

INSPECTION REPORT

UXENDON MANOR PRIMARY SCHOOL

Kenton, Harrow

LEA area: Brent

Unique reference number: 101502

Headteacher: Ms K Hooper

Lead inspector: Mrs J Gill

Dates of inspection: 9th - 12th February 2004

Inspection number: 258266

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: 442
School address: Vista Way
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Middlesex
Postcode: HA3 OUX
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Appropriate authority: The governing body
Name of chair of governors: Mr K Jani
Date of previous inspection: 25th January 1999

CHARACTERISTICS OF THE SCHOOL

Uxendon Manor Primary School is a diverse and multicultural inner city school situated in Kenton, in the London Borough of Brent. Not all the pupils live locally. Forty-five per cent of pupils come from Kenton, 20 per cent from Harrow and 35 per cent from outside the area. The school is a two-form entry primary school with 442 pupils. It is much larger than usual and has more pupils than at the last inspection. Numbers fluctuate in each year group and some cohorts are smaller, as in Year 3. There are significantly more boys than girls - 257 boys and 185 girls. There are fewer children in the Nursery and Reception, which is similar to other local schools. Children enter the Nursery with attainment that is below average, particularly in language development and social skills, where some children's skills are poorly developed. Attainment on entry was judged as average at the time of the previous inspection; however a similar proportion of children entered the school not yet speaking English. Children attend Nursery part-time, either for the morning or the afternoon, and attend Reception full-time. There are significantly more pupils from minority ethnic homes that live in overcrowded households than is usual. There are 391 pupils from a wide range of ethnic backgrounds who speak English as an additional language, of these 123 are at an early stage of English acquisition and supported through Ethnic Minority Grant funding. This is very much higher than in most schools. The most common languages are Gujarati, Urdu and Tamil. There are also 20 refugees from Kosova, Somalia and Iran. There is high mobility; 96 pupils either moved into the school or left during the year, other than at the usual time of transfer. This has a significant impact on the academic standards, particularly of older pupils. For example, over 50 per cent of pupils in the last Year 6 did not start at the school in Year 1. There are 60 children with special educational needs and a further three with statements for their needs. Pupils' needs include moderate learning difficulties, and a few have social, emotional and behavioural difficulties. The number of pupils eligible for free school meals is just under 20 per cent. However, this is not accurate, as a number of parents do not take up the meals and some parents are in low paid employment, so are not eligible for the benefit. This factor has an impact on the judgements about pupils' attainment when the school is compared to similar schools. The school is involved in the National Primary Strategy, Leadership Programme and received the School Achievement Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18706	Mrs J Gill	Lead inspector	English Design and technology
9411	Mrs R Last	Lay inspector	
11976	Mrs H Toynbee	Team inspector	Art and design History Religious education The Foundation Stage
22476	Mrs S Vale	Team inspector	English as an additional language
13754	Mrs J Morris	Team inspector	Science Information and communication technology Music Special educational needs
10204	Mr D Vincent	Team inspector	Mathematics Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The effectiveness of Uxendon Manor is satisfactory. The trend for improvement has kept in line with the national trend, although the results in Year 6 have been below average in English and mathematics and well below average in science. This is because of a number of factors, including a very high number of pupils who speak English as an additional language and are early English speakers, and a very high proportion of pupils both moving into the school and transferring other than at the usual time of entry. Inspection evidence indicates standards are improving because a number of effective strategies have been implemented and these are having a positive impact. In addition, teaching is effective and the headteacher is a good leader. The school has very effective procedures to ensure that the majority of pupils have good access to all aspects of school life. This helps pupils achieve well and have positive attitudes. The school provides sound value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors have a very strong commitment to ensure all pupils are fully included in all aspects of school life.
- Teaching is good, and support offered by well-trained teaching assistants helps pupils learn effectively, behave well and have positive attitudes to learning.
- Overall, there is good provision for pupils who speak English as an additional language and those who have special educational needs.
- The school is a happy, caring community where the welfare and guidance of pupils are good.
- The school strongly promotes pupils' personal development, which leads to very good relationships, racial harmony and respect for the feelings, beliefs and cultures of others.
- Financial control and administration are good. Day-to-day financial administration is excellent.
- Monitoring and evaluating the curriculum, standards of attainment, teaching and learning are not rigorous enough in many subjects.
- The financial and educational implications of the staffing structure need to be reviewed.
- There is no permanent co-ordinator to oversee provision for pupils who speak English as an additional language.

The school has made satisfactory improvement since the previous inspection in 1999. Areas of weakness have generally been tackled well. Standards have risen in information and communication technology and provision improved greatly. There has been improved planning of lessons where there is specialist teaching of pupils who speak English as an additional language, but not all pupils have recently received the support they need. Standards in reading have risen at the end of Year 6 due to the implementation of good strategies for guided reading. However, overall standards in English are still not high enough, particularly in writing. The quality of teaching has improved and pupils achieve well. The strong ethos and happy community is still very evident.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	D	D	D
mathematics	A	B	D	D
science	C	D	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 attained similarly at the end of Year 2.

All pupils achieve well throughout the school. When children enter the Nursery, attainment is below average but often much lower in language development; they achieve well. By the end of

Reception, many children are expected to reach the early learning goals, but not in communication, language and literacy. Inspection evidence indicates that pupils reach average standards by the end of Year 2 in reading, writing, mathematics and science. Overall standards at the end of Year 6 are below average in English and science and average in mathematics. This is because there are a considerable number of pupils who move in and out of the school between Years 3 to 6 and some moving in are new to English. Consequently, there is not sufficient time for them to acquire English before the national tests in Year 6, although they do achieve well. Standards in information and communication technology have improved and are now average throughout the school.

Pupils' personal qualities, including their moral, social and cultural development, are good.
Their spiritual development is sound. Pupils' behaviour is generally good in lessons and around the school. Pupils enjoy coming to school, have good attitudes to learning and enjoy very good relationships with each other and all members of staff. This creates a happy community where pupils work and play harmoniously in this diverse, multicultural school. Attendance is good and most pupils are punctual for school.

QUALITY OF EDUCATION

The overall quality of education provided by the school is good. Teaching is good and helps pupils to learn effectively and achieve well. Pupils with special educational needs and those who speak English as an additional language are taught well. Teaching assistants provide good support to these pupils. Assessment procedures are satisfactory but are good in English and science. This contributes to ensuring a good match of work so that all pupils are suitably challenged, which helps them to achieve well. Enrichment of the curriculum is good which enhances pupils' experiences. Effective care and guidance contribute towards the positive ethos evident in the school. There are positive links with parents, who are well informed about school events and their child's progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher is good because she has a very strong commitment to ensure all pupils are included in all aspects of school life; this commitment is strongly shared by the deputy headteacher, staff and governors. Leadership of other key staff is satisfactory overall. Leadership and management of English, science and ICT are very good, which has been instrumental in improving provision and raising achievement. Co-ordination of special educational needs and the Foundation Stage are good. However, there is no mathematics co-ordinator working in school at present due to long term illness and no co-ordinator has been appointed to oversee the provision for pupils who speak English as an additional language. Governance is good. The governing body fulfils its duties well. It is developing a greater awareness of the school's strengths and weaknesses, under the strong direction of the chair. The school is currently spending a significant sum on providing temporary cover for teachers who are absent due to ill-health and there is a need to review ways how this might be addressed more efficiently. This cost has been one of the barriers to providing more classroom release time for all co-ordinators, and this has had an impact on monitoring and evaluating provision in many subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are favourable. The pupils' response to the questionnaire showed they are happy with all aspects of the school. In discussion, they expressed positive views about the school, their teachers and lessons.

IMPROVEMENTS NEEDED

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

- Establish and implement a rigorous programme for monitoring and evaluating the curriculum, standards, teaching and learning.
- Review the financial and educational implications of the present staffing structure.

- Appoint a permanent co-ordinator to oversee, implement and monitor provision for pupils who speak English as an additional language.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement for all pupils throughout the school is good. Standards in English are below average overall at the end of Year 6 but are around average in Year 2. In mathematics, standards are in line with national expectations at the end of both Years 2 and 6. In science, standards are in line with that expected nationally in Year 2 but overall below average at the end of Year 6. There are a number of significant factors why standards are as they are in English and science; these are stated below and in the subject reports. However, the headteacher, deputy headteacher, English and science co-ordinators, staff and governors are working very effectively to overcome these barriers and face the challenges with great determination to ensure that pupils achieve in all aspects of school life.

Main strengths and weaknesses

- Children in the Foundation Stage¹ achieve well in all areas of learning, giving them a good start.
- Pupils throughout the school achieve well, including those with special educational needs, from a minority ethnic background and who speak English as an additional language.
- Standards have improved in information and communication technology (ICT) and are now in line with those expected nationally at Year 6, even though the curriculum is more demanding.
- Standards in the present Year 6 are not high enough in English and science.
- Literacy and numeracy are not always systematically planned across the curriculum.
- Presentation and handwriting in English and other subjects are not always good enough.

Commentary

Key Stage 1 test results

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

Standards in:	School results	National results
reading	16.0 (16.0)	15.7 (15.8)
writing	14.8 (14.8)	14.6 (14.4)
mathematics	16.4 (17.7)	16.3 (16.5)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2003 tests, Year 2 pupils achieved average results in reading, writing and mathematics when compared with pupils nationally and those in similar schools². This shows good achievement, as children enter the Nursery with attainment that is below average and often lower in communication, language and literacy. This is because a very high proportion of children start in Nursery with little or no English. In all three subjects, pupils reach the higher Level 3, which indicates that higher attaining pupils are challenged well. Pupils' overall performance was lower in mathematics in 2003; this was because more pupils than expected did not reach the average Level 2. The school identified that pupils did not achieve as well in problem-solving and is now giving this area a greater focus. Teacher assessment in 2003 showed that pupils achieved average standards in science.

Key Stage 2 test results

¹ Foundation Stage – includes children from three-years-old to the end of Reception. The curriculum is set out under six areas of learning, which leads into the National Curriculum when children enter Year 1.

² Schools with a similar percentage of pupils who are eligible for free school meals.

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

Standards in:	School results	National results
English	26.0 (25.7)	26.8 (27.0)
mathematics	26.4 (27.9)	26.8 (26.7)
science	27.4 (27.6)	28.6 (28.3)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

2. In the Year 6 2003 tests, standards in English and mathematics were below average and in science well below average when compared with pupils nationally and in similar schools. This is because more pupils were working at the lower Level 3 than usually found. However, through focused teaching and pupils' good attitudes to learning, relatively few pupils are now working at lower levels. The overall trend for improvement over the last five years has been similar to that nationally for pupils in Years 2 and 6. However, there was a dip in performance in Year 6 over the last two years. Various factors have contributed towards this, including staff illness in key classes and subjects, above average movement of pupils, both in and out of Years 3 to 6, and a higher percentage of pupils with special educational needs. Inspection evidence indicates that, from detailed analysis of test data and implementation of strategies to improve, the trend is likely to be more positive. Test data and inspection evidence indicate that there are no significant differences between the performance of boys and girls, even though there are far more boys than girls at the school. Pupils who speak English as an additional language attain standards that are similar to their peers whose mother tongue is English. Most Year 6 pupils' statutory test results for those who have been at the school since the early years are similar to their English-speaking peers, if not above, in English, mathematics and science.

Inspection findings

3. The majority of children enter the Nursery with below average attainment. It is often lower in some areas of learning, particularly language development and social skills. The reason for attainment being so low is that, for a high proportion of the children, English is an additional language and they speak another language at home. There is a strong emphasis on the development of language by all staff, which helps children to communicate more effectively in English. Children achieve well in the Nursery. Although they make good gains in their learning, their attainment is still below that expected on entry into Reception. In these classes, children achieve well, but in some areas of learning, a significant number are not likely to achieve the early learning goals by the end of Reception, particularly in communication, language and literacy. Teachers have high expectations of the children's behaviour and attitudes towards learning and are particularly effective teaching personal, social and emotional development. This is helping children achieve well and enjoy their learning. Consequently, by the end of Reception, the majority are likely to achieve these early learning goals.
4. Pupils, including those with special educational needs and who speak English as an additional language, achieve well throughout the school. Achievement is particularly rapid in the Foundation Stage and Years 1 and 2. This is because there is good provision, skilled teaching and effective support from well-trained teaching assistants and specialist teaching for pupils who speak English as an additional language. Pupils in Years 1 and 2 build on the good start in the Foundation Stage and with effective teaching, particularly in English, mathematics and science, are likely to reach average standards by the end of Year 2.
5. Pupils in Years 3 to 6 achieve well overall. Inspection evidence indicates that standards have improved in mathematics and pupils are likely to achieve average results in the tests. Standards in English are average in reading, close to average in speaking and listening but below average in writing. In science, the majority of pupils in Year 6 are likely to achieve Level 4, but fewer are likely to achieve the higher Level 5. Standards in all three subjects are improving but overall are below average due to lack of higher attainment, particularly in English

and science. Standards, however, in mathematics are average. Pupils in Year 6 have achieved significantly since the beginning of the academic year and standards are rising, due to challenging and focused teaching. These pupils are also included in 'catch-up' programmes and those that require extra help receive specialist special educational needs teaching and support from teaching assistants. This helps pupils with special educational needs achieve well in relation to their abilities. The percentage of pupils who move into the school during Years 3 to 6 is far higher than usually found, and this has a significant impact on standards. For example, over 50 per cent of pupils in the last Year 6 did not start at Uxendon Manor in Year 1 and some arrive with little or no English language. Those who arrive at the school in Years 5 and 6 with little or no English also attain well in relation to their prior attainment, due to the hard work of class teachers. All staff consider the needs of their pupils who speak English as an additional language at the planning stage and ensure that tasks are matched to their abilities. Teachers explain the key subject vocabulary well and present work with a strong visual content, and this results in pupils' good achievement. The school works very hard to ensure these pupils are quickly integrated into all aspects of school life, which helps them achieve well in relation to their capabilities.

6. The National Literacy and Numeracy Strategies provide the foundation on which the school schemes are based. However, in both subjects, the school identified areas where improvement was needed. In English, additional sessions of guided reading have been introduced with success. Additional resources have been purchased; clear guidance set out by the co-ordinator and additional training for all staff, including the teaching assistants, has been instrumental in raising standards throughout the school and promoting a joy of reading. For example, more Year 2 pupils are likely to reach the expected level in reading. Pupils are using their reading skills effectively to find out information on the Internet to support learning in other subjects. Literacy and numeracy skills are used to support learning in other subjects but they are not systematically planned, and consequently opportunities are missed for pupils to practise their skills. This is evident from the scrutiny of work and opportunities to promote these skills are not always taken. In addition, the scrutiny of work that pupils had completed previously showed that they did not always take enough care of their presentation, and handwriting was not neat enough.
7. In all of the foundation subjects³, standards are in line with those expected nationally at the end of Years 2 and 6. The school, quite rightly, has concentrated its resources on raising achievement in the core subjects. However, some aspects of the curriculum do not receive sufficient coverage because the overall curriculum is not monitored rigorously enough; consequently, there are gaps in the knowledge and experience of some pupils, such as mapping skills in geography. In ICT, standards are being driven up through effective teaching and good provision. Consequently, standards in ICT have improved and, although they are average, this represents good improvement from the previous inspection, as the demands of the curriculum are much greater. There has been an increased use of computers in the suite and in the classrooms, which is contributing towards improved standards. Attainment in religious education at the end of Year 2 and Year 6 are in line with the expectations of the Locally Agreed Syllabus.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development, including their spiritual, moral, social and cultural development, are **good**. Attendance and punctuality are **good**.

Main strengths and weaknesses

- The quality of relationships between pupils is very good, enhancing racial harmony.

³ Foundation subjects include art & design, design & technology, geography, history, ICT, music and physical education.

- The pupils arrive in good time and enthusiastically engage in all aspects of school life.
- The school promotes attendance well, monitoring it rigorously.
- Behaviour is good overall and the school makes determined efforts to combat bullying.
- Pupils' moral, social and cultural development is good.
- The school cultivates pupils' personal development well, helping them to become more mature and grow into responsible citizens.
- The school successfully celebrates and values children's different cultures.

Commentary

8. Pupils' good attitudes and behaviour, together with very good relationships, have a positive impact on achievement. A climate conducive to learning has been established. As in the last inspection, the racial harmony makes a good contribution towards the quality of the education and the standards achieved. The school successfully promotes harmony between all pupils regardless of race, ethnicity, gender or ability. From the Nursery to the top of the school, pupils are keen to come to school and want to learn. They speak with pride of their school and respect and like their teachers. The attitudes and behaviour of the children in the Foundation Stage are good. Staff have high expectations of the way children behave and how they approach their activities. This means children make good progress and the majority are likely to achieve the early learning goals in personal, social and emotional development.
9. Behaviour in lessons and around the school is good overall, with pupils happily working and playing co-operatively and sensibly, as they respond well to the school's expectations of high standards. Moving about the corridors generates noise, but the staff are working hard to combat this by accompanying their classes from the playground to the classroom. Occasional challenging behaviour, inside or out, is checked appropriately and improvement supported. A pupil is only excluded as a last resort. There was one fixed-period exclusion last year and one to date this year following inappropriate behaviour. Very good relationships ensure that bullying and racist behaviour cannot blossom. In their responses to the pre-inspection questionnaire, a few parents had concerns about bullying or harassment. However, the inspection evidence shows that the school makes determined efforts to eliminate bullying in all its forms, acting swiftly and effectively.
10. Pupils usually exert themselves to please their teachers, as in a very good physical education lesson in Year 1 where the teacher's excellent care and consideration for others was emulated by the pupils. Harmonious relationships such as these help to build a cohesive community where everyone is valued.
11. All pupils are fully included within all aspects of school life. They work hard and persevere with their set tasks in order to improve. The school ensures that all pupils are included in all aspects of school life. Consequently, there is no difference between the provision for pupils with special educational needs, those that speak English as an additional language or other pupils within the school. The school has a supportive learning environment and ensures that pupils receive suitable opportunities to develop their understanding of English. They are well integrated in school life and are well cared for by the school. Mutual respect and tolerance of others' feelings and values underpin good relationships within the school and, as a result, pupils are confident and ask and answer questions without feeling embarrassed about not yet having mastered the language.
12. Overall, pupils' personal development is good. The school enables pupils to take on growing responsibility for their work and actions well as they become older. Members of the *Friendship Squad* proudly wear their yellow caps as they help and support younger pupils in the playground. Pupils' moral, social and cultural development is good. Pupils value fair play and have a strong sense of justice. They treat each other, staff and visitors with respect and courtesy, appreciating the school community. Pupils' good understanding of their own and others' culture has been maintained. Spiritual awareness is catered for soundly.

13. The school makes determined efforts to maintain the level of attendance, checking carefully any instance of unauthorised absence. The level of unauthorised attendance is lower than at the last inspection and it is still falling. The school is likely to achieve its target of no more than 0.5 per cent this year. The school conscientiously treats holidays in excess of ten days as unauthorised absence, and so visits to the Indian sub-continent, even when taken in conjunction with the school holidays, often fall into this category. Nearly all pupils arrive on time and lessons start promptly.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.6
National data	5.4	National data	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

Exclusions in the last school year

No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
18	0	0
2	1	0
15	0	0
7	0	0
3	0	0
10	0	0
159	0	0
26	0	0
2	0	0
32	0	0
12	0	0
36	0	0
6	0	0
2	0	0
88	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The overall quality of teaching and learning is **good**. The curriculum is **satisfactory** but there is good enrichment of the curriculum through visits and visitors. Links with parents are **good** and with the community **satisfactory**. There is a positive ethos and pupils are **well** cared for, supported and guided in school by all staff.

Teaching and learning

Overall, teaching and learning are **good** throughout most of the school. Teaching has improved in the Foundation Stage and is now generally good. There are significant strengths in the quality of teaching in Years 1, 2 and 6. Assessment procedures are **satisfactory** overall but **good** in English, where pupils' progress is tracked effectively and action taken to address needs.

Main strengths and weaknesses

- The overall quality of teaching is good, which has had a positive impact on standards pupils reach and their attitudes to learning.
- Teachers teach basic skills in English and mathematics well, particularly in Years 1, 2 and 6.
- Pupils who have special educational needs or who speak English as an additional language receive good support from knowledgeable, well-trained teaching assistants, which contributes to the achievements and inclusion of pupils in all aspects of the curriculum and school life.
- Very good relationships are evident between staff and pupils, which help to create a positive learning environment.
- Assessment procedures in English and science are good. Pupils' progress is tracked and test data effectively analysed to identify those that need extra support.
- Behaviour management is generally good and teachers insist on high standards of behaviour; however, there are occasions when pupils do not behave as well as they should.
- Teachers do not use literacy and numeracy skills sufficiently across the curriculum.
- Teachers' expectations for neat presentation and handwriting are not always high enough.

Commentary

Summary of teaching observed during the inspection in 65 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (10%)	33 (51%)	23 (36%)	0 (0%)	1 (2%)	0 (0%)

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

- The table above indicates the quality of teaching seen across the school. Teaching and learning are generally good throughout the school. There has been an improvement in the percentage of good and better teaching seen since the previous inspection. There are significant strengths in the teaching of pupils in Years 1, 2 and 6. Teaching has improved in the Foundation Stage; more good teaching was seen during this inspection. Pupils who speak English as an additional language receive good teaching now; previously it ranged from unsatisfactory to very good. Good use of teachers' subject expertise in English, mathematics and science significantly contributes towards improving standards in these subjects. However, insufficient attention is given to planning and using literacy and numeracy skills across the curriculum. In addition, teachers' expectations are not always high enough regarding the quality of presentation, and handwriting is not always neat. Teachers are promoting the use of ICT skills well in a range of subjects, such as history and science. Teaching has improved in the subject, as previously teachers lacked confidence and competence to teach ICT effectively.
- Very good relationships and an insistence on high standards of behaviour means pupils have positive attitudes to learning, enjoy their lessons and behave well. For example, in a Year 1 physical education lesson, warm and harmonious relationships meant pupils displayed very good attitudes and were very enthusiastic learners. However, there are occasional lapses in pupils' generally good behaviour. This happens when pupils sit for too long during introductions in cramped conditions, the pace of lessons slackens or when temporary teachers do not insist on pupils using materials and tools sensibly. In the best lessons, challenging activities and a lively approach enthuse pupils and help them to move forward quickly in their learning. Very challenging questioning enabled Year 6 pupils to think very carefully about such issues as

vivisection and use of the mobile phones. This meant they spoke confidently to the class and gave mature, balanced views, based on relevant evidence.

16. Planning is generally effective and there is good consistency of curriculum content between each of the year groups. Learning objectives are often included, but this is not consistent practice. When objectives are shared with pupils and returned to at the end of lessons, teachers effectively establish with pupils what it is they have learnt and how well. A very good example was seen in a Year 2 religious education lesson, when the teacher effectively summed up what she and the pupils had learnt about the different ways people pray.
17. The headteacher and the staff have a fully inclusive approach, which means that all pupils are generally given the support they need. Teachers set tasks to match pupils' needs in literacy and numeracy well, in order to take into account the varying needs of pupils of whatever ability. In ICT lessons, pupils share computers in mixed-ability pairs so that a higher attaining pupil supports their partner. Pupils with special educational needs and those pupils who speak English as an additional language are supported well in lessons. The effective deployment of the teaching assistants and specialist teachers, and the quality of their work, make a significant contribution to pupils' achievements both academically and socially. This gives pupils opportunities to work in small groups with adult support and helps all pupils access the same learning opportunities. However, in recent months, some older pupils who are new to learning English have not had sufficient support in their lessons. This has now been rectified.
18. Most pupils who speak English as an additional language achieve well and attain standards that are similar to their peer group. This is because of the good teaching they receive. This is an improvement from the previous inspection. The achievement of pupils who come to school with little or no English, particularly when they first start school, is good, as a result of effective additional support. The school has two part-time teachers to provide additional support for children new to English. One teacher works with children from Nursery to Year 1. She works alongside the class teachers and, as a consequence, there is good support for all pupils. Adults understand the needs of these pupils well and they make good progress.
19. Higher up the school, there is another part-time teacher supporting pupils mainly in Years 3 and 4. Currently, this post is being filled by a temporary appointment. The school has identified the growing number of pupils in the early stages of language acquisition in the main school and appropriate support is given to these pupils. When pupils arrive at the school at times other than the start of the school year, their needs are assessed and appropriate support is given, either in class with their peers or in small groups; consequently, pupils' achievement is good.
20. Assessment is satisfactory overall. The school has improved assessment procedures to track pupils' progress in English, mathematics and science. Test results in English and mathematics are analysed carefully and from these, predictions of pupils' performance and targets are set. However, targets are not consistently shared with pupils. This means pupils do not always know what it is they need to do to improve. Assessments of pupils' skills, knowledge and understanding are regularly undertaken at the end of each unit of work in science. Assessment in other subjects is variable, which is often due to a lack of co-ordination or because of temporary management. Marking of pupils' work is inconsistent and does not always help them to move forward by identifying what they need to do next to improve. However, during lessons teachers give pupils good guidance and encouragement on how to improve their work.
21. Assessment procedures in the Foundation Stage are satisfactory. The school follows thorough procedures based on the recommended guidance for the six areas of learning. Assessment booklets for each child are started in Nursery. These are passed to Reception and contribute towards the Foundation Stage Profiles which are forwarded to Year 1; this ensures a smooth transfer of children to the main school and fully informs the next teacher about the standards the children have already reached.

22. Assessment is used well for pupils with special educational needs. Pupils are identified early, either on entry or during their time in school. The part-time teacher regularly updates the special educational needs co-ordinators on the progress of the targeted children and prioritises which pupils she works with, based on assessment information. This ensures that pupils who most need support receive it. Screening processes are undertaken twice a year and include auditory and visual testing to find the best way to help individual pupils learn. There are 88 per cent of pupils who speak English as an additional language. All pupils are assessed and their stages of language acquisition are determined and recorded, which is an improvement since the previous inspection. The assessment data is used satisfactorily to monitor and track pupils' progress.

The curriculum

Provision for meeting the curricular needs of pupils is **satisfactory**. It is now good in the Foundation Stage. The school provides good enrichment and enhancement of the curriculum through a good range of extra-curricular activities. Resources and accommodation are satisfactory overall. There are improved facilities, including a library and computer suite.

Main strengths and weaknesses

- The school provides a very good level of opportunity and access to the curriculum for all its pupils.
- Provision for pupils who have special educational needs is good.
- There is good provision of support from Nursery to Year 1 for pupils who speak English as an additional language, which helps them to make good progress in speaking English.
- Good intervention programmes are provided in English, mathematics and science for pupils who have been identified as needing extra help and tuition.
- There is a good level of enrichment of the curriculum through the extra-curricular activities, educational visits and through initiatives with other schools and local organisations.
- Preparation for each stage of education is good.
- The procedures for ensuring that the planned curriculum is delivered are not sufficiently rigorous.

Commentary

23. The curriculum is broad and covers all the subjects required by the National Curriculum and meets statutory requirements. Provision for collective worship and for religious education, as set out in the Locally Agreed Syllabus, meets requirements. Pupils are taught appropriately about areas of the curriculum, such as sex and relationships and drugs misuse, through personal, social and health education, science and religious education. The planned content of each subject is properly balanced and documentation provides a satisfactory structure on which to base content and progression. Despite this framework, there are gaps in the knowledge and experience of some pupils. In geography, for example, not all pupils have built mapping skills systematically, whilst in music, composing skills are, in some cases, limited. This unevenness of provision is because the procedures for monitoring the delivery of the curriculum are not sufficiently rigorous to ensure that the programme that is intended is actually delivered.
24. All pupils are given very good access to the curriculum. This is because the school is committed to providing an education which meets the particular needs of each of its pupils and, where appropriate, lessons contain separate activities designed specifically for the higher and lower achievers. The dedication and hard work of teachers and support staff creates a purposeful and secure environment, with equal opportunity for every pupil. Pupils with special physical, emotional or educational needs are fully incorporated into the life and work of the school. Staff are sensitive to the personal circumstances and characteristics of each pupil and

every child is valued. There is a commitment, shared strongly by all at Uxendon Manor Primary School, to do the best by every pupil.

25. The school provides well for pupils with special educational needs and their individual education plans are regularly reviewed. Pupils are identified early and are supported well in the classroom by the class teacher and by good specially trained support staff. Recently, the local education authority noted that identification of children at the initial stages was very good. Focused teaching provides support for individual pupils and their learning needs when they are withdrawn from lessons.
26. The provision that the school makes for pupils who speak English as an additional language for the early years is good; it is satisfactory for the rest of the school. Pupils receive a broad and balanced curriculum and take full part in all school activities. The school is very successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get good opportunities to gain confidence about their own cultures through the celebration of international afternoons, where they dress in their own national costumes and share food related to their own cultures. There are many notices, signs and books in other languages to show that the school values other cultures and languages.
27. There is considerable enrichment of the conventional curriculum made possible by the efforts of staff, parents and friends. A satisfactory range of extra-curricular activities embraces artistic, sporting, gardening, computer and other clubs. All pupils benefit from the regular visits to places of educational interest and by specialist visitors to the school. Sporting and drama initiatives with a local secondary school extend opportunities for enrichment well. Productions, performances and school assemblies provide further opportunities for pupils to develop self-confidence and a range of talents. Pupils are very keen to participate in these activities.
28. Preparation for each stage of education is good. Teachers liaise closely to ensure that the curricular and other needs of pupils are considered when pupils move from the Foundation Stage into the main school, between classes within the school, and when they transfer to the secondary stage. This helps to ensure that their educational, social and emotional needs are considered and that continuity of education is effectively sustained.
29. The accommodation is used well and is satisfactory overall. The outside grounds are extensive, attractive, well maintained and include a swimming pool. The school has financed some considerable improvements to the outside areas, such as a play area for the Nursery, as well as seating areas for older pupils, to good effect. The inside accommodation now includes a computer suite, which, although rather cramped, is an improvement since the last inspection. Consideration has been given to re-siting the suite to a larger room, but currently the school does not have this option available due to the shortage of residual space. Resources are satisfactory overall. They are used well and stored for easy accessibility. The library has been improved and is equipped well for research purposes. Internet access is available, together with projector, camera and video recorder, to facilitate the full use of teaching aids. Overall, there is a satisfactory match of teachers and support staff to the curriculum.

Care, guidance and support

Overall, the school takes **good** care of its pupils' welfare, health and safety, providing them with **good** support, advice and guidance. The school's involvement of pupils in the school's work and development is **sound**.

Main strengths and weaknesses

- Staff build up very good relationships with pupils, providing them with good role models.
- Effective induction arrangements give pupils a good start to their life at Uxendon Manor.
- Pupils with special educational needs are well supported, as are those for whom English is an additional language.
- Every child is valued and achievement is celebrated well.
- Some health and safety matters could be improved.

Commentary

30. This is a happy, caring community where pupils trust staff and take pleasure in friendships with each other. The welfare, support and guidance of pupils are effective and are built on the very good relationships between staff and children. This mutual respect helps to create a secure and safe atmosphere.
31. Teachers are sensitive to the needs of all pupils and ensure that they are fully involved in class activities. Most teachers and teaching assistants know their pupils very well and there are good contacts with parents and carers to make sure effective arrangements relating to health and diet are in place. The headteacher has relevant training in child protection. She and her staff are watchful, know the procedures and are ready to implement them when necessary.
32. There are good flexible arrangements for children joining the Nursery, which help them to settle in quickly and happily. Most children settle into school routines well because induction arrangements are good. These include several visits to the school prior to entry so that children get to know the staff and the Nursery environment. Those children who join Uxendon Manor at other times are befriended and swiftly made to feel valued members of the school community by all staff and pupils. Pupils take a pride in welcoming others to their school, helping them to feel happy and put down roots. The induction arrangements for all ages are praised by parents.
33. Staff work together to try and make the school environment as safe as possible and in most respects the school has a good record on health and safety. For example, first aid is administered effectively, with accidents and their outcomes being carefully recorded; safe practices are underlined in lessons and equipment is regularly checked and maintained. However, risk assessments are not undertaken consistently, indicating that the planned training is clearly required. The evaluation of hazards for the Year 6 London journey is undertaken thoroughly. Certain issues relating to safety were brought to the attention of the headteacher and governors by inspectors.
34. Achievement is rewarded with praise and celebrated both in class and in assembly, and this approval boosts pupils' confidence and self-esteem, giving added impetus for further progress. Staff effectively monitor and support the personal development of pupils, using such means as formal and informal discussions. Teachers use assessment satisfactorily to plan the next stage of a pupil's learning in the core subjects. In spite of the fact they can often say at what level they are working, pupils are not always sure of what they have to do to progress further. Pupils with special educational needs are supported well and consequently achieve well throughout the school. Parents are appropriately involved and, when necessary, outside agencies. Individual pupils who speak English as an additional language are given suitable support and, as a result, achievement is good.
35. The school's ethos supports the pupils' feelings of being valued members of Uxendon Manor very well. Pupils enjoy being involved in the life of the school. The staff take time to listen to their comments and treat their views and suggestions with respect. Most pupils put forward their ideas responsibly and appreciate working as part of the school community. This year's newly elected school council, representing all years from Reception to Year 6, acts as a formal channel for pupils' ideas for developing aspects of the school. With adult support, members of the council thoughtfully assess suggestions to see if they are possible and practical and, where necessary, are prepared to organise fundraising to realise their ideas.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are very supportive of Uxendon Manor.
- Communication with parents and carers is good.
- Annual reports give a comprehensive picture of each pupil's progress and the next steps for learning.

Commentary

36. Like their children, the parents value what this school offers and achieves. They appreciate the caring ethos, where all pupils are effectively included in all aspects of school life, and are very supportive of its values.
37. The school effectively communicates both orally and in writing with parents and carers, both formally and informally. The school community provides translations when there is a need. The school consults regularly, and carefully analyses the responses. Most parents feel the school listens to them and their views are taken into account. They are happy to approach staff to ask for information and help. Each term, there are the more formal open afternoons and evenings when children's progress is discussed. The school greatly values the parental support given both at home and in school, which has a positive effect on pupils' progress.
38. Written information for parents is also good. The booklet given to parents before their children start Nursery is useful as it gives ways to help them to settle happily. The school publishes as separate documents the school prospectus and the governors' annual report to parents, making available necessary information. Regular letters and the colourful Uxendon Manor Newsletter keep parents up-to-date with the latest news of the life of the school and outline ways in which they can support their children's learning. They particularly appreciate the annual reports, which represent very good practice. They describe in detail each child's progress, both academically and personally. Also included are individual targets for improvement and achievement, and parents find these targets very helpful in understanding what their children's next steps for learning are, set alongside the curriculum information distributed at the beginning of the year.
39. Curriculum events, such as the workshops for mathematics and science, help to extend families' understanding of the programme of learning. This greater understanding helps parents to support their children's learning more effectively.
40. The links with the community are satisfactory at present. The staff and governors are being more proactive in promoting the school within the community. The links with other schools, such as the local secondary school, are now being promoted well. For example, good links exist with the local secondary school to support the physical education curriculum. This also contributes towards an effective transfer for pupils when they enter the secondary school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher provides **good** leadership and, together with other key staff, fulfils a **satisfactory** management role. Overall leadership of key staff is **satisfactory**. The governance of the school is **good**.

Main strengths and weaknesses

- The highly resolute commitment and great vision of the chair of the governing body.
- The headteacher, staff and governors are very strongly committed to an improvement in educational standards and the principles of educational inclusion.
- The headteacher has given the school a clear sense of direction and purpose.
- In their professional relationships, leaders provide very good role models for other staff and pupils.
- Financial control and administration are good and day-to-day administration is excellent.
- The degree to which governors and senior staff apply the principles of achieving the best value for the money allocated to the school is good.
- There is a limited overview of the whole curriculum and an insufficient rigour in monitoring and evaluating the teaching and learning taking place in most subjects.
- There is no permanent co-ordinator to manage the provision for pupils who speak English as an additional language.
- The school has some problems with the retention of permanent staff and in managing and funding the supply teachers bought in to cover for staff illness or to provide release time for professional development.

Commentary

41. The highly committed chair of governors has reviewed the terms of reference of all the governing body's committees and restructured these to ensure that their work is very efficient and effective in supporting the running of the school. There has been an improvement in their effectiveness since the last inspection. The chair of governors has strengthened links with the senior leadership team and works in close and supportive partnership with staff and parents. Through these initiatives, he is very well aware of the strengths and weaknesses of the school and is able to give high level support when necessary. There are varying degrees of commitment by other members of the governing body, but a recently compiled skills register has identified aspects where individual members are able to be of most help. All governors now make regular visits to the school and through these are building up a sound knowledge and understanding of weaknesses and strengths. This initiative is an improvement since the last inspection. The governing body fulfils its statutory duties well, including the promotion of the race equality policy in ensuring all pupils, including those from minority ethnic groups, are fully included in the school community. However, in some areas, notably health and safety, there is still some need for improvement.
42. The headteacher and deputy headteacher work well together as a team. With staff and governors, they are committed to raising pupils' standards still higher, particularly in English and mathematics. Various initiatives have been put in place to support this commitment. These include the organisation of "booster" classes in Year 6 and setting individual pupils targets for improvement based on information about their past and present performance. The results of standardised tests are carefully scrutinised. Where weaknesses are found, such as pupils' inability to tackle comprehension exercises successfully, then effective action is taken to improve the situation.
43. All the staff are committed to the full inclusion of pupils in all classroom and school initiatives. However, the lack of a co-ordinator for English as an additional language provision means that some pupils do not receive their full entitlement to support when learning English. Although 88 per cent of the pupils in the school have been identified as having English as an additional language, no co-ordinator has been appointed to oversee provision in this aspect. This results in fragmented support and a lack of direction in targeting those pupils who need most help.

Leadership and management of special educational needs are good. The special educational needs co-ordinator is supported in her role by an assistant and they both work with the additional part-time support teacher. The Foundation Stage co-ordinators manage their responsibilities well. For example, the school has identified the need to improve procedures so that children are ready for the more formal work they will encounter when they leave the Foundation Stage. The co-ordinators are mindful of this priority and are planning effective strategies to smooth transition from Reception into Year 1.

44. The headteacher has a strong understanding of what needs to be done to take the school forward, and effective strategic planning gives the school a good sense of purpose. Key leadership staff and governors are mindful of the priorities and targets set out in the school improvement plan and carefully evaluate the work of the school against their successful completion. Based on this information, they take great time and effort to plan ahead for further vital improvements and additions to teaching and pupils' learning. The headteacher's high aspirations and influence with regard to the ethos of the school are evident in pupils' good behaviour and their confidence and self-esteem in different situations. Members of the leadership team set very good role models for both staff and pupils alike and their quiet, helpful and courteous manner plays a significant part in the caring atmosphere of the school. It has an important influence on the pupils' own very good relationships with each other.
45. Clear year group plans show what aspects of individual subjects are to be introduced in each of the three terms. These avoid an overlap or repetition in subject matter. However, there is no curriculum overview which teachers can consult in order to see progression and continuity in each subject throughout the school. This limits teachers' ability to build on past knowledge and ensure that appropriate skills and knowledge are in place to underpin the next stage in pupils' learning. As at the previous inspection, the co-ordinators with responsibility for English, mathematics, science and ICT maintain a strong role in supporting colleagues and promote their subjects well. In other subjects, for example, art and design, co-ordinators have no leadership role. In these cases, the lack of systematic monitoring and evaluation of what is happening across the school results in variable teaching and learning taking place. As these co-ordinators have no release time from classroom duties, it is not possible for them to give less confident colleagues practical support in delivering the curriculum to their pupils.
46. The school finds no difficulty in recruiting new young staff. The governing body, through its staffing committee, has put in place very detailed procedures which ensure that any appointments are carefully made. However, after a few years, many of these teachers move on, mainly due to the high cost of housing in the area. In recent years, the school has had to bear the cost of supply teachers to cover for long-term illnesses and this has had a detrimental impact on its budget. The school is currently spending a significant sum on providing temporary cover for teachers who are absent with illness and there is a need to review ways in which this issue might be addressed more efficiently. This cost has been one of the barriers to providing more classroom release time for all co-ordinators and even greater opportunities for teachers to further their professional development through courses and visits. In several classes, the use of supply teachers with little previous knowledge of the school is having a detrimental effect upon pupils' behaviour and learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,153,642.92	Balance from year 2001/2	41,025.48
Total expenditure	1,171,886.10	Balance carried forward to 2003/4	21,376.88
Expenditure per pupil	2,536.55		

47. Financial control and administration are good. When deciding the priorities for development and improvement, the associated financial implications are carefully considered and there is a

good level of awareness of the longer-term implications of spending decisions. Day-to-day financial administration is excellent. The school secretary exercises her responsibilities with considerable diligence and efficiently. Additional money allocated to the school for specific purposes is properly directed. Grants to improve provision for ICT and funding to improve standards exemplify such application.

48. The school improvement plan includes details of the financial implications of each agreed priority. Measures for evaluating the cost effectiveness of major spending decisions are not always sufficiently precise. The significant investment in the computer suite, for example, was not associated with sharply-defined, objective measures by which the impact of this initiative could be judged.
49. Governors and senior staff demonstrate good awareness of the financial implications of their decisions. Budgets are set carefully and longer-term trends and implications considered. Governors are keenly aware of the need to ensure that the money allocated to the school is spent carefully and consult widely as part of this process. Competing quotations are obtained before contracts are issued, although governors are mindful that the cheapest price does not always represent the best value. The school constantly challenges itself to provide better value and compares the school's results with national averages and with schools having a similar pupil intake. The governing body employs the principles of obtaining best value for money to a good level.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage has improved since the last inspection. It is now **good**. When they are three, children attend the Nursery on a part-time basis. They transfer into Reception at the beginning of the school year in which they become five. A strength of the Foundation Stage is the two newly-developed outside play areas, one for the Reception classes and one for the Nursery, and these are proving invaluable in extending the good curriculum still further. The staff in all three classrooms work hard to make all outside and inside areas attractive and stimulating learning environments.

The majority of children enter the Nursery with attainment that is below average, particularly in language development and social skills. The reason for attainment being so low is that, for a high proportion of the children, English is an additional language and they speak another language at home. A few children in every intake do not speak at all. Whilst in the Nursery, the good additional support of a multilingual nursery nurse is of particular value in helping children to make a confident transition from one language to another. Children achieve well in the Nursery, but although they make good gains in their learning their attainment, it is still below average on entry into the Reception classes. In these classes, children achieve well, but in some areas of learning, a significant number are not likely to attain the early learning goals by the end of Reception.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are good.
- Inclusion is paramount – all children are very skilfully included in all aspects of the curriculum.
- Children are encouraged to select their activities in both the Nursery and Reception areas.
- All staff have high expectations with regard to good behaviour and attitudes towards work and play.

Commentary

50. Children achieve well and make a good start in developing appropriate skills in this area of learning. This is due to effective learning situations and skilful teaching. These help children of all abilities, including those who speak English as an additional language, to make good progress in gaining confidence, playing together and showing an enthusiasm in learning. The children in all three classes are well behaved and this reflects the high expectations of the teachers. By the end of the Reception Year, the majority are likely to reach the early learning goals in personal, social and emotional development.

Nursery

51. Children in the Nursery are interested in their learning environment and want to explore the possibilities provided both indoors and outside. Most select for themselves an activity which interests them, and concentrate on this for an appropriate time rather than flitting around the classroom. The children have formed good relationships with the caring adults working in the Nursery. They know classroom routines well, for example, finding their coats and choosing a piece of fruit as they get ready to go home. They are encouraged to clear up and put away equipment and materials, and most do this with a will. Although a group may play together at the same activity, there is as yet little interaction between individual children. The high ratio of

adults working in the Nursery sometimes limits opportunities for children to develop independence and work through tasks in their own way.

Reception

52. The good beginnings are built on effectively in the Reception classes. Children are very happy and settled and, through a good combination of teacher-directed and child-selected activities, they gain in confidence and in the ability to concentrate for longer periods of time. Instead of just working as individuals, some show co-operation in different activities. For example, during the inspection, two girls were playing as *Mrs Wishy Washy* and her assistant and interacting in these roles. The great majority of pupils change into kit for physical education without any help, although one or two take a great deal of time to do so. Teachers are keen to ensure that the children become self-sufficient and, in such situations, give as little help as possible in order to achieve this aim. At the end of lessons, teachers do not always insist that children tidy away the equipment they have been using and, in this respect, opportunities are missed for good social training to take place.

COMMUNICATION, LANGUAGE AND LITERACY

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

- A strong emphasis by all staff on the development of language helps children to communicate more effectively.
- Children are encouraged and supported very sensitively to talk about their ideas and to listen carefully to the staff and other class members.
- There are good opportunities for children to learn the basic skills of writing, reading and an enjoyment of books.

Commentary

53. Overall, teaching is good and there is a strong emphasis on improving standards in language development. This is essential, as there are many children entering with poorly developed speech and language skills and a much higher than average number of children for whom English is an additional language. Children achieve well and make at least good progress. However, by the end of Reception, although many are likely to reach average standards in speaking and listening, the majority will still be below average in their writing and reading skills.

Nursery

54. There is a strong emphasis on language development and this contributes significantly to the good start that children make in this area of learning. The multilingual nursery nurse plays an important role in ensuring an understanding of what is expected and, through translation, the children soon build up a wide range of English words. Through play activities, pupils are introduced to initial letter shapes and are encouraged to look at and enjoy books, both on their own or when being read to by an adult. They especially enjoy listening to stories such as "*Goldilocks and the Three Bears*" read to them both in English and Urdu. Many join in with well-remembered pieces of dialogue. In one-to-one situations, such as the occasion when a child was telling the teacher about a recent trip to Jamaica, adults listen carefully and respond with interest. At such times, children's language develops particularly well.

Reception

55. Many of the classroom activities are linked to farms and farm animals, as this is the current topic. Children enjoy listening to, and then singing, the story of "*Old McDonald*" and are keen to join in with the noises made by the animals. With the help of a simple jigsaw, groups of children learn the correct names for adult animals and their babies. They sort objects into

those beginning with the same initial letter sound. Children confidently show their work to the rest of the class and talk about items they have brought from home. This strategy is a good home/school link and builds on children's assurance in talking to an audience. On the walls of the classrooms and in children's work, there are examples of a great range of literacy skills, from the very early stages of writing development with children making marks, to recognisable letters, names and simple words. Most pupils are still at a very early stage in acquiring reading skills. Even though teachers give children individual attention in this aspect, their development is very slow. Teachers' ongoing assessment suggests that only a few children will achieve the early learning goals in writing and reading by the end of Reception. By the end of the summer term, the teachers plan to introduce more structured literacy lessons so that children's transition into Year 1 goes even more smoothly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Staff effectively promote mathematical vocabulary through a wide range of activities.
- A wide range of equipment is used to promote mathematical development.

Commentary

56. Teaching and learning are good and this helps children achieve well, especially in the Reception classes, where many appropriate opportunities for mathematical development are provided. By the end of the Reception year, many will have attained the early learning goals for mathematics, and a few will have started on the National Curriculum, as English language is less of a barrier in this particular aspect of the curriculum.

Nursery

57. A few children in the Nursery are beginning to count at a very simple level and, with the support of an adult, can match groups of objects to number cards. Number sequences are introduced through rhymes and stories. The children much enjoy acting out the song "*Five Little Ducks*", one by one leaving the group sitting around the teacher. However, when asked, "*How many ducks are left now?*", they are unsure of the answer. Children are introduced to a variety of two-dimensional shapes and many make a good attempt at drawing these. In relation to this work, the teacher carefully introduces mathematical words, such as "parallel and horizontal lines" and "rectangle". In this way, the children slowly build up an appropriate mathematical language.

Reception

58. There are many good opportunities for children to achieve well in all aspects of mathematical development, both inside the classroom and in the outside area. Through work in sand and water trays, they are learning how many times it is necessary to use a small container to fill a larger one and they are beginning to use such words as "full" and "empty". Some draw numbers correctly and, as part of a game with a teacher, are beginning to do simple subtraction sums. Most children count up to 10 and one proudly did so to 20. As in the Nursery, the use of well-known songs, rhymes and stories introduces the children to early counting skills. Displays in the classroom further stimulate their interest in mathematical aspects of the curriculum. A block graph, showing which crisps are the children's favourites, demonstrates an early stage in data collection.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good opportunities to learn from direct experiences.
- Good use is made of visits to enhance this area of learning.
- In Reception, children show an interest and competence in using the computer.

Commentary

59. Teaching and learning are good and this helps many children achieve well from a poor initial knowledge and understanding of the world in which they live. By the end of Reception, many will have achieved the early learning goals for this aspect of learning.

Nursery

60. The children enjoy using the wide range of construction kits available. Many children stay occupied and interested in such activities. They are adept at putting together interlocking plastic kits to make imaginary vehicles and objects. They use blocks to build towers and, with the effective intervention of an adult, extend these to even greater heights. Children are curious about the touch and feel of hidden objects in a bag. They suggest that the inspector “has a go” and are delighted when her guesses are correct. After the children listen to “Goldilocks and the Three Bears” the nursery nurse produces bowls of porridge for the children to taste. Some want some more, others are not so sure that they like it. The children are keen to explain the different areas outside, including the quiet area and the place where they can hide. They are proud of this new addition to their environment. Planning indicates that there will be visits later in the year to a wide range of places in the locality.

Reception

61. Children in the Reception classes also enjoy playing with construction kits, and planning indicates that they, too, are to be involved in a wide range of visits later in the year. A series of photographs shows them at work baking *Gingerbread Men*. Their instructions for each step in this activity are carefully displayed and show good links with developing literacy skills. Many children are able to operate the class computer at a simple level and, using an art program, they produce creditable pictures of animals. They are keen to talk about significant events experienced by family and friends and share these with the rest of the class.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- There are many opportunities for children to use simple tools and equipment.
- There are secure outside play areas which give children opportunities to play and develop their physical skills. In addition, children in the Reception classes use the main hall.
- There is ample equipment for children to use.

Commentary

62. Children in the Nursery have good opportunities to play and exercise outside in a secure environment. Teaching and learning are good, which helps children to achieve well. By the end of the Reception Year, the majority of children are likely to achieve the early learning goals.

Nursery

63. Children have ample opportunities to develop their physical skills in the large, secure playground outside their classroom. They confidently balance, slide, swing, clamber and climb on pieces of apparatus and, with great enjoyment, roll across the grass in large plastic tunnels. They are beginning to handle equipment and simple tools carefully and sensibly and, using glue, make constructions from cartons. They show good manual control when working with playdough by pushing plastic shapes into its surface, squashing it with their hands and rolling it flat. At the end of each morning, each child is given a piece of fruit. Children understand that this is because fruit is good for them.

Reception

64. A physical education lesson in the hall was well planned and much enjoyed by the children. The teacher starts such lessons with an appropriate warming-up exercise well known to the children and ends with a few quiet moments for them to cool down. The objectives of the lesson are met well and children improve their ability to throw and catch beanbags, both on their own and with a partner. The teacher uses exemplar practice to show the rest of the class how they can improve their performance and this has the desired effect. In the outside area, children ride on tricycles and learn how to steer with increasing accuracy, and develop an awareness of others. In the classroom, the children's use of simple tools is developing well. A wide range of activities involve, for example, the use of pencils, glue spreaders, paintbrushes and scissors.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged to use a good range of media and explore pattern, shape and colour.
- There is a good promotion of role-play, which helps children use their imagination effectively.
- A visiting specialist enhances teaching and learning in music.

Commentary

65. Teaching is good and this helps the children make good progress in many aspects of this area. Consequently, by the end of Reception, many are likely to achieve the early learning goals. In both classes they enjoy playing in the role-play areas and gain confidence in using different media and tools. Children are building up a repertoire of well-known songs and rhymes.

Nursery

66. From evidence of work on display, it is clear that children have many opportunities to explore different materials and media. In connection with their topic on "*What's Inside Your House*", they print patterned wallpaper. Their pictures are displayed well and contribute to the stimulating ethos of the classroom. In both the outside areas and in the classroom there are realistic role-play areas where children can dress up as the various characters involved. For example, when being *Mrs Wishy Washy*, children can actually wear a cap and apron, wash clothes in water and hang these up to dry. Many well-known books have an associated collection of materials which can be used to play out the story-line and bring the characters to

life. Pupils enjoy singing well-known songs and are encouraged to play untuned instruments in a rhythmic way. Two pupils tapping their feet and moving their bodies to the sound of a triangle said that they particularly liked dancing to Indian music.

Reception

67. Children achieve well as they experiment with collage materials, paint and printing techniques. Much of the work they produce is linked with the theme being studied in their language sessions and this helps to stimulate their interest in what they are doing. They make models of animals using playdough and use large felt pens to draw different creatures. One boy drew a wonderful elephant with big ears and a recognisable trunk and was very pleased with the result. As in the Nursery, role-play areas encourage the children to use their imagination as well as to employ their literacy skills. The Vet's Surgery, with its table for a receptionist, is a particularly popular area and meets both these objectives. A weekly visit by a professional pianist much enhances the music curriculum. Children from both Reception classes enjoy their lesson in the Music Room and sing tunefully with great enthusiasm. In addition, they have good opportunities to play untuned instruments, or make noises by banging old pots and pans, and make their own guitars from cardboard boxes and rubber bands.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have improved and pupils achieve well in English throughout the school.
- Leadership and management of English are very good.
- Overall teaching is good and pupils learn effectively.
- Pupils who have special educational needs and who speak English as an additional language receive good support in the classroom from well-trained teaching assistants.
- Work is planned effectively and matched well to all pupils' needs. Intervention programmes, such as the booster classes for Year 6, are effective in raising standards.
- Assessment procedures are good and identify the next steps in learning for pupils.
- Literacy skills are not always used effectively across the curriculum.
- Handwriting is not always neat enough and some work is not presented carefully enough in English and other subjects.

Commentary

68. In the 2003 National Curriculum tests, pupils achieved results that were average in reading and writing in Year 2. These results are impressive because a very high proportion of pupils start school in Nursery or Reception either with limited or no skills in communicating in English, as they do not speak English at home. The percentage of pupils gaining the higher Level 3 is around average, which indicates good provision for the higher attainers.
69. Standards in Year 6 have improved since the previous inspection when they were deemed to be well below average. Results are adversely affected by the very high level of pupils moving in and out of the school during Years 3 to 6. For example, over 50 per cent of pupils who took the 2003 tests did not start at the school in Year 1 but joined later. A significant number were also new to English, and although they made good progress, they did not make sufficient gains to reach average standards by the end of Year 6. This situation has not been helped by the lack of a specialist teacher for English as an additional language for older pupils, although this has recently been rectified. However, there still is not a permanent co-ordinator to oversee provision, which is a weakness. The school analyses test data and tracks attainment and

progress of pupils, and has implemented structured 'catch up' programmes for those that need extra support, which is contributing towards pupils' good achievement. Pupils with special educational needs receive extra support from a specialist teacher and by well-trained teaching assistants in the classroom; this contributes towards the good progress these pupils make.

70. All pupils achieve well, regardless of special educational needs, gender, ethnicity or those who speak English as an additional language. Inspection evidence indicates that pupils at the end of Year 2 are achieving average standards in speaking and listening, writing and reading. At the end of Year 6 standards, overall are below average in English, but they are broadly average in speaking and listening, and reading, which is an improvement.
71. Teachers are effectively promoting speaking and listening skills and ensure that the learning environment is conducive to pupils speaking out and 'having a go'. Pupils are enthusiastic and generally confident speakers, keen to share their thoughts about their work and school life. There is effective promotion of 'response partners'. For example, pupils in Year 2 discussed in pairs what they liked about a character in a story and were then keen to tell their teacher. Older pupils in Year 6 learnt how to present a balanced argument. Good questioning and positive relationships meant pupils were confident to make suggestions, knowing their contribution would be valued. Other pupils listened carefully and built on previous ideas and put forward their opinions about school uniform.
72. The introduction of published schemes to promote comprehension skills has contributed to improved standards in reading and writing. However, this is still an area that the school considers is an on-going challenge and limits higher achievement. Good systems for guided reading have been successfully implemented throughout the school by the co-ordinator, which has contributed to the improvement. In addition, standards have improved because reading has been strongly promoted in the school and pupils are encouraged to read widely for different purposes. For example, there is a stronger emphasis on pupils using their reading skills to research topics on the Internet for subjects such as history.
73. The school is aware that standards in writing still need to improve, particularly for older pupils. Teachers are effective teaching basic skills and when introducing different styles of writing. Effective questioning mean pupils give good oral answers to questions but find it much more difficult to record their thoughts using adventurous vocabulary. This is one reason why few pupils reach the higher Level 5 in Year 6. In addition, teachers do not always demand high enough standards in the presentation of work and quality of handwriting in English and in writing in other subjects, which has a negative impact on standards.
74. The quality of teaching and learning is good, with some particularly good teaching in Years 1, 2 and 6. Planning is based on the National Literacy Strategy and work is matched well to pupils' prior ability. Effective support is usually given to those who need it. Teaching assistants are well trained and make a significant contribution towards ensuring all pupils are effectively included in lessons. Teachers have very good relationships with their pupils, and generally have high expectations, and expect their pupils to work hard and complete a good amount of work. This helps pupils have a positive approach to learning which helps them achieve well.
75. The management and leadership of English are very good. The co-ordinator is very knowledgeable, enthusiastic and determined to continue to work with staff to raise standards throughout the school. She has introduced whole-school initiatives such as guided reading, which are helping to raise standards. She rigorously monitors test data and sets out clearly what needs to be tackled next. She has had opportunities to monitor teaching and learning, samples pupils' work and supports colleagues. Assessment procedures and tracking of pupils' progress and attainment are used effectively and are instrumental in knowing what needs to be taught next.

Language and literacy across the curriculum

76. Language and literacy skills are not always used effectively across the curriculum, as is evident from the scrutiny of pupils' previous work. There are missed opportunities for pupils to develop their skills in other subjects. At present, links with other subjects are not planned systematically. There are some good examples of literacy skills being used well. For example, in history, when pupils write historical accounts and use their reading skills for research when using the Internet. Pupils use their ICT skills to support their learning, for example, in Year 1, pupils built up words on the computer, using the initial consonant clusters 'gl' and 'sl'.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils leave the school with overall standards that are in line with the national average.
- Teaching is good throughout the school, which ensures good achievement.
- Pupils' attitudes are good in all parts of the school.
- There is thoughtful analysis of the strengths and weaknesses of provision.
- The school has accurately identified ways in which the mathematics programme can be improved and is taking suitable steps to address them.
- The setting arrangement for older pupils is having a good impact upon standards and achievement.
- Lower achieving pupils are well supported.
- Procedures to monitor the teaching and learning in mathematics have been interrupted by the absence of the subject co-ordinator.
- Not all pupils present their work with sufficient care and pride.

Commentary

77. The findings of the last inspection were generally favourable in respect of mathematics. The high mobility rate and the proportion of pupils for whom English is not their first language explain the current fall in attainment in Year 6. Their achievement is, however, good and the overall improvement since the previous report is satisfactory. The standards reached by Year 2 and Year 6 pupils are in line with national averages. Attainment properly reflects the required elements of the National Curriculum. Problem-solving is somewhat less secure, but the school has identified this issue and is giving it greater prominence. There is some emphasis upon the importance of mathematical pattern, although opportunities to extend this aspect of the subject into an aesthetic appreciation, to use it as a mathematical tool and to generate excitement through the exploration of such relationships, are insufficiently developed.
78. Many pupils enter school with numeracy skills which are below those normally found. By Year 2, attainment has risen to broadly average levels and this represents good achievement. Whilst attainment in Year 6 remains in line with the national average, this constitutes good achievement because many pupils have to overcome initial constraints with the English language. The school successfully surmounts breaks in continuity caused by the high number of pupils who move to and from the school. Pupils achieve well in relation to their capabilities because of the good teaching, the fostering of positive pupil attitudes, and the fact that teachers provide a range of tasks which ensure that pupils are working at the appropriate level.
79. Teaching is good throughout the school. This is because teachers manage the pupils well and employ a range of interesting techniques in their lessons. There is also good focus on ensuring that learning is based upon sound mathematical understanding rather than upon rote techniques. There is significantly better teaching throughout the school, which is exemplified by particularly good subject knowledge, stimulating approaches and the ability to develop pupils'

understanding by encouraging them to reason and explain their mathematical thinking. There is some variation in the care with which pupils present their work. Figures and words are sometimes written carelessly and some books are interspersed with untidy worksheets. This does not give the appearance of work which is produced with pride or high aspirations.

80. Pupils' attitudes are good throughout the school, with almost all showing interest, concentration and maturity. This has a good impact on their learning because the positive attitudes of the pupils mean that most strive to do well and little time is wasted in lessons. Productive collaboration between pupils of different cultural backgrounds makes a very good contribution to social and moral development.
81. No judgement was made in respect of leadership because the co-ordinator for mathematics was absent at the time of the inspection. Other evidence indicates the subject leader has a clear understanding of his responsibilities, has carefully and thoughtfully analysed the data and other information available, and has instigated a number of initiatives designed to improve the school's performance in mathematics. This is exemplified by the action taken to address a relative weakness in pupils' ability to solve mathematical problems. Here, different approaches and greater emphasis appear to be redressing this shortcoming.
82. The measures to improve the mathematics curriculum are appropriate, but there has not been sufficient time for some of them to impact fully. Individual and group targets, for example, are not sufficiently rigorous and often pupils are not aware of what they need to do to improve. There is a need to ensure that the agreed initiatives are introduced with the consistency and rigour required to further raise standards.
83. The setting arrangements are having a positive impact upon standards because they help to meet the needs of pupils with differing mathematical attainment. Graded tasks within each lesson further promote work that is suitably matched to pupils' capabilities. Lower achieving pupils, those with special educational needs and those for whom English is not their first language are well supported through the careful match of work to their capabilities, the sensitive support from teachers and from teaching assistants, and the accurate recognition of what is required to help them improve.

Mathematics across the curriculum

84. The use of numeracy skills to support the work in other subjects is satisfactory, although not always planned systematically. Measurement and shape featured in the disassembly of a biscuit box during a design and technology lesson, for example, whilst river depth was represented graphically in a geography topic. In this way, the numeracy skills are being reinforced and used as a tool to advance standards across the wider curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well in relation to their abilities and standards are now on an upward trend.
- The provision for investigational work has improved since the last inspection.
- Planning is detailed and teachers in parallel classes ensure equal provision.
- Pupils enjoy science, particularly investigations and experimentation.
- The younger more-able pupils are insufficiently challenged.
- The presentation of some pupils' work requires improvement.
- There are good links with literacy but links with mathematics could be improved.

Commentary

85. All pupils, including those with special educational needs and those who speak English as an additional language, achieve well in relation to their abilities and make good progress. Pupils in Year 6 achieve particularly well. Standards in the national tests are now on an upward trend after falling during the past two years due to particular cohorts of pupils. Overall standards are below average at the end of Year 6, although the majority of pupils in Year 6 are on course to achieve a Level 4, the expected level by the end of the academic year, and this is an improvement on last year. The reason why standards are below average is because too few pupils are likely to achieve the higher Level 5. This is due to a number of factors. A proportion of pupils did not start school in Year 1 and have not had the full benefits of what the school has to offer. There are a very high number of pupils in the school who speak English as a second language. These pupils have particular difficulties with understanding the technical vocabulary and concepts associated with science and their writing skills have not yet reached the level expected for their age. Consequently, in tests, they do not achieve the standards of which they are capable. The school works hard to help pupils overcome these difficulties and the booster classes and targeted teaching make a significant positive contribution to this. The standards in Year 2 are in line with those expected nationally and there are no significant differences in the attainment of boys and girls.
86. The quality of teaching and learning through the school is good overall and has been effective in raising pupils' achievement in relation to attainment on entry. It is very good in Year 6, where the very effective working atmosphere and high expectations of the teacher enabled lessons to proceed at a steady pace, resulting in very good learning. Lessons are well planned and teachers have good knowledge and understanding of the subject, which is an improvement since the last inspection. Investigative work is given due emphasis and since the last inspection these opportunities have been improved. Pupils are well aware of the need to make predictions and articulate what makes a test fair and explain the scientific method. Pupils' understanding of the subject-specific language develops well, because all teachers are careful to ensure that it is constantly emphasised and reinforced. All pupils enjoy the practical aspects of the subject. While undertaking an investigation to compare the weight of a range of objects suspended in air and in water, pupils are enthusiastic and quickly become very absorbed in their work. They are methodical with their recording, discuss their results in a sensible and mature manner and are confident in their learning. This enables them to explain verbally what they have learnt and to achieve well. Use of ICT is effective. For example, pupils use a wide range of ICT skills to compile a presentation suitable for Years 3 and 4, to reinforce their science revision work on "*My Body*". The quality of marking and presentation in the older years is generally good and includes comments as to how work could be improved. Not all teachers share these high expectations. The work of Year 6 pupils of all abilities is particularly thorough and well presented.
87. Leadership and management are very good. The co-ordinator has ensured that the school's scheme of work covers all aspects of the National Curriculum guidelines and generally provides sufficient challenge and support for all pupils. There has been some classroom monitoring of teaching and learning. Results are analysed to identify weaknesses in provision and to ascertain why pupils do not always reach the levels of attainment of which they are capable and to which the school aspires. Assessments of pupils' skills, knowledge and understanding are regularly undertaken at the end of each unit of work. These enable teachers to measure pupils' learning, identify attainment and particular areas of difficulty. Teachers place good emphasis on developing pupils' literacy skills through discussions between pupils. There is some evidence of the use of mathematics being used for recording purposes but this area remains underdeveloped. The school grounds and wildlife areas are used for study and the curriculum is further enriched by visits to outdoor centres for further study.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Attainment has improved since the last inspection.
- Provision has improved since the last inspection. Resources and software have improved.
- Teacher expertise has improved.
- ICT is used well across other curriculum areas.
- The ICT suite is very cramped, particularly when older pupils are working in the suite.

Commentary

88. The school has effectively addressed all the key issues identified at the last inspection and has made good progress in improving provision for the subject. These improvements have impacted well on standards and achievement as well as teacher competency and confidence. Pupils in Years 6 now achieve standards that are in line with those expected nationally, even though the curriculum is now more demanding compared to previously. Standards of pupils in Year 2 are in line with national expectations. Due to the improved opportunities offered by the school, all pupils achieve well, regardless of gender, ethnicity or ability.
89. The quality of teaching and learning has improved since the last inspection and is now good overall. Pupils start to develop their ICT skills in Nursery and by the time they are in Year 1, they are becoming more proficient at controlling the mouse accurately and can undertake drag and drop operations. Pupils extend their skills in Year 2 and can quickly identify a selected program from a menu array and search for key information from a CD-Rom using appropriate keys. Pupils learn well because the teachers are knowledgeable, and emphasise subject-specific language, as well as making use of good examples to help pupils understand the various terms. Pupils also use an art program to produce examples of *Mondrian*, *Monet* and “firework pictures”. Pupils of all abilities in Year 6 are confident when accessing the Internet for research purposes. They log on and select an appropriate search engine to gather specific information to compile a report about their chosen aspect of World War Two. Pupils experience all aspects of the ICT curriculum, including the use of sensory devices and the opportunity to develop an understanding of the control of equipment. Most Year 6 pupils are working at their expected level of attainment when they use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. As an example, higher attaining pupils in Year 6 compiled a presentation which involved manipulating pictures, adding text to a box, including link pages, as well as the addition of sounds which they recorded themselves and added to their presentation.
90. The subject co-ordinator has been responsible for the considerable progress in the improvement of provision in ICT and, as a consequence, her leadership and management are very good. A scheme of work has been introduced and all staff, including support staff, have undertaken further training and are now proficient and confident in teaching the subject. A computer suite, though small, has been installed. The use of the suite is timetabled and it is in constant use throughout the day. Old computers have been replaced and additional ones purchased, both to improve the ones installed in the classrooms and to increase the numbers in the suite. The school is now connected to broadband and this can be accessed not only from the suite but also from the Years 4, 5 and 6 classrooms so that pupils can also access their work from the classrooms. The library facilities have been improved to facilitate looking at videos, books and objects on the screen for research purposes. The library also has Internet facilities and pupils and staff access pictures from the National Gallery to support the resources for art. A wide range of software has been purchased and is in regular use. Future improvements to provide more hardware and software are identified in the school improvement plan. The school is currently compiling a collection of pupils' work. This is to monitor the levels

of attainment of special educational needs pupils and of the pupils who do not have access to a computer at home, but also as a staff resource.

Information and communication technology across the curriculum

91. The Internet and CD-Roms are used well for research purposes to gather information on other subjects such as history and art and design. There are effective links with English, mathematics and science when pupils word text reports, compile pie charts, block and line graphs, program a floor turtle and reinforce their science revision work.

HUMANITIES

Religious education and history were inspected in full. Geography did not form part of the focus for the inspection and provision was only sampled through the observation of a very small number of lessons, discussion and the scrutiny of pupils' work. Achievement in **geography** is satisfactory throughout the school. Standards towards the end of Year 2 and Year 6 are broadly in line with those expected. Sound teaching in lessons seen ensured that geographical as well as factual knowledge are given due emphasis. Geography is taught through a series of topics. The current guidance to help teachers plan their lessons provides a sound basis for the content but measures to ensure that what is intended to be taught is systematically delivered are not rigorous enough. Thus, gaps in the experiences of some pupils have not been identified and rectified whilst skills such as those associated with mapping are not always built incrementally.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Good coverage is underpinned by secure planning based on national guidelines.
- Good teaching stimulates pupils' interest.
- The good introduction of the lives of famous people from other than white backgrounds.
- Literacy skills are employed well and there is an increasing use of ICT for research purposes.
- There is insufficient monitoring and evaluation of teaching and learning in order to raise standards higher.

Commentary

92. Standards in Year 2 and Year 6 are in line with national expectation. From pupils' articulate responses when interviewed, it is obvious that they have an appropriate depth of knowledge and understanding about aspects of the past. A scheme of work based on national guidelines ensures good coverage and progression in pupils' learning. Through this, pupils are introduced to various times, situations and famous people in history. From a low level of knowledge and understanding of "times past" when they arrive in the school, all are achieving well, including those with special educational needs and who speak English as an additional language. A good introduction to the lives of famous people who have fought against racism, such as Martin Luther King and Rosa Park, contributes well to pupils' growth of self-esteem and adds weight to their moral and social development.
93. Across the school, good teaching stimulates pupils' interest in historical events. This is an improvement since the last inspection when teaching was judged to be sound. Year 2 pupils are interested in the events surrounding Guy Fawkes' attempt to blow up the House of Commons and are particularly keen to talk about his hanging. They have a sound knowledge of when, where and how the Fire of London started and why the flames spread so rapidly. Year 6 pupils are learning many facts about Britain in the 1930s and events connected with World War Two. In their written work, they use their literacy skills to good effect. They show empathy

in their imaginary letters from homesick evacuees and an ability to take notes while watching a video. In Year 5, diaries are written in the role of a young boy at sea in Tudor times. The contents of these demonstrate pupils' appreciation of the dangers and discomforts suffered on long voyages of exploration. Enthusiastic singing of "*What shall we do with a drunken sailor*" enhances pupils' interest in life at sea. In Year 6, however, time is wasted when both questions and answers are written out in exercise books.

94. There has been an improvement since the last inspection in the use of ICT for resource and research purposes. In Year 5, the National Maritime Museum website has been interrogated to find appropriate material to support the pupils' work on Tudor times. Year 6 pupils are using the Internet to find out information about World War Two and this is being incorporated into their own individual projects. Videos are used well to bring aspects of history to life.
95. The co-ordinator for history has left the school and the headteacher is covering this role. Recently, due to the school's emphasis on other priorities, there has been little monitoring and evaluation of teaching and learning in history. Clear curriculum guidelines ensure that there is no overlapping or repetition in topics, but there is no overview of what is happening in this subject across the school and what needs to be done to improve standards further.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good overall.
- The subject makes a good contribution to pupils' moral and social development and they learn to respect different religions.
- The knowledgeable contributions that pupils make from their own first-hand experience are a strong aid to teaching and learning about different religions.
- There is limited monitoring and evaluation of teaching and learning in the subject.

Commentary

96. Discussions with pupils indicate that achievement is satisfactory and attainment at the end of Year 2 and Year 6 is in line with the expectations of the Locally Agreed Syllabus. Teaching and learning are variable, but good overall, and across the school the pupils are building on and extending their knowledge and understanding of different religions. This good progress is an improvement since the last inspection when it was judged to be satisfactory. In many lessons, due to the stimulating use of artefacts and the provision of strong adult support, pupils with special educational needs and those in the early stages of English language acquisition are fully included and make similarly good progress. Teachers often lead knowledgeable discussions which consider particular religious beliefs and pupils hear about the customs, festivals and symbolism of Christianity, Judaism, Hinduism and Islam. Pupils learn about the similarities in these, for instance, the comparative uses of water and light, and how different religions celebrate the birth of a baby. Teachers are supported in their work by the pupils themselves. Many of these come from a range of religious backgrounds, make valuable contributions to lessons and bring in relevant artefacts from home. In one very good lesson in Year 2, a Muslim pupil's practical demonstration of the use of a prayer mat greatly enhanced the content of the lesson and stimulated the interest of the rest of the class.
97. Planning for this subject is based on the Borough's agreed syllabus, which pays due regard to the wishes of all the religious communities in the local area. This syllabus gives helpful advice on how to plan and teach each of the units it contains and this gives good support to less confident teachers. It should ensure that pupils are taught about different religious ideas in an orderly way but, on occasion, this planning is not followed. This results in a particular religion being incorrectly introduced at too early a stage.

98. The subject makes a strong contribution to pupils' moral and social development. For example, Year 6 pupils discuss their interpretations of the Ten Commandments and how these still relate to modern living. Across the school, pupils are learning a great respect for different religions and grow in their own self-esteem and confidence when asked to share aspects of their faiths with others. During an interview with an inspector, one Year 6 pupil said, "*It's helpful to find out about other religions. It helps us to get on with each other*".
99. There is evidence that the monitoring and evaluation of teaching and learning in this subject is underdeveloped. There is variability in the effectiveness of teaching, lesson content does not always follow the school's curriculum planning for this subject and no record is kept of where and when pupils visit different places of worship. Year 2 pupils interviewed do not recall any such visits and those in Year 6 have no memory of making these since they visited a synagogue whilst in the Nursery. There are missed opportunities for the religious education curriculum to be enriched through these activities.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, music and physical education were inspected in some depth but **design and technology** was sampled and was not part of the focus for the inspection. One Year 6 lesson was observed where pupils were seen undertaking satisfactory work. This lesson, however, is insufficient to make a firm judgment about teaching throughout the school. Planning and discussions with Years 2 and 6 pupils support the evidence that design and technology is sufficiently covered. Discussion with Year 6 pupils about completed work on lighthouses showed satisfactory understanding of electrical circuits. This is a good illustration that the subject is sometimes linked with other curriculum areas, such as science. There are some satisfactory examples of literacy and numeracy being used to support design and technology. In Year 1, pupils wrote instructions about how to make a sandwich before they carried out the activity, and in Year 2, pupils wrote about making their bridges and how they tested them.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- There is a good emphasis on close observational work.
- Art skills are used well to illustrate work in other subjects.
- All pupils much enjoy their art lessons and, generally, show good attitudes to their work.
- There is enrichment through an Arts Week.
- The enthusiastic co-ordinator has limited opportunities in which to monitor and evaluate work in this subject across the school or to support less confident teachers of this subject.

Commentary

100. Standards in art and design have improved since the last inspection and are now in line with national expectation by the end of Years 2 and 6. The quality of teaching and learning is satisfactory, but there are great variations in this across the school. Pupils make sound progress in acquiring art skills and their knowledge of different well-known artists. As this is a practical subject, pupils with special educational needs and those for whom English is an additional language also make similar satisfactory gains. All pupils achieve well from low beginnings in which many find it difficult to use even simple equipment. Evidence from displays across the school show that pupils are gaining skills in colour mixing, the use of different media, such as pencils, paint and pastels and in printing and collage work. It is in the area of observational drawing that the greatest gains are made. This is due to opportunities being given throughout the school for pupils to build on and extend the skills needed to do well in this aspect. Year 6 pupils produce very creditable sketches of objects chosen by

themselves and some show an above average ability in using pencils to represent different textures and shading.

101. Good use is made of pupils' art to illustrate work in other subjects and to raise and stimulate interest in the content of classroom displays. For example, in Year 1, artwork is used to enhance pupils' writing about "*The Enormous Watermelon*" and, in Year 5, to provide a background to poems based on "*Up in the Attic*". In Year 3, representations of Greek vases, using a wax resist technique, are linked to pupils' historical studies. In many classes, art supports mathematical work, such as the production of tangrams and symmetrical patterns and, across the school, there are examples of the sound use of ICT programs to create patterns and pictures.
102. Pupils enjoy art and design lessons and, generally, they concentrate with good perseverance until their work is completed. As in one very good Year 2 lesson, based on the work of William Morris, the pupils often become so engrossed that they are disappointed when the art activity has to end. Pupils usually use equipment and materials very carefully. On occasion, when being taught by a supply teacher, their otherwise sensible attitudes lapse.
103. Leadership and management of the art and design curriculum are satisfactory. The school has had other greater curriculum priorities in the past and development of this subject has been restricted due to these. The co-ordinator is enthusiastic and has many ideas about how teachers can be supported and classroom standards raised. At the moment, putting these ideas into action is somewhat hindered by the lack of release time from classroom duties. This means the co-ordinator cannot work alongside less confident colleagues to monitor and evaluate the curriculum, standards, teaching and learning. The status of art and design is promoted by ensuring the ongoing display of artwork throughout the school and the organisation of an Arts Week, in which both parents and visiting artists help to develop and encourage the pupils' artistic skills.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Pupils' singing is good.
- Opportunities to play a musical instrument have improved.
- Some aspects of the curriculum are not fully covered.

Commentary

104. All pupils, including those who have special educational needs and who speak English as an additional language, have access to a sound music curriculum, and make satisfactory achievement and attain average standards, particularly in singing. Since the last inspection, lack of opportunities for pupils to compose and evaluate their own performance remains. From the lessons and assemblies seen, pupils sing a wide range of songs from memory. They are encouraged to prepare themselves in order to sing well, breathe correctly and adopt the correct stance to improve their performance. Pupils sing with clear diction, showing control of pitch and rhythm, and keeping the beat well.
105. In assemblies, younger pupils sing with greater gusto than older pupils who, at times, seem reluctant to participate. They are given the opportunity to demonstrate their ability to play the recorder and perform well, indicating good progress. In assemblies, pupils also gain knowledge and understanding of a variety of classical music. They identify popular musical pieces from the film world and identify a variety of moods and feelings a particular piece portrays.

106. The quality of teaching is satisfactory overall. The school employs a professional pianist who works with teachers and provides good quality teaching in these lessons. Praise is used well and pupils are encouraged to improve their performance. Expectations of performance are demonstrated to good effect. Younger pupils are beginning to sing in rounds while older pupils are successful at this and sing in rounds well, demonstrating satisfactory progress. All pupils improve their listening skills because the teacher articulates these clearly to pupils. Pupils develop an understanding of musical terms such as “*staccato*” and “*sustained*” because these are explained carefully and fully in language that enables the pupils to understand. In lessons, all pupils enjoy singing, remain fully involved, and mostly behave well.
107. During lessons, pupils experience a range of untuned instruments to accompany their singing, keeping time well. Older pupils are able to identify many of the instruments, such as violins, horns and trumpets that make up an orchestra. Their knowledge is developed further when the teacher introduces the “*kettle drum*” and explains its function.
108. All pupils are given the opportunity to sing or to play a musical instrument in local music festivals. Although all pupils have access to learning to play the recorder, opportunities to play another musical instrument under the local education authority scheme are limited to those who pay. The subject is enriched by visitors to school, such as drummers and trumpeters, who demonstrate to pupils. The school also takes part in the Borough Musical Festivals, enabling pupils to perform to an audience. There was insufficient evidence to make a judgement regarding leadership and management; however, there is limited monitoring and evaluation of music provision. This means gaps in pupils’ music knowledge are not sufficiently well addressed.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy the work in physical education and their attitudes are good.
- There are good sporting links with the local secondary school.
- There are good facilities and accommodation to support the programme for physical education.

Commentary

109. The previous inspection judged physical education to be generally satisfactory and this position has been sustained. Standards in those aspects observed are similar to the range generally expected for pupils of a similar age. Although not all aspects of the subject were observed during the inspection, overall evidence confirms that physical education has a secure place in the curriculum and that all elements of the required programme are included. All pupils, regardless of ability, race, ethnicity or gender, make sound progress as they move through the school, and achievement is satisfactory because teachers follow a programme which steadily builds skills and confidence. The quality of teaching is satisfactory throughout the school, but not all teachers set a good role model for pupils because they do not change for physical education lessons.
110. Pupils demonstrate much enjoyment in their work in physical education and their attitudes are good. Most stay on task and try hard to improve their skills. They collaborate sensibly and productively in paired and group activities. The natural and harmonious way in which pupils of different cultures and gender interact is very apparent and makes a very good contribution to their social and moral development.
111. The school has good outdoor facilities, including hard surfaced areas and a grassed playing field. The hall is satisfactory for gymnastics and dance. Although not in use during the

inspection, the availability of a swimming pool within the school complex enables pupils in every year group to attend swimming lessons during the summer months. This has a good impact on attainment, with around 75/80 per cent of Year 6 pupils on course to reach the swimming standards expected by the National Curriculum.

112. Extra-curricular activities, the involvement in sporting events and the use of outside specialists for cricket and football add further to pupils' skills. Good links exist with the local secondary school and older pupils enjoy the special events that are organised as well as the lessons taken by the specialist physical education teacher from the school. A judgement has not been made regarding leadership and management of the subject since the co-ordinator was absent at the time of the inspection. Consequently, monitoring and evaluation of standards, teaching and learning is not currently being carried out.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum is under development and was only sampled. Only one lesson was observed where pupils were fully involved in a variety of literacy-linked appropriate activities that focused on saying "*thank you*". Good teaching, together with very good support for pupils whose first language is not English, helped all pupils to achieve well. However, this lesson is insufficient to make a firm judgement about teaching throughout the school. A policy has only just been formulated and the school is at the early stages of developing a scheme of work. Few lessons are timetabled but teachers use circle time (when the teacher and pupils discuss issues relating to personal, social and health education) and other opportunities as they arise to support this aspect of the curriculum. The dangers of drugs, alcohol and cigarettes are included within the established science curriculum and this is well supported by visits from outside agencies. In addition, sex and relationships education is appropriately delivered through the science and religious education curriculum. Members of the *Friendship Squad* are successful in helping younger pupils make friends and play happily together during playtimes. They act as good role models and further the caring and respectful ethos of the school. Pupils also develop their social skills during both daytime and residential visits. The recently formed school council discusses school issues and members participate in good teamwork to help improve the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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