

INSPECTION REPORT

RHYL PRIMARY SCHOOL

London

LEA area: Camden

Unique reference number: 100021

Headteacher: Mr Bryce Pedersen

Lead inspector: Jo Cheadle

Dates of inspection: 8th – 11th December 2003

Inspection number: 257306

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Community
School category: Primary
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 436

School address: Rhyl Street
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Telephone number: 020 8485 4899
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Appropriate authority: Governing body
Name of chair of governors: Ms Helene Reardon-Bond

Date of previous inspection: June 1999

CHARACTERISTICS OF THE SCHOOL

Rhyl Primary is a large inner city school for boys and girls between the ages of 3 and 11. The school has a nursery with 56 places. Children attend part-time for morning and afternoon sessions. There are a further 14 classes, with two classes in each year group between reception and Year 6. The school is situated in a very mixed area of privately owned properties, housing association developments and various types of temporary accommodation. The school population reflects the diversity of the local area, with pupils from a very wide range of races, cultures, ethnic groups and social and economic backgrounds. The largest group of pupils, around a third, are from Bangladeshi heritage. The next largest groups are white British and Somali pupils, but many other ethnic groups are represented at the school. Over two thirds of the pupils do not speak English as their first language and this is a very high proportion. Many pupils begin at the school with little or no English at all and often pupils begin to learn English when they start in year groups later than the nursery or reception classes. The proportion of pupils who need support for a range of special educational needs is also very high at over a third. The percentage of pupils who have statements to support their special educational needs is currently average, but rising. While there are a few children who start school with levels that are generally as expected for their age, overall, children's poor language skills, their limited understanding of school expectations and a lack of early learning experiences mean that attainment on entry is very low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23233	Jo Cheadle	Lead inspector	Information and communication technology Art and design Special educational needs
9577	Elaine Parrish	Lay inspector	
22398	Lynne Wright	Team inspector	Science Design and technology Foundation stage ¹
23432	Teresa Quick	Team inspector	Religious education History Geography
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¹ The foundation stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

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PART A: SUMMARY OF THE REPORT

Overall Evaluation

Rhyl Primary is a **very effective** school. Pupils achieve well and develop very positive attitudes to learning. Excellent leadership and extremely efficient management have ensured that everyone knows what is expected of them and teamwork is highly effective. Teaching is good overall and a high proportion of very good teaching was observed during the inspection. The governors provide very good support and advice for the school. The school achieves **good value for money**.

The school's main strengths and weaknesses are:

- The excellent leadership of the headteacher.
- The two deputy headteachers carry out their roles with great skill and have a highly positive impact on the work of the school.
- Teachers and all staff show very high levels of care for children which means that they plan well for their learning and personal needs and teach effectively.
- Children behave very well and are enthusiastic about their work.
- All staff work very effectively as a team, striving for the same goals.
- Work with pupils with special educational needs and those who do not speak English is satisfactory overall, but some pupils do not achieve as well as they should.
- The school has not yet succeeded in devising the most effective ways of encouraging parents to play a greater role in school life and their children's learning and this impacts on pupils' achievements.
- Attendance is not good enough.

How the effectiveness of the school has changed since the last inspection

After a positive inspection in 1998, the school found difficulties in maintaining the strengths that had been noted and standards slipped. Children were not doing as well as they should have done, behaviour deteriorated and the school was not functioning in a way that would help it to improve. Governors were aware of the issues, but a period with interim and acting headteachers gave no firm basis for improvements. Since the appointment of a permanent headteacher in September 2002, the school has regained its stability. Tough decisions have been made to bring about immediate improvements. The priority areas in need of development have been worked at with zealous rigor. There is now a very clear focus on ensuring that teaching is always of a good quality and that standards achieved by children improve. Planning to ensure that standards do improve is excellent. Behaviour is now very good and children are very keen to learn. The governors play a very active role in school life and in supporting the head and senior managers. Their role in ensuring that the school improves over time is very well established. Overall, improvements in the school's effectiveness have been very good.

STANDARDS ACHIEVED

Year 6 results

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	C
mathematics	E*	E*	E	C
science	E	E	E	C

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

Similar schools are those whose pupils attained similarly at the end of Year 2.

Children starting in the nursery class come from many different backgrounds. Most children do not speak English as their first language and many only begin to learn English when they start school. In

addition, the language skills of those children who only speak English are often poor. Overall, therefore, standards on entry to the school are very low. In the nursery and reception classes, teachers effectively concentrate on helping children to learn what school is all about and what is expected of them in this new and exciting environment. Children begin to understand more English and learn that they must listen carefully, pay attention to the teacher, concentrate and participate. Step-by-step they gain confidence, knowledge and skills that are essential for building a firm base for future learning. As a result, **children achieve well in the nursery and reception classes, although standards on entering Year 1 are still well below expectations.**

In Years 1 and 2, pupils continue to achieve well. English language skills steadily improve, although pupils who struggle at the early stages of learning English sometimes make slower progress than others. Extra help is given to pupils with special learning needs and they now often make good progress in lessons. Children cope well with the wide range of new learning in many subjects and approach their work with confidence and enjoyment. There is insufficient time, however, for all pupils to have reached expected levels in English by the end of Year 2 and this impacts on their work in other subjects. **Standards overall, therefore, are well below average by the end of Year 2.** However, pupils do very well in gaining knowledge and skills in information and communication technology and in music. Moreover, while they may not always be able to express what they know in perfect English, their understanding and knowledge in history, religious education and art are just as would be expected for their age. The base for future learning continues to be effectively developed through Years 1 and 2.

By the end of Year 6, most pupils speak and write in English confidently. They make mistakes, but in the majority of cases, these mistakes are only as would be expected of anyone who has learned to use a new language. Some children start at the school during these years who speak little or no English and a large proportion of pupils continue to need support for their special learning needs. These issues affect the levels that pupils achieve. **At the end of Year 6 standards are below expected levels overall.** However, pupils do very well in information and communication technology, and in some aspects of this subject they achieve better standards than would normally be expected. Standards are also above expectations in music. Through discussion, although not always in written work, the things that pupils know and can do in history, art and religious education are exactly as would be expected for their age. Improvements in academic terms, alongside the continued very good development of pupils' social and personal skills, signify **good achievement through Years 3 to 6.** This is an improvement on the picture of most recent years, when pupils were not doing well enough by the end of Year 6.

Pupils' **personal and social qualities** are well developed and this helps them to relate to each other respectfully and learn effectively. The school places great emphasis on **spiritual, moral, social and cultural development** with very good results. Pupils behave well and can therefore concentrate on their learning.

QUALITY OF EDUCATION

The school provides a **good education** for its pupils. **Teaching is good overall** and a clear focus on looking at how well different groups of children are doing is enabling teachers to plan effectively for learning. In general, the **curriculum is well planned** and there is a **good range of extra activities** that extend pupils' learning. The school's work with pupils who have special educational needs is currently satisfactory, but rapidly improving. Pupils who are learning to speak English are well supported when they start school in the nursery and reception classes. The school is working on more effective ways to target individuals who are learning the language at a slower rate or who arrive with little English in other years. Teaching and learning support assistants work very effectively to support individuals and groups in lessons. Learning and language support staff are skilled at enabling children to access the school curriculum and grow in self-esteem and confidence. Overall, the **care** of pupils and the **support and guidance** they are given is of an **extremely high** quality and **excellent** attention is given to pupils' **health and safety**. The school recognises that to continue to improve effectively parents must play a very important role in their children's learning. There is a very

strong commitment and carefully planned strategies to involving parents and helping them to understand what is expected of them and how they can support their child. Currently, the **links with parents are good**, but not as many parents are as involved as the school would like.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership of the school is excellent. His extremely clear vision and aspirations for the school are shared with clarity and precision with the staff and this means that everyone knows what they must do, when and why. The deputies work extremely effectively, supporting the headteacher, guiding staff and demonstrating very good role models for teaching. Subject leaders understand their roles and responsibilities very well. They recognise the contribution they must make to whole school developments and positively influence improving standards. Governors are very knowledgeable, highly supportive and play a vital role in planning the school's future. The school runs very efficiently on a day-to-day basis, supported by administrative staff who provide a very friendly welcome and very efficient service to all staff. The school has improved in its effectiveness in a short space of time because the overall quality of leadership and management is **excellent**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the opportunities provided for their children and are supportive of the school's work. Some parents feel that the needs of their children are not always met, especially when they are learning to speak English or have special educational needs. The school and the inspection team agree with parents but the provision in both areas is improving well. A few parents felt that the school's new systems for ensuring that children behave well are a little too harsh at times. Inspectors do not agree with this view. During the inspection it was very evident that pupils know exactly when they are not behaving as they should and accept the consequences of this. Behaviour in lessons, the playground and the lunch hall was very good. Children are polite, pleasant to talk to, courteous and helpful to visitors. Parents should feel proud of their conduct. Children are proud of their school and show great enjoyment in the work they do. They are very fond of their headteacher, class teachers and all staff. These harmonious relationships are a key characteristic of Rhyl Primary.

IMPROVEMENTS NEEDED

The school has already very effectively established the strategies necessary to improve its work in the future and ensure that developments are continuous and that standards improve. Inspectors judge that the areas these plans cover are highly appropriate for the school and agree that the following aspects should be improved:

- Work with pupils who are learning to speak English as a second language, particularly in the early stages of learning.
- Work with pupils who have special education needs, especially when these needs are more complex and widespread.
- The role that parents play in the life of the school and helping them to support their children's education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved in English, mathematics and science are below expected levels. However, pupils' achievements are good overall. Most pupils who learn to speak English while they are at the school achieve well. The achievements of pupils with special educational needs are satisfactory.

Main strengths and weaknesses

- Children achieve well in the foundation stage.
- Pupils achieve well in English, mathematics and science.
- Pupils achieve very well in information and communication technology and music.
- Pupils' achievements in art, history, religious education and personal and social development subjects are often good.
- The percentage of pupils achieving the expected levels in national tests in Year 6 is improving at a good rate.
- Some pupils who are learning to speak English do not achieve as well as they should do when they are at the early stages of learning the language.
- Some pupils with special educational needs do not achieve as well as they could.

Commentary

1. The majority of children starting in the nursery classes have knowledge and skills that are much lower than would be expected for their age and their pre-school experiences are much more limited than many of their peers elsewhere. Good provision is made to ensure that they begin to understand what is expected of them at school, learn how to listen and concentrate, begin to understand spoken English where this is necessary and make a start on the areas of learning for the foundation stage curriculum. They grow in confidence and start to speak and interact with each other. They begin to learn to answer and ask questions. They experience many new things for the first time. Although steps are small, the vast majority of children achieve well throughout the foundation stage. However, only a few will achieve the early learning goals² by the end of the reception year and so standards are well below average on entering Year 1.
2. Pupils are now achieving well in the core subjects of English, mathematics and science because:
 - Teachers are making good use of assessment information to plan learning for different groups of pupils.
 - Planning is now carefully monitored to ensure that it is clearly linked to pupils' targets and identifies suitable work for varying levels of ability.
 - Team teaching is very well organised to ensure that learning objectives are effectively achieved and lessons are stimulating and enjoyable.
 - The quality of teaching in general has improved.
 - Grouping by ability is used well to target different groups of pupils in English and mathematics in Year 6.
 - The subjects are well managed and leadership is strong in mathematics and English, which means that aims and objectives are shared school wide.

² These are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievement children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

- The support for most pupils who speak English as a second language and for many pupils with special educational needs is effective.
 - Language and numeracy skills are well developed through other subjects.
 - Pupils' social and emotional needs are well supported, giving them confidence and encouragement to learn well.
 - Behaviour has improved significantly and because lessons run smoothly, pupils learn effectively.
3. In both information and communication technology (ICT) and music, specialist teaching ensures that pupils achieve very well. Teachers' very good subject knowledge ensures that lesson content is accurate and based firmly on the good programmes of study. Teachers are confident and deliver well-organised and very interesting lessons. Pupils are motivated by their work and their enthusiasm aids to the good progress they make. Standards in ICT match the nationally expected levels by the end of Years 2 and 6. In some aspects of work in Year 6, such as the organisation and presentation of computer-generated information, pupils' exceed the nationally expected levels. In music, standards of work are better than expected by the end of Years 2 and 6. Music makes a very positive contribution to pupils' cultural development because the curriculum is carefully planned to incorporate the instruments, rhythms, melodies and songs of a wide range of cultures and traditions. Pupils learn about music and composers from different eras and show good recall of titles, composer names and musical themes when music is played in assemblies. The school's very good ethos is enlivened by pupils' musical contributions and achievements.
 4. Most pupils' achievements in writing are not as good as they are in speaking and comprehension. This does not indicate limited achievement, but a normal learning pattern for the many pupils who are learning to work in a foreign language. Writing is also a chore for some pupils who speak English as their only language, as their speech is often grammatically incorrect and they struggle to write accurately. The school is addressing issues to do with writing as a priority, but currently standards in subjects often judged by the quality of written work, such as history and religious education, are still affected. However, when talking to the pupils it is clear that their knowledge and understanding in many aspects of these subjects is exactly as it should be. They recall events from the historical periods they have studied and talk about the reasons why they happened and what changed as a result. They use appropriate vocabulary and terminology to explain their thoughts and ideas, demonstrating just how well they have learned. When using ICT, pupils in Year 6 showed a very good understanding of Britain in the war years. The depth of their knowledge and their ability to draw conclusions from what they had learned was very impressive. They showed their ability to make effective use of evidence from various sources and differentiate between fact and opinion. Pupils' achievements in both history and religious education are good.
 5. The school uses national test results as an important indicator of performance in comparison with national averages, but it is recognised that that due to the low starting levels of many pupils, achieving nationally expected levels by the end of Years 2 and 6 is very difficult. The school's self-evaluation has highlighted concerns over pupils' achievements in the past and developments over the last year have been singularly focussed on improving how well pupils do at the school. The data now indicates that the school is working effectively, since the majority of pupils are making good progress between national curriculum levels, although they may not reach the expected level by a given age. Assessment information shows that where pupils started with better levels, they achieve the expected levels at the end of Years 2 and 6. Moreover, national test results at the end of Year 6 show that a higher proportion of pupils now achieve Level 4 and, in science, more pupils achieve the higher Level 5. Good data analysis has shown that the school's targeted groups, Bangladeshi boys and Caribbean girls, have benefited from the additional support they received, as test results for both groups show an upward trend.

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

Standards in:	School results	National results
reading	11.4 (11.7)	15.7 (15.8)
writing	12.2 (11.0)	14.6 (14.4)
mathematics	12.3 (13.9)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	24.2 (23.1)	27.0 (27.0)
mathematics	24.5 (22.7)	27.0 (26.7)
science	26.8 (26.0)	28.8 (28.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

6. Most pupils who speak English as an additional language or are from different ethnic minority groups, including refugees, achieve well against their prior attainment levels by the end of Year 6. Achievement by the end of Year 2 is only satisfactory for some pupils. This is because the large number of pupils who need very specialist support to learn the basics of English places great demand on staffing. Bilingual and language support assistants provide very effective support when they are available, but resources are stretched to the limit. Extra pressure is added when pupils who speak no English join in other year groups. Some join as late as Year 6. The quality of what is provided has already substantially improved and where further improvements need to be made is well understood. The specialist team and senior managers now carefully monitor pupils' progress and effectively plan work at the right level to ensure the best progress is made. New staffing appointments are to be made to complement the team as soon as possible.
7. The same inclusive approach is afforded to pupils with special educational needs. The school uses a multitude of effective strategies to ensure that pupils who have difficulties are fully included in all aspects of learning. These include:
 - In-class support for individual pupils with individual education plans.
 - Occasional support for small groups of pupils who find certain aspects of a particular topic difficult.
 - Named support for pupils with behavioural difficulties, who may need time out during some lessons but benefit at most times by working with the whole class group.
 - Support from a learning mentor who works not only with pupils, but also on issues at home that may affect learning.
 - A very well run learning support unit.
 - Assertiveness groups for girls who lack confidence in a whole-class setting.
 - Work with targeted ethnic groups where similar gaps in achievement are apparent.
 - Team teaching where the expertise of language and learning support teachers is used effectively to address the needs of highlighted individuals and groups.
8. The expertise of teachers from the Language Resource Unit based at the school is used to very good effect in all intervention work. The school has already gained a good reputation for its special educational needs work. The proportion of pupils who need support is very high and therefore staff and resources are under great pressure. At times, the school recognises that despite the very best efforts and great levels of care and support, the provision that can be

made for very complicated and specific needs is not always as effective as it should be and a few pupils do not make the progress they should. Special educational needs managers and senior staff continue to work in partnership with the local authority to try to ensure that the best provision is made for all special educational needs pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to their work and towards others in the school are very good and they behave very well. Pupils' spiritual, moral and social and cultural development is very good overall.

Main strengths and weaknesses

- Children in the foundation stage settle well into school routines and learn to work and play together.
- Pupils behave very well.
- The school stimulates a desire to learn in pupils and their interest in school life is very good.
- Relationships are very good.
- Pupils' cultural development is excellent.
- Attendance is below the national average.

Commentary

9. Children are often bewildered during their first days in the nursery, more so than would normally be expected since many have not spoken English at home and have never previously experienced such an environment. Many of the current children have no older brothers or sisters at the school and, therefore, no helping hand to master the vast change from home to school. Teachers and support staff are well aware of the children's needs and provide exactly the right sort of introductory activities to help them feel safe, build confidence and start to understand what learning is all about. As a result, young children begin to enjoy the nursery activities, start to use the words they hear when talking to their new friends and show inquisitive attitudes to the tasks that are presented for them. They learn to sit still and listen carefully to the teacher and quickly understand how they should behave and concentrate when they are in lessons.
10. Standards of behaviour throughout the school are very good. At the last inspection, pupils' behaviour was judged to be satisfactory and during the interim period there have been times when behaviour deteriorated further and gave cause for real concern. Behaviour management systems are now applied consistently and fairly and are having very positive effect. Some parents who attended the pre-inspection meeting felt that the systems were a little too harsh. However, there was no evidence found during the inspection to suggest that this was the case. To the contrary, pupils were very clear about the consequences of their own behaviour and, having slipped a little, tried desperately hard to prove they could mend their ways. Teachers always acknowledged their efforts and this helped pupils to understand that they were not being picked on, but shown the best way to deal with their feelings for their own benefit. For this reason pupils become increasingly more able to make choices for themselves about the best way to behave, developing mature attitudes and confidence. Pupils with English as an additional language and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. The school's effective focus on pupils' personal and social development contributes well to their sense of well-being and eagerness to learn.
11. With behaviour as it should be pupils are able to concentrate on their work, become interested in what they are doing and have fun. This was evident in many lessons and it was very clear that attitudes to learning are very positive. Pupils enjoy school and like their teachers very much. Because their work is now well assessed and teachers share targets with them, pupils know what to aim for and understand the things they must do to get there. This gives them a purpose for learning and motivates their application to work and to persevere. Some pupils with behavioural needs struggle to cope with this pressure at times, but the very good individual

support provided by teaching assistants keeps them on track so that they feel the same sense of achievement as other pupils at the end of a lesson.

Exclusions

12. Pupils understand the sanctions for poor behaviour extremely well and exclusions are used effectively to make a very strong point about unacceptable conduct in school. The school uses exclusion criteria very sensibly and is sensitive to the needs of individual pupils when making ultimate decisions. In-school exclusions are used when pupils need time-out to reflect on their misdemeanours, but would not benefit from being left at home. The overall number of exclusions continues to fall.

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	79	9	1
White – Irish	1	0	0
White – any other White background	52	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Black African	3	0	0
Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	1	3	0
Asian or Asian British – Bangladeshi	132	1	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	76	7	0
Black or Black British – any other Black background	25	0	0
Chinese	3	0	0
Any other ethnic group	18	0	0
No ethnic group recorded	1	0	0

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

13. Pupils mix well across ethnic and gender lines, at work and when playing. Harmonious relationships are enjoyed throughout the school and the excellent approach to promoting pupils' cultural and multi-cultural development supports these relationships admirably. As pupils learn about each other's faiths and traditions, they begin to respect how others feel and think and accept each other despite differences. The hugely positive impact of this is that pupils talk about their knowledge and understanding at home and good relationships permeate life beyond school also. At the parents' meeting, Chinese and Somali parents were delighted to tell inspectors about their friendship with each other that had started because of their children's friendship at school.
14. Despite the school's hard work to improve the situation, attendance remains below the national average. One of the main reasons for pupils' absence is the high number of extended holidays taken during term time. Not only does this disrupt their learning, it also has a significant impact

on standards achieved. However, the school has rigorous procedures for monitoring attendance. Every effort is made to improve attendance through timely telephone calls and letters to parents, rewards for the best class attendance and for pupils attending regularly, and effective liaison with the Education Welfare Service. There are no particular patterns of absence and pupils from all groups attend at similar levels.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.1	School data:	1.0
National data:	5.4	National data:	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good. The curriculum is well planned and very well enriched by a wide range of extra activities. Provision for pupils with special educational needs and those who speak English as an additional language is satisfactory overall. Teaching is good overall and has many very good aspects. As a result, pupils enjoy learning and make good progress.

Teaching and learning

Main strengths and weaknesses

- The headteacher and both deputies are very good role models for the teaching staff.
- Teaching observed during the inspection was of a very high standard.
- Teachers use assessment information well so that support for individual needs is effective.
- The quality of team teaching is very good and has a very positive impact on learning.

Commentary

15. Maintaining consistently good quality teaching has been high on the school's improvement agenda. The school has had its fair share of temporary teachers and supply cover over the years since the last inspection and in the past this has caused disruption to the team's spirit and the standard of their work. The new leadership team have worked effectively to rebuild the team and give teachers every opportunity to show how good they are. Expectations are extremely clear to all staff. Good support is provided where it is needed and effective management structures ensure that teachers plan and work to a consistent standard. The headteacher and two deputy headteachers lead by example. Their well-organised work, very good attention to the needs of individuals and the very good relationships they have with pupils ensure that learning is highly effective. The headteacher leads whole school assemblies as an opportunity to consolidate previous learning and promote new thinking. His management of pupils' behaviour in these sessions is awesome. Most pupils hang on his every word and are so fully engrossed in what they hear that they sit with mouths open and eyes fixed to the front. The school's three senior leaders are very well equipped to monitor and evaluate the quality of teaching and learning at the school and have done so methodically during the past year. They have placed great pressures on teachers to continually improve and perform well. Pressure has created discontent on occasions, but relationships have been sustained remarkably well and there is unanimous agreement that improvements have been made that are benefiting the pupils' learning.

16. Teaching overall is judged to be good, but during the week of the inspection teaching was of a very high standard. Teachers worked very effectively to plan and prepare for inspection observations with the result that teaching in almost half of lessons was very good and no unsatisfactory teaching was seen. Teachers demonstrated their very good planning skills, they provided very suitable work for pupils with a range of needs and abilities, lessons were very interesting and pupils' behaviour was managed extremely well. Relationships between teachers and pupils were consistently positive and mutual respect and care, were very evident. Teachers made very good use of all support assistants to work with individuals and groups with the result that there were very few apparent discrepancies between pupils' rates of learning. All teachers showed that they are capable of working to a very high standard with a very positive impact on the way pupils learn. Past work samples and teachers' previous lesson planning, however, were sometimes less consistent, and marking and preparation varied in quality. The overall judgement for teaching is based on evidence gained from these samples and the lessons observed. Inspection observations point clearly to the staff's potential to work very effectively and the pressure is now on to maintain this standard.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24 (41%)	26 (45%)	8 (14%)	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.

17. Teachers make good use of the school's thorough assessment procedures and detailed attention is given to the accurate identification of specific groups and the tailoring of suitable support for them. Assessment information has been less well used in the past to guide actual lesson planning, but the senior management team have made very good improvements to overall curriculum monitoring and effective planning was seen during the inspection. Progress made by pupils who are learning to speak English is also well reviewed. As a consequence, clear targets are now set for these pupils and the quality of support for them is generally good and often very good. The contribution of the specialist team of teachers and support assistants is particularly strong. There is now a clear picture of those groups who are underachieving in learning English and strategies to improve achievement are having a marked effect. This in turn is informing the school's overall development plan for the provision. Assessment and tracking guides teachers in targeting pupils who would benefit from individual or small group work with learning support teachers and the learning mentor. Pupils' learning in these sessions is often very good and this gives them the boost they need to make better progress in class. The quality of relationships between teachers and the very vulnerable pupils in these sessions successfully builds self-esteem and confidence which aids good learning.
18. Learning support teachers and teachers from the English as an additional language team are used very effectively to encourage good learning in lessons. Class and support teachers plan very well together, deliver well-organised and pacy lessons and present concepts in an exciting and enjoyable way so that pupils are compelled to join in, have fun and learn effectively. There is a clear focus on making learning as accessible as possible to all pupils. This means that resources, adult support, groupings and teaching styles are flexibly used and well thought out. Lessons are conducted with teachers modelling skills, making use of planned key questions and rehearsed language structures.

The curriculum

The school provides a good, interesting and fully inclusive curriculum that meets pupils' academic and personal needs well. The curriculum is enriched by the very good opportunities for learning beyond lessons. Staffing, accommodation and learning resources are good.

Main strengths and weaknesses

- There is very good provision for pupils' personal, social and health education.
- The school makes very good provision for all pupils to be fully included in all curriculum and extension activities.
- There is a very good range of activities for learning beyond the school day.
- The school building is attractive, clean and a pleasant place to work and learn.

Commentary

19. The curriculum is well planned and provides a good range of interesting activities for all groups of pupils. The provision has improved since the last inspection and the national strategies for literacy and numeracy are now effectively implemented. The curriculum places important and very effective focus on the development of pupils' personal and social skills, encouraging pupils to develop good skills and make the right choices. Literacy is well developed across the curriculum meeting the needs of a very high proportion of pupils who speak English as an additional language. The emphasis on developing speaking and listening skills and widening vocabulary is a key feature of planning and is having a positive impact on raising standards. Information and communication technology is used very well to extend learning in all subjects.
20. All pupils, whatever their background, have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. Pupils with English as an additional language and those from a different ethnic background are fully involved in all activities and in the majority of cases effectively targeted by class teachers to support their learning. The school has a positive inclusive ethos and robust procedures for monitoring access to activities across the school's provision. This is well reflected in the ethnic minority achievement team's analysis of the extent to which Somali pupils are participating in extra activities. The information is used well to improve the take up of clubs and other opportunities on offer. There is a determined attempt to draw on and affirm pupils' cultural identities. The Learning Support Unit plays a critical role in providing access to learning for a significant number of pupils who need support and learning mentors are effectively deployed to target individuals.
21. The school offers pupils many activities to extend their learning both during and after the school day. Music plays a very important part in the life of the school and enriches other areas of the curriculum. A very large number of pupils learn to play musical instruments and many sing in the choir and attend a recorder club. Sports include boys and girls football and cricket clubs. There are language clubs for Albanian and Bengali speakers and art, drama, ICT and homework clubs all add to the rich diversity of opportunities open to pupils to improve their skills and learn new things. Visitors to the school and many visits to local places of interest support the curriculum effectively and contribute to their excellent cultural development and the promotion of very good social and personal skills.
22. The school's accommodation is good overall and allows all the subjects of the National Curriculum and the Foundation Stage curriculum to be taught effectively. There is plenty of space throughout the school to take small groups for individual tuition and to hear children read. The foundation stage outdoor accommodation has recently been refurbished and is now very good indeed. The 'junior' playground has been refurbished to a high standard and will allow the school to host inter-school sports. The surface of the playground on the roof requires some attention, but this is being addressed through the site development plan. The whole school site is well maintained, safe and clean. Resources throughout the school are good.

Care, guidance and support

The school offers excellent care and welfare to pupils and health and safety procedures are extremely effective. Pupils are given good support and guidance and good account is taken of their thoughts and opinions.

Main strengths and weaknesses

- Child protection procedures are exceptionally sensitive and thorough.
- Levels of care and thought for pupils' safety are extremely high.
- Good assessment procedures are used effectively to guide and support pupils.

Commentary

23. The care and welfare of pupils is at the heart of everything the school does. The very good standards of care noted in the last inspection report have been improved still further and are now excellent. All adults who work in the school go out of their way to provide an environment that is consistently safe and hazard-free. Child protection procedures are exceptionally thorough and staff will go that extra mile for any child needing particular attention to protect them from harm. There is the closest possible liaison with parents and other responsible agencies to ensure pupils' welfare at all times.
24. The school is a very safe and happy place where all adults show genuine warmth and affection for the pupils. There are good induction procedures to welcome new pupils into school, which quickly identify and embrace their diverse needs. This puts everyone at their ease and helps pupils to settle down and concentrate in class. Teachers are excellent role models and pupils follow their good example by being helpful and polite. Pupils of all ages could not wait to tell inspectors how kind and caring the staff were and how much they trusted them. Governors, too, have played their part in promoting pupils' welfare by introducing a Breakfast Club. Sponsorship for food items has been gained from a local supermarket chain. The club has proved very successful, ensuring a better and calmer start to the day for many pupils and indirectly leading to improved standards of behaviour.
25. Good assessment procedures have been introduced that ensure that pupils' progress and personal development are tracked closely and that pupils, including those with special educational needs, those from a variety of ethnic groups and those whose first language is not English, receive the help they need. Each pupil has targets to develop their skills in literacy and numeracy, which are discussed and agreed with parents and pupils together at consultation meetings each term. The learning mentors and the learning support unit provide very effective guidance and support in classrooms, during lunchtime clubs and drop-in sessions to those pupils in need of emotional and behavioural support. Clear and substantial improvements are being made in the induction procedures for new arrivals. The new induction pack targets the whole family and is presented as a video in three languages. The induction and support for non-English speakers when they join the school other than in the reception class is a current priority and linked to the development of the English as an additional language provision overall. Through translators, a few parents expressed concerns that their children had not received the best support when they arrived and the school is very aware that the procedures are not as effective as they could be for a few pupils.
26. The school makes every effort to seek pupils' views, particularly through an effective School Council which is used to encourage pupils to express their opinions about the way the school is run. Council members take their role very responsibly because they know their opinions will be taken seriously. Teachers take great care to acknowledge pupils' good work, particularly when they have made efforts and tried hard. There is a good system of rewards which are greatly prized by pupils and which encourage them to try hard and do their best.

Partnership with parents, other schools and the community

The school has good links with parents and makes highly productive use of the local community. Partnerships with other schools are good.

Main strengths and weaknesses

- Parents are provided with very good annual reports about their children's progress.

- Good communication helps parents to keep in touch with what is going on in school.
- The school hosts a good range and number of parent groups and clubs to encourage their involvement in school life.
- Some parents do not participate as fully as they could in their children's learning and some find it difficult to help their children at home.
- The school promotes itself positively in the local community.

Commentary

27. The last report spoke highly of the efforts made to involve parents in partnership with the school. These good efforts have been maintained, although the school considers that they still have some way to go to reach their goal of involving every family in some way. The school genuinely considers parents' views and has developed many ways to do this effectively, whether through questionnaires, parents' clubs or home-school reading books. There are many opportunities for parents to discuss their child's progress, both formal and informal. Teachers are very accessible, extremely approachable and always prepared to discuss any concerns a parent may have, however small. The school always tries hard to provide translators when required. The quality of pupils' reports is very good indeed. They tell parents clearly what standards are being achieved and whether it is good enough. They provide indications of the level at which their child is working and whether enough effort is being made. Parents who attended the pre-inspection meeting and used the questionnaire responded very positively about the school's general provision. They particularly praised the racial harmony within school, improved standards of behaviour and the homework clubs. They feel they are kept in touch effectively through regular newsletters and events and teachers provide termly topic maps that tell them what their children are learning. A few parents would like more information about the curriculum and more homework clubs.
28. Parents and carers are encouraged to become involved in their children's learning and there are several parents' groups which meet regularly to explain more about the life of the school. An adult learning institution in London provides a weekly 'Parents Group' and there are three further groups to support families from various ethnic minorities. New parents, particularly those with children in the foundation stage, are given a good introduction to the ways their children learn. In spite of the school's good efforts, however, there are many families who are unwilling or unable to support their children's learning at home. Some parents whose children have special educational needs do not attend the reviews of their progress. Currently there are no parent helpers in the classroom and many parents do not help with homework or listen to children read. Very few parents of children in Year 6 attend open evenings to meet the staff from local secondary schools. The school shows good determination to encourage greater participation from parents and there are plans to start adult numeracy and literacy workshops next term.
29. Links with the community have improved since the last inspection report and are now highly productive. The school has made every effort to capitalise on the expertise and resources in the local community to enrich and improve pupils' learning. There are very good links with a children's organisation that has provided funding for renovations to the nursery and for the toy library, the family visits co-ordinator and play therapist. Apart from the marked impact on children's early learning, these links have also helped to increase parents' involvement in the foundation stage and one or two parents now sit on the organisation's board. New Opportunities Funding has developed the new playground facilities that will enable the school to host inter-school sports. Pupils' learning in the arts has been enhanced by very effective links with local theatres, professional artists and sculptors and a "Reading is Fundamental" charity that gives each Year 5 child a £5 book voucher. The school ensures that the local community is involved in the running of the school by recruiting governors who live locally and who represent the rich and varied ethnic mix of the area. There are good links with local schools and with the main feeder secondary schools, which have been further extended through work with the Education Action Zone. Through the two learning mentors, the school

works actively to ensure supportive transition and induction arrangements into Year 7 and subsequently enquires into how well pupils have adjusted to their new school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and leadership team are excellent. School governance is very good. The leadership and management of the co-ordinators are very good, overall. The management of the school is extremely effective.

Main strengths and weaknesses

- The headteacher provides outstanding leadership and vision and has the strong support of a very able governing body.
- The headteacher has created very effective teams and partnerships, based on extremely thorough and accurate self-review, reflecting his firm aim of improved standards.
- The headteacher, governors and teachers are totally committed to helping every pupil to achieve as well they possibly can.
- The headteacher has introduced excellent professional development programmes.
- Financial management is firmly focused on providing pupils with the best education possible.

Commentary

30. The appointment of the present headteacher has brought to an end a period of considerable upheaval in the school. Records and statements from staff and pupils show that behaviour had deteriorated considerably and the school did not always feel a happy place to be in. The headteacher's determination and hard work quickly established a safe and caring atmosphere in which teachers and pupils are able to work supportively and safely. The headteacher's initial evaluations of what needed to be done and his actions to bring about much-needed change were outstanding in their depth of analysis and their accuracy. The effect of the behaviour management systems is particularly impressive. He has achieved a great deal in the four terms since taking up his appointment and has been instrumental in developing a very effective school. In this he enjoys the complete trust and backing of the governing body, which give him the confidence to try radical approaches to further improvement, such as innovative ways of school development planning. The governing body provides the right level of challenge and debate so that changes are well-founded and sustainable. The budget is managed with a clear educational overview to this end.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,718,887	Balance from previous year	- 15,319
Total expenditure	1,742,093	Balance carried forward to the next	- 65,313
Expenditure per pupil	3,845		

31. There is a very good plan to eliminate the larger than normal overspend incurred by additional staffing before the present headteacher and chair of governors were appointed. The headteacher has streamlined an unwieldy senior management team into a leadership team of himself and the two deputy headteachers. They work together as a close and complementary team in which trust and honesty play an important part in getting things done. This team is well aware of what is needed to move forward and are restructuring the management of some aspects, such as special educational needs, in order to achieve maximum effectiveness. Improvements have already been made that are encouraging good support for pupils and better levels of achievement. The way in which all adults work together in partnership to give pupils the best possible chances is impressive.

32. The deployment of the Ethnic Minority Achievement Grant (EMAG) is effectively targeted to provide for specialist teaching and enhance provision for those pupils who speak English as an additional language and ethnic minority pupils. The monitoring of the progress of different groups is now being judiciously used to prepare for the next improvement plan and to focus more effectively on those who are underachieving. The EMAG co-ordinator and her team have very good knowledge of the issues involved and use this well to influence practice and to maximise learning for those pupils being supported. There is a good range of resources reflecting cultural diversity and a range of positive images of black people including staff from different backgrounds that convey an unequivocal message about the values and the ideals the school holds.
33. Data of how well pupils are doing is collected assiduously and used extremely well to target individuals and groups that need particular help, as well as identifying those pupils who are more able and need extending to do even better. This has sent out a clear message to adults in school that the school has high expectations of them to do their best for the all the pupils. The headteacher has instigated an excellent system of staff review so that teachers know clearly how well they are doing and specific targets to work on. They say this is very supportive and helpful and they work hard to match the management's high expectations of them. As a result, teaching is improving, standards are slowly rising and pupils' achievement is now good.
34. Previously the school had a very high proportion of teachers leave every year, which slowed any initiatives aimed at sustained improvement. The leadership team has drawn up an excellent induction programme for newly qualified teachers, which illustrates the standards the school expects and helps them to reach it. Many say they 'love this school', that they are very well supported, and want to stay. The headteacher's formation of a middle management team has yet to be implemented but recently qualified staff are relishing their co-ordination roles and say they 'can't wait' to start their management training. They appreciate the opportunity the school gives them to develop professionally and retention strategies appear to be working.

OTHER SPECIFIED FEATURES

Language Resource Base

The language resource base has recently opened and is an integral part of the school's inclusive provision for pupils with special educational needs. The base caters for seven full-time pupils with speech and language difficulties, all of whom have statements of special educational needs. The overall effectiveness of the base is good.

Main strengths and weaknesses

- The provision supports pupils effectively and they achieve very well.
- Good teamwork ensures consistency in the quality of planning for learning and in the quality of teaching.
- The resource base curriculum is well planned, progress is carefully assessed and suitable targets for achievement are accurately generated.
- The resource is very well led and managed.

Commentary

35. While standards of pupils' work are well below average, achievement is very good because these pupils start from a very low base. Work is well presented and pupils make very good progress in relation to their social communication needs or stage of language acquisition. Pupils learn very well. Their relationships with each other and both teachers and support staff are very good.
36. Teaching by the resource base staff, including the support worker and speech therapist, is very good. All understand thoroughly the needs of the pupils and make very good provision for the teaching of basic skills, especially social communication. Planning is very good for both

small group and whole-class work. In the latter, class teachers and Language Resource staff work very well together. Above all, there is careful joint planning between staff and the speech therapist with regard both to lessons and to individual education plans. As a result, teaching helps both the quality of learning and standards of achievement. For example, very good strategies in a 'pass the parcel' lesson encouraged pupils to listen and look carefully and to take turns. Teachers use a range of strategies skilfully to challenge the pupils. In one lesson photographs of each other signing helped two Year 3 pupils understand a task. In another, a game with fruit helped them move on to use sentences to describe what they did at the weekend. Staff use cued articulation and associated signing and body language extremely well. As a result, pupils are encouraged and motivated to communicate easily. This plays a large part in their very good achievement. The inclusion of social targets in individual education plans helps pupils to relate positively to each other and to adults and the quality of their personal development improves as a result. Teachers also work hard to use parental and community links to raise achievement. For example, pupils derived great benefit from visiting the local market.

37. Pupils in the base experience a good curriculum. There are good arrangements for them to take part in all mainstream lessons and independence skills are developed well. Pupils were often seen learning, playing and talking with a range of classmates and other friends. Individual education plans are carefully created and, in particular, there is a good balance of social and linguistic targets, closely tailored according to need.
38. The base has very good procedures for monitoring academic and personal development. Pupils' strengths and weaknesses are identified through accurate screening arrangements and levels of attainment are recorded carefully. Good use is made of assessment data to formulate detailed targets in aspects of language development.
39. The quality of leadership and management is very good. The teacher in charge of the base has a secure strategic grasp of the developments necessary for further improvement, including the need for continuing professional development in speech and language acquisition skills for all staff. The staff work together skilfully and professionally and they never lose sight of the interests of the children. Management and organisation are very good. As a result, there is a very good capacity within the present systems for continuing improvement.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the foundation stage, in the nursery and reception classes, is **good**, as it was at the time of the previous inspection.

Commentary

40. Children attend the nursery part-time for the first two terms and they attend full time by their fourth birthday. They transfer to the reception year in the September or January before their fifth birthday. Children are prepared very well for their transition from nursery to reception. Attainment of children on entry to the nursery is very low indeed, overall and in all areas of learning, although there are some very able children. Very few children have had any pre-school experience and over 80 per cent of them speak little or no English and have very limited life experiences. In addition, there are a high percentage of children with special educational needs, some of them very severe. The children achieve well, and many of them very well, because of consistent good teaching. By the time they enter Year 1 most children have not attained the nationally expected early learning goals and attainment is well below average in all areas. Most of them have an improved understanding of English and are beginning to acquire early learning skills. Very good teamwork by all adults ensures that very good assessments of children's progress are used effectively so that all children receive the teaching and experiences that they need in interesting and relevant teaching programmes. The accommodation is very good and enables flexible use by whole classes and small groups. Leadership and management of the foundation stage are good.

Personal, Social and Emotional Development

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

Main strengths and areas for improvement

- Children achieve well.
- Children have very limited concentration and little understanding of themselves as learners.
- Adults provide very good role models of caring and considerate behaviour.
- Children are given choices in many activities to help them learn to play and become more independent.
- All staff have very good knowledge of the children's needs and give this area of learning high priority in all teaching plans.

Commentary

41. Staff are very skilful at planning short, stimulating experiences to capture the children's interest and help them develop concentration skills, which most do although very slowly. Many children are passive and do not realise the active part they have to play in learning. Staff work hard to reinforce good learning attitudes. Children try very hard to tidy up after activities. Children are happy in school and join in activities willingly. Lack of experience and limited language prevents many from playing co-operatively and a wide variety of activities are planned to develop increasing co-operation in games and lessons so that children gradually become more involved and confident in learning.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Most adults model speaking skills well.
- Teachers take many planned and incidental opportunities to develop the children's language skills, teaching is good and the children achieve well.
- Bilingual support staff help children to develop language skills and to enjoy stories in their home language.
- Singing games are used effectively to build up the rhythms of language.

Commentary

42. Children make steady and consistent gains in their understanding of English and begin to answer in single words and phrases by the time they enter Year 1. Very good relationships give pupils confidence to respond. Children recognise their names in the nursery and make good attempts to copy them. Staff make good use of voices and actions so that children enjoy the rhythm of familiar stories. Teaching in the reception year is more formally structured in order to build on previous good achievement. Adults constantly emphasise letter sounds in their teaching and some children recognise the initial letters of common words. Most of the children are enthusiastic writers and enjoy playing with paper and pencil, but the marks they make do not yet resemble real letters. Regular story times increase children's awareness of books and their enjoyment of stories. They get much pleasure from supplying the endings to well known sentences. More able children are given good opportunities to develop early reading and writing skills and to extend the range of their speaking skills.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and areas for improvement

- Staff use opportunities in play to count and to talk about the position and size of objects.
- Practical activities support learning and good teaching promotes good achievement.

Commentary

43. Nursery staff frequently use the outside area to play games with individuals or small groups involving them in counting on and adding in real situations. The basis of much planned activity is recognition of colour and shape and the developing use of mathematical terms. Sand and water play, for example, are used to build the idea of full and empty, heavy and light. In art and modelling activities, shape names are used and children sort by a few very simple criteria. In the reception classes, mathematical ideas are extended through counting activities and some children suggest a smaller or larger number than the one given. Children become more skilled at sorting and matching using finer criteria and a wider range of knowledge. Although most chant numbers in order correctly to 20, they rely heavily on teaching aids to use number facts correctly.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- The children enjoy a wide range of activities that give them an increasing number of experiences of their own world.

- Children have good access to tools and resources.
- Computers are used widely to support learning in many areas and the children use them confidently and with enjoyment.

Commentary

44. Teaching and learning are good. In the nursery a very well-resourced, permanent home corner offers many chances for children to explore their own lives and routines. In reception the 'toy shop' extends early experiences beyond the home and school, giving children the opportunity to make sense of a widening community. Children begin to understand the Christmas and Eid festivals and make cards and follow other celebratory customs. In this they are taught to show respect for their own and others' cultures and beliefs and they respond positively. In the reception classes, activities and talk take ideas deeper. The reasons for particular activities are discussed so that the children become increasingly familiar with what affects them in their daily lives.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- Very good play facilities, particularly in the nursery, promote physical development well and there is a good range of equipment available to stimulate the children and give them choices, so that their achievement is good.
- Children are taught to use tools safely.
- Many opportunities are planned to develop the children's physical control and co-ordination, and teaching is good.

Commentary

45. Through increasingly structured physical education activities children learn to play games in pairs, to change speed and to be aware of others. They gradually gain confidence to move around big apparatus on their own with increasing control but tend to stick to what they know they can do rather than experiment. Throwing, hitting and catching skills are not well developed as many children are unaware that physical activity requires thought, despite staff's best efforts to help them think about what they are doing. Staff have good awareness of safety issues.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Children experience a wide range of activities and materials and teaching is good.
- Skills such as cutting and sticking are developed well and the children's achievement is good.
- Role-play and other well-planned, stimulating activities encourage the children to use their imagination.

Commentary

46. Children respond happily to the many opportunities given to explore colour, shape and texture. Good access to well-resourced activity areas give opportunities to explore materials, although few experiment as much is still unfamiliar to them. Children with special educational needs are given sensitive help. Much creative play is unstructured to begin with but good teaching of how to play helps the children to gradually develop their own stories through play. Specialist good quality music teaching helps children to explore and copy sounds and rhythms.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **good**.

Main strengths and areas for improvement

- The quality of teaching and learning is good and as a result pupils achieve well.
- Guided reading is taught well and resources for reading are effectively used to enhance learning.
- Teachers' planning is very good and includes clear and specific learning objectives that are clearly explained to pupils and used to evaluate pupils' achievement.
- The subject is well led and managed.
- Speaking skills are not always systematically planned and assessed.

Commentary

47. Although overall standards in English are below nationally expected levels, the majority of pupils, including those with special educational needs, those who speak English as an additional language and those from ethnic minority backgrounds make good progress during their time at the school. Appropriate intervention strategies, including targeted support, additional literacy support, booster classes in Year 6 and the use of Education Action Zone resources are being effectively deployed to raise pupils' achievement.
48. Standards are well below expected levels at the end of Year 2 and below expected levels at the end of Year 6. Given their starting point, however, the majority of pupils achieve well. This is due to good teaching and the improvements in the tracking of pupils' progress to ensure that they are doing as well as they can. Although many pupils' speaking is constrained by a limited vocabulary, they contribute well when discussing texts and when presenting their work at the end of lessons. Speaking is promoted well throughout the school through the use of 'partner talk' and this is often effectively modelled for pupils who speak English as an additional language. Pupils achieve well in their reading. Most develop strategies for reading unfamiliar words and use the context to guess meaning. More able pupils express clear preferences with many of them using public libraries. The majority of pupils show good skills in finding information and many older pupils use books and the Internet to develop their research skills. Guided reading is used well and is effectively assessed against clear objectives with the information being used to set targets for improvement. From a very low start, pupils make good progress in writing. This is largely due to the effective team approach including the contribution of a consultant from the Education Action Zone. The specific focus on extended writing with pupils drafting and redrafting their work is having a positive impact on the quality of what they write.
49. Teaching and learning are good overall and often very good. Teachers have good knowledge and understanding of English and this is often reflected in the range of methods used. Partnership teaching is a distinctive strength and is particularly effective in making learning accessible to all pupils, including those for whom English is not their first language and those with special educational needs. The use of questioning and prompting combined with effective demonstrations and the skilful rehearsal of language structures enable pupils to practice language in a meaningful context. Lessons are often effectively structured with pupils listening intently at the beginning and gradually moving on to guided practice with partners and then to more open-ended tasks where they apply the skills rehearsed during the introduction. In many instances talk as a vehicle for learning is effectively promoted with pupils responding spontaneously even in assemblies where almost the whole school population is involved. Marking is good and always gives pupils a clear picture of how well they are doing and what they have to do to improve. Where teaching was occasionally less effective, this was mainly

due to the lack of clarity in making expectations of learning clear when pupils work independently or when teachers target pupils who volunteer to the detriment of others who do not.

50. The subject is well led and managed. Careful monitoring and high expectations by the subject leader is having a positive impact across the school. There has been good improvement since the last inspection.

Language and literacy across the curriculum

51. Pupils' literacy skills are promoted well in other subjects. ICT is often used well to promote writing with pupils, for instance, producing well-presented books on the Second World War using graphics and text. In mathematics and science emphasis is given to explaining key words, whilst religious education is deliberately focussed on promoting speaking.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- The national strategy for numeracy is used effectively and is helping to raise standards.
- Teaching is consistently good with a good emphasis on teaching the language of mathematics.
- Assessment and marking are good.
- Information from the analysis of tests is used effectively in future planning.

Commentary

52. Pupils start in Year 1 with standards well below the national average. This is because about half the pupils are still at the level expected of children starting the reception class. Many have difficulty counting 10 objects accurately or writing numbers. Although national tests show that pupils are still well below the national average at the end of Year 2, the majority have achieved well.
53. Results in the national tests at the end of Year 6 are similar to those at the time of the last inspection and have fluctuated in the intervening years. In 2003, they were better than the previous year, although well below the national average and when compared with those of similar schools. Standards have improved and in relation to their performance at the end of Year 2, pupils' achievement is good. In lessons seen, the standard of work is generally in line with national expectations, although many pupils needed support and frequent reinforcement. There is good emphasis on mathematical vocabulary and pupils are encouraged to express their ideas using the correct terms. Pupils with special educational needs and those for whom English is an additional language, achieve well because of the good support they receive.
54. Overall, the quality of teaching is good with some very good teaching, especially in Year 6. Teachers have a good understanding of the *National Strategy for Numeracy* and lessons start with oral and mental work conducted at a good pace. Teachers plan with good reference to what pupils have learnt before and the well-prepared resources mean lessons start briskly. Pupils are attentive and well behaved but, in some classes, reluctant to answer questions or explain their working. In the best lessons, teachers have high expectations and present increasingly challenging work through systematic teaching and frequent reinforcement. Teaching is lively and the pace holds the pupils' interest throughout the lessons. In some lessons, where the pace is slow or the pupils have to listen to long explanations, they lose interest and their attention wanders. Overall, teachers have very good relationships with the pupils. Their support and praise for pupils' achievement in lessons provide additional motivation and pupils respond by working hard. Teaching assistants are very effective in

supporting pupils in their learning. In most lessons, the time at the end of the lesson is used well to review what has been learned and for the teachers to make note of those pupils who needed more help or who achieved well. Marking is very good with constructive comments, corrections and praise being used effectively. However, there is little evidence that the pupils respond to this good marking by doing corrections independently.

55. The leadership and management of the subject are good. The subject co-ordinator has a clear understanding of the strengths in the subject and areas for further development. She has monitored teaching effectively through observing lessons, analysing the quality of pupils' work and talking to the teachers about their concerns. The school has good systems for assessing pupils' progress and teachers make good use of the data to plan further work and to identify those pupils who will need extra help.

Mathematics across the curriculum

56. Teachers make good use of mathematics across the curriculum and link work well with ICT. Pupils are given the opportunity to develop their mathematical skills as they create line graphs in science and geography and measure accurately in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and an increasing number are attaining above national expectations.
- Science is well managed and this is leading to rapid improvement in provision.
- Teaching is good and teachers have a good understanding of the needs of all groups of pupils.

Commentary

57. Pupils' achievement throughout Years 1 to 6 is consistently good. Most enter Year 1 with very restricted language skills and life experiences, so for many younger pupils progress is very good as they begin to develop a basic science vocabulary and establish learning skills in science lessons. At the end of Years 2 and 6 standards are well below those expected nationally. There is, nonetheless, an improving picture. More pupils attained at the higher levels in the most recent national tests and in teacher assessments than in the previous year. This is due to the headteacher's exceptionally strong leadership in raising teachers' expectations of their pupils' achievement across the curriculum.
58. Teachers are placing less reliance on published worksheets as they become more confident and this is helping to match work more carefully to individual needs. They understand well the very small teaching steps needed for lower attaining pupils to understand and reinforce ideas. Good attention is given to stimulate and extend the learning of higher-attaining pupils. It is done skilfully in lessons by asking this group more complex questions and expecting more explanatory answers. In written work average attaining pupils in Year 2 observe the effect of forces in different situations, recording these in simple words and pictures. The more able pupils identify the direction of a force with arrows. Pupils in Year 6 plan their own investigations, with help, while higher attaining pupils are expected to explain their observations. Teachers' marking of work is generally of good quality and designed to extend pupils' thinking in science.
59. Science has become a priority in the current management cycle and the good leadership and management of the co-ordinator, with effective support from the local education authority science adviser, has already begun to pay dividends. One result of her very comprehensive and thorough analysis of all aspects of science provision is the introduction of a detailed and well-structured commercial scheme. Teachers say this has given them confidence to try

different approaches through helping them to improve their own science knowledge. This is evident in good quality, enthusiastic teaching in lessons. Pupils say science is exciting and that they 'really enjoy experiments'. Lessons are well planned to take account of all pupils' needs. Teachers' lesson assessments are used effectively to target the learning of pupils at early stages of language acquisition and those in ethnic groups identified as needing greater support to achieve well. Key vocabulary is identified in lesson plans and the very good partnership between all adults ensures that this is stressed throughout the lessons. For example, Year 2 pupils successfully identify push and pull actions and Year 5 pupils began to use the terms 'evaporation' and 'condensation' when talking about their observations. However, the lack of bilingual support staff in all science lessons prevents some pupils making the best possible progress in developing a better understanding of the scientific ideas explored.

60. Very good use is made of 'talking partners' and this contributes well to the development of speaking and listening skills. Pupils are successfully encouraged to work together, which develops their social skills well. Expectations of work and behaviour are high and pupils generally respond positively. The newly appointed co-ordinator is well placed to maintain the rapid rate of improvement and to lead the subject forward successfully.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **very good**.

Main strengths and weaknesses

- Specialist teaching has a very positive impact on pupil's learning.
- Pupils achieve very well.
- Standards in some work in Year 6 are better than expected nationally.
- Resources are good.
- ICT complements and improves learning in other subjects.

Commentary

61. Pupils attain expected levels by the end of Years 2 and 6. In Year 6, there are examples of good work that is better than expected levels. These standards represent very good achievement for pupils who began with very low levels and very limited previous experience of ICT. Some pupils have computers at home and some come from families where such technology has had little relevance. The provision for ICT at the school motivates pupils to recognise and value the use of technology in everyday life. ICT adds interest to many subjects and pupils enjoy their work very much.
62. Teaching by two specialist teachers, namely the school's deputy headteachers, and an ICT assistant is very good. They know the requirements of the subject very well, are very confident in their delivery and make explanations very clear for pupils. Lessons are really interesting and pupils are enthused by their work. Teachers help pupils to see the purpose of work in ICT and make very good links with learning in other subjects. Pupils are encouraged to investigate different programmes and view the computer as a tool to learning. They develop enthusiastic attitudes and enjoy their work and this promotes their good achievements. The subject is co-ordinated by one of the teachers and her excellent leadership and management are fundamental in maintaining the strengths in the provision. She has enthused not only pupils, but also staff, keeps very well up to date with new initiatives and has given the subject a lively and positive face in school.
63. The school has a well-equipped ICT suite, good software, programmable devices, recording and performance machines and a digital camera. All of these resources are used well to support pupils' learning. Interactive whiteboards add a touch of 'high tech' to lessons and are used very effectively to add pace and interest and are now a vital tool to aid positive learning.

Information and communication technology across the curriculum

64. ICT is regularly used to promote learning in other subjects. Pupils use the Internet regularly, and access a range of programmes to gain knowledge and improve the presentation of their work as they develop the skills to edit and amend. Presentation skills are supported by the use of programmes that help pupils to organise and display their work in exciting ways, making use of sound and movement. Pupils in Year 6 were creating highly effective and impressive presentations for their history topics during the week of the inspection. They were very knowledgeable about such techniques.

HUMANITIES

Religious education and history are reported in full below. Due to the priority foci for the inspection and limited time, pupils' work in geography was not sampled sufficiently and it is not possible to comment on provision or teaching.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Due to the length of time spent on each unit of study it is a long time before there is a return to develop a topic resulting in limited pupil recall of previous learning.
- Literacy skills are effectively developed through work in religious education.
- The religious diversity within the school is positively celebrated.

Commentary

65. Standards have been maintained since the last inspection and are in line with the expectations of the locally agreed syllabus at the end of Years 2 and 6. Pupils achieve well because teaching is good and encourages interest and enthusiasm for the subject. Teachers have high expectations of pupils and encourage them to think deeply. Pupils are well challenged by activities that are carefully matched to their needs. Pupils become self-evaluative of their own learning and talk well about the progress they are making in knowledge and understanding of other religions. Literacy skills are developed well through religious education, particularly speaking and listening skills through the very well organised 'buddy' discussion system that allows pupils to practice their contribution before feeding back to the class. Teaching assistants are very effective in encouraging and supporting learning. Learning is enhanced by visits to places of worship. A visit to a local mosque was made by most of the pupils involved in the topic and all pupils visited a church. The school celebrates the religious diversity of its pupils and respect for all beliefs is encouraged. Pupils are very interested and articulate about their learning. Year 2 pupils were able to explain the use of the resources in the very good display about Islam and Hinduism in the library. Year 6 pupils were animated when discussing the visits they had made linked to their learning in religious education. The school works hard to form a harmonious community with high ideals for inter-faith peace and understanding.
66. There is no permanent co-ordinator for the subject, but work in religious education is currently being managed well by the headteacher. He has a clear vision for the development of the subject within the school. Planning is monitored and follows the locally agreed syllabus. Speaking and listening are clearly part of the planning, reflecting the needs of many pupils. At the time of this inspection many classes were studying Islam. Present planning allocates long periods of time to each unit of study. This means that there are long gaps between studies of varying faiths and religions and some pupils have limited recall of previous learning.

History

Provision in **history** is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Artefacts and local resources are used well to promote learning.
- There are good links with other subjects.

Commentary

67. Standards have been maintained since the last inspection and are in line with nationally expected levels at the end of Years 2 and 6. Pupils' achievements are good. In one lesson seen, pupils worked collaboratively showing enthusiasm for their research on the Fire of London. It is evident that teachers make effective links with other areas of the curriculum and this is demonstrated in work on display around the school. A good display on the Fire of London incorporated drawings and writing, art and design and technology. ICT is used in history lessons to support pupils' research and Year 6 pupils animatedly discussed the making of a multi-media presentation in their work on World War 2. Artefacts are used well to support topics and good use is made of the local environment, which is rich in history. Speakers are invited to visit the school and pupils make good use of the experience of the school staff who have lived in the area for the whole of their lives. The school building is used as an effective resource as it demonstrates many aspects of fine Victorian architecture. History effectively supports pupils' learning in both literacy and numeracy. Pupils are given the opportunity to improve the quality of their speaking and listening and to write in differing genre. Good use is made of timelines. The subject is well led and managed and there is clear planning in place for the development of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and art and design are reported in full below. Due to the priority inspection foci and limited time work in physical education and design and technology were not sampled sufficiently and it is not possible to comment on provision or teaching.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Very good music teaching leads to progressively good learning and very good achievement.
- The specialist music teacher has very good subject knowledge.
- Pupils enjoy music lessons and participate enthusiastically.
- The management and organisation of the music curriculum is very good.
- There is very good provision for pupils to learn to play a musical instrument and many do so.

Commentary

68. Pupils attain standards above national expectations in all aspects of the subject. All classes achieve very well because they respond to the high standards expected of them. Pupils make very good progress as they move through the school because they are taught by a music specialist who systematically builds up their musical understanding. Many of the children are not able to join in with singing when they first come to school because of their poor language skills. As a result of the very good teaching, by Year 1 pupils sing confidently and enthusiastically. They keep time to the music when playing percussion instruments and put actions to the words. All teachers support the music teacher effectively and give a very clear

lead by modelling the language that the pupils repeat. Pupils experience a good range of activities that are designed to develop their musical skills. In Year 2, all pupils start to learn to play the recorder and begin to read musical notation. This is a good introduction for those who later learn to play other instruments. Pupils who learn instruments are encouraged to play in class lessons and perform in assemblies where they demonstrate the good standards they achieve.

69. As at the time of the last inspection, teaching remains very good. The pupils benefit from the very good subject knowledge of a specialist teacher. Lessons are very well planned taking into account what the pupils have learnt previously. Pupils respond to the high expectations and challenge. Lessons start with a warm up and reminder of what they have learnt, such as rhythm and pitch names and signs. Pupils are very attentive, keen to participate and concentrate on their tasks. They listen to the teacher and to each other.
70. The subject is very well managed and pupils are given a wide range of experiences. Different age groups have worked on projects with three different London orchestras. Pupils are encouraged to learn to play musical instruments and many do so. The school runs several recorder clubs and a keyboard club. Visiting instrumental teachers give lessons in violin, cello, guitar and brass and wind instruments. The curriculum is carefully linked to other subjects such as history, in which Year 5 pupils have composed street cries and learnt Victorian themed songs. Pupils play for religious festivals, such as the Divali assembly led by Year 2 pupils. Music plays an important part in the pupils' personal development and contributes greatly to their spiritual, cultural and social development.

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Pupils' art work is used well to create attractive and interesting displays in the school.
- Art is used effectively to complement learning in other subjects.
- Art work is enhanced by good use of ICT.

Commentary

71. Expected levels are achieved by the end of both Year 2 and Year 6. Standards were judged to be better at the time of the last inspection. Work of a good standard is still produced by pupils, but this is now largely for special projects or in art clubs. Nonetheless, pupils achieve well in the subject and gain much from their work in terms of spiritual and cultural development. Only two art lessons were seen. Samples of work and discussions with pupils clearly indicate that artistic skills are taught well and as they get older, pupils learn increasingly more complex skills using a wider range of media. Their work is displayed attractively in classrooms and corridors and is a positive feature of the internal accommodation. Good use is made of ICT in art. From the reception classes, through to Year 6, pupils use a range of devices and computer software to produce pictures, photographs and designs. They develop their ICT skills well through art work. This work is effectively led and managed to motivate and enthuse pupils' creativity. The school has worked with specialist teachers and community arts projects in the past and some of this very exciting work is still on display.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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