

INSPECTION REPORT

WOLF FIELDS PRIMARY SCHOOL

Southall

LEA area: Ealing

Unique reference number: 101909

Headteacher: Mr P Brandreth

Lead inspector: Mrs E Chadwick

Dates of inspection: 12th - 15th July 2004

Inspection number: 258466

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: 359

School address: Norwood Road
Norwood Green
Southall
Middlesex
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Appropriate authority: The governing body
Name of chair of governors: Mrs Vijaya Venkatesan

Date of previous inspection: 16th March 1998

CHARACTERISTICS OF THE SCHOOL

Wolf Fields Primary is a large primary school with 359 pupils, including 51 part-time children in the Nursery. Pupils come from a wide range of ethnic backgrounds, although the largest group, about a half, is Indian. The other main ethnic groups are Pakistani, Black or Black British African and Asian or Asian British. A very high proportion, two-thirds, speaks English as an additional language, including the one-fifth who speak no English or very little. Punjabi, Urdu and Somali are the pupils' main home languages. Many pupils do not speak English at home. Twenty pupils have refugee or asylum seeker status; most are from Afghanistan or Somalia.

The mobility of pupils entering or leaving the school, other than at the normal time, is very high. Last year, 55 pupils joined the school whilst 77 left. Mobility increased sharply in 2002, including the number of transient pupils. The school is undersubscribed and smaller than when last inspected, when there were 426 pupils. The school attributes the decline in numbers to changes in the local area. These include: parents now have wide choice of schools with nurseries; fewer pupils who require school places; the re-housing of large families.

Seventeen per cent of pupils have special educational needs. This is average and includes those with a statement of special educational need, also an average proportion. The majority

has speech and language or moderate learning difficulties. The percentage eligible for free school meals, at 33 per cent, is above average and has risen since the last inspection, when it was average. Children's attainment on entry to the Nursery is well below average and very low in language and communication, as nearly all have limited English. The attainment of pupils joining as late entrants is very low because many do not speak any English or have special educational needs. Pupils' overall attainment on entry is well below average.

The school received an Achievement Award in 2002 for improvements in standards in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19115	Mrs E Chadwick	Lead inspector	English Design and technology
8992	Mr J Vischer	Lay inspector	
15011	Mrs M Wallace	Team inspector	Foundation Stage History Physical education
18370	Mr K Johnson	Team inspector	Science Art and design Music Religious education
22657	Mr M Madeley	Team inspector	Mathematics Information and communication technology Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's effectiveness is satisfactory. Pupils' overall achievement is satisfactory. Standards in mathematics and science have improved for eleven-year-olds after a decline in recent years. The headteacher and staff have worked hard and effectively to integrate the large increase in pupils who enter from overseas with limited English. However, standards in English are still low. Pupils with special educational needs and those who are not fully fluent in English receive satisfactory support. This is not enough, however, for pupils to achieve well where their main exposure to learning English is at school. The overall quality of teaching is satisfactory but ranges from very good to unsatisfactory. This prevents standards being rapidly raised. The school provides satisfactory value for money.

THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- By the age of 11, pupils achieve well in science and in information and communication technology (ICT) as a result of good teaching in Years 3 to 6.
- Children in the Nursery and Reception are given a good start and achieve well.
- The headteacher provides strong pastoral leadership and ensures there is a calm atmosphere in which teachers can teach and pupils can learn.
- The good provision for pupils' personal development leads to pupils' good behaviour, their very good relationships and a high degree of racial harmony.
- Standards in English are well below average by Year 6 and well below average in English and mathematics by Year 2.
- The quality of teaching varies from very good to unsatisfactory because the monitoring and evaluation of teaching and learning lack rigour.
- Pupils with literacy learning difficulties, and those with limited English, make satisfactory progress but this is insufficient to rapidly raise standards; gifted and talented pupils do not achieve well enough.
- Pupils' attendance is unsatisfactory.

The school was last inspected in March 1998. Since then progress has been satisfactory. Provision in the Nursery and Reception has improved well. The unsatisfactory teaching seen then has been greatly reduced but not completely eliminated. Pupils' overall achievement is satisfactory, as it was then. However, the monitoring of teaching still lacks rigour. There is still much to be done to raise standards.

STANDARDS ACHIEVED

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

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory. Inspection evidence, supported by the latest unconfirmed evidence of National Curriculum tests, shows improvement for the current Year 6 compared with the results of the national tests in 2003. Then, standards were very low when compared with similar schools and in the lowest 5 per cent of schools in English and science. Standards for this Year 6 are now below average in mathematics and average in science. However, they are still well below average in English. Not enough pupils reach high standards in English compared with their earlier attainment in Year 2 in the school. Standards meet expectations in ICT, religious education and physical education. Pupils' overall achievement is satisfactory in Years 3 to 6.

Standards in Year 2 are in line with 2003 national assessments and are well below average in reading, writing and mathematics. They are below average in science and meet expectations in ICT, religious education and physical education. Pupils' achievement is satisfactory. Children in Nursery and Reception achieve well although, by the end of the Reception year, standards are well below average in communication, language and literacy and below average in mathematical development. Standards in other areas of learning mainly meet those expected for this age. Pupils with special educational needs and those at the early stages of learning English achieve satisfactorily. The achievement of gifted and talented pupils' is unsatisfactory.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils' attitudes to school are good and they behave well. Pupils are often very keen to learn and respond very well when work is challenging. There is good provision for their personal development. Pupils' attendance is well below average because too many pupils are taken out of school to visit family overseas. Their punctuality is satisfactory.

QUALITY OF EDUCATION

The overall quality of education is satisfactory. Teaching and learning are satisfactory. They are good in the Nursery, Reception and Year 6 and satisfactory in other years. The quality of teaching of reading, writing and numeracy is satisfactory. There is too much unsatisfactory teaching in a Year 1 class, which limits some pupils' achievement. The curriculum provided is good in the Nursery and Reception and satisfactory in Years 1 to 6. Extra-curricular activities are good. The school takes good care of its pupils. Links with the community and parents are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both satisfactory. The leadership provided by the headteacher is satisfactory overall although the monitoring of teaching is not systematic enough. This causes too much variation in teaching quality. Subject co-ordinators provide satisfactory leadership, and governance is also satisfactory. The school fulfils statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents generally have positive views. However, a minority expressed concern about provision for gifted and talented pupils and the inspection confirms that better provision is needed for them. Parents do not receive adequate information about their children's progress

in reading. Pupils have positive views of the school, though more capable pupils sometimes think their work is easy.

IMPROVEMENTS NEEDED

THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:

- Raise standards in English and mathematics by Years 2 and 6.
- Eliminate the wide variation in the quality of teaching by rigorous monitoring and evaluation of teaching and acting on the outcomes.
- Increase the rigour of support for pupils at early stages of learning English, those with literacy learning difficulties and the gifted and talented pupils.
- Tighten procedures for promoting good attendance ensuring higher levels of attendance.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' overall achievement is satisfactory. Pupils enter with well below average attainment and, by Year 6, leave with standards that are, overall, below average. In Year 6, standards are below average in mathematics and average in science and ICT but well below average in English. Children achieve well in Nursery and Reception. In Years 1 to 6 pupils' overall achievement is satisfactory. The achievement of pupils with special educational needs and those with limited English is satisfactory. The achievement of gifted and talented pupils is unsatisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Children achieve well in the Nursery and Reception classes due to good teaching.
- Standards in mathematics and science are higher in Year 6 than in the 2003 national tests.
- Pupils achieve well in science in Years 3 to 6 due to good teaching.
- By Year 6, of those pupils who took Year 2 tests in this school, too few reach Level 5 in English compared with attainment in Year 2.
- Gifted and talented pupils' achievement is unsatisfactory.

COMMENTARY

1. Compared with all schools, standards in 2003 national tests for Year 6 pupils were well below average in English, mathematics and science. Overall, there was an overall improving trend in 2001 and 2002 but standards dropped sharply in 2003 in all three subjects. The school's provisional 2004 results indicate, once more, overall standards are improving and are far higher than in 2003 national tests in science, higher in mathematics, although similar in English. Inspection shows that standards are below average in mathematics, average in science but well below average in English.

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

Standards in:	School results	National results
English	24.1 (26.7)	26.8 (27.0)
mathematics	24.4 (25.5)	26.8 (26.7)
science	26.0 (27.2)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

2. The standards reached in 2003 were very low compared with pupils' prior attainment in their Year 6 tests in English and science and well below average in mathematics. The school has attributed this to the impact of turbulence due to a large and sudden increase of pupils, often in large families, arriving at the school either with limited or no English. In the last two years, 125 pupils left the school. Many of these pupils were transient, staying for only short periods until families were re-housed. There is no additional funding for

extra help for pupils who arrive during the academic year but leave before the end. As many pupils have no experience of England, and virtually no English, the school directs extra help for them. This means that less support is available for others.

3. The inspection, supported by the evidence of the latest Year 6 national test results, shows that the school is beginning to recover from the sudden turbulence. Overall attainment for the current Year 6 cannot be directly compared with the overall standards achieved by the Year 2 pupils who took their national tests in 2000 because of the high mobility. Nearly one-third of the current Year 6 did not take their Year 2 national tests at Wolf Field School, whilst a similar proportion left between Years 3 and 6. The attainment on entry of late entrants was very low because of the impact of refugees with no English who have recently entered the country, or pupils with low attainment on entry or disruptive behaviour. The school's formal targets for the current Year 6, set prior to the impact of mobility, are high. The school has not met these in English and mathematics at either Level 4 or Level 5.
4. By the end of the Reception year, children are on course to reach their early learning goals in personal, social and emotional development, physical development and creative development. Standards are below average in mathematical development and knowledge and understanding of the world. However, standards are well below average in speaking and listening, reading and writing. Overall, children achieve well in Nursery and in Reception classes. In communication, language and literacy children achieve well in the Nursery through consistently good teaching. However, their achievement is satisfactory in Reception because teaching is only satisfactory in this area of learning.
5. By the end of Year 2, standards are well below average in speaking and listening, reading, writing and mathematics. They are below average in science and average in ICT and physical education. They are in line with the expected standards of the agreed syllabus for religious education. Pupils' achievement is satisfactory. Standards in English and mathematics are similar to those reached by pupils in the 2003 national tests. These standards were below the standards found in similar schools in reading and writing and well below them in mathematics. In 2003, assessments by teachers showed science standards were well below average. In 2003, there was a large drop in standards for Year 2 pupils from the above average standards reached in mathematics and the average or better standards reached in English during the previous three years. In the 2003 cohort there was very high mobility. Nearly twice as many passed through the cohort as those who took Year 2 tests.

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

Standards in:	School results	National results
reading	14.2 (16.2)	15.7 (15.8)
writing	13.1 (14.5)	14.6 (14.4)
mathematics	14.4 (17.5)	16.3 (16.5)

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

6. In the current Year 2, a quarter did not attend the Nursery or Reception, mainly arriving in Year 2 with limited English and a large number have left. Overall, given the context of the school, pupils' overall achievement in Years 1 and 2 is satisfactory.

7. In the current Year 6, standards are well below average in English, average in science and below average in mathematics. These are in line with the early indications of the standards reached in the Year 6 2004 tests. The school's strategies to improve pupils' achievement in Years 3 to 6 have had a positive impact, especially in science. Pupils achieve well in science because there is now much good teaching. Pupils' achievement is satisfactory in Years 3 to 6 in mathematics because the quality of teaching is only satisfactory. Standards are average in ICT and physical education, and meet the requirements of the locally agreed syllabus for religious education. Pupils achieve well in ICT whilst their achievement is satisfactory in religious education and physical education.
8. Comparison of Year 6 standards with their prior attainment in Year 2 national tests in English and mathematics indicates that pupils' achievement is mainly satisfactory. In both subjects pupils are now achieving satisfactorily in Years 3 to 6. However, there has been some unsatisfactory achievement over time in English. Of those pupils who took their Year 2 national tests at the school, too few reached Level 5 compared with those who reached higher levels in their Year 2 national tests. Pupils' spoken English limits the standards they reach in reading and writing. Potentially higher attaining pupils are usually fluent but do not always use standard English or understand the nuances of English needed for higher level work. Nearly all pupils have English as an additional language and many do not speak English at home. Few reach above average standards in speaking and listening so there are few good role models for potentially higher attaining pupils.
9. Pupils at early stages of learning English as an additional language make satisfactory progress. They receive good support from the bilingual assistants and their peers and progress well. When visual aids and clear simple speech are used pupils make rapid progress. Once a basic understanding of the sounds of the alphabet are gained, pupils quickly read simple books with great enjoyment. In practical subjects pupils learn quickly because of good opportunities to learn through discussion in small groups. Pupils at intermediate and more advanced levels of learning English are mainly supported through class teaching. There is little extra support available for these pupils so the rate of their progress is not as rapid.
10. The school's records show that differences in achievement by different ethnic groups is more to do with length of time in Britain, mobility, experience of formal schooling and attendance. The inspection evidence shows that some higher attaining Indian and Pakistani pupils are not always reaching good standards in English in Year 6 because pupils' spoken English is no better than average. Analysis of the special educational needs register shows that more boys than girls have special educational needs with a high proportion of White boys. Over a three-year period, there were no significant differences between the attainment of boys and girls except in mathematics in Year 2, where girls did better than boys.
11. Pupils with special educational needs generally make satisfactory progress. Their individual plans are clear, specific and achievable, showing the small steps needed for them to develop their reading and writing skills. Pupils with a statement of educational need achieve well because they are given effective support from their assistants. Those with emotional and behavioural difficulties make good progress in adapting to school life. However, the progress of pupils with literacy and numeracy difficulties is only satisfactory

and not good enough to raise their attainment from a low base. Pupils do not achieve as well during the part of the literacy lesson when the whole class is taught together. At this time, the steps in reading are not always small enough for these pupils, although they often make sound or better progress during group work. Gifted and talented pupils make unsatisfactory progress because planning and provision for them is unsystematic through the school.

12. Pupils' use their literacy, numeracy and ICT skills satisfactorily to enhance their learning in other subjects. Opportunities for pupils to develop their subject vocabulary and speaking skills are satisfactory. They are good in science and ICT, and generally satisfactory in English and mathematics. Pupils do not develop their writing adequately in religious education, especially in Years 1 and 2. In geography too many work sheets are used.
13. Since the last inspection, the school has made good progress in improving children's achievement in the Nursery and Reception classes. In Years 1 to 6 pupils' achievement is satisfactory, as it was then. However, standards are not as high. Given the school's changed circumstances, progress since the last inspection has been satisfactory.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

The provision for pupils' spiritual, moral, social and cultural development is good. Pupils' attitudes and behaviour are good. Attendance is poor. Punctuality is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Pupils have very good relationships with one another.
- The school sets high expectations for pupils' conduct and is effective in achieving good behaviour.
- The school ensures pupils are very free from bullying and other forms of harassment.
- The school enables pupils to appreciate their own and others' cultures very well.
- The school does not promote the need for regular attendance well enough.

COMMENTARY

14. Attendance is well below the national average. The school does not place enough emphasis on promoting good attendance to raise standards. 'One hundred per cent' awards are offered termly to individuals but this is not enough to ensure that parents do not take holidays in term time and that their children attend school regularly. There is too much authorised absence for parents to take their children on extended visits abroad to visit relatives during term time. This was the case at the time of the last inspection. Punctuality is promoted well and standards are satisfactory as a result.

Attendance in the latest complete reporting year 2002/3

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.0
National data	5.4	National data	0.4

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

15. Very good provision in Nursery and Reception ensures a secure foundation for children's personal development. From an early age, children are encouraged to form good relationships, to develop good attitudes to school and to behave well. These continue to be promoted throughout the school.
16. When interviewed, pupils clearly indicated that they liked school, an opinion echoed by parents. Many pupils take part in one or more out-of-school activities and this enriches their personal development. In lessons, pupils' attitudes to learning and behaviour are good and they are hardworking. Both boys and girls work very well together. Although a significant minority enters with challenging behaviour, school rules are understood well and it is unusual for the behaviour of any pupil to disturb the learning of others. However, in the playground, although behaviour is good overall, a minority of pupils play boisterously, occasionally colliding with their fellow pupils, causing minor accidents. The responsibilities pupils are given, especially the monitor duties undertaken by older pupils, are carried out very conscientiously and provide firm foundations towards the smooth running of the school. School council representatives are proud of the school and genuinely feel part of its development.
17. Pupils' spiritual, moral, social and cultural development are promoted through assemblies, religious education and personal, social and health education lessons. Pupils are provided with particularly good opportunities for spiritual development in science, ICT and design and technology where pupils are encouraged to reflect on the wonders of the made world. There is a high degree of racial harmony where all pupils are encouraged to accept and respect people for who they are. Pupils from the many different cultures mix very well. Pupils in the early stages of learning English behave well when working in small groups. They are attentive and keen to learn. In class, they sometimes lose concentration because they do not have the language skills to follow what the teacher is saying. Everyone quickly learns how to behave in class, even though many new arrivals have never been to school before, because the school is a very harmonious place and welcoming of all cultures.
18. The school's promotion of very good relationships and procedures for behaviour management ensures that there is a happy atmosphere where all pupils can learn and teachers can teach. Pupils' very good relationships, good attitudes and behaviour also result from the example that staff set as role models and the staff's high expectations of pupils' conduct. Pupils are free from bullying because of the school's very good procedures for preventing and eliminating this. If bullying or harassment do occur, the school deals very effectively with them. Both parents and pupils confirm this. The rewards and sanctions system the school operates is well developed. The school also relies on the high quality of relationships between pupils, thus creating a strong sense of cohesion. Exclusions are low and are used as the last resort.
19. There is a strong ethos of respect for the individual and the culture from which they come. Pupils are provided with very good opportunities to learn about different cultures and are very well prepared for life in multi-cultural Britain. The good standards in pupils' attitudes, behaviour and personal development have been maintained since the last inspection and the school has improved the weaknesses found then in pupils' spiritual development.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	21	1	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	3	2	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	189	0	0
Asian or Asian British – Pakistani	51	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	34	0	0
Black or Black British – Caribbean	12	1	0
Black or Black British – African	37	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	4	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 satisfactory. The quality of teaching and the curriculum are satisfactory. The care provided for pupils' health and safety is good and the support and guidance of pupils are good. Links with parents and the community are satisfactory.

TEACHING AND LEARNING

The overall quality of teaching and learning is satisfactory. They are good overall in Nursery and Reception and satisfactory in Years 1 to 6. Assessment is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- Good teaching and learning in the Nursery and Reception are beginning to raise standards.
- Teaching and learning in Year 6 are good because of teachers' good subject knowledge.
- Teachers manage pupils well and provide a calm atmosphere for learning.
- The quality of teaching of pupils with special educational needs and for those with English as an additional language, whilst satisfactory, is not rigorous enough to raise standards rapidly.
- Work in Year 1 does not always build well enough on pupils' learning in Reception; there is too much unsatisfactory teaching in one Year 1 class.
- There is inconsistent provision for pupils to develop their speaking and reading skills.

COMMENTARY

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (8%)	26 (42%)	28 (45%)	3 (5%)	0 (0%)	0 (0%)

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

20. Teaching is good overall in the Nursery and Reception classes. It is satisfactory and has some good features in Years 3 to 6. It is satisfactory overall in Years 1 and 2. Progress since the last inspection is satisfactory. Since then, the school has made good progress in improving the quality of teaching in the Nursery and Reception classes and there is far less unsatisfactory teaching elsewhere in the school, although a small amount of unsatisfactory teaching still exists, especially in Year 1.
21. In Nursery and Reception, children are well managed and supported so they feel secure and become confident. There is a good balance between formally organised small group and class teaching with a strong emphasis on children learning through practical work and talk. Children with special educational needs or with limited English are given a good start.
22. In the rest of the school, teachers have very good relationships with pupils. They manage them well, provide clear purposes for lessons so pupils know what is expected of them. In good and very good lessons, there is a good balance between whole class work and group work with good opportunities for pupils to develop their spoken English and subject vocabulary. In these lessons, subject teaching is rigorous, because of teachers' good subject knowledge. Teachers also consistently provide well, matched to the needs of all pupils throughout all parts of the lesson.
23. In Nursery and Reception classes and in Year 6, teaching is frequently good in all classes in each year group. In other year groups, although some good teaching is found in most classes, good teaching is not consistent in any subject in all classes in any year, especially in English and mathematics. This is the result of the lack of rigorous monitoring of teaching and learning and the subsequent lack of support for improving teaching. This is limiting the speed and consistency of raising standards and improving pupils' achievement.
24. Teaching and learning in English are satisfactory in Years 1 to 6. However, they have weaker elements in Years 1 and 2. In Years 1 and 2, there is sound attention to teaching phonics, spelling and writing. However, there is not always enough repetition of key words and other reading skills using simple structured texts for lower attaining pupils. In Years 3 to 6, there is good emphasis on teaching phonics, spelling and grammar. The teaching of writing is good for average and higher attaining pupils and successfully builds skills, including creative thinking, over a period of lessons. Group work is soundly matched to all pupils' needs. However, when the whole class is taught together, the shared texts are sometimes too hard for lower attaining pupils and those with limited English. Throughout Years 1 to 6, whilst systems for hearing pupils read are generally satisfactory, this is not enough for lower attaining pupils considering the need to rapidly increase the proportion reaching at least average standards. Planning for the development of speaking skills is inconsistent.

25. Teaching and learning in mathematics are satisfactory in Years 1 to 6, with some good teaching in most age groups. In the best lessons, pupils of all abilities make good strides in their learning because teachers expect pupils to do a lot of thinking and work hard. During satisfactory lessons, despite some good features, weaker aspects include: a slackening of pace during mental work, a lack of challenge for higher attaining pupils during whole class work and not enough use of ICT. As in English, the rigour of planning for the development of oral work is inconsistent.
26. Three unsatisfactory lessons were seen. These occurred in English and mathematics in one class in Year 1 and in mathematics in Year 3. In Year 1, both lessons were not made relevant for pupils with limited English and, in the writing lesson, there was a lack of rigour in the teaching of writing skills. In Year 3, the pace of the mathematics lesson was slow. In Year 1 teachers do not always build well enough on pupils' learning in Reception classes for English and mathematics.
27. The teaching of pupils in the early stages of learning English as an additional language is satisfactory. The specialist support staff have devised and provide a good induction programme for newly arrived pupils. In Years 1 to 6, they sometimes work alongside class teachers, often providing pupils with 'mother tongue' support. In the Nursery, they provide an important point of contact for the very youngest children. Many of these children can only communicate in their mother tongue. The support assistant cleverly mixes mother tongue with English. The majority of learning for pupils with English as an additional language takes place in class. Some teachers use good methods to support their learning, as in a Year 2 mathematics lesson, where pupils saw, felt and heard how to divide and the language was regularly reinforced. However, some teachers do not support their talk with visual aids sufficiently well. The lesson plan format used by the school does not have enough space so teachers can easily record how they will adapt the lesson.
28. The teaching of pupils with special educational needs is satisfactory. Pupils have been accurately assessed, using outside agency support where necessary. Provision for pupils with a statement of special educational need and for those with emotional and behavioural problems is good. However, provision for those with literacy and numeracy difficulties is only satisfactory. Pupils learn well when taught by the special educational needs co-ordinator but this is less rigorous at other times. In Year 1, pupils have not always successfully made the transition from the Foundation Stage curriculum to the National Curriculum programmes of study, especially in English and need more support to help them do this. For instance, the tracking of the key words and the word building skills the pupils still need to master is not rigorous enough. Except for pupils with a statement of educational need, there is a limited amount of extra support available from learning support assistants. This was a conscious decision by the school in order to keep class sizes small. However, teachers have the difficult task of providing for the very wide range of ability in literacy and numeracy lessons when no support is available. The lack of rigour in the systems for hearing pupils read, especially in Years 1 and 2, is preventing rapid improvement in standards.
29. In science, ICT, religious education and physical education, teachers' subject knowledge is at least sound and often good in Years 3 to 6. This is a major reason why pupils' learning is often good in Years 3 to 6 in science and ICT. In Year 6, the quality of teaching was frequently good in both classes because of teachers' rigorous subject teaching as a result of their good subject knowledge. Assessment systems are

satisfactory overall. However, assessment is not used well enough for identifying more capable pupils in science in Years 1 and 2 and for identifying and providing for gifted pupils.

30. Homework is satisfactory. However, pupils' home/school reading records do not show how pupils are progressing in their reading, and mainly show the books they have read. These records do not show parents their children's targets for success, for example key phonic skills or key words to be learned.

THE CURRICULUM

The school provides a satisfactory curriculum for pupils in Years 1 to 6. Provision for children in the Foundation Stage is good. There are good opportunities for enrichment of the curriculum and for learning outside the school day. Accommodation and resources are satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- There is good provision for pupils' personal development and health education.
- Provision for ICT is good.
- There are a low number of trained assistants for supporting pupils with additional needs.
- Not enough time is planned for pupils to develop their writing in some subjects.

COMMENTARY

31. Issues raised in the last inspection have been dealt with satisfactorily. Consequently, planning, including that for health education and provision for children in the Foundation Stage, has improved. Schemes of work for all subjects are now in place and the curriculum fully meets statutory requirements. The locally agreed syllabus for religious education has been thoughtfully adapted to meet the needs of pupils. Considerable progress has been made in the provision for ICT, which has resulted in pupils' improved achievement. Nevertheless, the school is not complacent about ICT and further enhancements of hardware are planned. Science is a strong area of the curriculum because of the way teachers develop pupils' investigative skills.
32. Teachers make the curriculum more purposeful by linking pupils' learning across subjects. In science, for example, ICT is used to record results and there are good links when pupils use design and technology and art and design to promote learning in history. However, the use of literacy skills is not always planned well in geography and religious education so pupils miss out on the opportunity to write for a wider range of purposes.
33. The school provides good opportunities for personal, social and health education and citizenship. There is an appropriate programme of sex and drugs education. The curriculum is also enriched by a good range of additional activities both in and outside lesson time. After school clubs offer pupils the chance to foster skills and interests in music, drama, gardening, cookery and Spanish, as well as a range of seasonal sports. Visitors to the school include theatre groups, dance workshops, storytellers and music ensembles. Pupils' learning is further enriched by a number of worthwhile visits. There is

also an exchange link with a Dorset village school. Strong links with the local sports college contribute to their opportunities, whilst a music club, where pupils play Indian instruments, recognises some of the rich cultural heritage of the pupils.

34. Provision for gifted and talented pupils is unsatisfactory. These pupils have not been formally identified, although talented runners have the opportunity to attend a summer school. Planning for their needs is unsystematic. The school has identified this as an area in urgent need for development. Provision for lower attaining pupils, including those with special educational needs, is satisfactory in literacy and numeracy but not yet rigorous enough to ensure standards are raised rapidly for these pupils.
35. Accommodation and learning resources are satisfactory. The accommodation for teaching pupils with special educational needs during specialist withdrawal sessions is of a good quality. Pupils with limited English are often supported in class, but on the occasions when they are withdrawn the specialist base is a poor teaching area for these pupils. The room does not have the space to place the necessary visual aids and resources for the teaching of English. The furniture is too high for the younger pupils. The school is aware of this and, from September, when space becomes available, has more suitable arrangements.
36. Resources are good for music, physical education, art and design and science. However, resources for English are only satisfactory with some weaknesses. There are two designated library areas. Both are equipped with good quality books, though the number of books is limited. There are not enough structured reading books for older, lower attaining pupils, who still need strong support. There is a well-qualified and committed team of teachers and support staff but the number of classroom assistants is low compared to schools of this size and this limits the support available for some pupils with special educational needs and some with English as an additional language.

Care, guidance and support

Pupils' care, welfare, health and safety are well provided for. Support, advice and guidance for pupils is good and their views are sought and acted on well.

Main strengths and weaknesses

- Pupils have a good trusting relationship with at least one adult.
- Pupils' access to well-informed advice and guidance of a pastoral nature is very good.
- Induction procedures into the Nursery and Reception are good.

Commentary

37. Staff know the pupils well and pupils feel safe and well looked after. This is supported by positive responses in the questionnaires completed by the pupils prior to the inspection where the vast majority of pupils felt there was an adult they could turn to.
38. This reflects the high quality of relationships between staff and pupils and the high levels of personal care given to pupils throughout the school. This is also one of the principal reasons why the quality of support and guidance pupils receive for pastoral concerns is

very good. There are satisfactory procedures for monitoring pupils' academic progress, including in English, mathematics, science and ICT. Special needs provision is satisfactory. Assessment of pupils' reading skills is thorough, although not enough use is made of this for ensuring those with low literacy standards are given extra support in their classes. The school ensures that pupils with special educational needs are well integrated into the school community. The school's support for pupils with disruptive behaviour is good. Pupils have clear targets with appropriate steps and rewards for meeting the targets. All staff carefully apply the agreed rewards and sanctions. The many new arrivals with limited English are given a very warm welcome and very well supported in adapting to school. Pupils at higher stages of learning English are provided with satisfactory support and guidance. There are good induction procedures for children's entry into the Nursery and Reception classes.

39. Child protection procedures are good. The legal experience of the chair of governors has also been used well by the school in this area. Health and safety procedures are satisfactory. Records are effective in maintaining a continuous program of review and good risk assessments are in place. However, the playground is uneven and the school has to ensure additional supervision is available. First aid is covered well.
40. Pupils' views are actively sought through the school council. Although younger pupils are not directly represented, the very good relationships between staff and pupils ensure that their views, too, have a good impact on the development of the school. Pupils are particularly involved in fund-raising activities and this has played a central part in playground improvements. The school council representatives interviewed felt proud of the school council and the role they have been allowed to play on behalf of other pupils. The school is a happy and harmonious community which provides a safe, secure and caring environment for its pupils. The ethos of care for all pupils has a positive impact on pupils' will to achieve.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school has satisfactory links with parents and with the community. Links with other schools are good. Parents have positive views about the school.

MAIN STRENGTHS AND WEAKNESSES

- The school's approachability and the way it deals with concerns and complaints are good.
- Transfer arrangements to the main secondary feeder school are very good.
- Home/school reading records do not clearly show parents how well their children are progressing or provide pupils and parents with clear targets for their children's success.

COMMENTARY

41. The headteacher makes a point of being available for parents through pre arranged meetings and is often available at the school gate when parents meet their children from school. This gives parents extra opportunities to communicate informally with the school. Parents have few qualms about approaching the school with a problem and they feel that their concerns are dealt with well. Parents are made welcome and invited to help in the school. The few concerns or complaints have been dealt with immediately. Many parents attend the school assemblies and performances at different times during the year. However, only a small number returned questionnaires or were present at the pre-inspection meeting, although questionnaires were translated into home languages. The Friends Association supports the school well financially and many parents are happy to contribute funds or saleable items to its fund-raising activities. However, few are involved in its organisation.
42. Parents of pupils in the early stages of learning English as an additional language are given ample information about the school. This is helped by the fact that many of the teachers speak some of the pupils' home languages and some teaching assistants speak at least four languages. The teaching assistants build a positive relationship with the parents and often provide them with additional support about the locality and services. Curriculum information for parents is particularly informative and the school ensures that opportunities for translation are available. However, much of this information is presented orally rather than in written form. Annual reports, on pupils' achievements, are satisfactory. They offer good information on what pupils have learned but provide inconsistent quality of help to parents and pupils as to what the child needs to do to improve. Pupils' home school reading records are unsatisfactory they do not show parents how the school is teaching reading or their children's targets for success.
43. The good links with other schools revolve around the sports program and the strong transfer arrangements with the main secondary school in providing course work in English, mathematics and science to bridge the gap between Years 6 and 7. These units form a very good focus for continuity between primary and secondary school in pupils' learning as well as giving pupils more confidence about the transfer. There is also an adult mentoring programme for needy pupils to ensure their safe transfer. The good links through the sports co-ordinator offers pupils a good range of sporting events and facilities. The school is very active in primary football competitions in the area. Links with other schools are satisfactory. The school's links with the local community are satisfactory. The local area is used well as a curricular resource by the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Those provided by the headteacher, senior staff and subject co-ordinators are satisfactory. The governance of the school is satisfactory.

MAIN STRENGTHS AND WEAKNESSES

- The headteacher provides strong pastoral leadership and has created a calm, orderly school.
- Subject leaders in science and ICT have effectively improved provision and standards.
- Teaching and learning are not monitored frequently enough.
- Test data is not monitored or evaluated closely enough to raise achievement.

COMMENTARY

44. The headteacher has created a school in which pupils can learn and teachers can teach. It runs smoothly and there is very little disruptive behaviour. Pupils behave well both inside and outside the class because the school's expectations are high. Racial harmony is very good and pupils care for one another. Since the previous inspection, there is far greater stability of staffing and staff now work as a team with a common purpose for the benefit of the pupils. The school provides a very stable environment considering the impact of the large increases in the number of late entrant pupils, who often enter directly from abroad.
45. The headteacher, whilst providing strong pastoral leadership, has not provided the same rigour for raising achievement. The headteacher, through necessity, has spent much time managing the transient population. The school is now beginning to recover from the impact of the turbulence in the pupil population and this is seen in the improvements in the school's provisional results in the 2004 National Curriculum tests. However, there is still not enough rigour in the monitoring of teaching and learning and this has led to the wide variation in the quality of teaching in the school. The overall leadership provided by the headteacher is satisfactory given the sudden changes in the context of the school.
46. The headteacher enables subject co-ordinators to monitor the quality of teaching, and also draws on the expertise of the local education authority. However, the senior management team does not monitor and evaluate teaching and learning frequently enough given the need to vigorously improve teaching in order to rapidly raise standards. Subject leaders do most of the monitoring, with the support of local authority advisors, when their subject is identified as a priority in the school improvement plan.
47. Otherwise, the school places a strong emphasis on staff training and improvement. Local authority advisers are brought in to improve the quality of subject leadership. Part of this process is joint observations of lessons, which have proved beneficial to subject leaders. Some staff with subject responsibility, such as science and ICT, have improved provision and standards by closely monitoring and evaluating teaching and learning. Colleagues have been provided with training and support, which has improved their confidence to teach the subject. Others have had less impact because action plans are not geared as well towards improving teaching and learning and raising standards. A few subject leaders, like geography, are too recently appointed to have yet had an impact on their subject.

48. The results of national and school testing have been analysed and some use has been made of the local authority's comprehensive analysis. For instance, the drive to improve writing across the school came from these analyses. In English, subject weaknesses have been identified by the co-ordinator through national and the school's own testing systems. However, the precise reasons for the fall in attainment, and poor value-added score last year, have not been systematically evaluated by senior managers. The school's drive to raise standards has had a better impact on improving them in mathematics and science than in English.
49. Leadership and management of the provision for pupils with limited English are satisfactory. There are huge pressures on the school when pupils with little or no English arrive all the time. The numbers arriving cannot be predicted. Often there is no extra funding if these pupils stay for less than the school year. The school, through necessity, has decided that the least fluent pupils will be supported in lessons by the teaching assistants and a suitable induction programme is organised for new arrivals. However, lesson planning and general class teaching are not monitored regularly enough to ensure that all class teachers are making the best possible provision for pupils with limited English.
50. The leadership and management of pupils with special educational needs are satisfactory. The support assistants for pupils with statements of need are well trained and managed. However, the time and expertise of the special educational needs co-ordinator are not used to full effect on the occasions she supports one or two pupils. The school has decided to use her time more wisely next year by ensuring she takes larger groups when the school is planning to teach more groups according to ability.
51. The governing body is well organised and has a sound understanding of the school's strengths and weaknesses. They fully understand that pupil mobility is becoming a much bigger factor affecting standards but do not know the precise degree of this. They do not have systematic routines to gather first hand evidence on the work of the school. They have a good understanding of the school financial position and help to shape the budget according to the school's priorities. They did not like any of the available options for the last budget but took what they saw as the best fit for the school in the circumstances. They support the school and the headteacher fully and are prepared to ask the difficult questions such as 'Are standards high enough?'. Governors recognise that there are difficulties in engaging with the parents but have not taken steps to have significant amounts of school paperwork translated into the main non-English languages of the parents.
52. Financial management is satisfactory. The governing body considers the various options presented to them before deciding on which to take. Recently, the school has struggled to cope with falling pupil numbers and the subsequent reduced income because, despite cuts, staffing costs have remained high. The school decided to avoid having pupils of mixed ages in classes and to keep class sizes small. This has resulted in a reduced number of classroom assistants this year. Part of the significant amount of money carried forward at the end of April 2004 has now been used to retain the same levels of teaching staff throughout the Summer term. The recent audit report indicates that the financial systems are secure. The finance officer maintains up-to-date records and regularly checks personnel information from the local authority against her records. The school seeks advice from other schools and the local authority before making large

purchases and goes through a secure tendering process. The governing body is fully involved in the process and seeks best value from suppliers and contractors, not just the cheapest price. The school has yet to look outside the local authority to compare its performance with other similar schools.

53. The leadership and management of the school were in need of improvement at the time of the last inspection. Some weaknesses remain but, given the challenging circumstances of the past two years, improvement since the last inspection has been satisfactory. Standards rose significantly in Year 2 from 2000 to 2002 and improved in Year 6 in 2001 and 2002. There are signs that the school is now recovering from the decline in standards in 2003, when there was a particularly large impact of transient pupils. However, the school still has work to do to improve the rigour in the monitoring and evaluation of teaching and learning in order to continue to improve achievement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,243,214
Total expenditure	1,216,739
Expenditure per pupil	3,191

Balances (£)	
Balance from previous year	33,305
Balance carried forward to the next year	59,780

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Children start in the Nursery after their third birthday and attend part-time. Children transfer to Reception in the September of the academic year in which they become five. The majority of children in the Nursery speak no or limited English on entry. Several also enter with special educational needs. Children's overall attainment on entry is well below average and their skills in speaking and listening are very low because many have limited English. The management of provision is good throughout the Foundation Stage because of the close teamwork of all the teachers and assistants. The curriculum, the quality of teaching and children's achievement are good and, in the Nursery, some teaching is very good. All pupils achieve well throughout their Nursery and Reception years, including those with special educational needs and those who speak English as an additional language. The majority of children who begin in the Nursery enter one of the Reception classes, although a significant minority has not attended the Nursery. The progress of a substantial minority of children is hampered by a failure to attend school regularly or taking extended holidays in term time. Since the last inspection, provision in the Foundation Stage has improved well. The school has strengthened the quality of teaching considerably.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

MAIN STRENGTHS AND WEAKNESSES

- Children feel secure and enjoy coming to school.
- Progress is very good in both Nursery and Reception classes because pupils' needs are carefully assessed and this area underpins all other learning.
- Children form very good relationships with adults.

COMMENTARY

54. By the end of the Reception year, children meet the goals expected for their age and achieve very well. Children often enter school with immature personal and social development. They settle into the routine of school well and feel secure because all adults form very good relationships with them. Activities are enjoyable and challenging and, consequently, children make rapid progress in adapting to school and developing their enthusiasm for learning. The quality of teaching is very good in Nursery and Reception classes. Throughout, planning ensures an appropriate balance between teacher-directed and child-initiated activities. In all classes, there is often a buzz of enthusiasm because children enjoy activities such as investigating mini-beasts living under the mat in the Nursery or planting flowers in Reception. Children learn to co-operate with each other. Reception children make decisions about how to deal with the 'sick' toy dogs and cats during imaginative role-play in their veterinary clinic. Children develop self-control and gradually learn how to concentrate for longer because they enjoy the activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

MAIN STRENGTHS AND WEAKNESSES

- There are good opportunities for speaking and listening throughout Nursery and Reception.
- Teaching and learning in the Nursery are good.
- In Reception, more capable children are not always challenged sufficiently in reading.

COMMENTARY

55. By the end of Reception, standards are well below those expected in all aspects of this area of learning. Only a minority of children reaches the expected goals. Children achieve well overall as, overall, they enter with very low attainment. The quality of teaching is good overall. Children achieve well in the Nursery and satisfactorily in Reception due to the good teaching in the Nursery and the satisfactory teaching in Reception. Provision for speaking and listening is good throughout. Nursery children are provided with a wide range of practical experiences that promote learning through talk. All adults seize every opportunity to use questions and extend children's vocabulary. However, there is no home language support for those children who speak Somali or Bengali. Early reading skills develop well through relevant activities. Children are well guided and encouraged to practise mark making and letter formation. In Reception, children continue to develop positive attitudes to reading and there are appropriate opportunities to take books home and read to adults. Whilst strategies to help children to learn to read are satisfactory for most there is not enough planning for extending the more capable children. There is not enough higher level phonics work including sounding out difficult words and tackling unfamiliar words. There are satisfactory opportunities for learning to write throughout Reception.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Good quality teaching and learning enable children to achieve well.
- The well-organised outdoor environment contributes to the good progress children make.

COMMENTARY

56. By the end of Reception, children achieve well although standards are below those expected for this age. Fewer reach or exceed the mathematical goals than found in most schools for children of this age. Children achieve very well in the Nursery and well in Reception because of the very good teaching in the Nursery and good teaching in Reception. More capable children in the Nursery can recognise numbers and know a spider has eight legs because they have observed spiders in the outdoor area. They have a sound knowledge of shapes and use language such as big and small. In Reception, children have sound knowledge of numbers and more able children

confidently count to 20 and beyond. Children recognise basic shapes and make repeating patterns. Average children in reception recognise numbers up to 20 but are not fully secure with mathematical language. The range of practical learning opportunities is good and the outdoor play area is well used to support learning in this area, especially in the Nursery. In all classes, there are well-planned opportunities for children to learn mathematics through play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

MAIN STRENGTHS AND WEAKNESSES

- Good teaching ensures children achieve well throughout.
- Children's investigative skills are developed well through the use of the outdoor environment.
- Teaching and learning are good in ICT.

COMMENTARY

57. By the end of Reception, children achieve well, although standards are below those expected for this age. They achieve well in Nursery and Reception because of good teaching. Children enter the Nursery with a limited range of basic general knowledge. All children make good gains in learning about the days of the week, season and weather. Children in Reception sing the 'days of the week' song and are encouraged to observe and discuss how the changing weather conditions affect the natural world. In Reception, children develop an awareness of times past and present, they are encouraged to talk and record events that happened in the past. Children in the Nursery develop their natural curiosity and investigative skills through learning to find out for themselves. They develop careful observation skills through using magnifying glasses to observe minibeasts. Adults extend children's vocabulary well, helping them to identify the names such as slug, spider, and centipede. Children's ICT skills develop well throughout and are used effectively to reinforce learning. In Reception, ICT forms an integral part of teaching and learning and children benefit from a weekly lesson in the computer suite.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Provision for outdoor play is good in both Nursery and Reception.
- Children achieve well and attain average standards.
- Learning is reinforced well in movement lessons in the hall and language is used well.

COMMENTARY

58. By the end of Reception, children have achieved well due to good teaching in Nursery and Reception and are on course to meet the goals expected for this age. Activities are well planned and adults make good use of the outdoor area and all available resources. In a good lesson in the Nursery, language was used effectively and all children achieved well in learning to wriggle quickly like caterpillars, hold shapes like a chrysalis and flutter like the butterflies. The activity had meaning for all children because they had observed the developmental process of the caterpillar turning into a butterfly. During outdoor play in the Nursery and Reception children develop their ability to climb, slide, balance, jump and negotiate obstacles on the good range of equipment available. Older children in the Nursery make good progress learning to throw a beanbag because the teacher emphasises 'little throws'. There are good opportunities throughout for children to develop their ability to grip pencils and paintbrushes and they are guided to do this correctly. By the end of Reception, average and more able children have learnt to use scissors and cut well.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

MAIN STRENGTHS AND WEAKNESSES

- The rich learning environment which encourages children's creativity and imagination.

COMMENTARY

59. Good teaching throughout Nursery and Reception enables children to reach the standards expected of this age. All achieve well. By the end of Reception, children allocate roles during imaginative play in their pretend veterinary surgery. They know a range of challenging songs because teachers seize every opportunity to use songs to reinforce learning. Children in Reception sing songs such as 'Yellow bird', whilst children in the Nursery learn 'There's a caterpillar on a leaf wriggle, wriggle.' The singing and actions help to reinforce learning about caterpillars turning into butterflies. Artwork on display indicates there are well-planned opportunities for children to use and mix paint in a variety of ways in Nursery and Reception. Children create simple collages and pictures. By the end of Reception, children use paint well when creating their favourite animal.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- The quality of teaching and learning is good in Year 6 in all aspects of English.
- 'Transition units' are well taught in Year 6.
- Writing is well taught for higher and average attaining pupils in Years 3 to 6.
- New pupils with limited English are well supported in learning to speak English.

- The proportion reaching Level 5 in Year 6 is too low given the standards reached in Year 2.
- Systems for hearing reading need more rigour in order to raise standards more rapidly.
- Pupils' home/school reading records are unsatisfactory.

COMMENTARY

60. The early indications of the 2004 national tests for pupils in Years 2 and 6 indicate standards are similar to the well below average standards reached by pupils in the 2003 national tests. Inspection shows by the end of Years 2 and 6, standards in speaking and listening, reading and writing are well below average. Standards in Year 6 include the ten per cent of refugees who entered the school within the last eighteen months with no English and even if these are excluded standards are still well below average in reading and writing. Pupils' overall achievement is satisfactory given their low attainment on entry. It is satisfactory in Years 1 and 2. Pupils are now achieving satisfactorily in Years 3 to 6. However, pupils in the current Year 6 have not achieved well enough in the past as too few reach Level 5 given their earlier attainment in national tests in Year 2 in this school. Additionally, the proportion reaching Level 5 in English is lower than in mathematics and far lower than in science.
61. The high rate of mobility of pupils has had an adverse impact on the standards reached by the present Year 2 and 6 pupils. In Year 2, approximately one quarter entered either in Years 1 or 2, often with limited English. Nearly one third of the current Year 6 did not take their Year 2 national tests at Wolf Fields School, whilst a similar number have left since Year 2. Additionally, in both year groups, there have been many transient pupils who have stayed at the school for short periods of time. These were often recent arrivals to the country with very limited English. The overall attainment on entry of late entrants is very low in English in Years 3 to 6.
62. Pupils, through Year 3 to 6, are now making satisfactory progress in all aspects of English. However, one reason for the underachievement of higher attaining pupils is that their English speaking and listening skills limit the standards they reach in reading and writing. Many pupils do not speak English at home and school is the pupils' main source of learning to speak English. The school has to work very hard to develop pupils' English and the limited numbers of pupils who are good role models for spoken English make this task even harder.
63. The majority of pupils in the school has English as an additional language. Overall, pupils with limited English achieve satisfactorily. The new entrants at very early stages of learning English, mainly pupils from Somalia, achieve well through the regular support provided by bilingual assistants. However, throughout the school there are potentially higher attaining pupils who are fluent or nearly fluent in English but who do not always understand the nuances of English, have a wide vocabulary or have correct grammatical pronunciation. These pupils make satisfactory progress in lessons although this needs to be rapid if standards are to rise.
64. Pupils with special educational needs make satisfactory progress. Progress is good for pupils with a statement of educational need because pupils are provided with good support from their classroom assistants. However, those with literacy needs make slower progress during the time when the whole class is taught together because the

shared text is sometimes too hard although they make at least sound progress during group work. The progress of gifted and talented pupils is unsatisfactory. The school has identified improving provision for these pupils as a priority.

65. Pupils make satisfactory progress in speaking, listening, reading and in writing in Years 1 and 2. In Years 3 to 6 their progress is satisfactory in speaking, listening and reading and good in writing. The school's initiatives for improving writing are having a good impact on improving pupils' writing.
66. Standards in speaking and listening are well below average by Year 2 and Year 6. By Year 2, pupils' understanding is often far ahead of their speech. A few are articulate and confident speakers but many have limited vocabulary and grammar. Several latecomers to the school are at very early stages of learning English. During more effective lesson introductions, teachers give pupils enough time for paired and group discussion and for explaining at length. By Year 6, pupils are often responsive listeners and often express their ideas clearly. However, whilst most are fluent in English, they do not always understand the more sophisticated nuances. The majority enter class discussions confidently, as in a very good Year 6 structured discussion lesson on the feelings of characters in a story. The steady build up of understanding of the characters, plot and thinking skills over a series of lessons enabled the pupils to develop very good understanding and offer detailed explanations.
67. By the end of Year 2, standards in reading are well below average. A significant proportion of pupils with very limited English reach higher standards when reading in their home language but are below average when reading in English. By Year 2, most read accurately and higher attaining pupils read with fluency and expression. Phonics are taught and learned satisfactorily. When the whole class come together, there is sometimes more emphasis on teaching literacy through shared writing than through shared large 'Big Book' texts. Over a course of a week, this does not always give enough structure for lower attaining pupils, who still need a very regular build up of key words and repeating word patterns. By the end of Year 6, standards in reading are well below average because of the low proportions of pupils reaching Level 4 and Level 5. Pupils' interest and enthusiasm for books develop well through Years 3 to 6. Pupils of all abilities, except those with very limited English, read with fluency and expression. However, pupils' choice of books often reflects a narrow range of literature. The choice of challenging reading books is often hampered by potentially higher attaining pupils' lack of understanding of the nuances of English. The teaching of reading from Year 1 to 6 is satisfactory. However, given the significant proportion with low attainment, pupils need to be heard to read more regularly for standards to be rise more rapidly.
68. By the end of Year 2, standards in writing are well below average. The upper average and higher attaining pupils can write a brief description, report an event simply and write stories and poems. Their spelling is generally good, punctuation is satisfactory and pupils write neatly and evenly. However, few use complex sentences and most still have a restricted vocabulary, which restricts the proportion reaching higher levels. The lowest attaining pupils usually attempt to make a few simple words and put them in sentences. However, these pupils often lag behind in their recognition of the keywords and their ability to use phonics to build words. By the end of Year 6, standards in writing are well below average, although this masks a very wide range of attainment from high to low. In Years 5 and 6 pupils are often able to write for a good range of purposes and adapt their

writing to show appropriate styles. However, few pupils use very specific vocabulary for creating precise effects. Pupils' handwriting is often neat and spelling and punctuation are often good. Throughout Years 3 to 6, average and higher attaining pupils are now achieving well in writing because of skilled teaching. Lower attaining pupils achieve satisfactorily. They present their work neatly and can often write using simple sentences.

69. The quality of teaching and learning is satisfactory. The teaching of writing is the strongest aspect. Spelling and grammar are taught thoroughly throughout and pupils are encouraged to apply these rules when writing for different purposes. In the best lessons, there is strong attention to linking speaking, reading and writing. In a good lesson in Year 4, pupils learned how to present a persuasive argument orally, using connectives to present alternative viewpoints, such as 'On the one hand...' or 'On the other hand...'. This enabled pupils to achieve well when writing their arguments. There is often a good match of work in literacy lessons for average and higher attaining pupils. However, for lower attaining pupils there is a closer match to their reading and writing levels during group work than when the whole class is taught together. In Year 1, teaching and learning were unsatisfactory when the writing task was too abstract for many and not enough time was spent on teaching writing skills.
70. Subject leadership and management is satisfactory. The subject co-ordinator is knowledgeable and has accurately identified weaknesses in provision. This year she has focused on the need to raise writing standards, rigorously coaching teachers and analysing pupils' work and the results of assessments. However, she has not had the opportunity to monitor literacy lessons regularly this year. This has limited the rate of improvement. Resources are generally satisfactory, although there is a limited range of structured reading books for the older, lower attaining pupils. Although classes are small through Years 1 to 5, the limited amount of assistant support reduces the number of available good role models for speaking in each class. Pupils' home/school reading records only show books the pupils have read and do not give parents enough information about how the school is teaching English, their children's targets for success or the progress their children are making. These records are not used effectively as a way of working with parents for raising standards in reading. Compared with the last inspection, pupils' achievement and the quality of teaching are similar although standards are lower. Given the school's changed and challenging circumstances progress has been satisfactory.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

71. Opportunities for developing pupils' speaking skills are satisfactory. There are some good examples in practical subjects such as science and ICT when practical work and discussion and introduction of subject vocabulary, are given high priority. Whilst there are some good opportunities for pupils to develop their ability to communicate in English, teachers do not always use a range of approaches, including drama, for the development of speaking skills. The development of reading and writing across the curriculum is satisfactory. However, this is weaker in religious education and geography. ICT is used well in English.

MATHEMATICS

Provision in mathematics is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- Standards in Year 6 are showing signs of improvement compared with last year.
- Number skills are learned quite well, but pupils of all ages have difficulty applying them to problems.
- Individual test results are not monitored closely enough to evaluate strengths and weaknesses in learning.

COMMENTARY

72. Standards by Year 2 are well below average and in line with 2003 test results. Early indications of the 2004 results indicate standards remain low in Year 2. Too few pupils are reaching the higher levels because they have difficulty with the language of mathematics. They find it hard to interpret problems in order to solve them. Number skills are satisfactory, as they were in the 2003 test, because this aspect is well taught and pupils get plenty of practice. The large dip in scores for the 'shape and space' aspect of the test has not been fully investigated by the school. Inspection evidence indicates that pupils struggle with reading and writing the language. There was a marked difference between the achievement of boys and girls in the tests last year.
73. The achievement of those pupils who remain from Reception to Year 2 is satisfactory. They entered Year 1 with, overall, low levels of attainment and have been taught a sound curriculum based on the national guidelines. Teachers make good use of games to stimulate pupils' interest. Pupils make steady progress but their learning is sometimes interrupted by the high mobility of pupils who enter or leave their classes during the school year. Pupils who enter school with little or no English make satisfactory progress. They learn the number names quickly and some more advanced vocabulary through joining in with the games. Some teachers make special efforts to engage these pupils through visual aids and, then, they make good progress.
74. Standards in Year 6 are below average. In 2003, the test results were well below national averages. This year's results show an improvement but remain low. The corner has been turned after two poor years. Higher attaining pupils have a good understanding of numerical methods and use them to solve problems. They have also extended their knowledge by working with decimals to two places and shown good understanding of negative numbers when using co-ordinates in all four quadrants. Lower attaining pupils are much less secure in their understanding of number, for instance, successfully working subtraction sums with tens and units. Below the lower attaining pupils is a group of about eight pupils who are very weak indeed. They are mainly pupils with special educational needs or those who have recently arrived in the country and are at the early stages of learning English. Standards for these pupils are very low because they do not have sufficient language to tackle much of the curriculum.
75. Pupils' achievement is satisfactory in Years 3 to 6. Those who stay from Year 2 to Year 6 make steady progress. In 2003, pupils in Year 6 made insufficient progress against their attainment in Year 2 tests but this year progress for those pupils who have stayed at school has been satisfactory. The rapidly changing pupil population presents major

challenges for the school and staff, with pupils entering and leaving at all times of the year. This has a negative effect on pupils' learning even though staff endeavour to keep the disruption to a minimum by providing induction programmes and other support for the new pupils.

76. Teaching and learning are satisfactory. Most teaching is at least satisfactory and there is good teaching in most age groups. All staff work hard to create an atmosphere that enables them to teach and pupils to learn. Teachers harness pupils' positive attitudes well; for instance, in Year 1, pupils use number fans well and very enthusiastically show the difference between 12 and 15. In Year 2, some pupils with very little English, watched avidly as friends used a large number line and acted out the jumps to show division because the teacher had prepared the resources very well. Another example of good use of resources was in another Year 1 lesson where the teacher had prepared number games that, regardless of their English, enabled all pupils to take part. In Year 5, pupils learned to add and subtract decimals because the teacher used her good subject knowledge and clear explanations to help them learn. Some worksheets support pupils' learning well by limiting the writing they need to do whilst emphasising the mathematics, but this is not always the case and they are overused in Years 1 and 2. The unsatisfactory teaching arose when pupils in Year 3 were not challenged sufficiently and in Year 1 when pupils in the early stages of acquiring English were not supported well enough through a practical approach. Pupils' work is marked well in Year 2 because it contains pointers for improvement as well as praise but this approach is not consistently applied through the school. The use of ICT is good in mathematics. Assessment books work well and provide management with a useful tool to measure standards, but work in them is not always accurately levelled against the National Curriculum.
77. Leadership and management are satisfactory. Test results for the whole group are analysed and suitable action taken. Pupils who need extra support are chosen on the basis of sound assessment procedures. Reasonably accurate targets are set for year groups (especially given the constantly changing nature of the groups of pupils), based on tracking data but this is not yet analysed to examine the year on year progress of individual pupils. Pupils' work and the assessment books are reviewed each term and these, and the test scores, are the main ways the subject leader gets an understanding of standards. Since the last inspection, pupils' achievement is similar in Years 1 and 2 but not as good in Years 3 to 6, as then pupils' achievement was good. Progress since the last inspection is therefore unsatisfactory.

MATHEMATICS ACROSS THE CURRICULUM

78. Pupils' use of numeracy in other subjects is satisfactory and good in science. Data handling skills are consolidated well to record information. For instance, in Year 6, pupils display their results on a scatter diagram to compare the size of feet with the distance jump and conclude that there is no direct correlation. Elsewhere, pupils draw pictograms of their birth months and answer simple questions based on the graph.

SCIENCE

Provision in science is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well by the end of Year 6.
- Standards have improved significantly for Year 6 pupils this year.
- There is good development of pupils' scientific enquiry skills throughout the school.
- Teaching is good overall and the 'transition units' in Year 6 are well taught.
- Subject leadership is good.
- In Years 1 and 2, there is not always enough challenge for more capable pupils.

COMMENTARY

79. By the end of Year 2, standards are below average and average by the end of Year 6. The school's unvalidated test data for the current Year 6 shows significant improvement compared with the national tests in 2003, especially in the proportion of pupils attaining the higher level. Nearly a half of all pupils reached the higher level (Level 5), whilst only a quarter did so in 2003. At the end of Year 2, teachers' assessments are similar to last year's assessments, which were well below the national picture. Inspection shows that in Year 2, few pupils reach Level 3 compared with the national averages. Those with below average attainment are mainly of pupils who joined between Years 1 and 2 with limited English.
80. Given pupils' attainment on entry to Year 1, or as later entrants, their achievement is satisfactory by the end of Year 2. Achievement by the end of Year 6 is good. This is because teaching is stronger in Years 3 to 6 than in Years 1 and 2 and has the potential to raise standards rapidly. Pupils with limited English and those with special educational needs make satisfactory progress in Years 1 and 2 and good progress throughout Years 3 to 6. Higher attaining pupils achieve well in Years 3 to 6 but do not always achieve as well as they should in Years 1 and 2. In both infant and junior classes, pupils' achievement in scientific knowledge is underpinned by the strong development of investigative skills. This is an improvement since the last inspection.
81. By the end of Year 2, many pupils reach average standards in scientific investigation. This is developed soundly in Years 1 and 2. For example, pupils in Year 1 scanned the different areas in the school grounds to record the different types of plants which grow. Such valuable first-hand experiences help pupils to learn scientific vocabulary more rapidly. However, in Years 1 and 2, pupils capable of higher levels of enquiry are not always identified and consistently challenged.
82. By the end of Year 6, pupils successfully plan, carry out and record their own investigations. They develop good knowledge of scientific vocabulary and those with reasonable English fluency confidently explain processes such as filtration, evaporation and condensation. Pupils progressively record work clearly and systematically as they build up their skills through Years 3 to 6. They apply mathematics well to their investigative work. There are good opportunities for pupils to develop their speaking skills and scientific vocabulary through relevant small group practical work and there are sound opportunities for literacy.
83. The quality of teaching and learning has improved well since the last inspection. It is satisfactory in Years 1 and 2 and good in Years 3 to 6, where there is more consistent challenge because of teachers' high expectations. Throughout the school, teachers have

good subject knowledge and make good use of recent in-service training on the teaching of science enquiry skills. As a result, science lessons are fun because there is a strong practical element, which develops pupils' independence as well as their scientific thinking. In Year 4, for example, pupils were captivated by the behaviour of wood lice. They raised questions about the preferred habitats of wood lice and systematically recorded where most were found. Pupils sustained their interest for a considerable time and gathered enough evidence to draw reasonable conclusions at the end of the lesson. The school undertakes the transitional units for easing the Year 6 pupils' transfer to secondary schools. These teaching units are given a strong profile and generate some very commendable independent investigative work for Year 6 pupils. The 'science week' is an important tool for curriculum development in science and for using ICT in science.

84. Good subject leadership and management has raised the profile of science in the school. The co-ordinator has successfully overseen improvements in curriculum planning and teaching quality. There has been in-service training and monitoring of standards, all of which have had a positive impact on raising standards and achievement. Although pupils' work is assessed, there are currently no whole school systems for tracking pupils' progress or for setting group and individual targets in order to raise standards further, especially by the end of Year 2. Overall, there has been good improvement since the previous inspection because of more consistently good teaching in Years 3 to 6. Pupils' achievement is now good whereas it was previously satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- There has been good improvement since the last inspection because the subject leaders are committed to raising standards.
- Pupils enjoy using the computers and are motivated to learn.
- Classroom computers are used inconsistently to support learning across the curriculum.

COMMENTARY

85. By Years 2 and 6, standards are in line with expectations. In Year 2, pupils use word processing software with some ease. They change the font size and colour for effect and make use of these skills in their science project on senses. Most do this well but lower attaining pupils, because of weaknesses in literacy, are slow to use the keyboard. Pupils enter instructions into a programmable toy using it to draw shapes. By Year 6, pupils have a sound understanding of PowerPoint presentations and use the sound and action facilities. They are able to access information from the Internet to help them with their revision and are very careful about using e-mail and the Internet.
86. All pupils achieve well, including those with special educational needs and those with limited English. The full National Curriculum programme is taught well using reasonably up-to-date equipment and a good range of software. Pupils are very keen to learn the skills and these are gradually built up. For instance, pupils' work in Years 1 and 2 on giving instructions to a programmable toy, is built on in Years 5 and 6 when they control

lights. Skills in using a word processing package gained in Year 2 are increased and improved when pupils start to import pictures and text into their PowerPoint presentations. Pupils with English as an additional language also achieve well. They quickly pick up how to operate most programs by clicking on the icons although it is harder for them to learn the technical vocabulary and to use the word processing package because of limited ability to express themselves in English.

87. Teaching and learning are good. Teachers are confident in teaching the topics because they have been well trained. They pair pupils well so that the more capable support the less confident. However, they have yet to develop systems of 'self-help' for pupils. Consequently, pupils often ask for help when they could solve the problem themselves. Demonstrations are restricted to one computer screen but teachers make the best of use of it, and will soon have a projector and whiteboard. Explanations are clear and technical terms are used accurately. In a Year 6 lesson on control technology, pupils were less clear on these terms but the teacher regularly repeated them, which was effective in enabling the pupils to learn key technical language. A Year 5 class was challenged by the well-prepared series of tasks that took them further into controlling inputs and outputs like 'traffic lights'. In a satisfactory Year 1 lesson, pupils confidently programmed the movements of an electric toy. However, the lesson was not as successful as the good Year 5 lesson in control technology because the technical vocabulary was not so well matched for pupils in the very early stages of learning English.
88. Leadership and management are good. Training for staff has been successful in improving colleagues' subject knowledge and developing their confidence in teaching the subject. Software for supporting the topics in the national guidelines has been purchased and is used well in lessons. Three very thorough and up to date portfolios of pupils' work help keep the subject leaders conversant with standards in school. The computer suite has improved ICT opportunities significantly and teachers have been well trained to use it. Pupils' achievement has improved because pupils now use advanced programs like PowerPoint and control technology with great confidence and skill. Improvement since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

89. There is satisfactory use of pupils' computer skills in other subjects. In Year 2, good use is made of a painting program for pupils to further their studies of religious education and design and technology when they design a 'Joseph's Coat'. Pupils make good use of the electronic microscope during their study of 'Life Cycles' and present their findings using word processing and pictures. Year 3 pupils listened to Vivaldi's 'The Four Seasons' before using computers to compose their own music using computers. In Year 6, they use a PowerPoint presentation to share information about their interests to younger pupils. During the inspection, classroom computers were used inconsistently.

HUMANITIES

Only one lesson was seen in geography and no lessons were seen in history. As a result it was not possible to form an overall judgement about provision in either of these subjects. However, meetings were held with subject co-ordinators, pupils' work was sampled and examined and discussions were held with pupils.

90. In **history**, examination of pupils' work and observation of history on display around the school suggests that history has an appropriate focus. Art and design is used successfully to enhance learning in history and design and technology. Pupils' work shows that pupils make good progress in Years 1 and 2 and pupils achieve standards typical for their age. Year 2 pupils have a sound understanding of the Great Fire of London. They know the fire started in Pudding Lane. Literacy skills are used effectively to enhance learning. Visits are used well to reinforce learning, for example pupils visit a local war memorial and identify clearly the main features of Remembrance Day. Older pupils in Year 5 visit Hampton Court to enrich learning about the Tudors. There are good links with art and design when pupils draw attractive pastel portraits of Tudor characters. Historical evidence such as photographs, books and artefacts are used well to help pupils understand the importance of identifying sources of evidence. Year 6 pupils' writing shows good empathy for evacuees during the war. Year 6 pupils demonstrate understanding of the effect of rationing and list the kinds of food available. In the aspects seen, standards met expectations by Year 6.
91. In **geography**, scrutiny of teachers' planning and pupils' books indicates that National Curriculum requirements are met. In Year 2, pupils develop an understanding of maps through a study of the locality, but too little work is recorded for pupils to show what they know. Work in books by Year 3 show a good understanding of map work stemming from a consideration of routes to school. However, further up the school, pupils' work in books lacks depth. Too many worksheets encourage pupils to write brief answers and do not make them think about geographical concepts, like cause and effect. In Year 6, everyone, regardless of ability, appears to use the same worksheet and there was little evidence of pupils' researching for themselves. The very recently appointed subject leader has had little time to evaluate teaching and learning.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There is good use of resources, visits and visitors for bringing the curriculum to life.
- Too little recorded work in Years 1 and 2 means that writing opportunities are missed.

COMMENTARY

92. Standards at the end of Years 2 and 6 are now in line with the expectations of the locally agreed syllabus. Pupils' achievement is satisfactory overall. However, higher attaining pupils' achievement is sometimes limited by lack of opportunities for written work. Since the last inspection, there has been satisfactory improvement in standards. Then, standards were below expectations by Year 2 and in line with expectations in Year 6.
93. By Year 2, pupils have a good knowledge of Christianity and other world religions such as Islam. They know the main celebrations of those faiths, as well as some facts about the Bible and the Qur'an and that people's lives are guided by what the books contain. By the end of Year 6, pupils have a deeper understanding of world religions. They explore

particular aspects, such as the celebration of marriage, drawing out similarities seen in Christian, Sikh, Muslim and Hindu practices. Pupils study Buddhism in considerable depth, learning how traditional stories and beliefs guide people's way of life. There are strong links between religions and personal education when pupils consider the qualities needed to serve a community and to be trusted.

94. The quality of teaching and learning is satisfactory overall, though some good teaching was seen in Year 6. Lessons are planned well and there was some challenging discussion about the beliefs and practices of Buddhism. In Year 6, pupils were asked to define 'meditation' and the teacher skilfully led the class through a short meditation exercise to which they responded very well. The teacher's subject knowledge was crucial in keeping up the pace and challenge of the lesson. Work recorded in pupils' books is generally satisfactory but there is not a consistent approach. There is little recorded work in Years 1 and 2, which especially restricts the progress of higher attaining pupils. Throughout, more could be done to encourage pupils to write reflectively to consolidate learning. Teachers make good use of resources and visits to enrich pupils' experiences. Visits to local mosques, Gurdwara and churches are arranged for pupils. During the inspection, pupils in Year 5 made significant gains in their learning by questioning a visitor from the Humanist Association.
95. The subject is soundly led and managed. The co-ordinator has adapted the locally agreed syllabus well to the needs and experiences of pupils. There is a clear analysis of the strengths and areas for improvement which include the development of more effective assessment systems.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in art and design and design and technology or in music although singing practice, for both infant and junior pupils, was observed. It is not possible to make a judgement about provision in these subjects. Although some art and design and music lessons were timetabled during the inspection, inspectors saw few lessons because of the inspection timetable. Inspectors examined pupils' work, looked at curricular planning and spoke to subject co-ordinators and pupils.

96. In **art and design**, displays of pupils' work indicate that standards throughout the school meet expectations. Basic skills are developed well and this is reflected in the way pupils use tone, colour and texture in their work. 'Ojo de Dios' or 'God's eye', woven by pupils in Year 2, are a colourful demonstration of traditional Mexican crafts. Art is linked effectively to other subjects. Pupils apply their art skills, for example, to create portraits of Tudor monarchs or use sketches to illustrate a piece of writing. Pupils learn satisfactorily about other artists. Work in the style of Kandinski and Modigliani enable pupils to apply texture and brushwork to portraits and designs. Three-dimensional work is seen in clay modelling in Year 3 and in some 'working models' of the fire of London by Year 2 children who applied their design and technology skills to good effect. Nevertheless, the range of three-dimensional work is not as strong as other aspects.
97. In **design and technology**, a broad curriculum is followed and pupils use a sufficiently wide range of materials for designing and making. In Year 2, some good work was seen when pupils designed and made small moving scenes to demonstrate the fire of London.

There were strong links with art and design in this project, which enhanced the quality of pupils' products. Some good work was also seen when pupils in Year 4 designed and made money containers. Strong features include: the way in which pupils evaluate existing products and use this information when designing; pupils' clear purposes for designs; their creativity in ideas for designs and the very good quality of finish they applied to their end products. However, a weakness is that there is not enough evaluation of whether the designs have, or have not, met their purposes. In Year 5, pupils achieved well when they designed and made moving toys from a range of different woods. Pupils gained good knowledge of how simple mechanisms, such as cams and levers, work. Pupils also learned the necessary craft skills for making simple mechanisms so they could create toys with working parts. Links with science enhanced this project. Design and technology is given a high profile in the school and the design and technology 'focus weeks' enable this to happen.

98. Discussion with pupils about **music** indicates that by the end of Year 6, they have some experiences in composing and performing music, but limited knowledge of a range of music and musical terminology. Observation of separate infant and junior singing sessions shows that standards in singing are lower than might be expected. The infants found it difficult to maintain the melody, when singing 'Yellow Bird' because it was pitched too low for them. Groups of pupils benefit from instrumental tuition and there is after-school provision for pupils playing the recorder as well as some other instruments.

PHYSICAL EDUCATION

Provision in physical education is **satisfactory**.

MAIN STRENGTHS AND WEAKNESSES

- There are examples of good teaching in Years 2 and 4.
- Opportunities for extra curricular sport are good.
- There are good links with the local secondary school.

COMMENTARY

99. Pupils' achievement is satisfactory. Observation of pupils' work indicates that standards by Years 2 and 6 are typical of that expected for pupils of this age. Pupils with special educational needs and pupils with limited English make the same progress as their peers. Progress since the last inspection has been satisfactory, standards and the quality of teaching are as they were.
100. By Year 2, pupils know why and how to warm up prior to activity because teachers use questions well to check their understanding of this. Pupils create a simple partner sequence showing good awareness of different levels and speeds. In gymnastics, pupils put out apparatus sensibly and follow simple maps and plans thus enhancing geography skills as well as physical skills. More capable and average attaining pupils jump and land confidently and more capable pupils perform cartwheel actions on their hands. In games, in Year 1, pupils made sound progress in learning to catch and throw a ball with one and two hands. More able pupils can run and receive and throw a ball. Pupils with little English and those with special educational needs work alongside others, interpreting and

responding to the task appropriately because teachers provide suitable demonstrations with simple instructions where needed.

101. By Year 6, pupils demonstrate sound ability to create and perform a simple folk dance using steps and patterns they have learnt during the term. They demonstrate good levels of co-operation as they perform their dance. Their ability to evaluate the dance and suggest ways to improve is less well developed because the teacher does most of the evaluating and feedback. More capable pupils in Year 5 learn to keep a rally going in tennis. Average and lower attaining pupils make good progress learning to control a ball and send it to a partner. They make sound progress during an indoor hurdling session and more able pupils manage to take three steps between their hurdles.
102. There are appropriate opportunities for pupils to swim and discussion indicates that the majority of pupils achieve the expected level. Pupils in Year 4 achieved well in a dance lesson when they were given clear teaching points to help them improve the quality of their dance. These pupils can perform a dance phrase using gesture and levels well.
103. The overall quality of teaching is satisfactory in Years 1 to 6. In Year 2, teachers provide good opportunities for pupils to observe and comment on the work of others and suggest ways to improve. This work builds well on the evaluation skills developed in Year 1. When teaching is satisfactory, as in Year 1, the pace of activity is slower and pupils have less time to practise their skills. Pupils benefit from specialist dance teacher in Year 4. In a good lesson seen, the stimulus for dance was well linked to religious education. Pupils enjoyed the dynamic warm up because it was led enthusiastically by the teacher. When teaching is satisfactory, as in Years 5 and 6, there is sound teaching of skills and good class management but time is not used so effectively.
104. Leadership and management are satisfactory. The school is currently using a commercial scheme of work but has not yet tailored it to match the needs of the school. The co-ordinator has not yet monitored teaching and learning. Provision for extra-curricular sport is good and pupils have opportunities to extend their learning in cricket, football, netball and athletics. There are also opportunities for talented runners to attend a summer school. Visitors enrich the curriculum and give lessons in tag rugby, tennis, athletics and cricket. There are good links with the local secondary school and staff from the secondary school visit and work alongside teachers. Resources and accommodation are good and contribute to the overall provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. No specific lessons were seen in this area. However, pupils' personal, social, health education and citizenship are major parts of all the school's work. The impact on pupils' attitudes and behaviour indicate there is good provision for pupils' personal and health education. This important part of the pupils' education is led through a comprehensive scheme of work that the school has tailored to suit its needs. Sex education is fully incorporated into the curriculum with suitable parental communication, which is an improvement since the last inspection. The active school council performs a valuable part of the citizenship aspect in pupils' personal development for older pupils through the responsibility it requires of them. Timetables show there is regular teaching of lessons in this area. However, the monitoring of lessons depends on verbal communication between members of staff rather than an objective evaluation of teaching and learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	6
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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	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	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).