-year period for Year 2 showed boys achieve significantly better than girls in reading, writing and mathematics. Over the three-year period, in Year 6, standards were far too low for both boys and girls in mathematics and science with no significant differences in their attainment. However, in English girls did better than boys. No significant differences were observed during the inspection.
11. Higher attaining pupils achieve well from Nursery to Year 2. In Years 3 to 6, overall they now make satisfactory progress. However, the limited proportion reaching the higher level by Year 6 shows that they have not achieved well enough in the past. There was insufficient evidence to make a judgement about gifted and talented pupils. The school has recently put strategies in place to identify these pupils and to provide for them from an early age.
12. Overall, pupils' achievement is similar to that at the time of the previous inspection. Progress since the last inspection is satisfactory overall. The school has made satisfactory progress in improving standards in ICT and design and technology, which were weak at the time of the previous inspection. The school has made unsatisfactory progress in improving pupils' achievement in writing. The school has still has work to do in improving the consistency of pupils' achievement in English and mathematics from Years 3 to 6 in order prepare pupils well for their secondary school.

Pupils' attitudes, values and other personal qualities

The provision for pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are satisfactory. Pupils' attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils are very well prepared for living in a multicultural society.
- Relationships between pupils and with adults are good.
- The new provision from Nursery through to Reception is successful in promoting the children's curiosity and keenness to learn.
- Pupils' personal development is now being enhanced through science where they are given systematic opportunities for independent enquiry.
- Pupils' attendance is very low and their punctuality is unsatisfactory.

Commentary

13. At the time of the previous inspection there was a high rate of unauthorised absence and there was also too much authorised absence. Since then there is less unauthorised absence but it is still above average. Authorised absence has risen considerably. The changed ethnic and socio-economic circumstances of the pupils since the previous inspection is a factor in the increase in families taking their children out of school to visit their relatives abroad. The school has satisfactory systems in place for ensuring pupils attend school but these are not now rigorous enough given the changed circumstances of the pupils in the school. There is no evidence that the above average absence rates are due to pupils absenting themselves. The school has good systems for monitoring absence and lateness but many parents do not ensure that their children arrive at school punctually.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	9.8
National data	5.4

Unauthorised absence	
School data	0.6
National data	0.4

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

14. Overall, behaviour is satisfactory. It is good in the Foundation Stage and Years 1 and 2. In Years 3 to 6 pupils behave well when moving around the school and at play. In many lessons pupils' behaviour is good. However, occasionally when teaching and learning are not as well matched to pupils' needs, in Years 4 and 5, there are instances of inappropriate behaviour. The school has a very clear behaviour policy which is reinforced by posters in every classroom. Rewards and sanctions are applied consistently and understood by most pupils. There have been a large number of fixed term exclusions but no permanent ones. The school uses these to work with pupils and parents to deal with the issues involved, sometimes with the support of the local authority pre-exclusions officer. The school has very good procedures for supporting pupils with emotional and behavioural problems and managing their behaviour. The school provides much pastoral support by the use of specialists linked with the Education Action Zone and On Track for supporting pupils with emotional and behavioural difficulties. This leads to a calm atmosphere for learning in the majority of lessons and raised self-esteem of pupils.

Exclusions

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	15	1	0
White – Irish	2	0	0
White – any other White background	16	2	0
Mixed – White and Black Caribbean	9	1	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	3	1	0
Asian or Asian British – Pakistani	6	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	7	1	0
Black or Black British – Caribbean	34	9	0
Black or Black British – African	46	2	0
Black or Black British – any other Black background	11	0	0
Chinese	1	0	0
Any other ethnic group	13	0	0

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

15. Overall, pupils' attitudes to learning are satisfactory. They are good in the Foundation Stage and Years 1 and 2 and satisfactory in the rest of the school. In reply to the questionnaire most pupils said that they enjoyed being at school and found their lessons interesting and fun. By the end of Reception, children are likely to achieve the early learning goals in their personal development through very good overall provision. In the rest of the school, pupils are often keen to learn and willingly co-operate with teachers and each other. However, in Years 3 to 6 a small minority enters the school late, with disaffected attitudes or having underachieved in literacy in the past. Sometimes these pupils having been excluded from previous schools. Occasionally, refugees and asylum seekers have experienced trauma and are fearful. The headteacher and deputy are very skilled in providing support for such pupils and provide very good support and guidance for the rest of the staff. Teaching assistants provide a high level of pastoral care for pupils and, as many live in the local community, they know the pupils well. The Action Zone and On Track programmes also provide support for these pupils, for example through providing mentors, which link with home and school.
16. There is a high degree of racial harmony and pupils from various ethnic groups work and play well together. During the inspection, regular lunch-time football practice was seen which included a wide ethnic mix including boys and girls. Racial incidents are rare and parents feel that any instances of bullying are dealt with quickly and effectively.
17. The school provides well for pupils' spiritual, moral, social and cultural development. The school's daily act of worship incorporates related items from other faiths, such as including a Hindu proverb to illustrate a Christian parable. In the Nursery class great emphasis is given to social development and older pupils take full advantage of the rich range of after school clubs. Good use is made of visits to local sites, such as the Hindu Temple, and the annual residential week to the Gordon Browne Study Centre for final year pupils. All pupils and many parents are

involved in the cultural activities of the school, such as International Week and Black History Week. These emphasise the value of cultural diversity and enable pupils to be involved in artistic activities such as street dance. Science and ICT make good contributions to pupils' spiritual development. From the earliest days in the Nursery, children are encouraged to develop a sense of wonder in the natural, the made world and advances in ICT. Throughout the school science is now making a very valuable contribution to pupils' social development as they learn to work in small teams, to take some responsibility for their own learning and to make joint decisions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. The overall quality of teaching and learning and the curriculum is satisfactory. The quality of the care and welfare of pupils is good whilst the provision for their support and guidance of them is good. Links with parents are satisfactory whilst links with the community are good.

TEACHING AND LEARNING

The overall quality of teaching and learning is satisfactory. It is consistently good from Nursery through to Year 2. It is good overall in Years 3 and 6 but only satisfactory with weaker features in Years 4 and 5. Assessment is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning in Years 1 and 2 is good in English and mathematics because teachers have strong subject knowledge and are skilled when matching pupils' work to their previous attainment.
- Much good and very good teaching in Year 6 improves pupils' achievement in English, mathematics and science.
- The teaching of reading is good in Years 1, 2, 3 and 6. This raises attainment.
- The consistently good teaching through Nursery to Reception raises standards from a very low base.
- A more rigorous approach is needed for pupils with special educational needs in literacy and numeracy in Years 3 to 6 in order to raise standards more rapidly.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (21%)	18 (42%)	14 (32%)	2 (5%)	0 (0%)	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 where 30 or more lessons are seen.

18. The overall quality of teaching has improved since the previous inspection as there is a far higher proportion of teaching that is good or very good. Many new teaching staff are having a positive impact on improving the quality of teaching.
19. In Nursery and Reception all adults work together as a team to provide a very secure, loving and stimulating learning environment. All adults form warm and encouraging relationships with the children which gives them security. Teachers' planning is good and ensures children can gradually learn through whole-class and focused group teaching as well as through purposeful play. Throughout Nursery and Reception teachers provide lessons which interest the children and enable them to learn through much practical work and talk. The organisation and management of the children are good. Teaching assistants often provide very effective support during play and small group activities. Literacy and numeracy skills are well taught

and the literacy and numeracy strategies are gradually introduced so, by the end of Reception, they are in place. Assessment is good and used well to provide suitable learning experiences for the children. Children with special educational needs and those with English as an additional language are given a good start.

20. In the rest of the school teachers often have high expectations and a strong desire to enable pupils to achieve their best, whatever their starting point. Relationships with pupils are good. Strengths in good or very good lessons include skilled class management, a calm atmosphere for learning, good relationships between teachers and pupils, teachers' provision of interesting and relevant contexts for learning and well matched work. In good lessons, teachers' good subject knowledge raises their expectations of pupils' achievement. All these points were seen in a very good science lesson in Year 6 where pupils designed and made their own tests for separating mixtures.
21. Teaching and learning in English are satisfactory overall. The teaching of literacy skills is good in Years 1 and 2. There is systematic attention to teaching reading, phonics, spelling and writing in an interesting way. Phonics teaching is well matched to pupils' prior attainment. In Years 3 and 6 there continues to be a good emphasis on the systematic teaching of reading skills and this is satisfactory in Years 4 and 5. The extra booster sessions in Year 6 are redressing some of pupils' earlier underachievement. However, the teaching of writing is not good enough through Years 3 to 6. A systematic approach to teaching handwriting is not followed through the juniors. Pupils are not given enough opportunities for extended writing in English or for developing their writing in other subjects. In a Year 4 unsatisfactory writing lesson pupils' work was not sufficiently matched to their needs and their behaviour deteriorated. Although systems for hearing pupils read in Years 3 to 6 are satisfactory, this is not rigorous enough given the significant proportion with low reading standards in these years. Pupils need to be heard read more frequently.
22. Teaching and learning in mathematics are satisfactory overall. They are very good in Years 1 and 2 and satisfactory overall in Years 3 to 6. In Years 1 and 2 teachers are skilled in the assessing of pupils' previous skills and using this information to provide well-matched work. Teaching assistants, as well as teachers, provide good support during group work for developing lower attaining pupils' understanding of number. However, more opportunities for the pupils to develop and use mathematical language are needed. In Year 6 teaching is very good because the pace of learning is brisk, the teacher assesses pupils' learning needs well and provides challenging yet achievable tasks. However, teaching and learning were unsatisfactory in a Year 5 lesson when the pupils' work was not matched well enough to their needs and pupils lost interest and did not do enough. This lesson was taken by a supply teacher due to the teacher's absence although examination of pupils' previous work indicated satisfactory teaching and learning.
23. Support staff are skilled in managing pupils and often provide effective help for pupils with special educational needs during literacy and numeracy class sessions. The teaching of pupils with special educational needs is good in Years 1 and 2 but satisfactory in Years 3 to 6. Pupils have been accurately assessed, using outside agency support if necessary. Their individual education plans are targeted carefully to help them learn. Systems for supporting pupils with behavioural difficulties are good. However, pupils are not receiving enough specialist support for learning the smaller steps in literacy and numeracy so they can achieve well. One reason for this is that the special educational needs co-ordinator mainly teaches individual pupils who have statements of needs. This does not make the best use of her time. Pupils are not being heard read frequently enough given their low attainment. There is not rigorous tracking of the key words and the phonics the pupils know and still need to master in the juniors.
24. The school is giving high priority to improving provision for pupils with English as an additional language and has recently appointed a new co-ordinator. The new co-ordinator has introduced more effective assessment procedures, which take into account this wide range of diversity in

languages and background. The progress of pupils is monitored carefully to ensure that they are making at least satisfactory progress and their learning needs are being met. However, teachers do not always provide enough high quality speaking opportunities through practical activities in small groups, in the juniors. Later entrants with limited English are provided with good support and this enables them to settle quickly. Teaching assistants work closely with the class teachers to ensure that new entrants are integrated within the class. Planning takes their role into account and they provide the class teacher with an assessment and evaluation of their work. This identifies further needs of the specific group of pupils.

25. In science teachers' good subject knowledge is enabling them to provide well for pupils. The very well organised resources are used very well to help pupils learn. Teachers often use interactive technology very well as a teaching aid. However, provision for pupils' own use of computers in lessons is inconsistent.
26. Assessment systems have been improved recently and are now good in English and mathematics. They are satisfactory in science and ICT. Marking and homework are inconsistent and, as yet, not used as tools for rigorously raising standards.

The curriculum

The school provides a satisfactory and broad range of learning opportunities with sound opportunities for educational enrichment outside the school day. The curriculum for Nursery, Reception and Years 1 and 2 is good. It is satisfactory in Years 3 to 6. The accommodation and resources to support pupils' learning are satisfactory.

Main strengths and weaknesses

- The curriculum for Nursery and Reception, put in place since September, is rich, relevant and fully meets requirements. There is good continuity in planning for Nursery and Reception.
- Special educational needs provision is good from Nursery to Year 2.
- The use of ICT in other subjects is satisfactory but the use of ICT during literacy and numeracy lessons is inconsistent.
- Not enough time is spent on developing writing across the curriculum.
- Although provision in reading is satisfactory, pupils need to be heard read more regularly in order to rapidly raise standards.

Commentary

27. Since the headteacher arrived, two years ago, curriculum plans to meet National Curriculum requirements for all subjects have been put in place. The school has improved this key issue from the last inspection well. Previously whole-school planning systems were not in place. A curriculum plan has been recently revised to ensure sufficient time is given to subjects. Statutory requirements are met, including those for religious education. Since the previous inspection the school has made satisfactory improvements to improving the weaknesses found in curriculum provision for ICT, design and technology and music. The progress made has been the result of the rapid progress made in the last two years. Provision for pupils' personal, social and health education is satisfactory.
28. The National Literacy and Numeracy strategies are being implemented satisfactorily and, overall, are having a satisfactory impact on raising standards. However, this is not as effective in writing where stronger systems for improving writing are needed throughout the school. As so many pupils are not reaching the required standards in reading, pupils need to be heard read more regularly and the school needs whole-school systems for this.

29. Improvements in the use of ICT since the last inspection are beginning to provide effective support for teaching and learning in other subjects. The use of interactive technology enables teachers to deliver lessons more effectively and pupils respond well. The use of advisory teachers for teaching by example is having an impact on teaching and learning.
30. Opportunities for enriching the curriculum are satisfactory. Black History Week and International Week all contribute to celebrating cultural diversity while the Arts Alive Project promotes creative arts and develops aspirations in pupils. Pupils in Year 6 attend a residential centre in Hampshire once a year. After school clubs provide additional activities and include netball, basketball and art.
31. The school has an adequate number of teachers and teaching assistants for the number of pupils on roll. A support teacher in Year 5 is successfully addressing the needs of the pupils by teaching in small groups as part of a 'catch up' programme. Inspection evidence showed that this was beginning to make a difference to the achievement of these pupils. Resources are mainly satisfactory, although the school is still working hard to bring all of them up to scratch. The school is still updating its computers in the suite and in some classrooms. There is still a need for more dual language books and resources, which the school has identified as a priority.
32. The provision for pupils with special educational needs is satisfactory. It is good from Nursery to Year 2 but only satisfactory from Years 3 to 6. In Years 3 to 6 pupils' work is sometimes too hard and the steps in literacy and mathematics are not well matched to their needs. The provision outlined in pupils' statements of special educational need is fully in place and is reviewed annually in line with the Code of Practice guidance. Good systems ensure that these pupils are fully included in all aspects of school life.
33. The curriculum provided by the school ensures pupils with English as an additional language are fully included. The Education Action Zone helps by providing resources and expertise. Whilst enough time is spent on developing speaking skills for younger pupils, there is a need to increase the time spent on this within lessons from Years 3 to 6.
34. The school has started to identify some gifted and talented pupils. The school has gained funding from Excellence in the Cities to support this initiative from September. Accommodation is satisfactory although the computer suite is cramped. The school is updating its computers in the suite this September and also its provision of classroom computers. Over the last two years the school has been innovative in the way it has improved ICT provision as soon as funds have become available. All classes from Nursery to Year 2 have interactive whiteboards. All classes in the juniors have access to the Internet through projectors and screens. The use of interactive technology has greatly improved teachers' use of ICT for whole-class presentations. Overall, the school's resources are now satisfactory where there were weaknesses at the time of the previous inspection. The school has made significant improvements to the accommodation and playground facilities since the previous inspection.

Care, guidance and support

The school has good provision for pupils' care, welfare, health and safety. Support, advice and guidance are satisfactory. There is satisfactory provision for seeking and acting on pupils' views.

Main strengths and weaknesses

- The school provides good pastoral care for pupils.
- There are good procedures for dealing with Child Protection.
- New rigorous risk assessment procedures have recently been introduced.
- Independent confidential counselling and support is available to pupils.

Commentary

35. The provision of care, welfare, health and safety is good, which is a good improvement on the last inspection when it was unsatisfactory. The recently appointed health and safety governor has been instrumental in introducing new rigorous systems for risk assessment. Regular health and safety checks are carried out. The school procedures for first aid and the administration of medicines are sound. The school lunch-time menu has been adapted to meet pupils' needs, with regular vegetarian meals and the use of Halal meat in many dishes
36. Relationships in the school are good and the pupil questionnaire shows that most pupils have an adult to whom they can turn. Within the school there is a unit called 'Place2Be' which provides pupils with confidential counselling and support. Advice based on monitoring academic achievement and personal development is satisfactory. The induction programme for pupils is sound and pupils quickly settle into the school routines. The school values cultural diversity and this helps new pupils from abroad to feel safe and involved.
37. The consultation of pupils is mainly undertaken informally as the school council is not currently in operation. This is facilitated by the good relationships between pupils and adults. Where decisions are likely to affect the whole school the question is put at an assembly and feedback taken at a later one. Almost all pupils feel that their ideas are listened to.
38. The school cares well for pupils with special educational needs and is supported well in this aspect of its work by a range of outside agencies. Pupils' work is regularly monitored to ensure that they are making progress towards the targets set for them. However, the special educational needs co-ordinator has identified that a more rigorous tracking system for these pupils is necessary and this is planned for development. This is appropriate, as in Years 3 to 6, a significant minority of pupils have not mastered all the key reading words and phonics. There needs to be more careful transition between Year 2 and the juniors so a very regular teaching programme can be implemented to enable them to catch up. This is a weaker aspect of support and guidance for pupils although this has already been identified as a key area for development by the school.

Partnership with parents, other schools and the community

The school has satisfactory links with parents and other schools. There are good links with the local community that benefits pupils' learning.

Main strengths and weaknesses

- Membership of the Education Action Zone brings benefits to pupils' education, for example through links with other schools to share good practice and through funding for ICT initiatives.
- The African and Caribbean Peoples' Action Group, which enhances achievement, provides mentoring and sport coaches.
- The Park Royal Partnership is supporting the school by providing work based ethnic role models. This enables pupils to see that all people can reach high positions in the world of work.
- 'Share Club' provides training for parents of children in the Nursery to enable parents to understand how best help their children to achieve.

Commentary

39. Links with parents are satisfactory, as they were at the last inspection. Parents feel that the headteacher and other staff are approachable and this ensures that any problems are dealt with quickly and effectively. Methods for seeking parents' views are satisfactory. Parents appreciate the multicultural nature of the school and the value placed on the variety of cultural heritage. The 'Share Club' is run for a group of parents with children in the Nursery. A suitably trained teaching assistant teaches them how they can support their children's

learning. Many parents follow on with a class to develop their English. The school provides home reading book bags but the take up by parents is low. As yet, few parents are involved in the life of the school.

40. Parents are provided with satisfactory information about school activities although the Newsletters give only basic information rather than a general update on school life. Particularly useful are the curriculum letters sent each term explaining the areas for study in each subject. Annual reports provide information on academic progress in each subject and are enlivened by the comments on personal development by the teachers and headteacher.
41. Pupils' learning is enhanced by the good links the school has with a number of local organisations. The Education Action Zone supports activities that will improve the educational achievement of pupils. It funds additional computing equipment and technical support and the provision of a school attendance officer. The school is working with the Park Royal Partnership, to provide role models, with successful careers, from various ethnic backgrounds.
42. The school involves parents at an early stage in the process of planning work for pupils with special educational needs. Teachers invite parents into school to discuss pupils' individual education plans and some, but not all, parents come into school for a discussion. The school invites parents to all reviews and they are welcome to make an appointment at any time. However, parents do not always take the opportunities offered by the school. Links between home and school are not always as regular as they could be. This prevents parents playing an influential role in their children's education.
43. The good links with the community are seen in the way the school works with a number of the faiths in the area. Representatives of groups such as Islamic Relief come into the school to talk to pupils about their work. Visits are arranged to the local Hindu Temple. One highlight of the school year is the International week where parents are involved with pupils and staff to celebrate the rich cultural nature of the area. The clubs uses the site, before and after school, which are open to all children in the area and the school hosts the local five-a-side football championship. This summer, the school is converting its playground so that the whole community can use this for sports purposes.
44. There are satisfactory links with other primary schools, particularly through the Education Action Zone. Pupils go on to nine secondary schools and teachers from these schools visit the school to provide information and advice. Pupils are encouraged to attend open days prior to transfer.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. That provided by the headteacher, the deputy headteacher and infant manager are very good. The subject co-ordinators provide satisfactory leadership. Systems for managing the school are very good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides a very clear direction for improving the school and has developed very good management systems to enable improvements to happen. His pastoral leadership is very strong.
- The deputy headteacher and the head of infants provide very good leadership and together with the headteacher are an effective team in moving the school forward.
- The chair of governors is a very effective leader. She is working in close teamwork with the headteacher in driving the school forward after the school's decline.

- There is a shared vision for equality of opportunity for all pupils and analysis of how to make this best happen.
- The school has effective systems in place for evaluating and improving the impact of its own provision.
- Subject co-ordinators' roles are now developing well, although leadership for English and mathematics has not been strong enough in the past.

Commentary

45. The school had some major weaknesses at the previous inspection in 1998, affecting the quality of the education it provided and the standards that the pupils were achieving. The headteacher was appointed under three years ago and took over a school which needed much improvement. Since then he has shown very effective leadership in his drive and impact in improving overall provision, including the quality of teaching and curriculum provision. His leadership has ensured there have been significant changes to teaching staff, the climate for learning and the way the school is led and managed. Since September, with the appointment of a new deputy headteacher and infant manager, there has been rapid improvement. Since the last inspection the school has made major strides in improving the quality of education provided for the Foundation Stage and pupils in Years 1 and 2. However, standards by Year 6 are still low because of a legacy of underachievement and the impact of a lower attainment on entry than at the time of the previous inspection. Prior to this year, the headteacher has been hampered with very difficult staffing issues. These have now been resolved and, with the appointment of the deputy and the infant manager last September, the school is now well placed to continue to improve in the future.
46. Overall, there is now a climate of hope and high expectations for what all pupils can achieve. The sense of purpose, harmony and community is very strong and this is the result of the close teamwork between the headteacher, the staff and the governing body. However, there is still work to be done in ensuring pupils' progress is consistently good enough and pupils' attainment is raised through consistently good teaching. Staffing is now relatively stable although there are several longer-term temporary contracts. Most of these are overseas teachers who were found to be doing a good job.
47. Subject managers are in place for all subjects, with very good forward planning for the systematic development of their leadership roles. The management of English and mathematics is currently being overseen by the headteacher and deputy headteacher due to the absence of these co-ordinators. Provision for pupils with English as an additional language has improved since the recent appointment of a new co-ordinator. The management of provision for pupils with special educational needs still has some weaknesses. The co-ordinator spends too much time teaching individuals rather than groups. The headteacher has ensured the school is calm and pupils behave appropriately in the context of rapid change. The school has responded very well to the changes in pupils' socio-economic circumstances and lower attainment on entry. The headteacher and deputy headteacher have very good expertise in providing for pupils with emotional and behavioural difficulties and provide a secure framework for other teachers. Both set a very good example by their own quality of teaching.
48. The initiatives and finances gained through the Education Action Zone involvement are well managed and are having a very positive impact on improving educational opportunity for pupils. The school has identified the right priorities and has moved forward with considerable speed in addressing them.
49. A systematic approach to monitoring the work of the school has been developed by the headteacher, his deputy and infant manager. Regular observation of teaching has been used to identify areas for development, which have been supported by training where necessary. English, mathematics and science co-ordinators' monitoring roles have also been developed adequately. The information gained from monitoring the school's provision has been used very well to identify many of the areas needing improvement. However, the school has been limited

by the vision of some co-ordinators in the past. This is now improving as new teachers with vision have joined the school, for example the Foundation Stage manager and the science manager. The school has introduced very systematic assessment for English and mathematics. The data that is gathered about the pupils' progress in English and mathematics and this is used to set targets for pupils and teachers. This information has been used to identify any groups of pupils who have been or still are underachieving and action has been taken to put this right.

50. The chair of governors, appointed last November, already shows strong leadership of the governing body. She took over the leadership role less than one year ago but her impact in working closely with the school, in both a supportive and critical friend role, has been very effective in enabling the governing body to hold the school to account for the standards it reaches. She has a very good understanding of the strengths and weaknesses of both the school and the community. She shares the school's vision for ensuring the school fully meets the needs of the community and has exceptional links in the community to make this happen. She has worked for the benefit of the local community for many years and has played a key role in the government initiative of 'Sure Start'. Key health and safety issues have been rapidly addressed since she became chair of governors last November.
51. Financial planning and management are very good. The increase in classroom assistants, the improvements in learning resources, the redecoration of much of the building and improvements to ICT facilities have all been possible because of careful budget planning. The above average carry forward figure at the end of 2003 was allocated to continuing to improve ICT facilities and the infant playground. Care is taken to ensure that the best value is obtained from spending decisions made. The school is constantly comparing its results with similar schools and measuring the impact of its spending on improving achievement. In the face of many urgent priorities the school has managed its finances very well, always with the aim of improving pupils' achievement.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	676, 872
Total expenditure	637,085
Expenditure per pupil	2,856

Balances (£)	
Balance from previous year	14,653
Balance carried forward to the next	39,747

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children enter the Nursery full time in September of the academic year in which they become four. Children in Reception enter in September in the year in which they become five. About 20 per cent enter directly into Reception. A similar proportion enters other schools when they leave the Nursery. As a result, despite the children's good achievement in Nursery, attainment on entry to Reception continues to be very low. A new Foundation Stage manager was appointed last September and she is having a very good impact on improving provision. There are new teachers in both Nursery and Reception since September. Since last September, a very worthwhile curriculum, for both Nursery and Reception, has been put in place. Prior to this the Foundation curriculum was not being implemented in Reception. Since the previous inspection, improvement has been good due to the rapid recent progress.

Over a half of the children in both Nursery and Reception have English as an additional language and nearly one third in each class have limited English. The provision for pupils with English as an additional language is good throughout. There have been sound language assessments and a rich practical curriculum, based on learning through talk, encourages the children to develop their English. The provision for pupils with special educational needs is also good; children's needs are identified early and they are given the support they need. The Nursery nurses play a significant part in this in helping the children to adjust to school and supporting their personal development. The school works closely with specialist organisations for support where needed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are given a warm welcome and constant encouragement. This enables them to feel secure and settle happily into school.
- Children's personal needs are carefully assessed and teachers and assistants work together to enable the children to develop trusting and very good relationships.
- There are high expectations for all children to do well, regardless of their starting point.
- The learning environment is practical and relevant and encourages the children to develop their curiosity in the world around them.
- In the Nursery the outdoor play area is used very well for promoting children's ability to play, share, take turns and learn together.

Commentary

52. Most children are on course to reach the early learning goals by the end of Reception. Children of all ethnic backgrounds achieve very well. The quality of teaching is very good in the Nursery and good in Reception. There is very effective teamwork between teachers and assistants in both the Nursery and Reception. The management of the children is good in both Nursery and Reception. Experiences are very well planned and the Nursery teacher and his assistant make full use of the outdoor area, for helping the children to adjust naturally to school and enjoy their learning. Children have good knowledge of school routines by the time they are in Reception, because of the way the Reception teacher and her assistant gradually build on Nursery experiences. Throughout Nursery and Reception children develop a strong sense of belonging to the school community. This is important because of the very high numbers of children from different ethnic backgrounds and with English as an additional language. The practice of including everyone, promoting a good self-image and sense of

worth in all children, is strong throughout Nursery and Reception. By the end of Reception children successfully learn through purposeful play, small focused group activities or through whole class sessions.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Relevant, practical activities are used to underpin the development of speaking, listening, thinking, early reading and writing skills.
- Children enjoy books because of the way adults ensure the children have the right practical experiences and vocabulary to ensure they understand their meaning.
- Phonics are systematically introduced through practical activity.
- In Reception, assessment is used very well to match children's reading to their needs.

Commentary

53. Children are on course to reach well below average standards by the end of Reception despite their good achievement through Nursery and Reception. The quality of teaching is good in both Nursery and Reception and carefully links all areas of communication, language and literacy. Most children are reasonably fluent in English by the time they leave Reception although about one third are not, and do not yet pronounce words accurately. Science activities from the outdoor environment, in Nursery and Reception, for example minibeasts, are used very well for developing children's understanding, speech, thinking and interest in books. Teachers and their assistants, through class activities in Reception and focused group or play, ensure children learn through talk. By the end of Reception about two thirds can identify initial sounds and have made a start on reading familiar words. Reading activities are very well matched to the children's needs. Writing is well below average across the range of achievement and is the most immature aspect of this area of learning. Teachers and assistants extend children's thinking, speech and imagination during outdoor play but this does not happen as much during classroom role-play. A strong feature is how the literacy strategy is gradually introduced within the Foundation curriculum so children are well prepared for entry to Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Activities are practical and relevant to children's daily life throughout Nursery and Reception; this ensures the children want to learn.
- Expectations are high, especially in Reception, for all children.
- There is very careful planning for matching children's experiences to their prior attainment.
- Resources are good and used very well in Reception for the steady build up of skills in each lesson.
- Throughout, ICT, including the interactive whiteboards, are used very well to promote children's learning.
- Assessment is being used very well to match children's work to their prior learning.

Commentary

54. Children's mathematical development is below average after all children have achieved very well. The quality of teaching and learning are good in the Nursery and very good in Reception. Most children are on line to meet the goals set for the end of Reception. However, the limited English of a significant minority means that some children cannot express themselves in English well enough to indicate the true level of their understanding. This also affects some more advanced children's ability to reason verbally and as a result, problem solving is not yet as ahead as other aspects of mathematics. Children in the Nursery have very regular opportunities to learn to count through singing songs, such as Five Buzzy Bees and counting and matching through play activities. In Reception, children learn rapidly because of the way learning is made relevant to their interests. The teacher's expectations are high and she provides very well for the range of attainment. The classroom assistant provides very good support and both manage children's learning very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities for children to use ICT as a natural tool for learning.
- There are very good opportunities for children to develop their curiosity through science.
- The outdoor environment is used very well throughout for encouraging the children to learn through exploratory activities, especially in the Nursery.

Commentary

55. Standards in knowledge and understanding of the world are below average. Children achieve very well throughout through very good teaching in both Nursery and Reception. This is because scientific and ICT aspects are used very well for developing children's interests and bringing learning to life. When learning about mini beasts, well-organised play activities and focused observation ensure children make discoveries, experiment and observe in detail. In Reception the children are equally provided with rich scientific experiences and every attempt is made to develop their learning through other aspects of their work. For example, children count the spots on the large model ladybird and can often describe the similarities and differences in a range of insects. Teachers use their interactive whiteboards most effectively for class teaching and children's own independent learning. Software programmes for pupils' individual work are very well chosen for developing literacy, numeracy and science. By the end of Reception children use a range of applications but literacy restricts overall attainment.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- By the end of Reception most will reach their early learning goals.
- Children achieve very well in the Nursery through use of the very good outdoor area.

Commentary

56. By the end of Reception children's physical development is average overall. Children's overall achievement is good, including that of different ethnic groups. Several pupils of African or Caribbean origin are advanced in their physical development. Teaching and learning are good overall in both the Nursery and in Reception. In the Nursery, children successfully develop

their co-ordination and control through a very good range of activities which enable them to climb, balance, swing, throw and run. Children move spontaneously showing great interest - and often some skill - in physical movement. In Reception children have planned times for using the safe nursery outdoor area, access to the very recently built infant climbing apparatus and physical education lessons in the hall. Children reach satisfactory standards in the way they use and manipulate a range of tools and construction kits through satisfactory provision in this aspect in both Nursery and Reception.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- In the Nursery children have good opportunities to engage in imaginative role-play during outdoor play.
- There are missed opportunities for adults to develop learning by entering into role-play.

Commentary

57. Children's creative development is well below average. Children's achievement is satisfactory in both Nursery and Reception through satisfactory teaching and. Role play areas are satisfactory in Nursery and Reception although more planning is needed to ensure adults develop children's learning through entering into classroom role play. The limited speaking skills of many children limits the proportion of children reaching average standards. Children enjoy singing and sing a range of songs from memory. They are given satisfactory opportunities to paint and make collage pictures and to design and make using a simple range of materials.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching throughout Years 1 and 2 is good and this improves achievement.
- Systems for teaching reading are good throughout Years 1 to Year 3.
- The staff ensure pupils learn well in Years 1, 2, 3 and 6.
- An unsatisfactory writing lesson was seen in Year 4.
- Whole-school systems for teaching the skills for writing in Years 3 to 6 lack rigour. This leads to pupils' underachievement in Years 3 to 6. The co-ordinator has been slow to address these weaknesses.
- Home/school reading diaries do not give parents enough information about reading targets and how they can best support their children. The co-ordinator has been slow to address this.

Commentary

58. Children enter Year 1 from Reception with low attainment and throughout Years 1 and 2 their overall attainment is consistently being lowered through the impact of later entrants who are often refugees and asylum seekers with limited English. Additionally, the current pupils in Years 1 and 2 did not have the benefit of the rich Foundation curriculum that is now in place for developing their speaking, listening and reading. In the current Year 2 nearly a half of all pupils did not attend the Nursery, with later entrants joining directly into Years 1 or 2. Several pupils spoke no English at all on entry and many others had limited English.

59. In Year 2 standards are well below average in speaking, listening, reading and writing after pupils have achieved well. By Year 6 standards are well below average in speaking and listening and reading but very low in writing. Pupils' overall achievement is satisfactory. It is satisfactory in speaking and listening but unsatisfactory in writing.
60. Staff changes and the significant mobility of pupils in Years 4, 5 and 6 have contributed to the low standards being achieved by pupils in these years. Nevertheless, the school lacks rigorous systems to enable teachers to steadily build writing skills. Systems for teaching reading are satisfactory. However, pupils need to be making consistently good progress if standards are to be raised more rapidly in Years 3 to 6.
61. Pupils with English as an additional language and those with special educational needs achieve satisfactorily. However, given their earlier very low attainment, and the school's legacy of past underachievement, pupils need to make at least good progress to enable them to catch up. Systems for supporting for both of these groups are satisfactory. Those for pupils with English as an additional language are improving rapidly through new initiatives being introduced by the new co-ordinator. Support for pupils with special educational needs has improved since the recent review of all pupils' individual educational plans. These now show clearly the small steps in their learning. However, systems for hearing pupils read are only satisfactory and pupils need to be heard read more frequently to enable them to catch up more quickly. Support for pupils with emotional and behavioural problems is very good. No differences were observed between the achievement of boys or girls or different ethnic groups during the inspection.
62. By Years 2 and 6 pupils' speaking and listening skills are well below average. Pupils are given satisfactory opportunities to develop the skills of speaking and listening in lessons. Pupils in Year 2 join in class discussions confidently, listening to each other and explaining what they have heard. However, about one third still has limited English or limited vocabulary. In Year 6, the highest attaining pupils join in a discussion on the life of Martin Luther King and debate the impact of his beliefs on their lives. However, the impact of low English speaking skills is seen in science lessons in Year 6 when many pupils have difficulties explaining their thinking using scientific language, despite the good progress they are currently making.
63. Standards of reading are well below average by Years 2 and 6. By Year 2 most pupils read confidently and use phonics to build unfamiliar words. They read a wide range of books and are able to discuss the stories and talk about the books they enjoy. However, about one third are still at least below average despite the good progress being made. By Year 6 pupils often read fluently with expression and enjoy books. However, a substantial minority are still at least below average, and a few of these are very low. There is a wide selection of books available in classrooms that are carefully chosen and some are in dual languages. These are used satisfactorily. Home/school reading diaries provide little information for parents as to how they can help their children. In Year 3 there is a close watch on ensuring lower attaining pupils master the key words and that their understanding of phonics rapidly develops. However, this is not as rigorous as pupils proceed through the school.
64. Standards of writing are well below average by Year 2 and very low by Year 6. By Year 2 pupils are able to write simple and interesting stories and the more able use correct punctuation and spelling. By Year 6 the more able pupils write expressively and factually. However, pupils' handwriting is unsatisfactory and handwriting skills are not taught systematically. Pupils' presentation of written work and spelling are also unsatisfactory. There is little extended writing. Pupils do not write for a wide enough range of purposes in English or in other subjects. Some use is made of other authors and playwrights, for example a brief evaluation of a character from Shakespeare's Macbeth, but this is not developed to enhance writing skills or styles.

65. The overall quality of teaching and learning is satisfactory. It is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. Pupils systematically develop their reading and writing skills, including phonics and spelling, and this is rigorous and very effective in Year 1. In a Year 2 lesson the teacher effectively introduced exciting language in a meaningful way to enable pupils to write their own poetry. The steady build up of skills over a series of lessons, as well as in the lesson, ensured pupils could achieve well when writing their own simple poems. In both classes in Years 1 and 2, teachers use interactive whiteboard technology very well for promoting pupils' learning. In Years 3 to 6 teaching varies widely between very good and unsatisfactory. This is seen in pupils' previous work as well as lessons. It is good or very good in Years 3 and 6, satisfactory in Year 5 but unsatisfactory in Year 4. In good or better lessons there is very systematic progression from the pupils' previous learning and all groups achieve well. In the unsatisfactory lesson the different groups underachieved, for example, pupils with English as an additional language, because the task was too hard. Teaching assistants often provide good support for pupils with special educational needs and those with limited English.
66. Leadership and management of the subject are satisfactory overall. There is now whole-school rigorous assessment and tracking of pupils' progress. Where pupils have been identified as having underachieved catch up programmes have been put in place. For example, a part time teacher has been employed to provide booster classes for all Year 5 and 6 pupils to help them to catch up. Pupils were found to be achieving well in these lessons and the overall attainment in Year 5 was observed to be higher than in Year 6. The school's own assessment records also indicate this is the case. Marking is satisfactory although there are inconsistencies. This prevents some pupils knowing what they must do to improve.
67. The use of ICT in English is satisfactory. Teachers make good use of the computer suite for developing pupils' work in English. They make effective use of their interactive whiteboards. However, the use of ICT in English literacy lessons is inconsistent. Overall improvement since the last inspection is satisfactory, given the improved achievement of pupils in Years 1 and 2. However, it is unsatisfactory in writing in Years 3 to 6.

Literacy across the curriculum

68. The use of reading in other subjects is good in Years 1 and 2 and satisfactory in Years 3 to 6. However, pupils' weak standards in writing limit their learning in other subjects especially in Years 4 to 6. There is insufficient attention to developing pupils' writing across the curriculum in Years 3 to 6. There are some lost opportunities for middle and higher attaining pupils in Year 2 to write within their subjects.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good or very good in Years 1, 2, 3 and Year 6. Pupils achieve well in these years.
- New assessment systems for tracking the progress of individual pupils are rigorous.
- Teachers make good use of interactive whiteboards to support teaching and learning.
- Teaching assistants are effective in supporting pupils' learning.
- There is insufficient emphasis on developing mathematical vocabulary.
- Homework is not used as a rigorous tool for raising standards.

Commentary

69. Because mobility is high in this school, there are pupils who enter in every year group with limited English or low attainment. These pupils still have to catch up to attain the standards

expected for their ages. Consequently, the range of pupils' attainment is very wide. By Years 2 and 6 pupils' overall attainment is well below average because about one third are still not reaching the expected standards. The achievement of pupils in Years 1 and 2 is good overall, bearing in mind their very low standards of attainment on entry to Year 1. The overall achievement of pupils in Years 3 to 6 is satisfactory. Pupils achieve well in Years 3 and 6 but their achievement is only satisfactory in Years 4 and 5. Pupils from different ethnic groups and those with limited English or with special educational needs achieve soundly. No significant differences were observed between the achievement of girls and boys.

70. By Year 2 standards are well below average. This is due to the significant minority not reaching at least satisfactory standards. Most have sound mental skills and try different approaches to finding answers when adding and subtracting. They can find answers to sums up to 20 by using their own methods, although few can do this by working out answers in their heads. Lower attaining pupils often still need practical objects for working out answers as they are not confident with number bonds to ten.
71. By Year 6 the well below average standards reached by the current pupils are not a reflection of the good teaching they are now receiving. They are the result of a legacy of underachievement either from this school, in the past, or on entry to the school. Several pupils have been admitted to this school with very poor attainment and have been excluded from other schools. The arrival of later entrants with limited English or very poor attainment has also adversely affected standards. A significant minority is still unsure about basic concepts, like the place value of digits. Pupils with special educational needs, English as an additional language and different ethnic minority groups are achieving in line with other pupils. The school has identified some gifted and talented pupils in mathematics and started to address their needs but this is an area for development.
72. Overall teaching and learning in mathematics are satisfactory but ranged from very good to unsatisfactory. In Years 1 and 2 teaching and learning are consistently good. In Years 3 to and 6, good and very good teaching was observed in Year 3 and Year 6 respectively. In Years 4 and 5 teaching is satisfactory overall. Strengths in good or better lessons include a brisk pace, teachers' good subject knowledge and questioning and the way they actively involve pupils in all parts of the lesson. Teachers check pupils' understanding as they teach and adjust their teaching to match pupils' learning needs. This was particularly effective in Year 6 where the teacher extended the thinking of more capable pupils. She ensured work was challenging but achievable for the wide ability range. Most teachers plan work well for the ability range and this is effective in most lessons. The work of classroom assistants is good, both in whole-class sessions and when working with groups.
73. In satisfactory lessons more attention is needed to enable pupils to develop their mathematical vocabulary and explain their thinking. This prevents pupils, particularly those with special educational needs and those learning English as an additional language, from having good opportunities to read and develop their mathematical language. In an unsatisfactory lesson observed in Year 5, taken by a temporary teacher, work was too difficult for a significant number of pupils. Examination of pupils' work in Year 5 shows satisfactory progress overall. However, whilst learning is sometimes good this is not consistent in all the work seen in Year 5. This prevents standards being consistently raised. Marking does not always indicate clearly enough how pupils can improve. Examination of pupils' work indicated, in some year groups, that pupils do not always spend enough time recording their calculation methods in their mathematics books. The school's own monitoring showed too many worksheets were being used previously and this procedure has now been stopped.
74. The use of ICT in mathematics is satisfactory overall. Good use of interactive whiteboards to support pupils' learning was observed in several lessons. Pupils use ICT in mathematics when working in the suite. However, it is not consistently used in class lessons. Pupils do not always present their work well enough. Homework needs more careful planning to ensure that it is always an effective tool in raising standards.

75. The leadership and management of mathematics are satisfactory. At the time of the inspection, the co-ordinator was away from school and the post held on a temporary basis by a member of the senior management team who is having a significant impact in ensuring the management of mathematics is satisfactory. The senior management team has been involved in monitoring teaching and learning satisfactorily through lesson observation and feedback and monitoring of teachers' planning. The irregular management of mathematics due to the co-ordinator's intermittent absence has prevented the vigorous approach to raising standards that is needed in this school. The good practice in the majority of classes is now a firm structure on which the school can build in order to raise standards of attainment.
76. There has been a satisfactory improvement in provision since the time of the last inspection as then pupils' progress was satisfactory.

Mathematics across the curriculum

77. Pupils make satisfactory use of mathematics in their subjects and this is good in science. It is satisfactory in ICT. In ICT, it is good throughout Years 1 and 2 and satisfactory overall in Years 3 to 6. Whilst some good mathematics work is seen during the time pupils use the computer suite there are missed opportunities for linking with ICT in mathematics lessons. There are satisfactory planned uses of mathematics within geography.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is much good teaching and learning from Years 1 to Year 6.
- The very good specialist teaching in Year 5 and the very good teaching in Year 6 is successfully addressing earlier underachievement.
- Relevant practical activities, including the good use of the local environment, provide a good basis for pupils to develop their enquiry skills and their scientific understanding.
- The systematic development of pupils' teamwork skills enhances their personal development.
- Pupils' speaking and writing skills limit the standards reached by Year 2 and Year 6.

Commentary

78. By Years 2 and 6 standards are well below the national average. All pupils are now achieving well. Pupils from different ethnic groups, including those with limited English and those with special educational needs, are now making good progress in Years 1 to 6. This is because teaching and learning are now often good or very good. A relevant well balanced practical curriculum now supports teaching and learning. However, pupils' speaking skills are still well below average by Years 2 and 6 and this limits pupils' ability to explain their understanding. Pupils in Year 6 have greatly underachieved in the past although the very good quality of teaching now found in Year 6 is beginning to redress their earlier underachievement. Their achievement over time is satisfactory.
79. By Year 2 pupils have satisfactory observation skills and use equipment well to extend their ability to observe in detail, for example when using magnifying glasses. Pupils are also beginning to use electronic microscopes for their work on minibeasts. They have sound understanding of habitats, recognising that different creatures are found in woodlands and ponds. Pupils are making good progress in developing their investigative skills and knowledge across the full range of National Curriculum requirements. However, a significant minority has difficulty explaining observations and their thinking.

80. By Year 6 pupils are often able to design and make tests, for example when separating mixtures. Pupils can select their own apparatus, successfully work in teams and use a method of their choice, for example, sieving or filtration for solving problems. Pupils respond well to problem solving and can work independently without the need for very close supervision. Discussions with pupils reveal they often have a satisfactory understanding of fair testing. However, pupils' ability to verbally explain predictions and findings using technical language limits their overall achievement. This was seen in pupils' work on the properties of materials. Pupils have a satisfactory understanding of solids, liquids and gases but often cannot adequately explain concepts such as evaporation. There is little attainment at the higher level because of pupils' earlier underachievement. However, lessons do now include extension opportunities for those capable of reaching higher levels.
81. Teaching and learning in Years 1 to 6 are now consistently good and this is beginning to raise attainment from a very low base. The planning of lessons is good and relevant practical activities underpin all science work. There are systematic opportunities for higher attaining pupils to reach higher levels. Teachers' subject knowledge is good and teachers have high expectations of pupils' behaviour and application in lessons. Teachers use methods which bring learning alive. This was seen when drama was used in Year 5 to model the position of the earth to the sun when seeking to explain night and day. Teachers use good quality resources most effectively, as when classroom habitats for ants and worms were carefully prepared for pupils' longer term observations. ICT is used well for developing pupils' understanding. For example, in a good lesson in Year 2, interactive technology was used well to enable pupils to sort creatures into different animal categories and pupils used Espresso to enable them to classify different animals. In Year 5 pupils used ICT to research facts about the earth in space. In the best lessons, as in very good lessons in Years 5 and 6, pupils do a lot of thinking because of the way teachers use questioning to probe pupils' thinking and extend their ability to explain their reasoning.
82. Mathematics is used appropriately within science. Practical science is making a good contribution to the development of pupils' speaking skills. However, the recording of written work in books needs to be more consistent in the way it is organised, presented and completed so that it consolidates pupils' understanding of science. The untidy presentation for older pupils is limiting pupils' achievement, as is their use of writing.
83. Subject leadership and management are now good. The headteacher has strong subject knowledge and has had a large impact in improving the curriculum for science in the past two years. He has implemented monitoring programmes for science and the science co-ordinator is currently being trained for her monitoring role. The co-ordinator has been in post for nearly one year and has made a good impact on improving resources and the way they are stored. The right priorities for improvement have been identified and there is strategic planning for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The pupils achieve well in Years 1 and 2 and use ICT well for learning in other subjects.
- The school has made rapid progress in improving ICT provision, from a very low base, in the last two years.
- The subject is well managed and ICT facilities are being constantly updated.
- Teachers do not ensure junior pupils consistently use classroom computers in their work.

Commentary

84. By the end of Year 2 pupils' attainment is average. All pupils including boys and girls, those with special educational needs and those with limited English achieve well through good quality teaching. Pupils understand how to obtain capital letters and produce spaces between the words. They know how to use different fonts, changing the size and colour of letters and can save and print their work. They are able to represent information graphically. A good example of this was seen in mathematics where pupils made pictograms to organise data about the number of animals in a farmyard. Using the computer programmable toy, they are able to enter instructions for it to move a set length, turn and reverse.
85. By Year 6 standards are below average although pupils' achievement in Years 3 to 6 is satisfactory. This is because in Year 6 approximately one fifth of pupils entered the school as late entrants in Years 5 or 6. Several entered directly from other countries with very limited understanding of ICT. This has had an impact on lowering the proportions reaching average standards. Pupils use the Internet for research, for example in science. They use various programs to create images by combining and manipulating objects. They can input data and then produce a range of graphs to show their results. They are learning to set up and use PowerPoint presentations. There is appropriate use of control technology.
86. The overall quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers often have good subject knowledge. This has often been gained through the close partnerships within the Action Zone. In Years 1 and 2 lessons are well planned and the pace of teaching is brisk. In a good Year 1 lesson the teacher's instruction was enhanced through her skilled use of the interactive whiteboard which enabled the pupils to predict well and see results before they tried out their own programming. In Years 1 and 2 teachers make good use of classroom computers to enable pupils to learn in their subjects. In Years 3 to 6 teaching and learning are satisfactory. Teachers efficiently use the classroom projectors which enable Internet access for teaching the whole class. However, the suite is small and only takes a half of the class at any one time so this limits the time each pupil spends on the computer during time allocated to ICT lessons. Nevertheless, opportunities for pupils to use the suite are very regular and during the inspection teaching and learning was always sound. However, the use of ICT in literacy and numeracy lessons is inconsistent.
87. The subject is well led and managed. In the past two years the co-ordinator has worked effectively to develop the ICT curriculum from a very low base. She has produced extensive documentation to support teachers and has matched the scheme of work to the existing resources. She is fully supported by the staff provided through the Education Action Zone and this partnership is helping to increase knowledge and provides training throughout the school. Teachers' expertise has been enhanced through close links with a local secondary school that is providing training and technical assistance. The co-ordinator has observed lessons in the ICT suite but monitoring of this subject in literacy and numeracy lessons has not yet been systematic. Given the large amount to do in improving this school this has been appropriate in the school's context. There is good strategic planning for ICT. Computers in the suite, and some classroom computers, are due to be updated next term. New programmes have been purchased in readiness. There are interactive whiteboards in all classes in the infants and interactive classpads in the junior classrooms. Overall, improvement since the last inspection has been satisfactory due to the rapid progress made in the last two years.

Information and communication technology across the curriculum

88. The school has been innovative in the use of interactive technology and this is beginning to have an impact on teaching and learning across the curriculum. Teachers are making good use of this in every classroom. The use of these for introductions and for demonstrating

ideas, for instance in science, has a motivating effect on pupils and helps them to understand

ideas clearly. However, the use of computers within class lessons in the juniors is inconsistent, especially in Years 4 and 5, to promote learning in literacy and numeracy.

HUMANITIES

89. In humanities work was sampled in history and one lesson was seen in Year 3. In geography work was sampled and one lesson was seen in Year 3. Pupils were interviewed but it was, therefore, not possible to form an overall judgement about provision in these subjects.
90. National guidelines are used as the basis for planning in **history** and statutory requirements are met. In the history lesson observed in Year 3, the teaching and learning were satisfactory. The lesson had been made interesting with some slides from the British Museum and an example of papyrus. The teacher drew well on pupils' knowledge of writing using different scripts by asking a pupil to write his name in Arabic. This contributed well to pupils' cultural understanding. However, the teacher had good subject knowledge but the task did not challenge the higher attaining pupils. It was evident from the scrutiny of work for the junior pupils that they have not had enough opportunities to develop their literacy through history and there was insufficient recorded work. Pupils have benefited from visits to the Tower of London, Grange Local History Museum and the Toy and Transport Museum. Pupils have gained from participation in Black History Week in the autumn term. The subject leader is currently on long term sick leave so the headteacher is managing the subject.
91. In **geography** there is a scheme of work in place and topics are timetabled across the year to ensure sufficient coverage. In Years 1 and 2 pupils learn the difference between localities in different parts of the world and investigate their own environment. However, a scrutiny of work in Year 6 showed limited written work. Pupils had difficulty discussing the work they had covered beyond recent lessons. Their use of geographical language was limited. The co-ordinator has been in post two terms and has purchased new resources but is aware that more are required such as globes and atlases. She has written an action plan, although she has not yet had an opportunity to monitor teaching and learning.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Teachers plan lessons well to promote speaking and listening.
- Writing is not developed well enough in religious education.
- There is a lack of resources in some areas, which limits the teachers' use of artefacts.

Commentary

92. Pupils' achievement is satisfactory. All pupils, including ethnic minority pupils, those with English as an additional language and those with special educational needs make satisfactory progress. However pupils' attainment at the end of Years 2 and 6 is below average. Pupils have a satisfactory understanding of religious education although their limited writing affects standards in the subject.
93. By the end of Year 2 pupils are often able to talk about celebrations in different religions. They often have a good understanding of the practices in their own religion and a satisfactory understanding of others. The limited English of a significant minority of pupils affects their ability to explain their thinking and standards in their writing affects their ability to record ideas.

94. By the end of Year 6 pupils have a satisfactory understanding of the main religions and can name the major festivals within each one as well as identifying places of worship and important figures within each religion. They are less able to discuss similarities and differences between the religions or to describe religious beliefs or ideas. Their understanding is not enhanced through literacy activities such as extended pieces of writing. A scrutiny of work at the end of both key stages showed that less emphasis was placed on recording during religious education lessons. Where work was recorded it was poorly presented and sometimes unmarked.
95. Teaching and learning observed during the inspection were good overall. However, examination of pupils' previous work showed that over time there had not been enough emphasis upon using writing as a means of communicating ideas. This means the overall provision in religious education is only satisfactory. In Year 6 the lesson built well on the pupils' study of great people in history and there was a steady build up of skills and knowledge over several lessons. The teacher paid good attention to developing pupils' speaking and listening skills through group work. This enabled many to understand the meaning of faith in relation to Martin Luther King. Pupils listened well to the views of others and were usually able to articulate their own ideas. In a good Year 2 lesson the teacher drew well on pupils' understandings of different celebrations that are celebrated in school and at home, for example Eid, Christmas, Ramadan and christenings. The pupils were given good opportunities to discuss ideas in class and to work in small groups. The links with food enabled the pupils to relate to the work more easily. The lesson successfully used all pupils' different religious and cultural experiences as a basis for learning and sharing together.
96. The leadership and management of the subject are satisfactory. It is being given a high profile and the deputy head has recently taken over the co-ordinator's role for this subject. She has rewritten the curriculum plan to ensure that all the elements of the agreed syllabus are covered. She has purchased some new resources such as books, in order for teachers to deliver the subject more effectively, but the subject is still under-resourced. More artefacts and visual materials plus a programme of visits and visitors would further enhance the quality of learning and teaching. Improvement since the last inspection is satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

97. No lessons were seen in art and design or in design and technology and only one in music. Therefore, it is not possible to make a judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to subject co-ordinators and to pupils and looked at pupils' work in design and technology and art and design. Four lessons were observed in physical education, in Years 1, 2, 3 and 6.
98. In **art and design** by the end of Year 2 pupils are developing satisfactory skills through using a range of materials such as card, natural materials and paint. Pupils paint in the style of famous artists by copying the style and techniques they used. In Year 6 pupils' work with a book illustrator to produce figure drawing based upon a circle, this is helping them to develop basic skills and artistic techniques. Links are made with other subjects, for example in Year 5 pupil's draw and paint pictures of Roman vases to illustrate writing about a visit to the local museum. However, there is limited three-dimensional work. However some good applications of art were seen to design and technology in Years 2 and 6. There is a flourishing after school art club run by a visiting artist working with a group of pupils.
99. The school is following a systematic programme of **design and technology** through the school. A satisfactory range of materials is used. Pupils' work in Years 2 and 6 indicates average standards are now being reached in both designing and making and pupils' achievement is good. In Year 2 pupils showed sound creativity when designing their glove puppets and used art well to create a good quality of finish to their work. Craft skills were developed well. By Year 6 pupils applied their art skills well when designing and making shelters. Pupils showed good ideas, satisfactory planning ahead, good craft skills and

satisfactory evaluation skills. This project enhanced pupils' understanding of other cultures as pupils' designed homes which often linked directly with their own experiences of life in a different country. Evidence suggests that the National Curriculum is being fully covered and the school has satisfactorily addressed the key issue from the previous inspection. Year 6 pupils benefit from the skills of a specialist art teacher. Leadership and management are good.

100. In the observed **music** lesson in Year 2, teaching and learning were good. Most pupils' attainment was in line with expectations. They sang tunefully with sound rhythm and were able to perform simple musical patterns using a good range of untuned percussion instruments. Pupils' achievement was good, including that of pupils with special educational needs and those who are learning English as an additional language. The teacher made very good use of an interactive whiteboard to enhance teaching and learning. The leadership and management of music are good because, although the co-ordinator has only recently taken on the role, she has already developed an action plan based on analysis of strengths and weaknesses in the subject. She has initiated good links with the Brent Music Service and organised and co-ordinated recorder lessons for all pupils. Following an audit of resources, she has purchased new teacher resources to support the school's scheme of work and appropriate resources, which are now organised in a central music store, which has labelled instruments. She has provided each teacher with a very good music file, which includes CD resources. She has begun to make effective community links with groups such as Sun Cycle Crew, who have come into school and performed songs with important messages for the pupils' personal development. She has begun to monitor provision through checking teacher assessments of pupils' progress. Pupils have good regular opportunities to participate in musical productions. In the summer term, during international week, there was Somali dancing and in the autumn term at the winter concert, there was Middle Eastern, Caribbean and Eastern European music. Music is making a good contribution to pupils' cultural development. Evidence suggests the school has made at least satisfactory progress since the previous inspection.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- This is an improving subject with clear planning for future development.
- Pupils were highly motivated in lessons observed because teaching was often challenging.
- There is a good range of extra-curricular activities.
- Not all pupils are prepared with suitable clothing for the lessons.

Commentary

101. In the lessons seen standards were average by the end of Years 2 and 6. Pupils' overall achievement is satisfactory; this applies to pupils of different ethnic origins, those with English as an additional language and those with special educational needs. This is an improving subject and pupils were often observed to be achieving well in the lessons seen. Pupils understand the need to warm up at the start of a lesson and cool down at the end. They are aware of the need for safety in lessons and use resources sensibly. Ball skills are well developed throughout and lessons gradually build pupils' skills. For example, in Year 6, pupils make advanced use of skills taught and learned earlier in the school.
102. The good quality of teaching and learning in Years 1 and 6 is improving pupils' achievement. In Years 2 and 3 teaching and learning were satisfactory. Teachers have a sound understanding of the subject and explain the lesson purpose clearly. They set appropriate challenges to the pupils and develop previously learned skills. Throughout the lessons there is an expectation of good behaviour and pupils listen to instructions. This enables skills to be developed during the

lesson, allowing all pupils to participate and improve. In lessons pupils make at least satisfactory progress due to the encouragement and good subject knowledge of the teachers. The few incidents of poor behaviour observed were dealt with quickly and effectively using the school agreed procedures. Physical education is enjoyed by the pupils but in all lessons observed there were pupils without appropriate clothes. The school rule prevents them taking part for health and safety reasons and teachers provide written activities to keep them occupied. Pupils are encouraged to take responsibility for their own equipment and not rely upon others, for example, parents, to remember for them. There is a wide range of after school clubs including netball, football and basketball.

103. The leadership and management of the subject are good. The co-ordinator shares with the headteacher the vision for the subject. The school is working hard to promote rigorous subject development in order to provide the best chances for pupils. There has been a review of planning throughout the school with the introduction of a new scheme of work using that provided by the Qualifications and Assessment Authority. Planning is detailed and identifies each individual aspect of the lesson. Assessment is being developed to identify the strengths and weaknesses in the subject and ensure that there is clear progression based upon pupils' ability and development. There are plans for significant improvements to the main playground, enabling it to be used by the community after school. The New Opportunities Fund is providing the funding for these developments. Physical education is seen as a developing and important area of the curriculum. Resources are satisfactory. Overall, improvement in the subject has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

104. As only one lesson was seen in this area, due to the restrictions of the inspection timetable, it is not possible to make an overall judgement about overall provision. However, pupils' **personal, social, health education and citizenship** are major parts of the school's work. They underpin teaching and learning across the curriculum, for example, in religious education, science, history, design and technology and physical education. The curriculum plan has recently been revised. The school is particularly successful at promoting racial harmony. The multicultural nature of the school is reflected in the successful International Week and Black History Week. Health education is taught through the science curriculum and sex education is taught with the assistance of a nurse. Drugs education has yet to be fully established. In science, opportunities for pupils to work in small teams are being gradually developed through the school. This is very successful in Year 6 where pupils work together, make joint decisions and take responsibility for their own learning. Citizenship has recently been introduced but there is no school council through which pupils' views and opinions can be channelled. The subject is led by the deputy headteacher. She ensures that the subject is monitored and that the scheme of work is followed. However, she is also fully aware that there is a greater need that all elements of the subject are more closely linked into a structured programme.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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