

INSPECTION REPORT

NEW END PRIMARY SCHOOL

Hampstead, London

LEA area: Camden

Unique reference number: 100019

Headteacher: Mrs Pam Fitzpatrick

Lead inspector: David Tytler

Dates of inspection: 19 - 22 January 2004

Inspection number: 263779

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	436
School address:	Streatley Place Hampstead London
Postcode:	NW3 1HU
Telephone number:	020 7431 0961
Fax number:	020 7794 4643
Appropriate authority:	The governing body
Name of chair of governors:	Mr Rod Paley
Date of previous inspection:	12 October 1998

CHARACTERISTICS OF THE SCHOOL

New End Primary School is in the centre of Hampstead village, north London. Whilst most of the pupils come from a white British or European background a small number come from a wide mix of ethnic backgrounds. There are 55 children in the reception classes and 38 children attend the nursery, 16 of them on a part-time basis, attending either in the morning or afternoon. Nearly a third of the pupils speak English as an additional language, including 34 refugees. Nearly a quarter of these pupils are at an early stage of learning English. The most common languages are Albanian, Chinese and Spanish. The number of pupils having special educational needs, including statements, is in line with the national average. Pupils' needs include moderate behavioural and learning difficulties. The school received achievement awards in 2000, 2001 and 2002 and has been recognised as an Investor in People. The attainment of pupils on entry into the reception classes is above that expected nationally for children of their age when they enter the reception classes. The catchment area of the school has widened over recent years and there is now a broader range of attainment than there has been in the past.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	Lead inspector	
31758	Edward Tipper	Lay inspector	
20063	Gerry Slamon	Team inspector	Mathematics Information and communication technology Personal, social and health education Physical education Religious education Special educational needs
12764	Wendy Thomas	Team inspector	English Geography History Music English as an additional language
7336	Lindsay Howard	Team inspector	Foundation Stage (nursery and reception classes) Science Art and design Design and technology

The inspection contractor was:

Cambridge Education Associates

Demeter House
Station Road
Cambridge
CB1 2RS

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

New End Primary School provides a good quality of education for its pupils, who attain high standards and in most cases achieve well due to good teaching and good leadership and management. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Good teaching is supported by the good use of assessment information in English, mathematics and science
- The nursery and reception classes give children a good start to their education
- Pupils behave well and have positive attitudes to their work
- Provision for pupils with special educational needs is good and as a result they achieve well
- The punctuality of a minority of pupils is unsatisfactory
- The good care of pupils is based on trusting relationships
- Parents make an important contribution to their children's learning but there is a need to engage all parents in the life of the school
- Whilst personal development is good, assemblies do not provide enough opportunities for spiritual development

Improvement since the last inspection has been good. All the key issues have been addressed and statutory requirements met. Attendance is improving as a result of the school's efforts, although punctuality remains a concern. Provision for pupils with special educational needs is now good. Arrangements for performance management are clearly linked to raising standards and achievement. Standards remain high. The good quality of teaching has been maintained and is better supported by good assessment arrangements.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A*	A*	B	B
Mathematics	A	A*	A*	A
Science	A*	A*	B	A

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

Pupils' overall achievement is good. Most, including those with special educational needs or speaking English as an additional language, achieve well in English and mathematics in Years 2 and 6. In science, they achieve satisfactorily in Year 2 and well in Year 6.

Standards remain high as a result of the good teaching, with particularly good standards being achieved in mathematics throughout the school. In the current Year 6, standards are well above the national expectations in mathematics and science and above in English. This is an improvement on the national tests results in 2003 in science. Standards in the current Year 2 are well above the national average in mathematics and above in reading and writing. Writing standards show an improvement on the national test results in 2003. Standards in art, design and technology and physical education are above national expectations throughout the school. In information and communication technology (ICT) and religious education standards are above expectations by the end of Year 6. Children enter the nursery with attainment well above that expected nationally for their age. As a result of the good teaching children achieve well. Some of these children do not enter the school's reception class, which also accepts children from other nurseries. As a result, attainment on entry in these classes is more varied but it is above the national expectations. By the time they enter Year 1 many children will have exceeded the learning goals expected of them.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their social and moral development are very good, their cultural development is good and their spiritual development sound. The school supports pupils well and as a result they have very positive attitudes and generally behave well. Attendance in the last reporting year was poor but attendance in the autumn term matched the national average thanks to the efforts made by the school to reduce high levels of unauthorised absence. Punctuality remains unsatisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. The good teaching in the nursery and reception classes and throughout the school enables pupils to make good gains in their learning and generally to achieve well. Examples of good teaching were seen in all year groups and in all subjects. One excellent mathematics lesson was seen. The learning opportunities offered to pupils are good and their experience is broadened through a good range of high quality after-school activities. The good care, guidance and support provided coupled with the good links with parents and the community make important contributions to pupils' learning.

LEADERSHIP AND MANAGEMENT

The school's leadership and management are good overall. The headteacher's good leadership underpins the effective management of the school. Her priorities for maintaining high standards in learning and behaviour and improving teaching are well supported by senior staff and co-ordinators, who manage their subjects well. The governance of the school is good. Governors have a clear understanding of the school's strengths and weaknesses and play an important role in planning for the school's future.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents give good support to their children's learning at home and at school and generally value the work of the school. A few parents had concerns about the quality of information they receive about how well their children are doing at school and felt that they could be made more welcome in school. Inspectors agree that more information could be provided on what is to be taught each term and that more could be done to make all parents feel welcome in school. Pupils say that they like school, that they find out new things in their lessons, that their teachers are fair and show them how to improve their work. A few children said that they were not sure who to go to if they had a concern, but inspectors found that this was not the case generally.

IMPROVEMENTS NEEDED

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

- Engage all parents in the life of the school and improve the information available to them
- Take all possible steps to encourage parents to co-operate with the drive to improve punctuality
- Ensure that assemblies provide enough opportunities for spiritual development

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are well above average in mathematics and science at the end of Year 6 and above average in English. Pupils achieve well as they move through the school. By the time they enter Year 1, most children will have exceeded the nationally expected early learning goals. Children achieve well.

Main strengths and weaknesses

- Standards are well above average in mathematics in all year groups
- Standards in art, design and technology and physical education are above average throughout the school
- Standards in ICT and religious education are above expectations by the end of Year 6
- Children in the nursery and reception classes are given a good start to their education

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

Standards in:	School results	National results
English	27.7 (31.6)	26.8 (27.0)
Mathematics	28.8 (31.0)	26.8 (26.7)
Science	29.8 (31.3)	28.6 (28.3)

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

1. Results in the national tests for 11-year-olds remain high as a result of the generally good teaching. In 2003, however, results fell in English and science. In the current Year 6, standards in mathematics remain well above the national average. An improvement in provision for science has resulted in standards that are now well above average. Some weaknesses in writing, which are being addressed by the school, mean that standards in English remain above average. This good teaching also enables pupils, who enter the school with attainment above that expected for children of their age, to achieve well.

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

Standards in:	School results	National results
Reading	16.8 (18.1)	15.7 (15.8)
Writing	14.7 (15.4)	14.6 (14.4)
Mathematics	17.2 (17.8)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

2. In the current Year 2, standards are well above average in mathematics, above average in English and average in science. Pupils generally achieve well as a result of the good teaching, although teachers in Years 1 to 2 are not yet fully confident in teaching all aspects of science to enable the more able pupils to do as well as they might. Plans are in hand to give teachers more support through planning with the science co-ordinator in order to raise attainment.
3. By the end of Year 6, standards in information and communication technology (ICT) are above average and standards in religious education exceed the expectations of the local agreed syllabus. By the end of Year 2, they match expectations in both subjects. Standards in art

and design, design and technology and physical education are above average throughout the school. Timetabling arrangements during the inspection meant that it was not possible to see enough lessons in music, history or geography to judge standards.

4. During the inspection, no difference was seen between the attainment of boys and girls. Pupils with special educational needs are sensitively provided for and achieve well. A measure of the success of this area of the school's provision is the high number of pupils with special educational needs who achieve the national average in English, mathematics and science in national tests or teacher assessments at the end of Year 2 and Year 6.
5. Pupils speaking English as an additional language attain standards comparable to those of other pupils and achieve well.
6. Children enter the nursery with attainment well above the national expectations for children of their age and they achieve well as a result of the good teaching. Not all these children move into the school's reception classes, which also receive children from other nurseries. The attainment on entry is mixed, but nevertheless is above national expectations. These children are also taught well and achieve well. By the time they enter Year 1 most of the children exceed the nationally expected early learning goals.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to their work, and are well behaved in classes. Their personal development is good. Pupils' moral, social and cultural development are good. Their spiritual development is sound. Attendance in the last reporting year was poor but improved to meet the national average in the autumn term 2003.

Main strengths and weaknesses

- Pupils are naturally enthusiastic learners and most co-operate with their teachers to create a partnership of learning
- Pupils respond well to the good examples set by adults and they generally behave well
- Pupils' moral, cultural and spiritual development is well supported in religious education lessons
- Art and music make a good contribution to pupils' cultural development
- Social development is well supported in physical education lessons, after-school tournaments and matches
- More could be done to ensure that spiritual development is promoted in assemblies

Commentary

7. The good personal development of pupils, including those having special educational needs or speaking English as an additional language, is underpinned by the school's strong ethos. Good relationships throughout the school are based on mutual trust and respect and pupils know that their ideas will be listened to and taken seriously. A good example of this is the school council, which considers aspects of school life and suggests improvements, which are acted on where appropriate.
8. Pupils enter the school naturally curious and enthusiastic and teachers are generally skilful in channelling this into a purposeful learning environment, a process which begins as soon as they enter the nursery and reception classes.
9. The good examples set by adults in lessons and other activities make an important contribution to the pupils' good moral and social development, particularly in showing them tolerance and understanding. As a result pupils learn to listen to others and respect their views. Behaviour is good in classes and around the school, an improvement since the last inspection. Cultural development is well supported in art, music and particularly well in

English. Pupils are introduced to a range of stories from different cultures and there is a small collection of dual language books in classrooms. Multi-cultural development was also supported this year when the school celebrated Black History Month.

- Religious education lessons also underpin pupils' personal development, particularly their spiritual and multi-cultural development, introducing them to other faiths and instilling an understanding of the importance of listening respectfully to the views of others. Assemblies, however, do not provide enough opportunities to promote spiritual development as they tend to focus on social and moral issues. More could also be done in other subjects to enable pupils to reflect on the impact of what they have learnt.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	2.5
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.

- Despite the fact that pupils enjoy coming to school attendance has been well below the national average in recent years up to the end of the academic year 2002-03. As a result of a determined effort by the school to reduce the high number of unauthorised absences this has improved. In the autumn term 2003, attendance matched the national average. Punctuality, however, remains unsatisfactory despite the determined efforts of the school and the local education authority to persuade pupils and parents of the importance of coming to school on time.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
231	1	0

- The very low rate of exclusions is reflected in the generally good behaviour in lessons and around the school. Concern was expressed in the last report about the behaviour of pupils out of classes, when their behaviour on the narrow stairways and in corridors was not always of the best. This is now much improved, largely because of the good control shown by teachers as they move classes from floor to floor for assemblies and lessons such as music and physical education. Occasionally at lunchtimes and breaks, pupils do enter the school from the many outside entrances without adult supervision.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for all its pupils. Overall, teaching and learning are good. Arrangements for gathering and using information on what pupils know and can do are good in the core subjects of English, mathematics and science. The curriculum is good and pupils' experiences are broadened by a good range of after-school activities. Pupils' learning is also enhanced through the good support, advice and guidance provided for pupils and the good links with parents and the community.

Teaching and learning

Main strengths and weaknesses

- The good teaching throughout the school enables pupils to achieve well
- Teachers are adept in channelling pupils' natural enthusiasm into positive learning
- Skilled support assistants work very successfully with teachers and make an important contribution to pupils' learning

Commentary

Summary of teaching observed during the inspection in 63 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	10 (16%)	41 (65%)	10 (16%)	1 (2%)	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.

13. The quality of teaching and learning has been maintained since the last inspection. Good teaching was seen in all year groups and in all the subjects observed. Many very good examples were seen and there was one excellent mathematics lesson in Year 3 (*This is reported on as an example of excellence in the mathematics paragraphs.*) As a result, pupils achieve well in lessons and over time. In the one unsatisfactory lesson seen, pupils' achievement was limited as they were not allowed to think for themselves but directed to particular lines of thought by the teacher.
14. Good cross-curricular links were seen in many lessons and teachers go out of their way to ensure that all pupils are involved in their learning. In a very good Year 6 science lesson, pupils made good use of their speaking and listening skills as they discussed their ideas on forces. Great care was taken in this lesson to ensure that all pupils, whatever their abilities, were able to take a full part in the lesson.
15. Good and better lessons were characterised by work carefully planned to meet the needs of individuals or groups of pupils and which builds on what they already know and can do. In these lessons teachers engaged and held pupils' interest. In a very well planned and organised lesson a range of interesting timed tasks ensured that pupils maintained good levels of concentration. As a result they worked hard and achieved well as they gained confidence in using adjectival phrases.
16. In most lessons teachers use the good knowledge of their subjects to underpin clear explanations and demonstrations. One of the best examples of this was seen in a Year 3 mathematics lesson on co-ordinates. The pupils listened carefully to the teacher, showing very good levels of understanding, which led to very good achievement and above average standards. Pupils also benefit from the skilled teaching of a specialist music teacher.
17. In a very few lessons, which were otherwise judged to be satisfactory, the needs of the higher attainers were not planned for and they found the work too easy. In others, the pace dropped and there needed to be a greater balance between direct teaching and independent learning to help ensure excitement in learning and to provide better for pupils of different abilities.
18. Teaching in all areas of learning is good in the nursery and reception classes. Children achieve well as a result of the good balance between direct teaching and well-structured activities. Teachers ensure that there are many opportunities for children to develop their independence and to practise their speaking and listening skills. Classes are well managed and teachers and support assistants work effectively together to ensure that children achieve well.

19. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual educational plans. These are well drawn up by class teachers and are working documents which are regularly reviewed and amended. The teaching of pupils speaking English as an additional language is good. Teachers include key vocabulary in their planning and support pupils well. If necessary, pupils are given targeted support. Year 6 pupils, for example, were given additional support to understand the vocabulary used in a science lesson.
20. Assessment procedures have improved significantly since the last inspection and are now good in Years 1 to 6 in English, mathematics and science. The information gathered is used well to set achievable targets for individual pupils and groups. The co-ordinator carefully analyses all the available data, particularly from the optional tests in Years 3, 4 and 5. Any differences in the performance of different groups of pupils are identified and addressed. To check the progress made by classes, the work of six pupils is tracked as they move through the school from Year 1 to Year 6. Assessment in the nursery and reception classes is sound and being further improved.
21. Assessment procedures in ICT are being developed to identify the needs of the lower and higher attaining pupils. Teachers do, however, have a good understanding of pupils' strengths and weaknesses, which they address in lessons. National guidelines for assessment are used in the other subjects. A particular strength of the assessment arrangements is that individual pupils are well aware of what they need to do to improve their work and are involved in setting their own targets.
22. The individual education plans for pupils with special educational needs are regularly reviewed and amended in the light of assessment information. Pupils speaking English as an additional language are also assessed regularly and the information is used to plan for their needs.

The curriculum

The curriculum is good throughout the school and is enriched by a good range of visits, visitors and after-school activities. The school's accommodation and resources support the curriculum satisfactorily.

Main strengths and weaknesses

- Pupils benefit from a good range of relevant and interesting learning opportunities
- Cross-curricular links are planned into many lessons
- Planning ensures that all pupils are catered for in the majority of lessons
- A good range of visits and visitors widens the experience of pupils
- Pupils' learning is well supported by a good range of high quality after-school activities
- The teaching and support staff are a strength of the school
- The provision for pupils with special educational needs is good
- Personal, social and health education are good
- The lack of an ICT suite limits the achievement of pupils
- Learning in the nursery and reception classes is limited in some areas of the curriculum due to a lack of outdoor space

Commentary

23. The good curriculum in the nursery and reception classes provides good coverage for all areas of learning for children of this age through an appropriate range of interesting and relevant activities. A lack of outdoor space, however, means that not all aspects of physical development can be covered effectively and the lack of covered space means that bad weather prevents the use of the space as an outside classroom. There is, however, very little the school can do to improve this situation.

24. The curriculum meets statutory requirements for the National Curriculum and religious education. It is well planned in Years 1 to 6 and meets the needs of all pupils, including those having special educational needs or speaking English as an additional language. When planning lessons, teachers take great care to plan cross-curricular links into many lessons and these are a strength of the curriculum. Pupils are given many opportunities to use their literacy, numeracy and ICT skills in other subjects and art is also well used in, for example, history and geography.
25. Recently appointed curriculum teams, made up of subject co-ordinators, teachers and governors, keep the curriculum under regular review to ensure that it continually develops to remain relevant to pupils. For example, the school is running a pilot scheme for teaching French in Year 6, although this was not observed during the inspection. The school is currently reviewing its approach to inclusion in its widest sense. The inclusion team is led by the headteacher with the active and thoughtful participation of governors. The review began with a survey of parents and will end with recommendations to ensure that all members of the school community feel valued and play a full part in the life and development of the school.
26. The national strategies for literacy and numeracy have been implemented since the last inspection. They are now well set up and have been adapted to meet the particular needs of the school's pupils. The good provision for personal, social and health education contributes to the pupils' positive attitudes and behaviour. The curriculum is enhanced and pupils' learning supported through a good range of visits and visitors into school and a good range of well-attended, after-school activities, including a high quality choir and an enthusiastic orchestra run by a parent.
27. The curriculum the school provides for pupils with special educational needs is good, ensuring their inclusion in lessons and in all aspects of school life. Teachers are adept at planning suitable work for these pupils and at targeting available support so that all are fully included in lessons. Planning also ensures that where necessary extra support is provided for pupils speaking English as an additional language. Currently, specialist support is focused on the nursery and reception classes.
28. The school is well staffed with skilled teachers and learning support assistants, who make an important contribution to pupils' learning and their generally good achievement. Resources are generally good and support the teaching of the National Curriculum well. Whilst satisfactory overall, the outdoor accommodation limits teaching in some aspects of physical development in the nursery and reception class. The lack of an ICT suite means that pupils cannot immediately practise the new skills they have learnt in lessons but have to wait for their turn on the classroom computers.

Care, guidance and support

The school makes very good provision for the care, welfare, health and safety of pupils and provides them with good support, advice and guidance. Pupils' views are actively sought and acted upon.

Main strengths and weaknesses

- Pupils are very well cared for in a safe and healthy environment
- Pupils develop very trusting relationships with adults in the school
- The school actively promotes a healthy lifestyle for its pupils

Commentary

29. Arrangements for ensuring pupils' health and safety in the school are much improved since the last inspection and are now very good. Detailed risk assessments are carried out and action taken. Arrangements for child protection are very good. Two senior members of staff are fully trained and all members of staff are regularly updated on how to identify and address situations where children may be at risk.

30. All teachers and support staff know their pupils very well. They build up a detailed understanding of pupils' academic progress, which is well recorded. However, while they keep a close eye on their personal development, this is not recorded in such detail. Parents are very appreciative of the support their children receive. Some pupils, who answered the pre-inspection questionnaire, answered 'no' to: 'Is there an adult you could go to if you were worried at school?' Discussions with pupils from across the school indicated that this reflected a misinterpretation of the question and that they genuinely feel there is always someone they can turn to.
31. The headteacher is very keen to ensure pupils develop a healthy lifestyle during their time at the school. Despite the limitations on facilities for sport, the school is very active in providing pupils with a wide range of sporting experiences both during and outside the school day. It also stresses the importance of healthy foods in science and personal, social and health education, and pupils are encouraged to eat fruit and drink water during the school day. New bicycle sheds have been built as part of a plan to increase the numbers cycling to school and there are walk-to-school and healthy school weeks. Finally, the school has banned items such as crisps, chocolate and carbonated drinks from lunch boxes.
32. Pupils with special educational needs receive good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is well managed. Pupils with special needs have full access to all outside support agencies. Parents and carers are consulted at every stage to ensure that these pupils gain maximum benefit from everything they do at school. Pupils speaking English as an additional language are also well supported and given extra support where appropriate. The specialist teacher is currently working in the nursery and reception classes where a number of children are at early stage of learning the language.

Partnership with parents, other schools and the community

The school has developed good relationships with its pupils' parents and carers. Its links with the community and other schools are also good.

Main strengths and weaknesses

- The school has strong links with the majority of its parents, which enables them to make a strong contribution to their children's learning.
- Links with the local community do much to improve pupils' learning and develop their social skills.
- The school has very effective arrangements with secondary schools for the smooth transfer of their pupils and has extensive sporting links with other primary schools.
- Parents are not kept as well informed about what their children are to be taught as they could be.

Commentary

33. Parents are seen very much as an integral part of the school. The school carries out surveys of their opinions and consults them on issues such as school uniform. Opportunities are provided for parents to learn how to support their children's learning and several work as assistants in classrooms. The New End School Association (NESA) is run by a small team of dedicated volunteers and raises a considerable sum of money each year. Now set up as a charitable trust, the school has no control over its finances but receives a relatively small amount each term which goes into the school fund. NESA also supports jointly-agreed projects such as the recent playground developments. Once a term, parents organise a class tea after school for their children's class which helps strengthen the parent, teacher and pupil bond and raises small sums for the benefit of that particular class.

34. While the school has a good relationship with the majority of its parents, some parents find it difficult in relating positively to the school. Partly as a result of the new security arrangements, the school can be seen as somewhat unapproachable and could be more welcoming. The school needs to address these issues if it is to get the full support of parents.
35. The school makes good use of the local area and has established productive links with the community that enhance the curriculum. For example, pupils toured the neighbourhood looking at Georgian front doors which they then drew and made clay copies of them while others carried out an environmental and transport survey of Hampstead High Street as part of geography. Visits have also been made to John Keats's House, Lauderdale House and Hampstead Heath for school projects. Close links with the two secondary schools to which some pupils transfer ensure a smooth move from primary to secondary education.
36. The school holds formal parents evenings in the autumn and summer terms, and an informal meeting during the spring term, at which pupils' performance is discussed. Annual reports tell parents what their children know and can do and contain the next steps pupils should take. Parents, however, want more information at the start of each term on what is to be taught.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are good. The headteacher provides good leadership. She is well supported by staff, which results in the good management of the school. The governance of the school is good.

Main strengths and weaknesses

- The headteacher's good leadership is well supported by senior staff, all other staff, governors and parents
- The good leadership and management are focused on continuing to raise standards for all pupils
- Priorities for improvement have been clearly identified
- Regular monitoring of teaching and learning ensures good teaching and identifies any areas for development
- Governors, who bring a wide range of expertise to the school, play an important role in planning for the school's future

Commentary

37. The leadership and management of the school have improved significantly since the last inspection. The good leadership and management of the headteacher and key staff have ensured that with an ever-widening catchment area, high standards have been maintained. Improvement since the last inspection has been good. The introduction of curriculum teams, including governors, for every area of the curriculum is a good indication of the school's drive to build on its achievement and to find new ways of raising standards further.
38. All co-ordinators have some non-contact time - more in the core subjects of English, mathematics and science - in which they can monitor the effectiveness of planning and of teaching and learning in the classroom. Lessons are also observed by the senior management team and local authority advisers. Areas for development are quickly identified and addressed.
39. Although the school is currently reviewing how it can involve all members of the school community, the school is successful in ensuring that all pupils, including those with special needs or those speaking English as an additional language, are included in all aspects of the school's work. The professional development of staff is closely linked to the performance management scheme, which in turn is closely linked to the improvement plan. The plan identifies clear priorities with responsibilities, costings and success criteria and is focused on raising standards. The success criteria, however, could be more precise and measurable to enable governors more easily to monitor the quality of education provided by the school.

40. The governing body, which includes a large number of parents, has a broad range of expertise, which it uses to plan for the future development of the school. Key governors work closely with the headteacher but ask challenging questions where necessary. Arrangements for school visits, particularly when governors want to sit in on lessons, are not clearly understood by all governors. There has been some instability in the governing body in the recent past but this is in the process of being resolved. All statutory requirements are now met, an improvement since the last inspection.
41. Provision for special educational needs is well managed by the co-ordinator for special educational needs. Despite not having as much time as she would like to monitor and organise provision, the co-ordinator works very hard to ensure that all aspects of the administration of special educational needs are well organised. Documentation is up-to date and the well trained staff involved in special educational needs are highly organised to give optimum support to pupils' learning.
42. The provision for pupils having English as an additional language (EAL) is well led and managed. Pupils' needs are carefully assessed and the information well used to meet those needs. Whilst very few pupils are at the early stages of learning English, bi-lingual assessments are available if pupils' learning causes concern. The specialist teacher for EAL is now working in the nursery and reception classes to support the youngest pupils at the early stages of learning English. She also gives good support to her colleagues.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,377,486
Total expenditure	1,344,781
Expenditure per pupil	2,570

Balances (£)	
Balance from previous year	73,078
Balance carried forward to the next	- 12,773

43. The governors have a good oversight of finances and work with the headteacher to ensure that all resources available to the school are used to meet educational priorities. The school applies the principles of best value well in all aspects of its work. The school negotiated a deficit budget with the local education authority so that it could continue its commitment to maintaining a high quality staff with time to carry out its responsibilities. A programme to bring the budget back into credit has been agreed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the nursery and reception classes is **good** and has improved since the last inspection. Children enter the nursery with levels of attainment that are well above those expected nationally of children of their age. Not all these children enter the reception classes, which also take children from other nurseries. As a result, attainment on entry into the reception classes is more varied but overall is above that expected nationally.

The leadership of the Foundation Stage by the well established co-ordinator is good. She has a good understanding of the curriculum and planning makes provision for all six areas of learning. All staff work well together as a cohesive team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision and the quality of teaching and learning in personal, social and emotional development are **good**.

Main strengths and weaknesses

- Children soon become confident in class and are happy to work with a range of adults
- Children learn to play well together in both large and small groups
- They quickly learn the routines of the class
- Their attitudes to school are very good and they love to learn

Commentary

44. Children come into the nursery with social skills that are just in line with those expected. They find it hard to share and to take turns, sometimes snatching toys and shouting at other children. Through sensitive insistence by all the staff they soon adapt to the systems and routines of school. They begin to feel safe and able to work with a variety of adults. They learn to work in small and large groups with other children, to share and take turns, although some still find this hard when they enter reception. There are many opportunities for them to develop independence through choosing their own activities and through opportunities such as self-registering when they come into reception. Reception children undress and dress themselves with a little help and some reminders. They can sustain concentration on a self-chosen task. For example, one girl played alone, lining up all the small plastic animals neatly in a confined space, then moving them about while telling a story. She continued with the activity for 15 minutes, absorbed and ignoring movement and noise around her. Most children will exceed the early learning goals by the time they enter Year1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision and the quality of teaching and learning in communication, language and literacy are **very good**.

Main strengths and weaknesses

- Teaching is very good and provision well-planned
- Activities are interesting and help children understand the work and as a result they make good progress

Commentary

45. Children generally come to school with wide vocabularies and adults work very hard to build upon these and extend their thinking. Opportunities to listen to others are well planned, though some children find it hard to listen and wait for their chance to speak. They are able to give coherent explanations and to hold an interesting conversation when they enter reception. They listen well to stories, enjoying the new as well as old favourites.
46. The oldest children in the nursery are beginning to recognise individual letters such as *d*, *y* and *m*. They know which letters their names start with and point them out in labels and books. They begin to trace their names, although pencil control and grip are weak. Through practice and encouragement they learn to form most letters correctly by the time they enter reception. Children in reception know the alphabet phonics and use this knowledge to write simple words. During the inspection one group of children were able to write *This is my teddy bear* without help while another group wrote the first three words unaided. Some children were independently writing invitations to Pooh's party, making recognisable attempts at spelling. One girl wrote *lov* and another said: "If you want to spell love you have to put an e on the end."
47. Some children learn to read while in the nursery, choosing favourite books to take home and learning to recognise words through their knowledge of the text. Other children make a good start in reading, recognising the title, cover and beginning and end of a book through the daily, well-planned story sessions in all classes. Children love books and often choose to sit and read when outside. By the time they enter Year 1 all children have made a good start on formal reading skills and about a quarter are fluent and voracious readers. Most children will exceed the early learning goals by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision and the quality of teaching and learning in mathematical development are **very good**.

Main strengths and weaknesses

- Teaching is very good, well-planned and challenging
- There are good opportunities to practise number skills in the nursery through activities such as singing and counting real objects

Commentary

48. Planning for mathematical development is very good. The introductory activities are well matched to the children's abilities and capture their interest. Initial learning is reinforced by practical tasks. Children enjoy these and work hard to complete them. They are well supported by adults who allow them time to think out the answer for themselves.
49. By the end of reception, children count accurately to 20 and beyond and recognise the written numerals. They know the most common two-dimensional shapes. They compare lengths and know which are longer and shorter, taller and smaller. They are beginning to add and subtract numbers less than ten. A group of children were throwing a dice and adding and subtracting that number correctly from a group of objects. Another group were accurately recording adding and subtracting numbers up to ten. Children can work out which number is one more or one less than a given number and most have instant recall of such facts. During the inspection this activity was extended to adding two more to a given number. About a quarter of the class instantly knew what was two more than two and the remainder worked it out quickly. The teacher then further challenged the children by asking for two more than four. The response was a little slower but just as accurate with children using their number fans to help them. Most children will exceed the early learning goals by the time they enter Year 1.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision and the quality of teaching and learning in knowledge and understanding of the world are **good**.

Main strengths and weaknesses

- The good teaching enables children to achieve well
- Children have a wide range of general knowledge that is used by staff to extend the experiences of all children
- Computers are very well used in all classes

Commentary

50. Children enter school with a good knowledge of the world around them, places further away and an understanding of their own culture and beliefs and those of others. They talk at length about where they have been and what they have done on holiday. Role-play in *Pooh's home* helps them to empathise with other environments and characters. There are many opportunities for children to use a computer in the nursery throughout the day. They develop good mouse control and can change programs when they want. Reception children use programs such as *My World* and *Clicker* to further their learning. Most children will exceed the early learning goals by the time they enter Year 1.

PHYSICAL DEVELOPMENT

The provision for some aspects of physical development is **unsatisfactory**. The quality of teaching and learning are **good**.

Main strengths and weaknesses

- Opportunities for using a range of tools for writing and making are good
- There is a lack of good quality outdoor accommodation for all classes
- A limited range of equipment for outdoor working in all classes

Commentary

51. Opportunities to develop their physical skills are limited for children in the nursery because the outdoor areas are very small. They climb and slide and ride wheeled toys but there is too little space for large and fast activities. They play with small balls and quoits and are taught to watch carefully to catch them. Opportunities are also limited for reception children because they do not have the free access to outdoor play that they need. They have formal physical education lessons each week and playtimes each day. These are well used to develop physical skills using a range of large and small apparatus but are not enough. The main pedestrian entrance to the school is through the middle of the reception playground so that people come and go constantly, limiting the use that can be made of the space. It is very difficult to see, however, what the school can do to significantly improve the outdoor provision.
52. In the nursery a few children are unable to hold a pencil correctly for writing and some find cutting difficult. By the time they enter Year 1 most children use pencils, crayons, glue and scissors accurately and safely. Most children will achieve the early learning goals by the time they enter Year 1.

CREATIVE DEVELOPMENT

Provision, and the quality of teaching and learning are **good**.

Main strengths and weaknesses

- Children make good progress as a result of the good teaching
- Children learn to experiment and become confident with a wide range of media

Commentary

53. Children have many opportunities to develop their creative skills through tasks such as colour mixing, working with clay and dough and through tasks of their own choosing, such as painting. One boy, new to school, carefully painted concentric circles in different colours, never overlapping the colours and showing a high level of brush control. He stayed at the task long after other children had left, encouraged by an adult who praised his skill. He showed great pleasure in the finished product. Children enjoy cutting and sticking, making books and finger painting. Children learn to use musical instruments to accompany rhymes they know. They explore the different sounds made by the instruments such as claves and in reception move appropriately to a range of tempi played on the piano. Most children will exceed the early learning goals by the time they enter Year 1.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are above average for seven and 11-year-olds and pupils achieve well
- Pupils use their literacy skills well across the curriculum
- Pupils with special educational needs and those with English as an additional language are well supported and make good progress
- Teaching in English is good and is supported by good use of assessment information
- The subject is well led and managed

Commentary

54. Results in the national tests in 2003 show that pupils attain standards that are above average. Standards have shown some variation from year to year, due in some part to differences in pupils' abilities. The findings of the present inspection are that pupils, including those with special educational needs or speaking English as an additional language, achieve above average standards. There are relative weaknesses in writing, which the school is addressing. There was no evidence during the inspection of a difference in the attainment of boys and girls.
55. Pupils' speaking and listening skills are well developed. In all year groups pupils express their ideas fluently. They have well developed vocabulary and speak confidently in a range of small and large groups. In a Year 3 lesson, pupils were able to give convincing reasons why Pandora should or should not open her box. In several lessons teachers give pupils opportunities to discuss their ideas with a partner, which helps them to clarify their ideas. Year 2 pupils greatly enjoyed asking questions of their teacher as she enacted the role of an ogre, to find out what kind of character the ogre was.
56. Most pupils are confident readers and achieve well. Younger pupils enjoy books and are familiar with a range of traditional tales. Teachers encourage pupils to use pictures and context clues to justify their opinions about what they read. As a result of the teacher's good example, pupils in Year 1 read with good expression and enjoyed joining in with the repeated refrain of their story. Older pupils read well in lessons. They are able to find information from books and other sources. Pupils are keen readers and talk with enthusiasm about the books they enjoy. Although there is no library, each class has a selection of good quality fiction books for pupils to choose from. Pupils use their reading skills well across the curriculum.
57. The school has recently focused on raising standards in writing, where improvements are still required. The additional strategies to support literacy are well established and are having a beneficial effect on raising standards. Staff have worked hard to give pupils an enthusiasm for

writing. Pupils have made thoughtful and interesting contributions to a magazine produced by the local education authority. A number of local schools contribute to this. Pupils write for a range of purposes. As they progress through the school they develop a sense of audience and strive to make their writing lively and interesting. Older pupils have a good understanding of the different styles of writing that are used on different occasions. They write examples of formal or informal invitations and practise writing letters of complaint. Pupils use their writing skills well in other subjects, such as writing historical accounts.

58. Teaching in English is good. Teachers have a secure understanding of the subject. They work hard to make lessons interesting and provide pupils with challenging tasks. Teaching assistants are well deployed and make an effective contribution to pupils' learning. Teachers give good support to pupils with special educational needs, ensuring that the targets set in individual education plans are addressed in lessons. They ensure that key vocabulary is thoroughly explained so that pupils with English as an additional language are able to take a full part in lessons. In the best lessons, teachers use a range of strategies to help pupils with different learning needs. This means that there is a good level of challenge for higher attaining pupils and those who need more help are well supported. In their marking of pupils' work, teachers help pupils to understand what they need to do in order to improve. Information gained from assessment is used effectively to plan further activities.
59. English is well led and managed. The subject co-ordinator has a good understanding of what needs to be done to bring about further necessary improvements. Planning is monitored closely to ensure that the different strands of English are covered in sufficient depth. She is aware of the need to improve pupils' standards of spelling and handwriting and has arranged professional development for staff to address this. She analyses data rigorously to identify needs and inform the school's action plan. There is a programme of regular monitoring and the action plan is amended as the year progresses.
60. Since the last inspection the National Literacy Strategy has been introduced. The school has implemented this well. The good standards seen at the time of the last inspection have been maintained and progress is good.

Language and literacy across the curriculum

61. Pupils use their language and literacy skills well in other subjects. They are confident speakers and listen well to their teachers and one another. Older pupils confidently find information from a range of sources to support their work in history and geography. Pupils write fluently and express their ideas well.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the good teaching
- The subject is conscientiously led and managed
- There is a strong emphasis on pupils' ability to devise and explain strategies
- The structure of some lessons does not allow sufficient time for pupils to work independently and for teachers to teach pupils at different levels as they work on tasks

Commentary

62. The good standards identified at the time of the last inspection have improved and pupils now attain standards that are well above average by the end of Year 2 and Year 6. Improvement is due to better planning for all pupils including those of higher attainment and those who have special educational needs. The overall provision for pupils with special educational needs is good. Special educational needs teachers and support staff are very effective. As a result

pupils with special educational needs have full and equal access to the curriculum and are fully included in lessons. A high number of these pupils achieve standards expected for their age at the end of Year 2 and Year 6. This reflects the effectiveness of the support they receive. Pupils with English as an additional language are also well supported and achieve as well as other pupils of similar ability. There was no evidence during the inspection of a difference in the attainment of boys and girls. Most teachers challenge all pupils to answer questions and ensure that girls and boys work together at all levels of attainment.

63. The quality of teaching and learning seen during the inspection was good overall. Of the 12 lessons observed, the quality of teaching and learning was excellent in one, very good in two, good in six and satisfactory in three. Most teachers structure their lessons well so that a good pace of learning is maintained. In the best lessons, all pupils benefit from a high proportion of direct teaching at all stages of the lesson. As a result, they achieve well in relation to their prior attainment. In those lessons that are otherwise satisfactory, the pace of learning slows after a stimulating mental session, because teachers give lengthy explanations to the whole class rather than teaching and challenging pupils at different levels as they work on group or individual tasks. This results in pupils losing concentration and the will to listen.

Example of outstanding practice

A Year 3 lesson in which children devised their own questions for a shopping trip

In this outstanding Year 3 lesson, pupils' enthusiasm never waned as they devised their own questions for a shopping trip. They used all four operations and specific mathematical terminology such as *difference* and *total*. Difficult ideas were taught in an inspiring and highly effective way. The excellent relationships resulted in all pupils wanting to do their best to please their teacher for whom they have great affection and respect. The lesson was so highly structured that no learning time was lost. The teacher continued to rigorously teach and challenge as pupils worked on group and individual tasks. Due to this very high level of direct teaching, pupils made outstanding progress in applying their numeracy skills to everyday problems.

64. The National Numeracy Strategy supports teachers' planning and many features, such as the mental sessions and the discussions of strategies, are securely established. An analysis of pupils' books shows that the programme of work is covered systematically and thoroughly. There is a strong emphasis on mental computation. Pupils benefit from regular practice at the start of lessons, and their understanding of mental strategies is very good by the end of Year 6. In the most successful lessons, teachers ensure that all pupils are fully involved in the mental sessions and questions are well used to target particular groups of pupils.
65. The very good relationships that exist between all members of the school community give pupils of differing attainment the confidence to offer answers, knowing that they will be appreciated. Teachers use a good range of resources such as white boards and individual cards, to allow all pupils to answer, checking each answer quickly. Completed work shows very good examples of pupils applying their numeracy skills in problem-solving situations. Pupils in Year 2, for example, determine what coins they would use to pay a parking fee of 50p and pupils in Year 6 calculate the capacity of bottles which are 17 or 26 per cent bigger than those on display. This emphasis on solving problems allows pupils to use and apply their learning in meaningful ways.
66. By the end of Year 6, most pupils develop their own strategies for problem solving while higher attaining pupils are efficient in arriving at, and providing reasons for, their conclusions. Most lessons end with a good plenary session, which gives pupils an understanding of what they have learnt. Teachers regularly mark pupils' work, and written comments indicate to pupils how they might improve. There is little evidence, however, of pupils' correcting their mistakes.
67. The subject is very well led and managed by the well-informed co-ordinator. She has ensured improved teaching since the last inspection. Tests results are very closely analysed to identify any weaknesses in provision or to identify any groups of pupils who might be underachieving. There are good procedures for monitoring pupils' progress and for setting realistic but challenging targets for individual pupils. Homework is well used to consolidate pupils' learning and to provide opportunities for independent learning.

Mathematics across the curriculum

68. Pupils are given good opportunities to use mathematics in other subjects and consequently develop an appreciation of the practical uses of the subject. Pupils in Year 2, for example, apply their knowledge of shape, space and measure when using two-dimensional paper patterns to make three-dimensional shapes and use paper patterns to cut out identical pieces of fabric in design and technology. Pupils in Year 4 apply their data-handling skills in religious education to gather information on the different religions or religious traditions represented in the school and display this information graphically using information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Attainment at the end of Key Stage 2 is well above the national average
- Teaching is good or better in three quarters of the lessons seen
- Investigative skills are well taught throughout the school
- The subject is very well led
- Standards at the end of Key Stage 1 are not as good as at the time of the previous inspection.

Commentary

69. By the time they are seven, pupils are developing an understanding of the scientific process through practical work. When testing how fast cars run along surfaces made of different materials one pupil wrote: "My prediction of what will happen. I think the car will go the fastest on the smooth surface because there are no bumps to slow it down." Making a container with a variety of materials another pupil wrote: "The card gets soggy because it is not waterproof." Standards of attainment are in line with those expected of pupils of this age. They know that adult and baby animals are different and why. They know that materials have different properties and that some can change shape and some cannot. In the one lesson seen the pace of the lesson was good with well-matched learning objectives. The pupils were excited about using torches to see which shone the brightest. They made suggestions to explain why some shone brighter than others, such as the size of the batteries or lamp.
70. By the time they are 11 pupils know more about living organisms, the classification of plants and animals, the physical processes of electricity and forces and the properties of a wide range of materials. During the inspection Year 6 pupils were investigating the effects of the forces of friction, pull, push and gravity. Pupils had to complete a series of experiments that tested these forces. They record their findings well using good vocabulary and use a range of recording methods such as drawings, diagrams, tables and text. At the end of the lesson pupils were able to explain the effect of air resistance on various materials. One pupil said: "The paper area is bigger if you hold it flat and so the force, the air resistance, is greater." Pupils know and understand a large amount of factual information and their ability to devise and undertake an experiment is very good. They are developing a good range of scientific vocabulary. A lively oral session at the beginning of one Year 6 lesson reinforced pupils' knowledge of the scientific use of the term *force*.
71. The quality of teaching overall is good; it was good in half of the lessons seen, satisfactory in one and very good in a Year 6 lesson. Where teaching is good or better, teachers have good subject knowledge and interesting and appropriate investigations are developed very well. Teachers are well organised and resourced, enabling pupils to interact and participate well. Questioning is of a high standard, open-ended and uses the correct scientific vocabulary. Lessons are well planned and timing is well judged, allowing pupils time to try things for themselves. The pupils are enthusiastic, work with a high degree of interest and

concentration and show pride in what they have achieved. They work on tasks, in groups supporting each other to devise an experiment and to record findings. In Years 1 and 2 not all teachers are confident in teaching all aspects of the subject. Where teaching is otherwise satisfactory higher attaining pupils are insufficiently challenged. The knowledge that they bring to the lesson is not built upon so they do not achieve as well as they can. As a result standards over all are average in these year groups.

72. The management of the subject is very good. The long standing co-ordinator has a clear idea of the strengths and weaknesses of the subject through analysis of test results, observing lessons and scrutinising pupils' work. His very secure subject knowledge is a strength of the subject and inspires confidence in other staff. He has been able to ensure that, through a reorganisation of the school curriculum, more time is available to the subject. This has resulted in a greater coverage, and therefore a better knowledge, of all units of work. His present aims, as well as improving attainment in Key Stage 1, are to ensure that all pupils understand that even small investigations are part of scientific learning and that 'science is what we do, not what we have done to us.'

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Teachers have received good quality training to increase their confidence in teaching the subject.
- Pupils do not have instant access to computers to practise the skills they have been taught in lessons.
- The subject is well led and managed.

Commentary

73. Standards at the end of Year 2 are in line with expectations. At the time of the last inspection, standards were reported to have been above expectations at the end of Year 2 and Year 6. Standards attained by pupils at the end of Year 6 are currently above expectations but are in fact higher than those at the time of the last inspection because expectations of what pupils can do have increased significantly since the last inspection. Despite good teaching, pupils' achievement is only satisfactory because they do not have instant access to computers to refine the skills they have been taught. The school does not have the space for a computer room and there are too few computers in the school for pupils regularly to apply their skills. Many pupils work on computers at home and this helps to compensate for the lack of opportunities in school quickly to refine the skills they are taught.
74. Pupils' good response and behaviour, and their willingness to help each other, make a positive contribution to their learning. The quality of teaching and learning in two of the lessons seen was good and satisfactory in one. All evidence indicates that the overall quality of teaching is good. Very good training for teachers results in their increased confidence to teach the required skills. Teachers plan effectively using national guidance for the subject. They ensure that all pupils, including those with special educational needs, and those at the early stages of learning English, are fully included in lessons. Planning takes into account the different abilities of pupils, and pupils' self-evaluations of what they have learnt in lessons. Pupils' enthusiasm, good behaviour and willingness to help each other make a very positive contribution to their learning.
75. By the end of Year 2 pupils have been taught to communicate information using text. In the lesson seen they were being taught to use the return/enter key to convert running text to text with line breaks. They are given opportunities in lessons to find information on a range of subjects to support their learning across the curriculum. Planning shows that they are taught

to produce an accurate set of instructions to control a floor turtle and to predict the outcome. Year 5 pupils were observed being taught effectively to search databases for information and to understand related vocabulary such as *database*, *record*, *search*, *file* and *field*. Planning, as well as the lesson observed in Year 6, show that, by the time they transfer to secondary school, pupils have been taught the full range of skills required.

Information and communication technology across the curriculum

76. ICT is well used in other subjects. Good examples were seen of pupils using the computers to support learning in literacy, art, history, geography, mathematics and religious education.

HUMANITIES

77. As only two lessons were observed in **history** and two lessons in **geography**, these subjects are not reported on in depth. In both subjects the lessons observed were in Years 3 to 6. Pupils show good understanding of how life in an Indian village differs from that in their own locality. They use books and photographs to gain information.

78. In history, pupils use books to find information about life in ancient Egypt. They show good understanding of past events and talk about the differences between past times and their lives today. Year 5 pupils enjoyed a visit to the Museum of Childhood and enjoyed exploring models of Victorian toys. The school makes good use of visits to support work in history and geography.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers make very good links between the different religions taught so that pupils learn *from* as well as *about* religion.
- Religious education encourages pupils to respect the beliefs and traditions of others.
- The subject makes a good contribution to pupils' speaking and listening skills as well as to their spiritual, moral, social and cultural development.
- A greater range of books on different faiths would further support pupils' learning and their independent research skills.

Commentary

79. Standards of attainment are in line with expectations of the local agreed syllabus at the end of Year 2, and above at the end of Year 6. This represents a very significant improvement since the last inspection when standards were reported to have been unsatisfactory. The very good improvements are a direct result of good leadership and management in the subject, which have resulted in good teaching and learning. The co-ordinator ensures that teaching is guided by the scheme of work, which links the syllabus with national guidance. She keeps a watchful eye on teachers' plans to ensure coverage and gives good feedback. Teachers are provided with a good range of materials to research the subject so that they present pupils with correct information. As a result of these improvements the quality of teaching seen in lessons was invariably good. Pupils with special educational needs and those at the early stages of learning English as an additional language are well supported to play a full part in lessons.
80. As a result of teachers' understanding of the importance of teaching *through* religion as well as *about* religion, pupils link religious teaching with everyday life, another very good improvement since the last inspection when pupils revealed little knowledge or understanding of religious beliefs and their impact on human life. Pupils can now explain that special books such as the Bible, the Qu'ran and the Guru Granth Sahib set rules for living. They are taught

that different religions share some common features, such as people caring for each other and caring for the environment, and the importance of festivals such as Christmas, Eid, Ramadan and Diwali. Most pupils gain a good understanding of the nature of religious belief and can describe the importance of prayer to people of different religious communities. Good use is made of visits to places of worship, such as churches and mosques, to stimulate further pupils' interest in the subject. Visits by parents of different faiths, such as Islam and Judaism, are also effectively used to support pupils' learning.

81. Teachers use information and communication technology to gather information for pupils, and pupils were seen using Internet Explorer to research the Sikh religion. Pupils would benefit from a greater range of research materials to help them find out information for themselves rather than teachers doing it for them. This would help pupils to retain knowledge more easily of religious beliefs and traditions they have studied.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- Standards of attainment at the end of Years 2 and 6 are above national expectations for pupils of a similar age
- Pupils use a wide range of media
- Key skills are developed systematically over time
- The use of a wide number of computer programs supports pupils' learning

Commentary

82. Only one lesson was seen and therefore judgements on standards of attainment are made from work on display and no judgements are made about the quality of teaching.
83. All the work on display around the school was of a good quality. Media used included watercolours, poster paints, pastels, pen and ink, modroc and clay. Pupils are encouraged to develop their skills of observation when drawing from life such subjects as their own faces or the doors of houses in a local street. History and geography topics are enriched with artwork such as the study of Tudor portraits and Egyptian artefacts. Work by the youngest pupils shows how they have been taught to use a brush properly and to consider the background as part of the whole picture. Pupils have a sketchbook that they use as a helpful resource for final works.
84. A strength of the subject is the very good work produced by pupils using computer programs such as *Paint Magic*, *Colour Magic* and *Dazzle*. Some good work is also produced when pupils use the works of famous artists. Year 4 pupils were inspired by works by Monet and Year 6 by Clarice Cliff to produce paintings and 'china' of high quality. Pupils use visits to art galleries, museums and historic houses to inspire and reinforce their learning.
85. The knowledgeable co-ordinator has a clear idea of the strengths of the subject through the school. She gives valued support to all staff and has ensured that there are sufficient resources for pupils to experience a wide range of media.

Design technology

Provision in design technology is **good**.

Main strengths and weaknesses

- Standards of attainment at the end of Years 2 and 6 are above national expectations
- Key skills are developed systematically over time

Commentary

86. Only one lesson was seen and therefore judgements on standards of attainment are made from work on display and no judgements are made about the quality of teaching.
87. Pupils in Year 2 are able to design vehicles with wheels. They make axles and add wheels, using skills of measuring and cutting to ensure that the vehicles move. They use card or modroc to construct the bodies. By the end of Year 6 pupils know a wide range of techniques to join materials. They use this knowledge to make pop-up books and cards. During the inspection Year 6 pupils were designing slippers for themselves. They used skills of measuring, cutting, joining, evaluating and adapting to make a paper prototype that fitted them. They showed care in the execution of the tasks and sensibly discussed with each other how to improve their designs. The co-ordinator supports the subject well through advice, suitable resources and appropriate training.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The school employs a specialist teacher who has excellent subject knowledge
- Extra-curricular provision in music is good
- The attainment of the oldest pupils is weak in some aspects of music
- Provision has improved since the last inspection

Commentary

88. Since the last inspection the school has employed a specialist teacher for music throughout the school. Teaching was good in the lessons observed although these were all in Years 3 to 6. It is not possible to make a judgement on the attainment of pupils in Years 1 to 6 although planning is good. The teacher's excellent subject knowledge ensures that the lessons are interesting and pupils work with enjoyment, making good progress. Pupils have opportunities to listen to music, to perform and to compose. The teacher makes good links with work in other curriculum areas. The work in Year 5, for example, is linked with their history topic and Year 6 music with their science topic.
89. The standard of singing in Year 6 is weak due to an interruption in provision. There is now a flourishing choir performing to a high standard. During the inspection the choir was practising for a concert with other local schools. Pupils also have opportunities to learn a range of instruments and many are enthusiastic members of the school orchestra.
90. The school has taken steps to ensure that pupils now have full access to the National Curriculum requirements for music and improvement in the subject since the last inspection has been good.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Behaviour is very well managed so that all pupils learn safely and without disruption
- The subject is well led and managed
- A wide range of extra-curricular sport enhances the curriculum
- The subject contributes very well to pupils' social development

Commentary

91. Lessons, or parts of lessons, in games, dance and gymnastics were observed during the inspection. Standards in games and gymnastics are above expectations for pupils at the end of Year 2 and Year 6. Records show that standards in swimming are also above expectations because all pupils from Years 1 to 6 attend swimming lessons at some time during the year. Teachers report that Year 6 pupils achieve well in outdoor and adventurous activities during their annual residential trip. The curriculum and pupils' social development are highly enriched through a wide range of extra-curricular sports' clubs and opportunities to take part in competitive sport with other schools. Pupils' success in these competitions reflects their good attainment in the subject.
92. The overall quality of teaching and learning is good. Teaching is guided by a broad and balanced curriculum which is designed to promote pupils' physical development and social interaction. Teachers manage behaviour very well so that all pupils can work together happily and safely. Good use is made of demonstrations by pupils as a stimulus for improvement. A very good example of this were seen in a Year 5 games lesson, where, after watching each other's performances, pupils were able to consider improvements to their own. As a result of this, and the class teacher's high quality demonstrations, pupils' learning of different ways to pass a ball was very good.
93. Pupils enjoy their physical education lessons, behave well and work happily together. Teachers throughout the school have a good knowledge of the subject and teach enthusiastically, ensuring that boys and girls of all abilities and backgrounds are fully included in challenging and enjoyable tasks. Competitive teamwork at the end of games' lessons is effective in allowing pupils to use the skills they have been taught and adds edge to their enjoyment.
94. The accommodation, both indoors and outside, and a good range of equipment, allow the subject to be taught effectively. The knowledgeable co-ordinator manages the subject well and provides good advice for teachers. She has identified the need to provide teachers with further training in dance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- The co-ordinator and other staff have received good training
- The subject is well taught
- Good links with outside agencies provide well for sex education and drugs awareness

Commentary

95. There is a good policy in place for personal and social education, which is well understood by all staff. The school is committed to the well-being of its pupils through physical education, exercise and healthy living. The subject co-ordinator has worked alongside colleagues to ensure that pupils are made aware of the dangers of the misuse of drugs, alcohol and tobacco. Pupils are involved in the Junior Citizenship Scheme, which helps them develop a sense of social justice and moral obligation. The thorough sex and relationships education programme helps pupils face the changes of puberty as they begin to develop into young adults, and to transfer to secondary school with support and encouragement from their primary school. The very effective use of the school nurse, police and fire service, ensures that pupils are given accurate information in preparation for adult life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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