

# INSPECTION REPORT

## **TUDOR PRIMARY SCHOOL**

Southall, Middlesex

LEA area: Ealing

Unique reference number: 101913

Headteacher: Ms J Kalra

Lead inspector: Kathryn Taylor

Dates of inspection: 6<sup>th</sup> - 9<sup>th</sup> October 2003

Inspection number: 258246

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:	364
School address:	Tudor Road Southall Middlesex
Postcode:	UB1 1NX
Telephone number:	(0208) 571 4818
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Bhasin
Date of previous inspection:	May 2000

## CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools and has 364 boys and girls aged between three and 11. The number of pupils on roll has fallen in recent years. Children's attainment when they start school, either in the Nursery or Reception is well below that usually found. Their attainment in English is very low; a very high proportion of pupils have limited skills in speaking English when they start school. A number of pupils also join the school at various points within the school year, some of whom have little or no experience of school in this country. Most pupils, currently more than nine out of every ten, are from ethnic minority backgrounds. The largest groups are Indian, Pakistani and Black African. There are a small number of Traveller pupils. Seventy-two pupils are refugees: most come from Afghanistan, Eastern Europe, Somalia and Sri Lanka. Almost all pupils are from a home where English is not the first language and one in every five pupils is at the early stages of acquiring English. The proportion of pupils on the special needs register is in line with the national average. Twenty pupils are on the higher stages of the special needs register; none of the pupils has a statement of special educational need. Pupils' needs relate to their learning, social, emotional and behavioural needs, speech and communication. The proportion of pupils known to be entitled to free school meals is well above the national average. The social and economic backgrounds of many pupils are well below those usually found. Pupil mobility is high and there is an extremely high turnover in teaching staff. The school received a School Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22424	Kathryn Taylor	Lead inspector	Mathematics, art and design and technology
9465	Elizabeth Cooke	Lay inspector	
23095	David Mankelow	Team inspector	Science, information and communication technology, physical education, provision for personal, social and health education
23056	Teresa Manzi	Team inspector	English, the provision for pupils learning English as an additional language and those pupils with special educational needs
3754	Kanwaljit Singh	Team inspector	Foundation Stage of learning, humanities, Punjabi

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

### **OVERALL EVALUATION**

**The school welcomes pupils and families from a wide range of backgrounds, including some children who stay but a short time before moving on to other schools. The school provides a satisfactory education. Overall standards are below those found nationally but pupils achieve well in Nursery and Reception and satisfactorily in Years 1 to 6. Teaching and learning are satisfactory overall and there is some good and very good teaching. The headteacher leads the school very well and there is a clear focus on raising standards. The school provides satisfactory value for money.**

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

- The headteacher leads the school very well and senior staff make a good contribution to leading and managing the school.
- The school tracks individual pupils' progress very well and analyses all of its data thoroughly.
- The current provision for pupils learning English as an additional language is inadequate.
- New teachers to the school are supported very well and quickly settle in.
- Foundation Stage provision is good and children achieve well.
- Pupils achieve well in information and communication technology and use it well to support their learning in other subjects.
- Good attention is given to promoting pupils' personal development: this helps them develop good attitudes, behaviour and relationships, as well as a clear understanding of what is right and what is wrong. Racial harmony is a strength.
- The good and better teaching seen helps children to achieve well in some lessons, but there are too many changes of teachers, which can affect pupils' progress over time.
- The school does not employ enough teaching assistants nor provide sufficient training for them.

### **THE SCHOOL IS AS EFFECTIVE AS IT WAS WHEN IT WAS INSPECTED TWO YEARS AGO.**

The school has worked successfully to address the weaknesses found at the time of the last inspection in 2002. Standards have continued to rise and there is greater consistency in teaching and learning across classes. The quality of teaching has improved since the last inspection. There is now more good or very good teaching than was the case then. The school works very hard to overcome what gets in the way of sustained improvement, such as severe difficulties recruiting permanent teachers and the large number of pupils regularly moving in and out of the school. The school's positive outlook and determination contribute well to the school's capacity to continue to improve.

### **STANDARDS ACHIEVED**

Overall standards are below those found nationally but pupils achieve well in Nursery and Reception and satisfactorily in Years 1 to 6.

Many children starting in the Nursery have limited skills in English and few experiences beyond their homes. This adversely affects their overall attainment. Children make good progress in Nursery and Reception, but although standards have improved they are still below those expected by the time they join Year 1. By the end of Year 2 and Year 6 standards across many subjects are still below those expected. Exceptions to this are in art and design, physical education, religious education and information and communication technology (ICT), where standards are as expected. Weaknesses in pupils' skills in English and the fact that a large number of children join the school late, affect the school's overall standards. Most pupils who spend all of their time at this school, however, attain or exceed the expected levels by the end of Year 2 and Year 6.

Results in national tests have been improving at a rate similar to that found nationally. In the tests in 2002, pupils in Year 2 performed well below the national average in reading and writing and below the national average in mathematics. They did better in mathematics than pupils in similar schools and as well as pupils in similar schools in reading. Standards in writing were, however, below those in similar schools. In the tests in Year 6 in 2002, overall standards in English, mathematics and science were all well below those in schools nationally and in similar schools, as the following table shows. Such comparisons, however, take no account of the ways in which this school is different from many other schools. This school has a large number of children joining it at various points who have previously not had any schooling in this country.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	E
mathematics	E*	E	E	E
science	E*	E	E	E

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

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

## ATTITUDES AND BEHAVIOUR

**Pupils have good attitudes to their work and enjoy school and learning. Most pupils behave well in class and around the school.** When pupils misbehave staff deal with this effectively. Attendance levels are satisfactory. Most pupils attend regularly but a significant number of families take too many holidays in term time, which brings down the school's attendance levels. Relationships are good and there is good racial harmony among pupils from a wide range of backgrounds.

## QUALITY OF EDUCATION

**The school provides a satisfactory standard of education. Teaching and learning are satisfactory. All National Curriculum subjects are taught and pupils can also learn Punjabi and Urdu. The school's good links with the community and the good use that is made of visits and visitors, support pupils' learning well.**

Teaching and learning in Nursery and Reception are good. Teaching is satisfactory in Years 1 to 6 and there is also some good teaching here which is helping children to learn well in lessons. The curriculum meets requirements but the school should adapt it further so as to reflect the needs of pupils learning English and to take advantage of the pupils' diverse backgrounds. All staff ensure that pupils are cared for and safe at school. The school tries hard to keep parents informed.

## LEADERSHIP AND MANAGEMENT

**The headteacher and deputy headteacher lead the school very well. The overall leadership is good and the school is soundly managed.**

The headteacher and deputy headteacher work very well together. They have a very clear educational direction. Senior staff provide good leadership in their subjects and departments and support the headteacher very effectively to provide stability and achieve consistency in the school. The governors support the work of the school and carry out all of their statutory responsibilities as they should.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

**Parents generally like the school and feel their children are getting on well.**

Parents particularly like opportunities to meet with and talk to staff and to attend the parents' group. They like the way the headteacher and staff give time to talk with them. Some parents are concerned that their children are being taught in mixed age classes. Inspectors found that these children were not suffering as a result of these arrangements. Pupils like school and enjoy being here. They give

examples of how the staff and teachers have helped and supported them. They feel they are listened to and their contributions are valued. Some say they do not like school dinners and that sometimes there isn't enough food to go round. Some girls say the toilets need improving.

## **IMPROVEMENTS NEEDED**

Attention should be given to the following areas:

- Improving the provision for pupils learning English, especially those at the early stages of English.
- Improving the number of teaching assistants and the contribution they make to pupils' learning.
- Recruiting and retaining permanent teachers.
- Appointing senior teachers to manage and lead on ethnic minority achievements and the provision for pupils learning English as an additional language, science and literacy.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

**Children in Nursery and Reception achieve well, while achievement in Years 1 to 6 is satisfactory. A higher proportion of pupils than is usually found do not achieve at the levels expected for their age group. This is because these pupils are still learning English. There are no significant differences in how well different groups of pupils achieve.**

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

- Attainment on entry to school is very low. Children in Nursery and Reception achieve well because they learn from practical experience and because staffing levels and teaching are good.
- A high proportion of pupils have below average competency in spoken and written English, which adversely affects standards in a number of subjects. Provision for pupils learning English is not good enough to raise overall standards.
- Pupils achieve well in ICT. Standards have improved and are now in line with those expected.

#### **Commentary**

1. When children join the Nursery their attainment is well below that usually found. Many children have had few experiences outside the home and have a very limited understanding of English. Children make good progress in the Nursery and Reception classes. Nevertheless standards remain below those expected by the time they join Year 1 in most areas of learning. The exceptions are children's physical development, where attainment is in line with that expected and in communication, language and literacy, where attainment is well below that expected.
2. Pupils achieve satisfactorily as they move through Years 1 and 2. In the current Year 2 classes pupils' attainments in English, mathematics and science are better than was the case in Year 2 last year, but still below national expectations. Standards are depressed by the higher than average proportion of pupils who are not on course to reach the expected Level 2. Nevertheless, many, if not all pupils will achieve Level 2 by the end of the year. In the tests in 2002, the last year for which national and similar school comparisons are available, overall standards in reading were well below those found nationally but in line with those in similar schools. Standards in mathematics were slightly below those achieved nationally and above those in similar schools. Writing standards were well below those found nationally and below those in similar schools. Test results were better in 2002 than in 2001 as the table below shows. Results in 2003 dipped slightly. This is because there were a number of pupils needing extra help, including Traveller pupils and recently arrived refugees.

#### **Standards in national tests at the end of Year 2 – average point scores in 2002**

Standards in:	School results	National results
reading	14.8 (13.9)	15.8 (15.7)
writing	13.3 (13.2)	14.4 (14.3)
mathematics	16.3 (15.4)	16.5 (16.2)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

3. The table below shows that in English and mathematics overall standards at the end of Year 6, based on average point scores, fell between 2001 and 2002. Standards in English and mathematics were well below those found in similar schools and schools nationally. Standards

in science were very low, in the bottom five per cent of schools nationally. Such comparisons, however, take no account of some of the distinctive features of pupil intake at this school, such as the very high pupil mobility and the fact that the school is a temporary or permanent stopping place for a relatively large number of refugees. Most of the pupils who spend all of their time at the school attain at least the expected Level 4, as the school's very thorough tracking of individual pupils' progress shows. Furthermore the proportion of pupils attaining the expected Level 4 in the English, mathematics and science tests at age 11 has been improving. In 2003 the school received an achievement award because of the good improvements between 2002 and 2003.

#### **Standards in national tests at the end of Year 6 – average point scores in 2002**

Standards in:	School results	National results
English	23.7 (25.0)	27.0 (27.0)
mathematics	24.9 (25.0)	26.7 (26.6)
science	25.4 (24.9)	28.3 (28.3)

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

4. Pupils currently in Year 6 are unlikely to do as well in the tests as pupils did last year, because there is a high proportion of pupils in the year group with additional needs. Furthermore, nine of the pupils have started at the school during the last year, some of whom have no previous schooling. Inspectors judged that pupils continue to make satisfactory progress in English, mathematics and science through Years 3 to 6. In individual lessons in Years 1 to 6 pupils often achieve well because teaching is good. The rate of progress over time, however, has been affected by the high turnover of teachers.
5. Pupils' skills in ICT have improved since the last inspection and are now in line with those expected of pupils by the end of Year 2 and Year 6. Pupils across the school achieve well. Standards in history are below nationally expected levels because weaknesses in English limit their ability to carry out independent research and to use technical vocabulary to describe events. In religious education standards are in line with those expected. Music and geography were not inspected so no judgements can be made about pupils' attainments. In the few lessons seen in physical education and in art and design standards are in line with those expected. In design and technology standards in Years 1 and 2 are broadly in line with those expected, whereas work seen in Years 3 to 6 indicates that standards are below those expected. The pupils who learn Urdu and Punjabi achieve well in these subjects.
6. There are no significant differences in the progress that different groups of pupils make. Pupils with special educational needs achieve as well as other pupils. Pupils at the early stages of learning English also achieve satisfactorily, but better provision would mean that their progress could be accelerated. The school's own analysis of test results highlights some differences in standards that pupils from certain ethnic backgrounds achieve. Such differences relate to factors such as the length of time that groups of pupils have been living in this country and attending school here.

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

**The school continues to promote pupils' spiritual, moral, social and cultural development well. As a result pupils' behaviour and attitudes to school and learning are good. Relationships between boys and girls and pupils from different racial backgrounds are good. Attendance is satisfactory overall.**

## Main strengths and weaknesses

- Pupils behave well, especially in lessons.
- Attendance, although below average, is improving.
- Adults set a good example and encourage pupils to take responsibility, behave well and develop good attitudes.

## Commentary

7. Pupils' personal development is promoted well. The school is a positive, harmonious place, characterised by good relationships that are fostered by the school's very good ethos. Most pupils enjoy school.
8. The school has successfully maintained the previously reported good standards of behaviour and attitudes. Attendance is satisfactory and is improving gradually. Most pupils attend regularly and punctually. There are good procedures for promoting and rewarding regular attendance and punctuality. However, too many families take extended holidays in term time. These absences are not being recorded as unauthorised absences, which makes the level of unauthorised absence appear lower than it actually is.

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

Authorised absence	
School data:	8.1
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

9. Parents and pupils say that the school is a positive place where everyone is made welcome. Children starting in the Nursery progress well in their personal development and this continues at a steady rate as pupils move up through the school. Parents are also happy with the way that the school helps their children to develop and mature. Pupils have plenty of opportunities to work independently and cooperatively and to develop moral values. In a religious education lesson in Year 2 for example, pupils shared ideas, discussed their own understanding of right and wrong and listened well to each other. Pupils are keen to take responsibility, running errands, tidying away, taking on the role of prefects and serving on the school council. Children's understanding of their own and other cultural traditions and religious beliefs is good. The development of these positive attitudes is helped by the way in which the school celebrates pupils' ethnic diversity.
10. Pupils' behaviour is usually good, but is often better in lessons than in the playground and around the school where supervision is sometimes less interventionist. Teachers and other adults manage pupils in a calm, consistent and positive manner. Not all children find it easy to behave well but the staff handle such pupils well. Pupils understand the school's systems of rewards and sanctions and these are effective in encouraging good behaviour. Both parents and children say that bullying does occur. When it does the school deals with this promptly on most occasions. No pupils have been excluded from school in the past year, as the following table shows.

## 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	17	0	0
White – Irish	9	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	207	0	0
Asian or Asian British – Pakistani	62	0	0
Black or Black British – African	58	0	0
Black or Black British – any other Black background	32	0	0

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

11. Relationships across the school are good. The school is a harmonious place; boys and girls and pupils from very diverse racial backgrounds get on well together. The school's very positive, inclusive ethos provides the basis for this. The strong teamwork of the staff ensures that pupils have positive role models to follow. Treating others with respect is something that is firmly embedded in school life.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

### The school provides a satisfactory standard of education

#### Teaching and learning

**Teaching in Nursery and Reception is good. Teaching and learning in Years 1 to 6 is satisfactory. Some good and very good teaching was seen during the inspection in most subjects and classes. Information and communication technology is taught well.**

#### Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1(2%)	8 (15%)	24 (44%)	16 (30%)	5 (9%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

#### Main strengths and weaknesses

- The school works successfully to ensure that new teachers to the school are equipped to teach the National Curriculum effectively.
- Staff do not have sufficient training in teaching pupils learning English as a second language.
- All teachers plan and prepare lessons well.
- The school has good procedures for assessing pupils' work and tracking their progress.
- Some of the teaching assistants do not make a good contribution to pupils' learning.
- Homework is used well to support pupils' learning.
- Some good teaching was seen in most of the subjects inspected.

## Commentary

12. Teaching is good in the Nursery and Reception classes. Lessons are well planned to include all six areas of learning. Staff have a secure understanding of how young children learn and provide appropriate activities. The staff speak some of the children's first languages, which helps communication with them. Adults generally keep a good overview of children's learning. The children's positive relationships with staff help them learn in a secure and safe learning environment. Children taught in a mixed age class are well provided for as a result of the teacher's careful planning and effective use of the teaching assistant. Aspects of teaching that are not properly addressed relate to extending children's knowledge and understanding of the world, providing more opportunities for children to make choices about the materials they use and ensuring better adult intervention in children's role-play so as to extend children's play and their language development.
13. In Years 1 and 2 and in Years 3 to 6 teaching and learning are satisfactory. Pupils were often seen to achieve well in lessons but their learning over time is affected by high staff turnover. There are inevitably some disruptions to pupils' learning, especially when there are several changes of teacher during the year. At the current time all classes have teachers and all are equipped to teach effectively. The school has previously provided some training for the teaching assistants and is currently providing further training. This is a positive move since the role of teaching assistants is not yet sufficiently well developed to ensure they play a strong enough part in supporting pupils' learning. Homework is used well to extend pupils' learning.
14. Classrooms are well organised and good routines have been established. Teachers prepare lessons well and generally manage pupils positively. English and mathematics are taught at least satisfactorily in most classes and teaching was good or very good in a number of lessons. Teachers make good use of national guidelines for literacy and numeracy. Setting pupils according to their prior attainment for some lessons, is helping to improve the rate at which pupils learn.
15. Pupils' progress is tracked and monitored very carefully. The school administers annual reading tests and end of year statutory and optional tests. Individual pupils' writing is sampled and levelled each term. Detailed records are kept in science and ICT. Senior managers, subject and phase leaders all play a key role in tracking pupils' progress and analysing test results. As a result the school can show how much progress individual pupils have made. They use their analysis of results well to determine what aspects of teaching and the curriculum have been effective and where these might need to be improved. At the current time, early on in the term with lots of new teachers to the school, not all of the staff are making best use of the available information to guide them in lessons, so that on occasions the work set is too hard.
16. Science teaching is satisfactory overall but ranged from good to unsatisfactory. Teachers are well prepared for lessons and use questioning well. However, in general they do not provide enough opportunities for pupils to carry out investigations. When pupils are given practical activities they learn well. In some lessons teachers rely too heavily on pupils' ability to learn from listening and this is precisely the area that pupils at this school find most difficult. Information and communication technology is taught well because staff training has ensured that most teachers are confident in teaching it. Teachers' good management strategies and stimulating activities ensure pupils stay on task, concentrate and behave well. Teachers provide clear explanations and use ICT well to support pupils' learning in other subjects.
17. Limited evidence was gained about teaching in physical education, art and design, religious education and history. Teaching was satisfactory overall and some good and better teaching was seen across these subjects. Teachers demonstrated good knowledge of the subjects and gave good attention to teaching skills. Resources, including visitors, made a good contribution

in some of the history and religious education lessons and pupils learned well from practical activities.

18. Teaching and learning were unsatisfactory in five lessons taught by different teachers. All of these teachers were seen teaching other lessons at least satisfactorily and sometimes well. In two science lessons and a mathematics lesson teaching was unsatisfactory because pupils were expected to listen for far too long and they did not get enough time to ask questions, discuss their own ideas or complete written or practical tasks. In two literacy lessons teaching was unsatisfactory because the tasks set were too difficult for the pupils.
19. Across most subjects adults do not give enough attention to developing pupils' speaking skills. Teachers and support assistants do not have a sharp enough focus on the additional needs of pupils learning English, including those pupils who at first appear fairly proficient in English. In the best lessons, teachers use visual clues to help pupils to understand, emphasise, explain and display appropriate subject specific vocabulary and give pupils time to talk to each other in order to clarify their ideas and work things out. Pupils at the early stages of learning English are too often inadequately supported in lessons. Two of the key support staff left the school last term and have not been replaced. This is affecting support in lessons and the regular assessment of pupils' competency in English.
20. Pupils who have special educational needs are supported satisfactorily in lessons. Teachers plan work to match pupils' abilities, but this is not always finely tuned to meet the targets in their individual education plans. The teaching assistants who give specific support to these pupils provide satisfactory support, but also rely heavily on guidance from teachers. There are sound procedures for identifying pupils' needs and their progress is reviewed regularly.

## Curriculum

**The curriculum is broad, balanced and meets statutory requirements. It meets pupils' needs satisfactorily and is enriched by links and involvement with the community. The accommodation and resources are satisfactory.**

## Main strengths and weaknesses

- The curriculum for children in the Nursery and Reception is good.
- The teaching of Punjabi and Urdu enhances the curriculum.
- There are not enough teaching assistants.
- The curriculum is adapted to reflect pupils' cultural diversity, but is not sufficiently modified to take account of the fact that most pupils learn English as an additional language.
- Induction procedures for new staff are very good, but this is costly in terms of time and money.
- Teachers make good use of ICT but the computers regularly break down, causing frustration to staff and pupils.
- Teachers work very hard to make the best of the school's accommodation by creating stimulating, tidy classrooms.

## Commentary

21. All pupils have equal access to the curriculum, which also meets all statutory requirements. Children in the Nursery and Reception classes follow a broad and balanced curriculum that meets children's learning needs well and ensures a successful start to their education. Pupils in Years 1 to 6 follow the National Curriculum, the locally agreed syllabus for religious education and the National Literacy and Numeracy Strategies. Pupils in Years 2 to 6 also benefit from opportunities to learn Punjabi and Urdu.
22. The curriculum is sometimes adapted to reflect pupils' diverse cultural backgrounds, as for example, when pupils learn about different religions and art from around the world. Such opportunities should be extended to reflect and take full advantage of pupils' diverse

backgrounds. The curriculum is not yet fully adapted to take account of pupils' additional needs in English, particularly in subjects such as literacy, mathematics, science and history. Pupils lack knowledge and understanding of subject-specific vocabulary, which makes it hard to learn new concepts. The tasks set for pupils are sometimes unnecessarily difficult, as when pupils were expected to convert Old English into modern-day language. Furthermore, staff vacancies mean that the specific additional provision for pupils learning English is inadequate. A consultant from the Local Education Authority is for this term supporting the school to update its assessments and provide some training so as to improve provision. The school is seeking to ensure that a senior member of staff with both the time and the expertise is appointed to take on this role and lead it towards further improvements.

23. The school has enough resources to meet the needs of the curriculum in Years 1 to 6 and resources are good for children in the Foundation Stage. Teachers provide some opportunities for literacy skills to be taught as part of their work in other subjects, but this is not a strong feature. Few examples of linking mathematics work to other subjects were seen at this early stage in the school year. Information and communication technology is used well to support learning across other subjects, as was evident from displays and school portfolios of pupils' past work. Six of the 13 class teachers were either trained overseas, or are newly qualified teachers and five teachers arrived at the school this term. Senior staff have provided very effective induction for newcomers but there have inevitably been some breaks in continuity of provision, since teacher turnover has been consistently very high in recent years. There are not enough teaching assistants, particularly considering the very high level of pupil need.
24. Provision for pupils' personal, social and health education is good. Work in this area is incorporated into other subjects. Good use is made of visitors as seen during the inspection period when the school nurse supported lessons on hygiene and about the harmful effects of tobacco, alcohol and other substances. The curriculum is enhanced by visits to places of interest such as those available locally and those further afield such as the Planetarium, the British Library, the Science Museum and a farm. There are a satisfactory number of extra-curricular activities, mostly for sports, which effectively contribute to pupils' performance in physical education. Participation in sport is good because the coordinator has been successful in gaining a grant to support this.
25. The accommodation is satisfactory but there is no outside play area for children in the Reception classes and no grassed area to practise games and athletics skills. The building is well maintained and teachers work hard to create stimulating, attractive classrooms.

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

**The school provides a safe, welcoming environment for all members of its community. Pupils from all backgrounds receive satisfactory support and guidance. A good feature of school life is the school council, which gives pupils an effective way of sharing their views and ideas.**

### **Main strengths and weaknesses**

- The induction procedures for nursery children are good.
- The school premises are safe and secure.
- Pupils value the school council.
- Pupils are supported positively.

### **Commentary**

25. The school is generally safe, clean and welcoming. Governors take care to maintain the building and grounds and ensure that the site is secure. The deputy headteacher is the named person responsible for Child Protection matters and she is appropriately trained. All staff have

a basic understanding of the school's procedures. Staff have already formed good relationships with their classes, despite many of them being new to the school themselves. Several staff speak community languages, which enables the school to provide appropriate care and guidance to all pupils and their families, including those who have limited knowledge of English. There are good induction procedures to settle children into the Nursery and sound procedures to settle the significant minority of pupils who join the school late.

26. Parents and pupils are generally happy with the care and support the school provides. Pupils are satisfactorily supervised at playtimes. A good range of equipment and playground facilities encourage purposeful play and this also supports pupils' physical development. Information from the pupil questionnaire and discussions with pupils show they enjoy school and feel they are getting on well. Pupils would like the school lunches to be better and some say that occasionally there is not enough food to go round. Some older girls also said that their toilets are poorly supplied with soap and toilet paper and in poor repair and on inspection this was found to be the case. The school council is a strong feature of the school. Pupils spoke highly of this to inspectors and the work of the school council is prominent in displays seen around the school. Pupils feel they are listened to and respected and report that all classes in the main school are represented on the council. This makes a good contribution to pupils' personal development and to their understanding of citizenship.

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

**There are sound links with parents and other schools. Links with the community are good.**

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

- The headteacher and staff are welcoming, accessible and approachable.
- Day to day support and information, including translation facilities, are effective
- The weekly parents' group provides very good support for parents.
- Parents have largely positive views of the school.
- Links with the local community are good.

#### **Commentary**

27. The school has maintained sound links with the diverse group of parents. There are weekly meetings of the parent group and the school provides regular information about the curriculum and newsletters. Parents can also talk with staff at the beginning and end of each day and staff help with translations. The weekly parents' meeting during the inspection week included a session run by the school nurse. This was of high quality and contributed not only to health education, but also to building friendships among parents and improving their understanding of English. Parents recognise the value of this and appreciate the provision, which also provides opportunities for them to discuss any concerns or ask questions.
28. Annual reports to parents on pupils' progress are satisfactory and some include helpful comments on how parents can support children's learning at home. Some parents feel that homework is erratic. This was not found to be the case during the inspection; homework is set regularly and is both relevant and purposeful. Parents are supportive of the school and most are generally happy with it. A minority of pupils would like more opportunities to share their views and receive information about school life. The school has recently issued a consultative questionnaire, which is a positive step forward. It has yet to be fully analysed and acted upon. A number of parents at the meeting before the inspection expressed concerns about the introduction of mixed-age classes in Years 3 and 4. Inspectors looked into this aspect carefully and found that pupils in these classes were achieving as well as other pupils. They judged that the changes had been well planned and are being well managed.



29. The school has good links with the local community. It works closely with local faith and community leaders to help ensure good communication and understanding. Various community groups use the school premises out of school hours. Pupils visit places of worship and faith leaders come to the school to talk to them. This contributes well to pupils' understanding of other cultures. Pupils enjoy performing at a local theatre and visitors come to the school to enhance pupils' learning in drama and art. Staff visit families at home before children start Nursery. Staff from local secondary schools come to meet prospective pupils in the autumn term of each year, ensuring that transfer is smooth. The school takes great care to track pupils entering and leaving the school to ensure no pupils or records are "lost in the system". Local businesses make a good contribution to the school library by donating funds.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership of the headteacher and other key staff is good. The headteacher and deputy headteacher provide very good leadership, give very clear direction and expect high standards. Governors are proud of their school and support its work. Overall management of the school is satisfactory, despite the many challenges that the school faces.**

### **Main strengths and weaknesses**

- The headteacher has a strong drive to improve the school and together with the deputy headteacher perseveres, is innovative and is flexible in seeking to meet this aim.
- There is a clear focus on raising standards. Pupils' progress is tracked very well and analysis of test results is detailed and informative.
- The management team are strong and work very hard to support and monitor the work of their teams. Senior staff provide a good example of teaching for others.
- Senior staff communicate well with governors.
- High staff turnover means senior staff have heavy a workload.
- Long-term management of the provision for pupils learning English as an additional language is insecure.

### **Commentary**

30. The headteacher provides very good leadership and a very clear educational direction. The headteacher and deputy headteacher work very closely together to improve standards whilst also providing a very good ethos in which pupils and staff are valued and racial harmony is good. Despite many difficulties there is a very happy working atmosphere in the school and strong teamwork. Senior managers recognise the strengths among their teachers and they do their utmost to ensure a stable staff. All of the other members of the management team make a good contribution to school management as well as managing their subjects and departments well. They feel free to share their ideas for improvement. For example, it was the phase leaders who suggested that establishing teams of staff to oversee specific curriculum areas was a good way to help minimise the difficulties caused by staff changes. Senior staff take on extra work willingly, as for example analysing Year 5 test results when they knew that new teachers would be employed to teach these pupils in the current year. The school has a satisfactory plan for improvements for the coming year. It contains appropriate priorities for development that focus on raising standards, especially those in the core subjects. Priorities are linked to costs and there are clear criteria for judging success. The school's ability to plan long-term improvements, however, is inhibited by difficulties with staffing. In the short term the school constantly has to emphasise staff recruitment, induction and training.
31. The governing body carries out its responsibilities satisfactorily. Governors are kept well informed by the headteacher and this helps to ensure they play an increasingly important role. Governors undertake training which contributes to their effectiveness. They link with classes. Governors understand the challenges that the school faces and now have a more objective

view of the school's strengths and weaknesses. Several governors support local classes that help parents develop their English skills. They see this as a good way to help parents help their children learn. They are also very supportive of the headteacher in recruiting staff who are representative of the local community. Such teachers can provide positive role models, translate for pupils and be accepted by the parents. However, although they are well aware that the headteacher and other staff have too much work to do, they have not taken sufficient steps to reduce this workload.

32. Senior managers analyse test results across the school very well so as to identify strengths and weaknesses. They track individual pupils' progress carefully. Despite the fact that many teachers are new to the school, they are doing well as a result of good training, purposeful monitoring and because senior managers have ensured they have the necessary information.
33. There is currently no designated manager to lead on the provision for English as an additional language. This has a negative impact on the provision for pupils and the guidance provided for all staff. A consultant is providing temporary support. The school needs to ensure it has proper arrangements in place for next term so that this crucial aspect of the school is led effectively. The school is likely to receive some additional external support in the future because it has been selected as a pilot school for new government initiatives.
34. The special educational needs coordinator does her job well. She keeps parents informed about their children's needs and has good systems in place to track pupils' progress. Pupils' individual educational plans are very specific. A new computer system is supporting teachers to be precise about identifying pupils' needs. Teaching assistants have access to pupils' plans but as their roles include many areas of work and their job descriptions are not sufficiently specific, they do not always work effectively to help pupils learn.
35. Finances are managed efficiently. The high turnover of pupils, including a drop in pupil numbers during the past financial year, led to the school being overzealous in curbing its spending. This resulted in the school carrying forward a larger proportion of its budget than was necessary, almost 10 per cent of the total budget. There are now plans to use this money to extend the number of staff and improve the accommodation. Staff make a good contribution towards the clear school improvement plan by bidding for resources to improve facilities in their subjects. When consideration is given to the sound teaching and learning and the curriculum and pupils' satisfactory achievement, the school provides satisfactory value for money.

## Financial information

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

Income and expenditure (£)	
Total income	1,135,525
Total expenditure	1,117,475
Expenditure per pupil	2,895

Balances (£)	
Balance from previous year	88,015
Balance carried forward to the next	106,047

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

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

#### **THE QUALITY OF EDUCATION IN AREAS OF LEARNING**

**Overall provision is good.**

The school has maintained its good provision for children in the Foundation Stage and they continue to receive a good start to their education. Attainment on entry to the Nursery is very low in communication, language and literacy and well below that usually found in all other areas of learning. In both Nursery and Reception children from different ethnic groups achieve well. Those who have special educational needs are well supported and also achieve well. Teaching and learning is good. Teachers plan well in all areas of learning and they keep detailed notes of children's development and use these well to plan future lessons. The Foundation Stage is well led and managed. Resources are good and the accommodation is satisfactory. The school does not have a separate outdoor area for the children in Reception, but has converted a spare classroom into a practical activity area.

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Children achieve well in this area so that standards are as expected by the time children join Year 1.
- Children behave well and they develop good attitudes to learning.
- Staff have high expectations of children and provide good role models for them.
- Good routines are established and children are given lots of encouragement. This helps them to feel secure and confident.

##### **Commentary**

36. The quality of teaching and learning is good and children achieve well. There are good arrangements to settle Nursery children into school when they first start. The clear routines established in both the Nursery and Reception classes help children feel secure. Children learn to be independent. For example they are given opportunities to choose activities and to tidy up after themselves. They learn to share equipment and wait their turn. Relationships between children are good and staff provide positive examples of how to behave. There are appropriate expectations for children to be active sometimes and at other times to be still. Consequently they develop a good understanding of how to behave in different circumstances. In Reception classes, children can sit attentively for a reasonable length of time in whole class lessons. They work co-operatively with others and can work independently. Children are on track to meet the early learning goals in this area by the time they join Year 1.

#### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Although children achieve well, standards remain well below the expected levels for many children when they join Year 1, because of their low starting point.

- Teaching of key skills is good and consequently children's writing and reading skills develop well.
- Role-play could be used more effectively to support independent learning and develop children's skills in communication and literacy.

### **Commentary**

37. The quality of teaching and learning is good and children achieve well. Staff give good attention to explaining vocabulary, which ensures that children understand what they are doing and learning. For example when making cakes children did not know the names of ingredients such as 'butter', 'flour' and 'sugar'. Consequently the teacher provided and emphasised the key words. This helped all the children, including those who were at an early stage of learning English. However, opportunities are sometimes missed to extend children's speaking skills, for instance when teachers do not ask them to learn new words and sentences through repetition. Children are taught letter names and their sounds but are not yet able to link these sounds to create whole words. Because children's vocabulary and speaking skills are limited, they do not often use the role-play areas in their classrooms to practise basic skills in writing and communicating. More could be done to develop this aspect. Children take books home to look at and read and this supports their learning well. Most children are unlikely to meet the early learning goals for reading, writing and for communication by the time they join Year 1.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is good.**

### **Main strengths and weaknesses**

- Children achieve well.
- Standards remain below those expected.
- Practical activities support children's mathematical development well.

### **Commentary**

38. The quality of teaching and learning is good and children achieve well. Children learn a good number of rhymes and songs that extend their knowledge of numbers well. As a result, higher-attaining children in Reception can count to 20 and almost all can recognise and write numbers up to five. Lessons in cooking allow children to learn through practical activities; they apply concepts of measuring, weight and volume well. Children in Reception classes are learning to recognise simple two-dimensional shapes. Teachers have good subject knowledge and they plan their lessons well with clear learning objectives that they address in lessons. Children who speak English as an additional language are well supported by teaching assistants who talk to some of the children in their mother tongue. Staff assess the children's progress well and use this when planning the next steps in learning. Most children are, however, unlikely to attain the early learning goals by the time they join Year 1.

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

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

### **Main strengths and weaknesses**

- Sometimes children do not select their own tools, techniques and resources when creating, designing and making.

## **Commentary**

39. Very little direct teaching was seen in this area but evidence from planned activities and recorded work indicates that the quality of teaching and learning is satisfactory overall. Children's achievement is satisfactory. They learn about a variety of materials through using construction toys, sand, water, clay and play-dough. They learn to cook, but opportunities are sometimes missed to extend children's scientific knowledge, as was seen in a cooking lesson when the changes that occurred when ingredients were mixed were not highlighted and emphasised. Staff provide a good range of activities but sometimes children could be further encouraged to select their own tools and techniques so as to adapt their work and extend their learning. In assemblies and through song children learn about other cultures and religions. Children are not on course to meet the early learning goals in this area by the time they join Year 1.

## **PHYSICAL DEVELOPMENT**

**Provision in physical development is good.**

### **Main strengths and weaknesses**

- Teaching is good and children achieve well.
- Children learn to move with control and confidence.
- The curriculum provides a wide variety of opportunities to practise and develop skills.

## **Commentary**

40. The good quality teaching ensures that children in the Nursery learn to use the wheeled toys with confidence, negotiating space safely. In Reception, children are taught well how to use the space appropriately in their stretching and limbering activities. Consequently they achieve good standards and confidence in controlling their movements. Children in Nursery learn to master the use of a good range of tools, for example paintbrushes, sticky tape dispensers, dough cutters, scissors and felt tips. By the time they are in Reception most children can hold these implements correctly and are beginning to learn to write accurately with a pencil. Children are likely to meet the early learning goals in this aspect of their learning.

## **CREATIVE DEVELOPMENT**

**Provision in creative development is good.**

### **Main strengths and weaknesses**

- There is good teaching about the ways in which a range of materials can be used.
- Good attention is generally given to developing children's vocabulary through creative activities.
- There are some missed opportunities to practise and develop speaking and listening through role-play.

## **Commentary**

41. The quality of teaching and learning is good overall and children achieve well, from a low starting point. Children are introduced to a good range of media, for example painting, dance and singing. In the Nursery, children learn to play musical instruments and develop their appreciation of the different sounds these can make. Children in both Nursery and Reception play in the role-play area; they organise parties for 'Spot's Birthday', for example. However, because of their limited vocabulary and speaking skills children do not find it easy to extend their play. They generally sit and fiddle with objects rather than using these purposefully and creatively. More emphasis needs to be given to developing this aspect, for example by

extending the way that adults are used to support and initiate talk and by teaching children the names of objects that they play with. Most children are not on course to meet the goals in this area of learning by the time they join Year 1.

## English

**Provision for English is satisfactory. Many pupils have English as an additional language. The school is trying hard to meet their needs and deliver the National Curriculum.**

### Main strengths and weaknesses

- Overall standards are below those found nationally.
- The number of children who attain the expected levels is increasing.
- There are examples of good and very good teaching.
- Teachers do not precisely identify in their planning how they intend to meet the specific needs of pupils who are at the early stages of learning English.
- Teaching assistants are sometimes not clear about what they are expected to do in order to help improve pupils' learning.
- Teaching did not match pupils' needs in two lessons seen.

### Commentary

42. Overall standards in English are below those usually found but they have improved since the last inspection. Boys and girls of all prior attainment levels, including those pupils with special educational needs, make satisfactory progress. There are some differences in the standards that pupils from different ethnic backgrounds achieve. This relates to the length of time such pupils have spent in this country. Many pupils attending the school learn English as an additional language and about a fifth of all pupils are at the early stages of acquiring English. A good number of these pupils start school during the year with little or no previous schooling and some stay at the school for a short time. The school perseveres to overcome the difficulties this presents and staff are very committed to helping pupils and raising standards.
43. In the 2002 national tests, at the end of Year 2, the proportion of pupils who attained the expected Level 2 in reading and writing was the same as that found in similar schools. Because very few pupils attained the higher Level 3, this depressed overall standards based on average point scores. In Year 6 the percentage attaining the expected Level 4 was well below that found in similar schools. This is due to the fact that a number of pupils in Year 6 had spent little time in school and the expectations of pupils at age 11 are very demanding for such pupils. The leadership of the subject has been strong, but the coordinator left recently and the deputy headteacher is leading the subject effectively in the interim. She is very aware of the strengths and weaknesses across the school and has informed and supported the staff so that they can continue to work to meet pupils' specific needs.
44. Pupils throughout the school listen very well. They are determined to do well, but often do not understand all of what has been said. For instance, in one lesson pupils followed the instruction to write the word 'mood' but it soon became clear when they were asked to put it into a sentence that they did not understand what it meant. Older pupils do not always understand the difference between a question and a statement of fact. Most teachers develop pupils' speaking and listening skills well in lessons by giving them opportunities to discuss things in pairs and to report to the whole class. During an English lesson in Year 2 pupils were seen doing this well. They introduced themselves and gained the class' attention with confidence.
45. Pupils make good progress in reading. By the end of Year 2 overall standards are only slightly below those expected nationally. In Year 6 standards are well below those expected because pupils do not always fully understand the meanings of words or the texts, although many pupils

can read the words accurately. Most pupils in this year group say they belong to the local library and are obviously keen to improve their reading skills. Often parents cannot fully support their children at home, as their English is not well developed, but older brothers and sisters often do so. Pupils' achievement in writing is satisfactory, although standards are below national expectations. Pupils' writing shows that they concentrate on both the content and the presentation. Teachers give them a good variety of writing experiences such as writing notes, poetry and stories. Often, work is marked well and teachers suggest improvements, but this is not always the case.

46. The quality of teaching is satisfactory. Currently there are also a few examples of very good and good teaching. In the best lessons teachers plan work aimed at fully involving and helping pupils with English as an additional language and pupils have good support from teaching assistants. In these lessons teachers use music and drama to make the English language come alive. Visual clues are sometimes helpfully given to pupils who are beginning to learn English. In two unsatisfactory lessons seen, inexperienced teachers did not sufficiently match their teaching or vocabulary to pupils' current levels of attainment or previous experiences. In one of these lessons young pupils were asked to write instructions for making a cup of tea. It would have been easier for them, to write instructions for making a cold drink. This could have been demonstrated to the class and children will probably have had such experiences, whereas it is unlikely that small children would have made tea.
47. The deputy headteacher and phase leaders carry out a very good analysis of test results and of pupils' needs. They inform teachers of these and arrange training to help teachers meet pupils' needs. They also use assessment information well to move pupils into more suitable ability groups for some lessons. Due to the frequent changes of staff, training often needs to be repeated. Nevertheless the teachers from abroad and newly qualified teachers deliver the National Literacy Strategy satisfactorily and occasionally well. Not all classes have additional teaching assistants in literacy lessons. When they are available their role is not always defined, with the result that they are not always sure about what they need to do to help improve the rate of pupils' learning.

### **Language and literacy across the curriculum**

Pupils have some opportunities to develop their speaking and listening, reading and writing skills as part of their work in other subjects. Older pupils write about their science work and group reading books are sometimes chosen to link with history topics. However, links between English and other subjects could be stronger. This sometimes results in time not always being used well. For instance, instructions for making a mask were used for a literacy lesson in the morning but this was not developed in the design and technology lesson later that day.

### **MODERN FOREIGN LANGUAGES**

#### **Punjabi and Urdu**

#### **There is good provision for children to learn Punjabi and Urdu.**

The school provides classes in Punjabi and Urdu for pupils in Years 2 to 6. The school's overall curriculum is well enriched for those pupils who attend these lessons. There were no Urdu classes taking place during the inspection period so this subject was not inspected. Some, but limited Punjabi teaching was seen.

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

- Teaching is good and pupils achieve well.
- Pupils have some good opportunities to learn English through being taught in Punjabi and Urdu.

## **Punjabi**

### **Commentary**

48. The provision for Punjabi is good. It is taught from Years 2 to Year 6. Support to help pupils learn English through Punjabi is also provided for children in some classes. For instance in a science lesson seen in Year 2, pupils were well supported. They learned successfully about foods that keep you healthy and should be eaten daily and those that should be eaten only in moderation. The teacher had brought in the main foods that a Punjabi family would eat and pupils were discussing these. They decided that the samosas should not be a part of the daily diet as they contained too much fat. As a result of the good teaching pupils learned vocabulary in both Punjabi and English and understood the concepts well. Pupils were then able to proceed to write their own lists of foods that could be eaten at a party.
49. Scrutiny of pupils' work in Years 3 to 6 indicates that pupils' achievement is good. Teaching is based on a commercially produced scheme. It forms a good basis for lessons. By the time they are in Year 3 pupils can recognise the letters of the alphabet and are beginning to read and write simple words. By the age of 11, they can write simple sentences translated from Punjabi to English and vice versa. Their vocabulary skills are developing satisfactorily and they have started, with support, to write short compositions. Their handwriting is neat and legible and their work is presented well. No firm judgements can be made on the development of pupils' speaking and listening skills in Punjabi since not enough teaching was seen. The provision is well managed. Work is marked consistently and comments give appropriate praise and encouragement to pupils.

## **MATHEMATICS**

**Current provision for mathematics is satisfactory.**

### **Main strengths and weaknesses**

- The National Numeracy Strategy provides a good framework for teaching and teachers receive good training and support to help them deliver it.
- There are strengths in much of the teaching, which often helps pupils to achieve well in lessons, but the high turnover of teachers can also affect pupils' achievements over time.
- Setting arrangements are having a positive impact on the rate at which pupils learn.
- Pupils in the lower sets need even more support from trained and skilled teaching assistants.
- Mental calculations are frequently taught well, but teachers also need to give pupils more time to think.
- The subject is well led and managed.

### **Commentary**

50. Overall standards by age seven and 11 are below those usually found because a smaller proportion of pupils than found nationally attain or exceed the expected Levels 2 and 4. Nevertheless, pupils of all prior attainments, including pupils with special educational needs achieve at least satisfactorily during their time in the school. The number of pupils who attain the expected levels has steadily risen since the last inspection. In the current Year 6 class fewer pupils than was the case last year are on course to achieve the expected Level 4. The targets agreed with the Local Education Authority are unlikely to be met. This is mainly because of the high turnover of pupils in this year group during the past 12 months. Nevertheless teachers and pupils are working hard to improve standards. Additional teaching support, which enables setting in fairly small groups, is having a positive effect and increasing the rate at which pupils learn. In the current Year 2 classes although attainment is below national expectations, test results in 2004 are likely to be similar to those achieved in 2002, the



last reporting year, when a proportion similar to the national average attained the expected Level 2.

51. Attainment is adversely affected by weaknesses in pupils' vocabulary and understanding of English. During the inspection week for example when a number of classes were studying shape and space, pupils frequently experienced difficulty. This was not because they could not interpret the differences between the shapes and their properties, but because they experienced difficulty in understanding, using and internalising the necessary associated language. Teachers in all classes display mathematical vocabulary for pupils to see, but they do not give enough time to explaining and reinforcing the precise meaning of this vocabulary, particularly when abstract words are used. Some pupils also need more visual clues, even when the activity is designed to develop pupils' skills in mental mathematics. This would support pupils with limited and sometimes very limited, understanding of English. One child in Year 6, for example who has arrived only recently from abroad and understands very little English, is progressing very well in mathematics. This is because the teacher provides lots of written workings on the board as well as verbal explanations.
52. Inspectors saw most teachers teaching mathematics. Teaching is satisfactory overall. In just over half of lessons teaching and learning were good and in one lesson teaching and learning was very good. In all lessons pupils were interested, well behaved and well managed and were usually clear about what they were expected to do and to learn. All teachers have high expectations of pupils' work and teaching frequently challenges pupils. Many teachers have good knowledge of the subject. What often distinguishes the good teaching from the satisfactory is the way that teachers use their questioning to assess how well pupils understand. In the best lessons teachers build on pupils' developing understanding throughout the lesson, sometimes adapting their teaching in response to pupils' emerging needs. Occasionally teachers do not take sufficient account of pupils' difficulties or their unwillingness to answer questions. Instead they plough ahead, without checking that pupils understand or exploring what exactly they are finding difficult.
53. Mental mathematics is frequently taught well. Teachers, however, need to take even more account of many pupils' weaker skills in English and give them more time to think and prepare their answers. Many pupils attending the school need extra time to understand the question and some need time to translate it into their first language before working out the answer. Marking is satisfactory and there is some good marking where pupils are given guidance about their mistakes and how they can improve. The school has rigorous systems for tracking pupils' achievements and analysing test results and data. At this stage in the term the information that assessments provide is being used well by some teachers, but others are as yet not making best use of it.
54. Despite the fact that many teachers are new to the school this term, the appropriate curriculum is being taught with a good level of consistency. This is a result of very effective teamwork and planning and the very good level of support and training that new teachers have received from their colleagues, senior managers and the coordinator. The coordinator provides good leadership and manages the subject well. She is conscientious and committed to ensuring that standards and pupils' achievements continue to improve.
55. In almost all year groups pupils are now set by ability for some mathematics lessons. This is a very positive development and enables teaching to be better tailored to the needs of pupils with a very wide range of attainments. However, in the sets for the lowest-attaining pupils there is not enough adult support.

### **Mathematics across the curriculum**

There is insufficient evidence to make a secure overall judgment about how mathematics work is linked to work across all subjects. This is because the inspection took place very early in the year, when the full range of work across subjects was not available and because inspectors did not

inspect work in all subjects. Good evidence of linking ICT with mathematics work was seen, on display and in portfolios of pupils' past work.

## **SCIENCE**

**Overall provision in science is satisfactory.**

### **Main strengths and weaknesses**

- Pupils' attainment is below national expectations by the end of Years 2 and 6.
- Pupils' achievement is satisfactory.
- Pupils lack understanding of scientific vocabulary and have few opportunities to develop investigative skills in some classes.
- Although overall teaching and learning is satisfactory, it is inconsistent.
- The high turnover of teaching staff means that staff training has not led to better provision.

### **Commentary**

56. At the time of the last inspection standards were judged to be variable across the school and this is still the case. Standards in the current Year 2 and Year 6 classes are below those expected nationally but pupils' achievement is satisfactory based on their current abilities and prior attainment. There are no significant differences between the attainment of boys and girls. Nearly all pupils learn English as an additional language and a good proportion are at the early stages of English acquisition. This affects overall standards significantly and pupils do not receive enough extra support in lessons. A notable exception to this was seen in a Year 2 lesson where Punjabi speaking pupils were effectively supported by the Punjabi teacher and achieved well. The school makes some attempts to overcome the language difficulties, for instance, by circulating a vocabulary list to parents. However, as English is not spoken always spoken at home, this has not been entirely successful in raising standards. Information and communication technology is used appropriately to support work in science, as for example in Year 6 when pupils researched information on earth and space using the Internet.
57. The quality of teaching and learning seen during the inspection and from the scrutiny of work, although satisfactory overall is inconsistent. Teachers use the nationally recommended scheme of work to support their planning but generally they provide insufficient opportunities for pupils to carry out investigations. As a result, pupils across the school are unclear about what makes a fair test. Staff have identified the need to plan more investigative activities in their lessons but the effect of doing so has not yet been successful in raising standards. When pupils are provided with practical activities, as was seen in a lesson in a Years 3 and 4 class about muscles, pupils' learning was most successful. By the end of this lesson, about eight out of ten pupils knew where their biceps and triceps were and that muscles contract in order to make bones move. Lessons that do not include a practical activity or investigation are often too long. In these lessons, teachers rely too heavily on pupils' listening skills in order to learn and this is precisely the area that pupils at this school find most difficult.
58. The headteacher has been effectively leading the subject since the previous coordinator left more than a term prior to the inspection. Since then, a good deal of monitoring and analysis has been undertaken which accurately identified areas for improvement. In-service training was provided for teachers in the summer term. However, this has not been entirely effective because a number of those who received training have since left the school. A helpful analysis has been undertaken of which areas of the subject pupils found difficult in last year's national tests. Good attempts have been made to use this information to help plan appropriate work this year, but again this is impeded by the high turnover in teaching staff. The headteacher is leading on the subject temporarily, but she already carries a very heavy workload. There are plans to recruit someone to take on this role. Resources are adequate to teach the National Curriculum. The subject makes a sound contribution to pupils' cultural development and pupils' social development is enhanced when, for example, the school nurse teaches pupils about health education.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**Provision in information and communication technology is good and is a strength of the school.**

### **Main strengths and weaknesses**

- Teaching is good throughout the school.
- Pupils achieve well and attain standards that are in line with national expectations.
- Information and communication technology is used well to support pupils' learning in other subjects.
- The subject is well led.
- There is no technician to maintain the computer suite and the computers frequently crash.

### **Commentary**

59. At the time of the previous inspection standards were judged to be close to what is expected for the pupils' ages and increased cross-curricular use of ICT and the growing confidence of teachers were assessed as contributing to a steady rise in standards. This positive situation has been maintained and standards now are in line with national expectations in Years 2 and 6. All pupils achieve well, including those with special educational needs and those pupils whose first language is not English.
60. All teachers use the nationally recommended scheme of work as a basis for their planning and this is appropriately adapted for the pupils at the school. Teaching was good in five out of six lessons seen and was satisfactory in the sixth. Because of this good teaching and pupils' own interest in using computers, pupils concentrate and engage well in most lessons. Teachers make good ongoing assessments of pupils' progress in lessons and intervene well to move their learning forward. They also assess attainment at the end of each topic of work and track pupils' progress accordingly. Work in ICT makes a good contribution to pupils' moral and social development in encouraging them to work cooperatively.
61. The computer suite was opened in April 2001 and is used effectively. However, as there is no interactive whiteboard or data projector, teachers have their backs to the class when using the linked tutor computer to demonstrate teaching points. As the school has no computer technician and the subject leader has insufficient time to maintain the suite, there are frequent computer crashes, which reduce the effectiveness of provision.
62. The subject leader has only held the responsibility since September 2003 and has already taken effective action to continue to raise standards. She has modelled lessons and provided training for the considerable number of new staff and for staff who still need additional support in developing their teaching of ICT.

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

Lessons in the ICT suite are used effectively to support learning in other subjects, for example in literacy, numeracy, science, history, geography, art and religious education. Pupils make good use of the Internet to research topics such as animal habitats and the Second World War. They use spreadsheet modelling to calculate the area of rectangles and word processing to present their work on synonyms. Pupils are proficient in the use of calculators by age 11. They use graphic modelling programs to create pictures in the style of Mondrian, recognising that computers make it easier to draw straight lines and to fill spaces with colour.

## **HUMANITIES**

Geography was not inspected. Work in history was sampled. Three lessons were seen in history and inspectors scrutinised samples of pupils' past work that were available.

### **History**

**The provision in history is satisfactory.**

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

- Off site visits and visitors to the school make a good contribution to work in the subject.
- Overall standards are below national expectations.

#### **Commentary**

63. By the end of Years 2 and 6 pupils' attainment is below national expectations. Nevertheless pupils from across the school achieve satisfactorily. Year 6 pupils in a study of Britain since 1940, had good opportunities to research the major events and facts about famous people. However, their weak literacy skills hindered their progress. Many could not distinguish between people and events. For many pupils, their ability to reason and draw conclusions is also limited by their lack of fluency in English and their knowledge and understanding of historical vocabulary. Pupils' skills in deduction are not well developed.
64. Pupils achieve well in lessons when involved in practical activities. When a visiting group was invited to take part in a lesson, pupils in Year 1 looked at Victorian household gadgets and compared them with their own. They had the chance to dress up as maids and scullery boys, wash clothes, scrub floors and clean carpets. Across the school pupils, who have English as an additional language make sound progress in their learning. However, a lack of additional adult support during lessons sometimes results in pupils not having enough support to talk or write about what they have learned. Pupils with special educational needs achieve satisfactorily. There is insufficient evidence to make a secure judgement about the overall quality of teaching and learning. The leadership and management of the subject are sound. Pupils' interest and involvement in the subject and their recognition of the importance of first-hand evidence are promoted well through visits to places of historical interest and through visitors. Such opportunities in particular make a good contribution to pupils' cultural development.

## **RELIGIOUS EDUCATION**

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

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

- Pupils have a secure knowledge and understanding of their own and other religions.
- Visits to places of worship and visitors to school enrich the curriculum and contribute well to pupils' learning.
- The subject contributes well to pupils' spiritual, moral, social and cultural development.
- Lack of fluency in English hinders older pupils' ability to discuss their religious beliefs in depth.

#### **Commentary**

65. Standards in religious education meet the expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Pupils of all abilities achieve satisfactorily. Pupils with special

educational needs and those who speak English as an additional language are fully included and they make the same amount of progress as other pupils. By the age of 11, pupils have secure knowledge of some of the religious beliefs of Christians, Sikhs, Jews, Muslims and Hindus. They have developed a good understanding of Islam and know that Muslims believe that the Qu'ran is Allah's final revelation and Muhammad is their final messenger. They compare different places of worship, recognising that the Church, Gurdwara, Mandir and Mosque are important places. They understand the importance of holy books. Pupils learn about the roles and responsibilities of religious leaders and relate these to their own responsibilities. In one excellent lesson seen pupils in Year 6 had the opportunity to listen to prayers, to learn why people pray and to write their own prayers. The use of candles, music and opportunities to reflect on their learning and beliefs added significantly to pupils' spiritual experiences and development.

66. The overall quality of teaching is satisfactory. Most teachers are secure and confident about teaching the subject. As a result, pupils make good gains in their learning in lessons. However, pupils' lack of fluency in English results in only satisfactory achievement over time. Pupils' learning is mainly confined to religious practices and rituals and they do not study in depth the main teachings of different religions. Teachers take good account of pupils' previous learning and their personal experiences. Artefacts and resources are used well to help pupils to learn. Assessment procedures are satisfactory. Pupils' progress is measured against the levels written into the scheme of work. The co-ordinator provides good leadership and manages the subject satisfactorily. The staff make good use of the fact that the school community is made up of pupils from a wide range of faiths, and use pupils and their families well, as a first-hand resource. Visits to local places of worship are also used well to extend learning. The subject is well linked to assembly themes and makes a good contribution to pupils' spiritual, moral, social and cultural development.

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

67. Music was not inspected. Work in physical education, art and design and design and technology was sampled. Two lessons in physical education were seen. Three design and technology lessons and one art and design lesson were observed. Samples of work in art and design and some photographic evidence in design and technology from some year groups was also available. Inspectors met with the coordinators for art and design, design and technology and physical education. The school does not have a music coordinator.

### **Physical Education**

**On the basis of the limited evidence gathered, provision for physical education is judged to be satisfactory.**

68. Two lessons were seen, football in Year 5 and rugby in Year 6. In both lessons pupils achieved standards that were in line with national expectations. Teaching and learning were good in Year 5 and satisfactory in Year 6. Whole school curriculum planning helpfully combines units from two nationally recommended schemes of work to ensure that all of the curriculum requirements are met. Overall, the school makes good provision for sport, despite having no grassed area on which to practise skills. Extra-curricular clubs include tag rugby with the London Broncos, football, netball and cricket. The subject leader has gained funding from the School Sports Coordinator Programme, which is used to support the football club, to provide coaching courses and to cover transport costs to sporting events and other activities.

### **Art and design and design and technology**

#### **Design and technology**

69. Photographic evidence of pupils' past work indicates that standards in design and technology are broadly in line with those expected within the topics covered in Years 2, 3 and 4. There is

insufficient evidence to make judgements about standards in Years 5 and 6 or about pupils' achievements over time. What is clear from lessons seen is that there is a wide range of attainment amongst pupils in each class, especially in Years 3 to 6. Some older children have great difficulty performing basic tasks such as using scissors, cutting, sticking and threading a needle, whereas others are quite proficient. This is likely to be linked to pupils' personal life experiences as well as what the school provides. Some pupils attending the school, including refugees, have experienced disrupted home lives because of their personal circumstances. This may well have adversely affected pupils' development of those basic skills to which everyday experiences at home frequently contribute.

70. Teaching seen was satisfactory. In two of the three lessons there was no additional adult support. This limited some pupils' achievements because many pupils needed individual help. The school is following the National Curriculum, but evidence suggests that the design, make and evaluate process is not always being sufficiently emphasised in Years 3 to 6. Pupils are sometimes being over directed in designing and making. The subject has not been a whole school focus for development in recent times. Consequently it does not reflect pupils' cultural backgrounds and prior attainments. There is the potential for pupils to develop the subject appropriate skills in many other interesting ways, including drawing on teachers' and parents' own backgrounds, knowledge and skills.

### **Art and design**

71. Only one lesson was seen during the inspection, a lesson in Year 5. Teaching and learning was good. The teacher demonstrated new skills effectively so that pupils could apply them successfully to their own still-life work. Pupils in Year 5 have achieved well in art this term as evidenced by the work that is on display. Some pupils are attaining standards that are above those usually found. Pupils in Year 1 have produced some effective work on portraits. The school is following the National Curriculum and associated guidance, which provides continuity and ensures skills are taught progressively. Pupils have regular opportunities to reflect on and learn from the work of other artists.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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