

# INSPECTION REPORT

## **TUDOR PRIMARY SCHOOL**

Finchley

LEA area: Barnet

Unique reference number: 101299

Headteacher: Ms J Stone

Lead inspector: Kathryn Taylor

Dates of inspection: 12<sup>th</sup> - 14<sup>th</sup> January 2004

Inspection number: 258245

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	228
School address:	Queens Road London
Postcode:	N3 2AG
Telephone number:	(0208) 346 6010
Fax number:	(0208) 346 5547
Appropriate authority:	The governing body
Name of chair of governors:	Mr H Dervish
Date of previous inspection:	December 1998

## CHARACTERISTICS OF THE SCHOOL

Tudor is an average-sized primary school with 228 boys and girls aged between three and 11. There are more boys than girls in the school. Individual children's attainment when they start in the Nursery varies considerably and is below that usually found. Not all children attending the Nursery transfer to the Reception class because the school has places for only 30 children in Reception, whereas the Nursery admits 52. Two thirds of pupils at the school are from ethnic minority backgrounds. The largest group are those from Indian backgrounds, but many ethnic groups are represented. The proportion of pupils from homes where English is not the first language is high, but relatively few pupils in Years 1 to 6, currently 23, are at the very early stage of acquiring English. Gujarati, Turkish and Somali are the main first languages spoken. The proportion of pupils on the special needs register is above that found nationally. The proportion that have a statement of special educational needs is well above the national average. Twenty-two pupils are on the higher stages of the special needs register and nine pupils have a statement of special educational need. Their special needs relate to their learning, speech and communication and to emotional and behavioural difficulties. The proportion of pupils entitled to free school meals is in line with the national average. The social and economic backgrounds of pupils are very mixed and are overall average when compared to those usually found. There has been a very high turnover in teaching staff in the past two years, but pupil mobility is fairly low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Mathematics, Personal, social and health education, Design and technology
9163	Geoffrey Humphrey	Lay inspector	
23354	Evelyn Adams	Team inspector	English, Information and communication technology, the provision for Special educational needs, the provision for pupils learning English, Art and design
20063	Gerry Slamon	Team inspector	Science, The Foundation Stage of learning, Music
32181	Maria Coles	Team inspector	Religious education, History and Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Tudor Primary is a **good** school. The quality of education provided is good. Teaching and learning are **good**. Most pupils attain the expected standards and all pupils achieve well in relation to their starting point. The school is well led and managed and there is a clear focus on raising standards in all areas. The school is a happy, welcoming place that serves the local community well and provides **good** value for money.

#### The school's main strengths and weaknesses are:

- The provision for children in Nursery and Reception is very good.
- A significant minority of pupils have below average skills in speaking and listening and in their knowledge of number facts.
- The school is well led and managed.
- Teaching is good or better in most lessons and classes and learning support staff also make a very good contribution to pupils' learning.
- The provision for pupils with special needs is very good.
- Staff promote pupils' spiritual, moral, social and cultural development well, but the school needs to take a firmer approach when some pupils do not behave as well as they should.
- Pupils are very well cared for.
- Assessment in the foundation subjects is not as good as that in English, mathematics, science and information and communication technology.
- Marking of pupils' work does not do enough to help pupils learn from their mistakes, or to know how to improve their work.

The school has improved well since it was last inspected in 1998. Staff have worked successfully to maintain the many strengths found at that time and to address the weaknesses identified. As a consequence the school has become more popular. The school has also responded very well to national developments in education, despite difficulties in recruiting and retaining teaching staff. The good leadership, the staff's very positive outlook and determination to continue to improve, all contribute well to the school's capacity for continued improvements.

### STANDARDS ACHIEVED

Pupils achieve **well** during their time in the school. When children start in Nursery, about a quarter of all pupils have limited skills in English and some other pupils have specific learning needs. This adversely affects overall attainment levels. Children progress well in Nursery and Reception and although most children attain the expected standard in each area of learning by the time they join Year 1, for a significant number of children, their skills in communication, language and literacy, are below those expected. By the end of Year 2 and Year 6 most pupils attain standards in English, mathematics and science that are at least in line with those expected.

The school's national test results at ages seven and 11 have risen at a rate that is similar to the national trend. The table below shows that between 2001 and 2003 tests result at age 11, based on average point scores, were generally below or well below the national average. The number of pupils who attain the expected Level 2 and Level 4 and the higher Levels 3 and 5, in the tests at ages seven and 11, tends to go up and down from one year to the next. This is because the proportion of pupils with special needs or the number of higher attaining pupils varies each year and this can have significant impact on overall scores in a school with small numbers of pupils taking the tests. Pupils' attainments in information and communication technology and history are in line with those expected by ages seven and 11. Attainments in music and in religious education exceed those expected by age 11. The standard of work seen in other subjects is in line with that expected.

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

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

Similar schools are those whose pupils have a similar number of pupils entitled to free school meals.

The school promotes pupils' spiritual, moral, social and cultural development **well** and pupils develop **good** attitudes to school and learning. A minority of pupils, however, sometimes do not work as hard or behave as well as they should, nor do they take account of how this may affect other pupils; pupils with specific behavioural difficulties are supported well. Relationships are very good and there is very good racial harmony among pupils from a range of backgrounds. Attendance is good and most pupils arrive at school on time.

## QUALITY OF EDUCATION

The school provides a **good** standard of education. Teaching and learning are **good**. The school provides a well-planned curriculum and makes effective use of its links with the community, visits and visitors to support learning. The school works well with parents. All staff ensure that pupils are **very well** cared for and are safe at school.

## LEADERSHIP AND MANAGEMENT

The headteacher leads and manages the school **well** and provides a clear educational direction. The deputy headteacher and senior staff make a **good** contribution to the way in which the school is led and managed. The governors support the work of the school and carry out all of their statutory responsibilities satisfactorily.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have overall **positive** views of the school. Most feel their children are getting on well. Inspectors felt that more regular formal consultation with all parents would help to ensure that any parental concerns, such as the recent one about behaviour, are promptly discussed. Pupils enjoy school. They trust their teachers and the support staff. They say staff listen to their views and respond well to their needs and concerns.

## IMPROVEMENTS NEEDED

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

- In mathematics, continuing to work to extend pupils' skills in mental calculations and their knowledge of number facts.
- In English developing and extending pupils' speaking and listening skills.
- Improving the quality of marking so that pupils learn from their mistakes and know how to improve their work.
- Developing effective and manageable, procedures for assessing pupils' progress in the foundation subjects.
- Ensuring that the school deals firmly with a minority of pupils who deliberately choose not to concentrate or behave as well as they should.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

All pupils achieve **well** and most attain the **expected** standards by ages seven and 11.

#### Main strengths and weaknesses

- Pupils of all capabilities achieve well during their time at the school.
- National test results at age seven and 11 have improved at a rate that is at least as good as that found nationally.
- A significant minority of pupils have insecure knowledge of number facts and below average skills in speaking and listening.
- Standards in religious education exceed those expected by age 11.
- Pupils' attainment in music exceeds that expected by age 11 and pupils throughout the school sing well.

#### Commentary

##### Nursery and Reception

1. Children join the school with a wide range of previous experience and prior attainment. A high proportion of children come to school with fairly limited knowledge of English. In addition some children whose first language is English, have weak speaking skills or specific learning needs. As a consequence, children's overall attainment in communication, language and literacy is well below that usually found when they start school. Their mathematical development, knowledge and understanding of the world and social development is below that usually found. Because of the school's good Foundation Stage provision, (that in Nursery and Reception) and the good teaching and learning, children achieve well during the Foundation Stage and most attain the expected standard in most areas of learning by the time they join Year 1. In communication, language and literacy, however, about a quarter of children attain standards that are still below those expected.

##### National test results at age seven and 11

2. Test results at age seven and 11 have improved at a rate that is at least as good as that found nationally. The table below shows that test results at age seven improved between 2002 and 2003. National comparative data shows that the school's test results compared well with those in similar schools and were well above average in reading. In comparison with all schools standards in writing and mathematics were average. On the basis of teacher assessments the proportion of pupils attaining the expected Level 2 in science was below the national average, but in line with that in similar schools.

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

Standards in:	School results	National results
reading	16.5 (14.5)	15.7 (15.8)
writing	14.7 (13.7)	14.6 (14.4)
mathematics	16.3 (16.1)	16.3 (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*



3. The table below shows that English test results at age 11 improved between 2002 and 2003, while those in mathematics and science fell. National comparative data shows that overall standards in English were below national results and those in mathematics and science were well below them. The school's test results compared better in relation to similar schools. Standards in English were in line with those in similar schools and in mathematics and science were below them.

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

Standards in:	School results	National results
English	26.0 (25.0)	26.8 (27.0)
mathematics	24.9 (27.2)	26.8 (26.7)
science	26.6 (27.0)	28.6 (28.3)

*There were 30 pupils in the year group. Figures in brackets are for the previous year.*

4. The school came close to meeting its targets for the number of pupils attaining Level 4 in the tests at age 11 in 2003. Test results at ages seven and 11 do tend to fluctuate from one year to the next, often because there are relatively small numbers of pupils in each year group. Factors such as variation in the number of pupils with special educational need and with a statement of special educational need, can result in significant variations in overall test results. This school has a high number of children with a statement of special educational need, which serves to depress overall standards. In the current Year 6 class and in Year 6 in 2003 for example, ten per cent of all pupils have a statement of special educational need, which is significantly higher than national levels.
5. The school tracks individual pupils' progress in English, mathematics and science very carefully and staff analyse pupils' results in the end of year statutory and optional tests each year. This helps them to set realistic but achievable targets for each cohort of pupils, as well as to explain any variations in standards from one year to the next. It also enables the school to take prompt action to address any weaknesses in pupils' attainment and to provide additional support for those who are at risk of falling behind.
6. Inspection evidence highlights that in all classes, there is a fairly wide range of pupil attainment in English, mathematics and science, but most pupils attain standards that are at least in line with those expected. Those pupils who do not, sometimes just need extra time to catch up, or have additional needs that mean that although they achieve well, the standard of their work is not as good as that of other pupils. An area that the school should continue to focus on is developing pupils' skills in mental calculations and their knowledge of number facts, including multiplication facts. This is because although pupils often show good strategies for solving problems, the pace of working is slowed down by having to count on their fingers or use other apparatus. The school has rightly identified speaking and listening as an area to focus on so as to raise standards in this area.
7. All inspection evidence shows that there is strong emphasis on raising standards and that all pupils achieve well, irrespective of their starting point or their ethnic and social background. Pupils with special educational needs achieve well because the school has good systems for promptly identifying pupils and because the quality of additional support is very good. Pupils who learn English as an additional language achieve well. Although some start school with limited skills in English, most achieve standards that are at least in line with those expected by the time they leave.
8. Some of the reasons why pupils achieve well are:
- Teaching is good and most staff demonstrate high expectations of pupils' achievement.

- Pupils experiencing difficulties are given good quality additional support, as for example in booster classes and catch up programmes.
  - The school provides well for pupils who have special educational needs and those who learn English as an additional language.
  - Pupils have good attitudes to learning and try hard.
9. Pupils' attainment in information and communication technology (ICT) has improved since the last inspection and is now in line with national expectations. Standards in religious education and music have improved and now exceed those expected by age 11. Pupils throughout the school sing well and many pupils also learn to play instruments. Pupils' attainment in history is in line with that expected. Geography, art and design and design and technology were not inspected in full, but work in these subjects was sampled. The standards of work seen were in line with those expected, a similar picture to that at the time of the last inspection. Work in physical education was not inspected so no judgement can be made about pupils' attainments.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are **good**. Their personal development is promoted **well** with particular strengths in the provision for pupils' spiritual, social and cultural development.

#### **Main strengths and weaknesses**

- Most pupils have good attitudes to learning and behave well.
- Some pupils on occasions do not behave as well as they should and need firmer guidance.
- Pupils' spiritual and social development is promoted well.
- Pupils' develop a very good understanding of their own and other cultural traditions, contributing well to the very good relationships and racial harmony found in the school.
- Attendance and punctuality are good.

### **Commentary**

10. Pupils say they like school. Almost all behave well, want to learn and show interest and commitment to their work. As such standards in this area have been maintained well since the last inspection. Behaviour in the playground, in assemblies and in the dining hall is good and is often very good. In the Nursery and Reception classes and in Years 5 and 6, pupils' attitudes and behaviour are very good. Children in the Nursery and Reception respond well to the structured activities and they play and work well together. Pupils at the top of the school are able to take responsibility and show good levels of maturity and self-discipline. In other classes although behaviour was good overall, in a few lessons, a minority did not behave as well as they should. This detracted from their own learning and that of others. The school places strong emphasis on encouraging good behaviour, but when this does not lead to a positive outcome for a minority of pupils, the staff need to take a much firmer stance.
11. Pupils with special educational needs develop good attitudes to learning. This is because work is well matched to their needs and they are very well supported in class and by the school's positive ethos. Pupils with specific behavioural difficulties are also very well supported and are managed effectively. During the inspection period they were not seen to disrupt other pupils' learning. Nevertheless a significant number of parents express concern that, in the past, their children had sometimes been affected by individual pupils' poor behaviour. Other pupils say that they understand that some of their peers occasionally have difficulty behaving well and they are very tolerant and supportive towards them. Pupils also state that incidents of bullying or racial harassment are rare and, that when they occur, all staff deal with them quickly and effectively. In the last 12 months two pupils have been excluded for a total of eight days, as the table below shows. In both cases this was an appropriate sanction, since the misdemeanours related to serious incidents.

### **Ethnic background and exclusions**

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

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	61	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	9	3	0
Mixed – any other mixed background	5	0	0
Asian or Asian British – Indian	37	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	8	5	0
Chinese	3	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	0	0	0

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

12. Relationships are very good. Pupils develop very good levels of confidence and high self-esteem. They show care and consideration for each other and are courteous and polite towards adults. Older pupils automatically hold open doors and stand aside for others to pass. Visitors are made welcome and greeted with confidence as pupils engage in polite conversation with them. Pupils willingly take responsibility and show initiative, for example class monitors help with the preparation for and clearing up after lessons, while older pupils assist with younger children during indoor playtimes. The school council meets regularly, enabling pupils to express their views and put forward ideas about issues such as lunchtime and playtime arrangements and after school clubs to senior managers.
13. Pupils' spiritual development is promoted very well through everyday activities, the curriculum and teaching. As a result pupils develop self-confidence and enjoy many opportunities to explore their own values, beliefs and feelings. All staff treat pupils with respect and kindness, listen to their views and encourage pupils to express their opinions. As a result they learn to respect others' views. Pupils develop good social skills, learn to act according to their own principles and to challenge things that are unfair. They develop a good awareness and appreciation of their own and others' cultural traditions through the curriculum, through the contribution from parents and visitors, as well as from sharing pupils' own diverse cultural traditions.
14. Attendance is above the national average and has improved since the last inspection. Unauthorised absence figures are high, as the table below indicates. This was a result of the school's policy of not approving any term time holidays during the past year. Punctuality is good.

### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	2.7	School data	2.2
National data	5.4	National data	0.4

*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 school provides a **good** standard of education. The teaching and learning are **good**. The curriculum is **good**.

### **Teaching and learning**

Teaching and learning is **good**.

### **Main strengths and weaknesses**

- There is a high proportion of good and very good teaching.
- All teachers plan and prepare lessons very thoroughly.
- Teachers have high expectations of what their pupils will achieve.
- Senior managers and subject coordinators work successfully to determine where improvements to teaching and learning are needed.
- Learning support assistants make a strong contribution to pupils' learning.
- Teachers and support staff promote pupils' personal development well.
- There are some inconsistencies in the staff's approach to managing pupils' behaviour.
- Teachers should do more to ensure that the marking of work informs pupils about how to improve.
- In English, mathematics, science and ICT assessment procedures are very rigorous, but in other subjects the assessment of progress is informal.

### **Commentary**

15. There is a very high proportion of good and very good teaching as the table below shows. Some good and very good teaching was seen in most subjects and in most classes.

### **Summary of teaching observed during the inspection in 43 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0)	9 (21%)	25 (58%)	7 (16%)	2 (5%)	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.*

16. Teaching in the Nursery and Reception classes is consistently good or very good, which enables children to learn well. Lessons are well planned to incorporate all six areas of learning within a common theme. The staff work hard to make experiences interesting and accessible. Particular strengths in Nursery and Reception teaching can be found in:
- the way that staff promote children's speaking skills and continually develop and extend their vocabulary;
  - the very good attention that is given to encouraging children's independence and their social development; and

- the way in which outdoor areas are used to support children's learning throughout the day.
17. In Years 1 to 6 teaching and learning is good and is very good in a number of lessons. Teachers have a good knowledge of the subjects they teach, are very conscientious and plan and prepare their lessons very thoroughly. They know what they want pupils of different capabilities to learn and clearly communicate this. Lessons have a good structure. In almost all lessons teachers demonstrate high expectations for pupils, keep them working hard and set challenging tasks that get them thinking and learning. Questioning is often good, which ensures that all pupils are keeping up and understanding and are clear about what they have to do.
  18. Senior managers and key subjects coordinators work successfully to determine where improvements to teaching and learning are needed, which is particularly important, given the high turnover of teachers. They regularly monitor lesson planning, pupils' work and teaching and learning in lessons, ensuring that pupils are improving as well as they should. They also highlight where staff might need further training, as was the case recently in relation to aspects of the science and mathematics teaching. Subsequent training has ensured that teachers are now giving greater attention to improving pupils' skills in scientific investigation and to their recall of basic number facts. Teachers generally provide good opportunities for pupils to practise and apply their skills in literacy, numeracy and ICT as part of their work in other subjects, although in science this could be improved.
  19. Learning support assistants and nursery nurses contribute very well to pupils' learning. They are well trained and deployed. Many are very experienced and capable of working on their own initiative. Teachers ensure they are well briefed about their role in lessons. Together with class teachers and additional teachers, they provide very good support for pupils with special needs and pupils with limited English, ensuring that they can access the curriculum. During whole class teaching, they quietly and unobtrusively provide additional input for pupils, keeping them on task. Some specially trained learning support assistants also run catch up classes for targeted groups of pupils and pupils progress well in these lessons. The learning support staff, employed specifically to work with pupils with significant behavioural difficulties, are often very effective in helping them to learn how to behave better, as well as ensuring that they complete their work. However, few have had specialist training and lack of a secure space to work with pupils when they are withdrawn from class means the support staff sometimes spend a lot of time following the pupils around, rather than ensuring that they complete the tasks that are set.
  20. All staff treat pupils very positively. They praise and encourage them to do well and to work cooperatively. This promotes good attitudes, which have a good impact on how well pupils learn. In most instances the staff manage pupils' behaviour well. There are occasions, however, when this is not the case and staff do not expect nor demand good behaviour from every pupil.
  21. The school has put in place very rigorous systems for assessing pupils' attainment in the core subjects and in the Foundation Stage of learning. The Foundation Stage profiles are used well in the Nursery and Reception classes and ongoing assessments are an integral part of the teaching. In Years 1 to 6 standardised tests and end of unit assessments are used regularly to assess pupils' progress in English, mathematics, science and ICT. In all other subjects the assessment of pupils' work is more informal and the school has rightly identified that developing more detailed, but manageable, systems for formally assessing pupils' progress in these subjects is a development priority. Teachers regularly mark pupils' work in all subjects. Although there are some good examples, marking could, in general, be used better to show pupils how to improve as well as to encourage pupils to take greater responsibility for improving their own work. There are very few examples of pupils being asked to correct their work and so learn from their mistakes in this way.

## **The curriculum**

The curriculum is **good** and is enriched **well** by extra-curricular activities. The accommodation is **good** and resources are **satisfactory**.

### **Main strengths and weaknesses**

- Curriculum planning is very thorough.
- The curriculum provides well for all pupils.
- Pupils have regular opportunities to apply their literacy, numeracy and ICT skills across other subjects.
- Extra-curricular activities are good.
- The staffing and accommodation is good.

### **Commentary**

22. The curriculum has improved well since the last inspection, despite the high turnover of teaching staff in recent years. Planning is now more thorough, detailed and relevant. This is because the deputy headteacher keeps a good overview of the curriculum and is instrumental in training and supporting coordinators to develop work in their subjects. There are detailed plans for all subjects that support teaching very well. Good timetabling ensures that time is sufficient for each subject and no teaching time is wasted.
23. The curriculum is well matched to all pupils' needs and prepares them well for the next stages in their education. The curriculum reflects pupils' diverse cultural backgrounds and provides very well for pupils with special educational needs and well for those learning English as an additional language. Children in the Nursery and Reception classes follow a broad, practically based curriculum that meets young children's learning needs very well and ensures a good start to their education. In Years 1 to 6 the statutory requirement to teach the National Curriculum, sex and drugs education, personal, social and health education and religious education is fully met. The National Strategies for Literacy and Numeracy are working well and there are a good number of catch up programmes for pupils at risk of falling behind. Pupils regularly consolidate and apply their literacy and numeracy skills as part of work in a number of other subjects. Information and communication technology is used well to support teaching and learning. Daily acts of collective worship are carefully planned and fully meet statutory requirements in relation to worship, time for reflection and prayer.
24. Extra-curricular provision is good. There are many after school activities that include clubs in French, dance, drama workshops, ICT, choir, recorders, homework, gardening, social skills, chess, tag rugby, athletics and cricket, which staff give generously of their time to run. Netball and football teams play competitive sport. Pupils regularly take part in sporting events and visit places of interest, both locally and further afield, as for example to the Tate Modern, the London Aquarium, Hampton Court and local places of worship. Themed days also draw on the talents of parents, staff and members of the local community. A topic on weddings in Year 1, for example involved parents from different cultural traditions, dressing up in their wedding outfits.
25. The school is well staffed with teachers and learning support assistants. The accommodation is good. Classrooms are spacious and there are good outdoor facilities. Children in the Foundation Stage have regular access to outdoors and the creative organisation of playtimes in Years 1 to 6, ensures that all children have good space to play and regular access to equipment. The well-resourced library and computer suite are in constant use. A weakness in the accommodation is the lack of additional space for teaching small groups. There are enough resources.

### **Care, guidance and support**

Pupils are **very well** cared for. Their views are sought very regularly and their opinions valued. Child protection procedures and health and safety procedures are rigorous.

### **Main strengths and weaknesses**

- All staff support and care for pupils very well.
- The school has rigorous procedures for child protection and health and safety.
- Arrangements for settling pupils into school are very good.
- Pupils are confident that staff will listen to and act upon their concerns and opinions.

### **Commentary**

26. Provision has improved since the last inspection. All staff know pupils and care for them very well. The type and level of support given is sensitively matched to individual pupils' needs. Health and safety procedures are rigorous and effective and the provision for first aid is good. Pupils are very well supervised. This includes lunchtimes, when midday supervisors provide very good care and enjoy very positive relationships with pupils. Pupils are taught to observe high standards of personal hygiene and to take responsibility for their own health and safety and the school is cleaned and maintained to a very high standard. Child protection procedures are rigorous because staff are well trained and vigilant. The school maintains its well-established links with social services and other agencies.
27. Arrangements for settling in children entering the Nursery and Reception classes are very good. Staff visit children and parents at home before they start school. Entry to school is staggered over a few weeks and parents are encouraged to stay with their children until they are settled. There are also good arrangements for the induction of pupils joining the school at other times and for pupils' transfer to secondary education.
28. The school seeks pupils' views very well, through lessons, everyday activities and the school council. Pupils trust their teachers and the support staff. They say that when they need help or guidance, or have a personal problem, staff listen to their concerns. They also say that staff take account of their views. Pupils who require additional help with their learning are particularly well cared for in a way that ensures that they are fully included in all aspects of school life. Pupils are in the main given good guidance about how well they are doing academically and personally, although marking could provide pupils with better feedback.

### **Partnership with parents, other schools and the community**

The partnership with parents is **good**. The majority of parents are very happy with what the school provides. The school has **good** links with the community and other schools.

### **Main strengths and weaknesses**

- Parents are largely very happy with what the school provides for their children, but some also have concerns about behaviour.
- Parents support the school and their children's learning well.
- The school provides good quality information to parents.
- The school works well with other schools and the wider community.

### **Commentary**

29. The good partnership with parents and the well-established links with the community and other schools, have been maintained well since the last inspection. Parents show a high level of satisfaction with many aspects of the school's provision and are particularly pleased with the progress their children make and the quality of teaching and learning. Some express concern

about the behaviour of a minority pupils and the impact that they believe this may have on the learning and well being of their children. The inspectors support the positive views of parents. They appreciate the reasons for some parents' concerns and judge that, although almost all pupils behave well and the school encourages and promotes good behaviour, on occasions a few pupils need a firmer approach.

30. The school and parents work well together and this makes a positive contribution to pupils' learning. Many parents support their children's learning at home by helping with homework and projects and a significant number help in school on a regular basis. They support weekly reading sessions in each class and in lessons such as those in writing, science and history. Parents regularly attend class assemblies and volunteer to accompany pupils on school trips. The Friends of Tudor help with fund raising and with the organisation of the annual sports day and other special events such as the 'International Day' when parents bring different foods to share. Gujarati speaking members of staff have enabled close links to be established with Asian families.
31. The school provides good information about the curriculum, pupils' progress and teaching and learning methods. Pupil progress reports are informative and include suggested targets as well as pupils' own evaluation of how well they are doing. The school is also very approachable, open and welcoming. It has satisfactory arrangements for gaining the views of parents. The recent setting up of termly 'parents forum' meetings is a very good initiative that parents like. There is also need for more regular formal consultation with all parents to ensure they have opportunities to express their views and concerns. There are good arrangements for dealing with specific complaints.
32. The school's good links with the community include regular visits to places of interest, including a major retail store, local places of worship, museums and the fire station. These, plus a wide range of visitors to the school enrich pupils' experiences and support pupils' social development by broadening their experience and understanding of the needs of others. Links with other schools are good. Tudor plays an active role within the network of local schools, often leading on local initiatives such as the design and technology, science and mathematics challenges that have involved 12 primary schools throughout the last few years. There are well-established links with the secondary schools that pupils transfer to. The school provides good guidance about secondary transfer, in spite of the large number of schools involved. Visits to the schools enable pupils to gain a good knowledge and understanding of what to expect from their secondary schooling.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads and manages the school **well**. The deputy headteacher and other members of the senior management team also make a **good** contribution.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher have a clear vision for the school's continuing development.
- There are good systems of self-evaluation and all staff, governors and parents are encouraged to contribute.
- Very good arrangements are in place for performance management, for the induction of new staff and for the continuing professional development of all staff.
- There is a very strong commitment to inclusion.
- The very good procedures for financial management help the school achieve its educational priorities.



## Commentary

33. The leadership and management of the school have improved significantly since the last inspection. The headteacher, who was appointed after the last inspection, has experienced difficulties with the recruitment and retention of permanent teachers. She has shown considerable determination in tackling this problem and has made a number of very good appointments. Staffing is now more stable and the headteacher and deputy headteacher are able to delegate more responsibilities to senior staff, who share her determination to continue to raise standards. The senior management team has already implemented a range of strategies, which have resulted in improvements in the quality of teaching and learning. Improvements in information and communication technology and music and the very good support and training for all members of staff are some good examples of improvements made. Teachers with subject responsibilities, many new to their posts and some, who are recently qualified teachers, are being given very good support and training in developing their leadership roles. The school's very strong commitment to inclusion ensures that boys and girls of all capabilities and backgrounds, including those from different ethnic groups, are fully included.
34. The governance of the school is satisfactory. Recent reorganisation means that there are a number of new governors, but there are also still a few vacancies. Governors ensure that the school meets all its legal requirements and are supportive. Key governors are beginning to play an important role in improving the quality of education provided. However, this aspect of their role needs to be extended to the whole governing body so that it provides an appropriate level of challenge to the headteacher and staff.
35. The school improvement plan, based on findings from rigorous monitoring and evaluation of teaching, learning, standards and the school's effectiveness, incorporates the views of governors, all members of staff and parents. It is specific to the needs of the school and incorporates realistic targets and timescales. It is used effectively as a working tool for managing change. The headteacher's detailed reports to governors always include an account of the school's progress towards its goals.
36. The Foundation Stage is very well led and managed. All adults work well together as a team developing a very good curriculum and maintaining teaching and learning at levels that are consistently good. The special needs coordinator provides good advice and support for other teachers. She maintains regular contact with parents and external agencies. She knows all pupils well and keeps an overview of the quality of provision and pupil progress through regular review of individual education plans, in conjunction with class teachers. The core subjects and religious education are well led and managed. In most other subjects the coordinators are relatively new to their role and are being provided with appropriate support and training.
37. The administrative and financial staff are very efficient and are an effective team. They ensure that parents and visitors are made very welcome and help with the smooth running of the school. They, together with the headteacher, keep very good control of finances. The school's administrator ensures best value in the school's purchases. She keeps the governing body well informed about likely changes in budgetary matters, taking into account increases in staff costs and predicted changes in pupil population. When consideration is given to the improvements since the last inspection, the good quality of education, the effective leadership and management and the good provision for pupils' personal development, the school provides good value for money.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	817,000
Total expenditure	79,800
Expenditure per pupil	3,484

Balances (£)	
Balance from previous year	30,000
Balance carried forward to the next	19,000

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The school has 52 places for children in the Nursery class and 30 places in Reception. Priority is given to children with special needs, then to those with brothers or sisters in the school and then to those who live closest to the school. A high proportion of children come to school with fairly limited knowledge of English. Attainment on entry to the Nursery is well below that usually found in communication, language and literacy and is overall below that usually found in children's mathematical development, knowledge and understanding of the world and social development. However, because of the good teaching in the Nursery and Reception classes, children achieve well and the majority reach the expected standards in all areas of learning by the time they join Year 1, except in communication, language and literacy where about a quarter of all pupils attain standards that are below those expected. The Foundation Stage accommodation is very good overall and that in Nursery is excellent. Both rooms are arranged with care and attention and are enhanced by very high quality displays. Good assessment procedures are in place and staff use the information well to plan work for individuals and groups. The leadership and management is very good, resulting in consistently good teaching and learning.

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

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

#### **Main strengths and weaknesses**

- Teaching is very good.
- Relationships are very good.
- Children develop good attitudes to learning.

#### **Commentary**

38. The development of children's personal and social development is given high priority and underpins all the work in the Nursery and Reception classes. As a result, almost all children will have achieved the expected levels by the time they enter Year 1. Children quickly settle into the caring and safe environment where basic routines and high expectations are fostered. The outstanding working relationships between all members of staff and parents are effective in showing children how to relate to each other. Care is taken to assess children's different experiences before they come to school and adults work hard to instil a sense of belonging, based on personal care and making children feel comfortable and liked. Very good teaching, which emphasises kindness to each other and planned activities that both entail and require co-operation, result in good social development. Many examples were seen of children happily celebrating each other's and staff birthdays and readily applauding each other's efforts in lessons. Staff place great emphasis on the development of children's self-esteem, confidence and independence. As a result, children respond well to new challenges, such as changing independently for physical education lessons and tidying away after activities. The highly structured induction arrangements which include home visits, do much to ensure that children's first experiences of school are happy ones.

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

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

#### **Main strengths and weaknesses**

- Teaching is good and activities are well planned.

- Staff understand the importance of engaging children in meaningful discussion and conversation throughout the school day.
- Despite their good achievement, about a quarter of all children will not reach the recommended standard by the time they join Year 1 because of their well below average attainment in English when they enter the school.

### **Commentary**

39. Children make good progress towards the attainment of the early learning goals in this area of learning. Speaking and listening skills are developed well through stories, poems and rhymes. Effective questioning encourages children to give considered answers and builds on prior learning. There is good provision for reading development and children handle books with confidence and pleasure. Children were observed happily sharing books, reading together in groups. They are heard reading regularly at school and at home. They have a growing number of words they recognise in text. The 'Jolly Phonics' scheme is well used to emphasise sounds that different letters make and to extend vocabulary. Nearly all children in the Nursery learn to recognise and write their names shortly after joining the school. They quickly learn to pick out their names and hang them on the 'orange tree' when they come to school in the morning or afternoon. By the time they are in the Reception class, some can write simple phrases or sentences, especially when a teacher or other member of staff supports them.

## **MATHEMATICAL DEVELOPMENT**

Provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good with well-planned and interesting activities.
- More focused sand and water activities would help children to increase their understanding of measure and capacity.

### **Commentary**

40. The majority of children are on course to reach the early learning goals for mathematics by the end of Reception, because of the good teaching they receive. Planning is good. The introductory activities are well matched to the children's capabilities and capture their imagination. The initial learning is reinforced by practical tasks later in the lesson and throughout the school day. Children are well supported to complete these activities. Adults allow them time to think and to answer questions for themselves. Apart from missed opportunities in sand and water play, adults are adept at using activities, such as birthday celebrations, for children to count candles on a birthday cake and to answer questions such as 'how many candles are on your cake?' and 'what age will you be on your next birthday?' Children in Reception are further challenged to answer 'how many more candles will you need to make 11?' Role-play is used well to give children an early understanding of the mathematics of shopping, when they play in the 'Tudor Supermarket', for example. By the end of Reception, because of these interesting activities, most children can count to 20 and beyond and add and subtract numbers to ten. They know most common two-dimensional shapes and compare lengths, knowing which are longer and shorter, taller and smaller. Children enjoy the activities because adults make learning fun.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Children gain a good understanding of a range of cultures and beliefs.
- Computers are well used in both classes.
- Visits and visitors are well used to broaden children's experiences.

### **Commentary**

41. Children are given a wide range of experiences, which help extend their understanding of the world about them. Well-planned activities allow them to learn from play and to enjoy experiences, which promote good learning. Walks within the local environment, flying kites in the park, trips to the zoo and to a local school to hear the London Symphony Orchestra, for example, are well used to develop their understanding of the world. Visits from mothers with babies, animal experts from Paradise Park and people from different cultures, are also well used to enhance children's experiences. Children in both classes have access to computers through the school day. Nursery children learn how to use the mouse well to control the screen cursor when moving images across the screen. Children in Reception quickly grasped how to program a computerised toy to move in a given direction down a street on a large map. As a result of the very good range of activities, children show an emerging scientific knowledge of plant and animal growth and the conditions needed for this. They also develop a secure understanding of their own personal history. Teachers and support staff effectively teach children that some families within the community have similar religious beliefs to their own, but that others do not. They do this by celebrating not only Christian festivals but also festivals such as the Chinese New Year and Diwali. Children are included in the school's International Day, which furthers their understanding of a range of cultures. As a result of imaginative teaching, most children are on course to achieve the recommended standard by the time they join Year 1.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outdoor accommodation is well used and provides well for children's physical development.
- Well-planned activities and teaching promote good achievement in this area of learning.

### **Commentary**

42. The quality of teaching and learning is good and almost all children reach standards appropriate for their age by the time they leave the Reception classes. They regularly take part in physical activities such as running, jumping, climbing and balancing, both in timetabled lessons in the school hall and during the regular opportunities for physical activity in the well organised and resourced outdoor learning area. In a good lesson seen in the hall, the very good relationships established with children by the class teacher and support staff resulted in Reception children having a fun time as well as learning to use space and to move in different ways and directions. These very good relationships are a common feature in both classes and encourage all children to 'have a go' during physical activities. During the school day children frequently use small tools and instruments, including paint brushes, pencils, scissors, crayons

and even hammers and nails to develop their fine motor skills. The management of children is very good, ensuring their safe use of apparatus and tools.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Teaching of music by the specialist teacher is very good.

### **Commentary**

43. Children are provided with a rich environment in which creativity and expressiveness are valued. Adults are effective in getting responses from children in relation to what they see, hear, feel and imagine and most children reach the standard expected for their age by the end of their time in the Reception. Their creative development is successfully fostered through a wide range of experiences such as mixing paints, choosing particular colours for a purpose, making constructions, collages and paintings. Children enjoy activities, which require gluing, sticking and joining materials together. It was impressive to watch children in the Reception class work with deep concentration using a range of materials such as sponges, paints, stamps, computers and construction kits to explore texture, shape, form and space. All knew what to do because the teacher used a good range of methods and resources, including large pictures, so that all could understand instructions. In music lessons, children are taught to sing together tunefully. They show a good sense of rhythm using body parts and percussion instruments to accompany their performances. Well designed role-play areas encourage children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Pupils of all capabilities achieve well in English.
- Teachers and teaching assistants provide very good support for pupils with special educational needs and for those learning English as an additional language.
- Pupils' speaking and listening skills are a weaker aspect of some pupils' attainments.
- Teaching and learning in lessons are mostly good and they are very good in Year 1 and Year 5.
- Although pupils in Year 2 are making satisfactory progress, pupil achievement in this class is not as good as that found elsewhere.

### **Commentary**

44. Most pupils attain standards in English that meet national expectations. Boys and girls of all prior attainment levels and pupils from all ethnic backgrounds, achieve well over time in relation to their starting points. Test results at age seven and 11 do vary each year because the number of pupils in Years 2 and 6 with special educational needs and statements of special educational need varies considerably from one year to the next. The lower standards that such pupils attain, depress overall test results.

45. The school provides well for all pupils, including those with special educational needs and those learning English as an additional language. Teaching assistants and support teachers effectively guide and encourage pupils who require additional help during lessons. Pupils with special educational needs are effectively identified and given support that is relevant to their needs. Timely, well targeted, intervention strategies are used well and pupils' progress against the targets identified in their individual education plans, is tracked well.
46. Standards in speaking and listening for a significant minority of pupils are below those expected by the end of Year 2 and Year 6. Whilst higher attaining pupils speak confidently and make themselves understood, a significant proportion of pupils across the school are limited by restricted vocabulary. Pupils nevertheless achieve well and are often willing to try and generally respond well to questioning in the majority of lessons. The school has identified speaking and listening as an area for development and some good examples were seen during the inspection where pupils were encouraged to participate in role-play and to discuss the main points of lessons with their "talk-partners", which they did with confidence and enthusiasm.
47. Pupils achieve well in reading, with the development of their knowledge and enjoyment of books going hand in hand with the development of their reading skills. There is a good range of books available in the classrooms and in the school library. Both knowledge of letter sounds and reading are effectively taught, clearly reflected in the way pupils quickly learn to decode unknown words. Most pupils in Year 2 and Year 6 know the difference between fiction and non-fiction books and can talk about their favourite types of books or favourite authors. Discussions with pupils revealed that whilst some children visit public libraries with their parents or carers, the majority do not. Pupils enjoy using the school library and talk with enthusiasm about borrowing books from the school. Pupils achieve well in writing. By the time they are in Year 6 pupils communicate their ideas well, in sequence, punctuate their work correctly and spell most words accurately. They write at reasonable length and choose vocabulary carefully to effectively express their ideas and opinions.
48. Teaching and learning are good in most classes and are supported by clear and very detailed planning with explicit learning objectives that are shared with pupils. When lessons have a particularly interesting content, lively delivery, swift pace and there are positive interactions between teachers and pupils, teaching and learning are very good. This was the case in lessons seen in Years 1 and 5. Teachers across the school deploy the learning support assistants very well and work very well with them to support the learning and achievement of all pupils. Pupils' progress is regularly assessed and their work is regularly marked. The quality of marking is variable across the school and in some year groups does not provide pupils with enough information about what they themselves should do to improve their work. All pupils, however, do have learning targets, which do contribute to pupils being able to take responsibility for improving their work. Teaching in Year 2 is satisfactory but work scrutiny shows that the two teachers who share responsibility for this class have inconsistent expectations with regard to the quality of pupils' work, resulting in pupils making slower progress in this class than elsewhere.
49. There has been satisfactory improvement in the subject since the last inspection. Two coordinators lead and manage work in the subject well. They work closely together to improve resources and raise standards. The coordinators have recently introduced some innovations to the English curriculum such as a new phonics scheme and a handwriting scheme that are being phased in to support improvements to presentation of pupils' work. The impact of these two developments has yet to be evaluated, but the coordinators will do so later this term.

## Language and literacy across the curriculum

50. Provision for teaching English skills across the curriculum is satisfactory with some good examples seen, particularly in religious education and in history. In a history lesson for example pupils were encouraged to practise their note taking skills during the teacher's exposition and to use research skills to find information from non-fiction books. In religious education pupils regularly talk and write about their learning and a good example of role-play was seen. Work in science could make a greater contribution to developing pupils' skills in writing and in researching information.

## Mathematics

Provision for mathematics is **good**.

### Main strengths and weaknesses

- Pupils of all capabilities achieve well during their time in the school.
- The subject is well led and managed.
- Some pupils' knowledge of number facts and multiplication tables is weak.
- Teaching and learning are good in most classes.
- Teaching assistants make a strong contribution to pupils' learning.
- Individual pupils' progress is tracked well.
- Marking should be used more effectively to help pupils to have a clearer idea about what they need to do to improve their work.

## Commentary

51. Most pupils attain the nationally expected standard in all aspects of mathematics by ages seven and 11. Test results at age seven and 11 over time show a similar picture, although the proportion of pupils attaining the expected levels can and does fluctuate from one year to the next. This is because cohorts of pupils are small and the number of pupils with special educational needs and statements of special educational need in each class can and does, affect the percentages and average point scores. Inspection evidence shows that all pupils, including those who have special educational needs and those who learn English, achieve well during their time at the school. There are no significant differences between the standards that boys and girls or pupils from different ethnic groups achieve. The school strives to continually raise standards.
52. The coordinator leads and manages the subject well, ensuring that the good provision found at the time of the last inspection has been maintained and strengthened, despite the high staff turnover. She provides good guidance for staff and has had regular opportunities to monitor and influence the teaching in other classes. Her own teaching provides a very good example to others. The current school focus on developing the teaching and learning of mental calculations is proving effective in most classes. Pupils' ability to recall number facts and multiplication tables quickly is a weaker aspect of pupils' attainment, particularly in Years 1 to 3. This was evident, for example in a lesson in Year 3, when although pupils demonstrated a good range of strategies for completing addition problems, many of them had to use their fingers or other apparatus to help them add to ten and this affected the speed with which they completed their work.
53. Teaching and learning is good overall and in Years 5 and 6 it is very good. Strengths in almost all of the teaching include:
- Good planning and preparation of lessons, ensuring work is very well matched to pupils of different prior attainment levels.
  - Clear learning objectives, expressed simply and in a way that pupils can understand.



- Teachers have a good understanding of the subject and high expectations of what pupils will achieve.
- Teachers use ICT well to support teaching and learning.

54. In Years 5 and 6 teaching was very good; it was lively, energetic and very precise. The quality of teachers' questioning was of a particularly high standard and this quickly got all pupils thinking and working very hard. Teaching was imaginative so that pupils learned for example, good strategies for remembering key mathematical facts. It was also impressive that when starting a new topic on measuring angles, pupils in Year 6 remembered so much of what they had already previously learned in Year 5. This meant they quickly got on with learning new skills. In the Year 6 class there is a very wide range of pupil attainment and the teacher very effectively made sure that the needs of all pupils were met by the excellent use of groupings and the very effective use of additional support. The skilful input from the special needs coordinator and assistants, also ensured that a good number of pupils benefited at different points in the lesson. In a lesson in Year 2 where teaching was unsatisfactory, although planning was good, the teaching of the lesson was not sharp or precise enough and expectations of pupils were too low.
55. Learning support assistants are consistently very well deployed in lessons and they make a very strong contribution to pupils' learning. During whole class teaching, they quietly and unobtrusively provide additional input for some pupils. This keeps pupils on task and learning at a good rate. Some learning support assistants also run catch up classes for targeted groups of pupils. Those who are included in these are progressing well and gaining confidence.
56. The school has good systems for assessing pupils' work, tracking individual pupils' achievements and analysing test results and data. The information gained is used well to determine where improvements to teaching and learning are needed and to ensure that teachers focus on those pupils who appear not to be keeping up. The school has recently introduced an ICT assessment package whereby individual pupils work on practice examples, designed specifically to address their own weaknesses. This is a good initiative, which is helping pupils themselves to take responsibility for working through their own mistakes. Pupils' work is marked regularly, but marking could do more to help pupils to know what they are doing wrong or how they might improve next time. Comments such as, 'You have forgotten how to do this' or 'You do not understand', do little to help move pupils' learning forward.

### **Mathematics across the curriculum**

57. Good, relevant links are made between mathematics work and pupils' work in other subjects. In science and design and technology for example pupils have opportunities to apply and extend their knowledge of measures. In history pupils learn about time lines and discuss how long ago events occurred. As part of their work in geography pupils study maps, direction and scales.

### **SCIENCE**

Provision for science is **good**.

### **Main strengths and weaknesses**

- Teaching has improved since the last inspection and is good throughout the school.

- Leadership and management of the subject are good.
- The teaching of the skills required to devise, plan and carry out experiment to their conclusions have improved recently, so that all aspects of the subject are now being covered well.
- Teachers in Years 1 and 2 use too many worksheets.

### Commentary

58. All Inspection evidence shows that the majority of pupils in Year 2 and Year 6 are on track to achieve the expected standard for their age by the end of the year. Although test results are below those found nationally and in similar schools, results are depressed by the high proportion of pupils with statements of special educational need. The high number of teacher changes may also have led to some inconsistencies in teaching and learning in the past, but pupils are now achieving well in relation to their prior attainment. This is due to the consistently good teaching and good coverage of all aspects of the subject. The school's very effective attention to issues of inclusion ensures that all pupils are all fully included. Pupils with special educational needs and those who learn English as an additional language achieve well because of the high quality support they receive. No examples were observed during the inspection of differences in the achievements of girls and boys. Higher attaining pupils are also achieving well in lessons. The development of pupils' skills in devising, planning and carrying out their own experiments has been a weakness in the past. However, the fairly recently appointed co-ordinator has carried out a thorough analysis of test results and highlighted weaknesses in provision. In consequence, he has provided training for teachers on teaching scientific enquiry. There is now a greater emphasis on this aspect of the subject and teachers are more confident in allowing pupils to carry out independent investigations. Science days are well used to allow teachers to share their ideas and to increase pupils' interest in the subject. Visits out of school to supermarkets, to the London Zoo and the Science Museum, for example, are well used to enhance learning.
59. Teaching and learning are good. Pupils respond well to the practical and enjoyable nature of the activities, ensuring that they concentrate well, work hard and achieve as well as they can in lessons. Work seen in pupils' books shows examples of too much reliance on worksheets in Years 1 and 2. This means that pupils do not have enough opportunities to develop their writing skills or to record their own observations in a variety of ways. Teachers throughout the school are good at teaching the correct scientific language and expect their pupils to use the correct terms. The coordinator has effectively introduced the use of key vocabulary cards to help pupils remember the scientific terminology they have been taught.
60. An increasing use is made of mathematics and information and communication technology to support learning in science. Good examples were seen of pupils producing graphs and tables of the results of their investigations and using CD-ROMS or the Internet to extract information. Teachers have a good understanding of the National Curriculum levels at which pupils are working and assess and track pupils' progress well. There is good sharing of information between teachers about how well pupils are doing. Teachers' marking is regular and shows pupils how they can improve their work. It would nevertheless help to develop pupils' scientific thinking further if teachers were to expect pupils to respond in writing to comments such as 'What did you find out?' or 'How do you know?'

### INFORMATION AND COMMUNICATION TECHNOLOGY

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

#### Main strengths and weaknesses

- Pupils achieve well.
- The subject is well led and managed.
- Teaching and learning is good.

- Time in the ICT suite is not always used efficiently.
- Pupils have good attitudes to their work.

### **Commentary**

61. All pupils, including those with special educational needs and those learning English as an additional language, achieve well in ICT and standards are in line with those expected at the end of Years 2 and 6. Discussions with pupils demonstrate that they consider they have gained most of their ICT skills in school, rather than at home and that they clearly value the opportunities provided. Pupils show a great interest in ICT and many say it is their favourite lesson.
62. The experienced co-ordinator leads and manages the subject well and has taken effective action to ensure that provision has improved and that the weaknesses found at the time of the previous inspection have been fully addressed. All aspects of ICT, including control activities, are now planned and taught as part of the overall scheme of work for the subject. As a result standards in the control aspect have improved and are now in line with what is expected.
63. Teaching and learning were good in the majority of lessons seen, although in one lesson they were unsatisfactory when the teacher was unclear about what she wanted pupils to learn and talked for too long. Teachers' clear planning and lively delivery usually ensures that pupils engage fully with their lessons, contribute well and make good progress in acquiring and consolidating their skills. Teachers are generally confident when using ICT and most demonstrate a high level of skill when using laptop computers and the interactive whiteboard. They regularly access pupils' saved work to assess their progress. Time is sometimes not being used efficiently in the ICT suite; when classes are split into two parts for lessons, teachers spend time on the introduction and explanation of the lesson twice, rather than introducing all pupils to the activities at the same time. This leaves pupils with less hands-on time on the computers.
64. The computer suite is well equipped with terminals, an interactive whiteboard and a projector. The use of the suite is timetabled efficiently and is used well to support learning in the subject. Behaviour in ICT lessons is generally good. Pupils listen well to teachers' explanations and follow instructions well. Work in ICT makes an effective contribution to pupils' moral and social development through encouraging co-operative work and allowing pupils to take responsibility for creating and saving their own work.

### **Information and communication technology across the curriculum**

65. Good use is made of computers in classrooms to support learning in different subjects. A good example was seen in Year 6 where pupils used personal and laptop computers to word-process their work in English and to use an on-line dictionary and a Thesaurus to research vocabulary. In a lesson in Year 5 pupils took turns to work on a mathematics game on the computer. This they did quietly and unobtrusively using headphones to listen to instructions whilst not distracting the rest of the class.

## **HUMANITIES**

History and religious education were inspected in full. Work in geography was sampled. No lessons were observed, so judgements are based on samples of pupils' past work.

### **History**

The provision for history is **satisfactory**.

#### **Main strengths and weaknesses**

- Teaching and learning are good overall.
- Pupils have good attitudes to learning.
- Information and communication technology and literacy are linked well to work in history.
- Assessment is weak.
- Some topics are not taught in enough detail, leading to some gaps in pupils' knowledge.

### **Commentary**

66. Pupils' achievements are satisfactory and standards are in line with those expected by the end of Years 2 and 6. Pupils are keen to learn and work hard, which is an improvement since the last inspection. They work well collaboratively and independently and are keen to share their findings with others. The teaching and learning seen were good. Teachers plan lessons well to ensure that key historical vocabulary is taught and used and that pupils develop a sound understanding of chronology. Tasks are well matched to pupils' capabilities. Very good support from teaching assistants for pupils with special educational needs and those learning English, ensures that such pupils achieve as well as their peers.
67. Pupils have good opportunities to apply and develop their literacy skills as part of their work in history. They use a range of resources to develop their understanding of the past, as for example in Year 5 when pupils were extracting and analysing information from texts, maps and pictures so as to compare the ancient cities of Sparta and Athens. In Year 3 pupils used pictures of the opening of Tutankamun's tomb to help them to find out more about this event. Teachers also use ICT well to make learning more interesting. This was the case in a lesson in Year 4, when the teacher used an interactive program to teach pupils about the wives of Henry VIII.
68. Pupils' past work indicates that there are some inconsistencies in the depth at which different topics are covered. Work indicates that topics such as World War II and the Egyptians have not been covered in sufficient depth. Arrangements for leading and managing the subject are satisfactory at present; the co-ordinator is newly appointed to this role and is being supported to develop the appropriate skills. Assessment procedures are underdeveloped.

### **Religious education**

Provision in religious education is **good**.

#### **Main strengths and weaknesses**

- Pupils learn well about religions and they also learn to reflect on how different values and beliefs can affect their own and others' lives.
- Good lesson planning and teaching ensure good standards of work.
- Pupils have good attitudes to learning.
- The very good leadership and management have resulted in good improvements.
- Assessment is underdeveloped.

## **Commentary**

69. Pupils' attainment is in line with that outlined in the locally agreed syllabus at the end of Year 2 and above the expected level by the end of Year 6. In discussion pupils were very eloquent and knowledgeable about a variety of religions. Pupils' achievement is good throughout the school. The revised locally agreed syllabus and comprehensive units of work for teaching, drawn up by the co-ordinator, have meant that there are now good opportunities for pupils to learn about religions, as well as to reflect upon their own and others' beliefs.
70. Teaching and learning are good. Very detailed planning of lessons enables teachers to teach well. Teachers' high expectations and sound subject knowledge are effective in ensuring all pupils learn well about each of the religions studied. Pupils' good attitudes to learning also contribute to how well they achieve. They listen and work well, both collaboratively and independently and are confident to express their inner thoughts and feelings. This was seen for example in a lesson in Year 6 when pupils shared their ideas about what they thought might make God happy. Pupils say that religious education lessons help them to learn about how people feel and about how to treat people better. They say it teaches them that everyone prays and that there is a God for everyone.
71. The subject is very well led and managed, which has led to good improvement since the last inspection. The coordinator evaluates the impact of the curriculum through the regular monitoring of pupils' work or observing teaching. She therefore has a clear picture of standards and provision, which has helped her to identify appropriate priorities for the future. One such priority is to develop formal procedures for assessing pupils' progress, as current procedures are too informal.

## **Geography**

72. The analysis of pupils' work and teachers' planning indicate that pupils' attainments are in line with those expected at the end of Years 2 and 6. Detailed curriculum plans are in place and the subject is taught regularly. The co-ordinator is newly appointed and has satisfactory plans to develop the subject further. These include establishing formal procedures for assessing pupils' geographical knowledge and skills and, introducing more units of work that use the local area as a resource.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

73. Physical education was not inspected. Music was inspected in full and work in art and design and design and technology was sampled. No teaching was seen in art and design or design and technology so judgements are based solely on samples of pupils' past work and displays of work.

## **MUSIC**

Provision in music is **good**.

## **Main strengths and weaknesses**

- Attainment is in line with that expected at age seven and exceeds that expected at age 11.
- The quality of teaching is good.
- There is a good number of teachers with subject expertise.
- Pupils enjoy work in lessons.
- The silly behaviour of some pupils disrupts their own learning and that of others.

## **Commentary**

74. There have been significant improvements to music provision since the last inspection. As a consequence attainment is in line with national expectations at the end of Year 2 and is above expectations by the end of Year 6. By the end of Year 6 pupils have learned to describe, compare and judge a range of music, often from different cultures, using a suitable musical vocabulary. They improvise melody and rhythm in given structures, use a range of notations and have started to compose music with musical devices such as melody, rhythms and structures for various occasions. The quality of teaching by the specialist teacher is good and pupils achieve well. Teaching in a Year 6 lesson seen was very good and resulted in very good learning. Pupils' very good behaviour and attitudes allowed all pupils to learn without disruption and, as a result, the high quality teaching fully impacted on pupils' progress. This was not the case in Year 2 and Year 4 lessons where silly, inattentive behaviour of a small number of pupils resulted in good rather than very good learning. Class teachers need to be more involved in managing pupils' behaviour during music lessons so that all pupils can benefit fully from the high quality teaching. A particular strength in teaching and learning is the way pupils have time to sing, compose and perform so that all aspects are taught in sufficient depth. A good feature in the Year 6 lesson was how well pupils were able to evaluate and improve their work. The assessment of pupils' progress is satisfactory.
75. Music assemblies are well led by members of staff with subject expertise and this further enhances pupils' learning. The quality of pupils' singing is good and these assemblies make a valuable contribution to their spiritual development. Pupils are also given many opportunities to celebrate their achievements through public performances for parents and taking part in music festivals with other schools. Peripatetic provision is very good and includes violin, guitar, keyboard and flute. The orchestra that results from this entertains other pupils and parents, performing with confidence and considerable expertise.
76. The subject is well led and managed. The school has good plans for improvement including increasing the amount of time given to developing pupils' composing skills.

## **Art and design**

There has been satisfactory progress in work in art and design since the last inspection.

77. Displays around the school and work in pupils' sketchbooks, indicate that standards throughout the school are in line with those expected and that the subject continues to be taught effectively in all year groups. Pupils study the work of a wide range of modern artists such as L S Lowry, Georgia O'Keefe and Roy Liechtenstein. They use a variety of art materials and explore and experiment with different techniques that include large collages, drawing, painting, printing and marbling. Teachers make effective links with other subjects such as history, geography, English and religious education. Pupils are encouraged to evaluate their own work and to discuss ways in which it could be improved. Work in this subject supports pupils' cultural and spiritual development well. Pupils also use the Internet to research art and artists from different periods of history, as well as art from different cultures and religions. The annual Arts Week and class trips to the National Gallery further enhance the provision. The subject is soundly led, managed and resourced.

## **Design and technology**

78. The work displayed, and in pupils' books indicates that pupils' achievement is satisfactory and that standards are in line with those expected by the end of Year 2 and Year 6. The curriculum is based securely on national guidance, with some relevant adaptations being made. Good attention is given to developing the skills of designing, planning, making and evaluating finished products. Pupils use a variety of materials ranging from commercially produced construction

kits to card, wood and scrap materials. There is a new coordinator for the subject, who has satisfactory plans for further developing work in the subject.

#### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

79. Provision for pupils' personal, social and health education (PHSE) is good. The school sees pupils' personal development as a very important part of its work and incorporates work in PHSE as part of its work in other subjects. The curriculum includes work on diet, health, sex, drugs, relationships and personal safety. It helps pupils develop a safe and healthy lifestyle, gain confidence and interact with others. It is well supported by visits from outside agencies.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
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

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
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	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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



