

# INSPECTION REPORT

**St Joseph's RC Primary School**

Willesden

LEA area: Brent

Unique reference number: 101555

Headteacher: Mrs S Riley

Lead inspector: Mr I H Jones

Dates of inspection: 25 – 28 April 2005

Inspection number: 267837

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: Voluntary Aided  
Age range of pupils: 3 - 11 years  
Gender of pupils: Mixed  
Number on roll: 451  
School address: Goodson Road  
Willesden  
London  
Postcode: NW10 9LS  
Telephone number: 020 89655651  
Fax number: 020 89619022  
Appropriate authority: The governing body  
Name of chair of Mrs P Murphy  
governors:  
Date of previous 8<sup>th</sup> February 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

St Joseph's is a voluntary aided Roman Catholic primary school that draws its pupils from the local area and the wider community. Most pupils are baptised Catholics. There are 451 pupils aged between 3 and 11 years on roll, and the school is bigger than the average primary school. Pupils' home backgrounds vary but overall represent socio-economic circumstances that are well below the national average. The percentage of pupils known to be eligible for free school meals is very high at more than twice the national average. Pupils' standards of attainment on entry to the school are declining and are currently well below those typical for their age. A very high and increasing percentage of pupils comes from ethnic minority backgrounds. Half of all pupils do not speak English as their first language. The number of pupils with special educational needs, including those with statements of special educational needs, is increasing and is currently more than twice the national average. Most of these pupils have complex learning, emotional, social or behavioural difficulties. The school gained the Healthy Schools Award in 2004. The number of pupils joining or leaving the school at other than the usual time varies annually but is broadly typical of the national picture.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2758	I H Jones	Lead inspector	Science Art and design Educational inclusion
9334	J Mynett	Lay inspector	
32614	M Hunter	Team inspector	Special educational needs Information and communication technology Mathematics Design and technology
15023	A Haouas	Team inspector	English English as additional language Modern foreign language Music Physical education
13132	D Lever	Team inspector	Foundation Stage Personal, social and health education and Citizenship History Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Under the very good and highly professional leadership of the current headteacher, this school has been turned around. This is a good and rapidly improving school.** Standards are rising. Pupils make good progress and achieve well. Teaching has improved and reflects many of the qualities of good and very good practice. Pupils enjoy coming to school. Their behaviour and attitudes are good. The school is well led and managed. This is a harmonious and effective school that provides good value for money.

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

- Under the determined leadership of the headteacher, all partners in the school have worked as an effective team to bring about significant improvements in a relatively short period of time.
- From a very low level of attainment on entry to the nursery, pupils make good progress throughout the school and attain standards that are broadly average by the end of Year 6.
- The strong ethos of care and support embraces all pupils very effectively and places their welfare and needs as individuals at the heart of the school's work.
- The consistently high expectations of all members of staff have a positive impact upon pupils' good attitudes and behaviour.
- Pupils with special educational needs and those for whom English is an additional language are supported well by staff, with teaching assistants making a particularly valuable contribution to their good achievement.
- Sound procedures for monitoring, assessment and self-evaluation have been successfully implemented, but lack sufficient rigour and consistency.
- Teachers' marking varies in its quality and is of limited value to pupils.
- Recent improvements to the curriculum have effectively supported the raising of standards in English, mathematics and science, but do not ensure that all subjects receive sufficient teaching time.
- The level of attendance is below the national average.

Following the last inspection, standards declined and provision deteriorated. However, the school has made **very significant and commendable improvements** since the appointment of the current headteacher. The school has effectively addressed the issues identified by the previous inspection. Standards are rising. The quality of teaching and learning and the leadership, governance and management of the school have improved and are now good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	B	C	C
mathematics	E	D	C	C
science	E	D	D	D

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

The 2004 performance data used in this report is unvalidated at the time of the inspection

**Overall, pupils' achievement is good.** Children's attainment when they enter the nursery is well below that typical of pupils aged three. Children's speaking and listening and personal and emotional skills are particularly weak. Children achieve well, but are unlikely to achieve the goals expected by the end of the reception year, other than in physical development.

In Years 1 and 2 pupils make good progress, due to the quality of teaching they experience. They reach average standards in speaking and listening, reading, writing and mathematics. In Years 3 to 6, pupils continue this good rate of progress and achieve well. Year 6 pupils are attaining average standards in all aspects of English and mathematics, although standards of handwriting vary and many pupils do not use a joined style consistently. Standards are just below average in science.

Pupils' **spiritual, moral, social and cultural development is very good** and is reflected in their good personal development. The attitudes and behaviour of pupils are good. There is a strong Christian ethos, which is reflected in the very harmonious and caring school community. The level of attendance is unsatisfactory and below the national average. Punctuality has improved and is now good, due to the effective procedures introduced by the school.

### **QUALITY OF EDUCATION**

**The quality of education provided by the school is good and improving.** Teaching and learning are good throughout the school, but very good in the nursery. This strong, consistent teaching ensures that all pupils achieve well. Pupils with special educational needs, from minority ethnic backgrounds and those for whom English is an additional language achieve well because of the very good support they receive from teachers and teaching assistants.

Sound systems are in place for the regular assessment of pupils' progress in English, mathematics and science, but these procedures do not extend consistently to other subjects. Teachers' marking does not always tell pupils very clearly how well they are doing or how they can improve.

The curriculum is satisfactory overall and is focused on raising standards in English, mathematics and science. In this respect it has been successful. However, it has resulted in long gaps in time between studying other subjects, such as history and geography, and this makes it difficult for pupils to remember what they have learned previously and to develop subject-specific skills and knowledge systematically. Provision for extra-curricular activities is very good and enriches the overall curriculum well. The school provides very good levels of care and good support and guidance for pupils. Links with parents and the community are good and very good with other schools.

### **LEADERSHIP AND MANAGEMENT**

**Overall, the leadership and management of the school are good.** The very good leadership of the headteacher, effectively supported by the new deputy headteacher, is responsible for the school's strong ethos and the considerable improvement in the quality of teaching, pupils' achievement and the raising of standards. Management of the school is good. Effective systems turn plans and intentions into action to bring about improvements. The governing body is effective in providing good levels of support and challenge.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are positive about the school. They feel that they are kept well informed about their children's progress and have great confidence in the headteacher. Pupils enjoy school and feel valued as individuals.

## **IMPROVEMENTS NEEDED**

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

- continue with its current planned and successful programme for improvement;
- ensure that monitoring and assessment procedures are rigorous and consistent and thereby provide an accurate and up-to-date picture of teaching, standards and achievement;
- improve the curriculum leadership, management and organisation;
- design and implement a marking policy that helps to ensure consistency throughout the school and enables pupils have a clear understanding of how well they are doing and what they need to do next to improve;
- continue to improve attendance.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' **achievement is generally good** throughout the school. Standards in the Foundation Stage reception classes are below those expected of children aged five. In Year 2, standards in English and mathematics are average. In Year 6, standards in English and mathematics are average but slightly below average in science. Pupils from minority ethnic groups and those with special educational needs or for whom English is an additional language achieve well. Consequently, the standards and achievement, when considered together, are good overall.

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

- Standards are rising, due to improvements in the quality of teaching and the curriculum.
- Children in the Foundation Stage nursery class make very good progress from a particularly low start and achieve very well.
- Standards in ICT and geography are below those expected nationally in Year 6.

#### **Commentary**

1. Following its last inspection, the school went through a difficult period and its performance declined. With the appointment of the present headteacher in 2002, raising standards became a priority. The school's success is due to the combined efforts of all staff, under the very good leadership of the headteacher, which have led to improvements in the quality of teaching and learning.
2. The attainment of children now in the reception classes who entered the nursery aged three was well below that typical of children of their age. Very good teaching moved these children on very well in all areas of their learning. Children who had attended other nurseries joined these children in the reception classes last September with similarly low levels of attainment. The good quality of teaching in both reception classes builds well on children's earlier achievement and they make good progress. By the time they leave the reception year, they are likely to achieve the goals expected for children aged five in their physical development and listening skills, and narrowly to miss achieving the goals for personal, social and emotional development and for knowledge and understanding of the world. They are unlikely to achieve the goals expected for speaking, reading, writing and mathematical and creative development.

### Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.5 (15.9)	15.8 (15.7)
writing	15.1 (14.9)	14.6 (14.6)
mathematics	16.9 (16.8)	16.2 (16.3)

There were 57 pupils in the year group. Figures in brackets are for the previous year  
The 2004 performance data used in this report are unvalidated at the time of the inspection

- Inspection findings indicate that in Years 1 and 2 pupils continue to make good progress, due to the quality of teaching they experience. Pupils reach average standards in speaking and listening, reading, writing and mathematics. The performance of the current Year 2 pupils broadly confirms the improvement seen in recent years, which is above the national trend. In 2004, standards achieved by pupils in national tests were above average in reading and mathematics and average in writing, as shown in the table above. Pupils do much better in national tests than those in similar schools. Standards in science are currently in line with those found nationally, reflecting teacher assessments for last year.

### Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.0 (27.8)	26.9 (26.8)
mathematics	27.2 (26.2)	27.0 (26.8)
science	27.7 (28.1)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year  
The 2004 performance data used in this report are unvalidated at the time of the inspection

- In Years 3 to 6, pupils continue their good rate of progress, due to the quality of teaching that is good overall. Year 6 pupils are attaining average standards in all aspects of English and mathematics, although standards of handwriting vary and many pupils do not use a joined style consistently. Standards are below average in science. These inspection findings both confirm the improvements seen in recent years, which are above the national trend, and also reflect the standards attained in national tests in 2004. At that time, pupils' performance in science, albeit below the national average, was better than that of similar schools.
- Standards in ICT are in line with national expectations in Year 2 and progress is good, representing improvement since the last inspection when they were below expectations and progress was unsatisfactory. Older pupils have benefited in recent years from better teaching and improvements to the activities planned. The resulting good rate of progress has, however, come too late to bring pupils' performance up to the standard expected. Although standards remain below expectations in Year 6, this also reflects improvement since the last inspection when standards were poor.
- Standards in history, design and technology and art and design remain in line with those expected in both key stages, as was the case at the time of the last inspection. Standards in geography, whilst reflecting national expectations in Year 2, fall below them in Year 6 because of the limited amount of time given to the subject. Its organisation in distinctly separate blocks of time does not enable pupils to build steadily on their knowledge, skills and understanding. As no judgement about geography standards was made at the time of the last inspection, it is not possible to say whether improvement has occurred since then.

7. Other subjects were only sampled during the inspection, providing insufficient evidence on which to base secure judgements about standards. Religious education was not included in the inspection.
8. Pupils' development in personal, social and health education and citizenship has been a major focus of the school's work in recent years and significant improvement has been made to provision, which is now of very high quality. Pupils' skills, knowledge and understanding in this area have improved markedly as a result.
9. Pupils with special educational needs, for whom English is an additional language and from other groups, including Travellers and pupils from minority ethnic backgrounds, make good progress and attain the standards of which they are capable. They receive good support and guidance from teachers and teaching assistants.

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

The attitudes and behaviour of pupils continue to be good. The provision for pupils' spiritual, moral, social and cultural development is very good and is reflected in their good personal development. The level of attendance is unsatisfactory and below the national average. Punctuality is good.

### **Main strengths and weaknesses**

- The consistent approach from staff encourages pupils' positive attitudes and good behaviour.
- The very good relationships between staff and pupils and amongst the pupils themselves help to promote a harmonious atmosphere and an effective learning environment.
- The provision for pupils' spiritual, moral, social and cultural development helps to develop their confidence and self-awareness.
- There has been some success in raising levels of attendance, but it still remains unsatisfactory in relation to national averages.
- Although they make good progress from a very low start, the majority of Foundation Stage pupils are unlikely to achieve the expected goals in their personal, social and emotional development by end of year.

### **Commentary**

10. The majority of pupils are well motivated, showing positive attitudes to their lessons and activities, which support learning well. They talk enthusiastically about the variety of clubs and playground activities available. They like the fact that it is a *'friendly school'* and *'the different cultures blend in happily'*, and speak about the *'good teachers'* and the way *'they make lessons fun'*.
11. The children in the Foundation Stage are also developing positive attitudes to their work and learning. They show confidence and are well focused on their different activities and lessons, learning to share toys and equipment. In the nursery, children were seen to be totally engaged in their different tasks, concentrating for extended periods on activities in the water tray or in the 'role-play hospital'. These very good experiences, supported by very good teaching, ensure that pupils achieve very well but, due to the very low starting point, are unlikely to achieve the standards typical for their age in personal, social and emotional education by the end of the reception year.

12. The behaviour of pupils has improved and is generally good, and sometimes very good, both in lessons and around the school. This improvement is directly due to all members of staff managing the pupils' behaviour in a consistent manner, requiring high standards at all times. Pupils respond well to this approach and the incentive and reward systems that have recently been introduced throughout the school. All pupils are fully included in all school activities. Relationships are very good and pupils from different ethnic backgrounds work and play happily together in a harmonious atmosphere. Although parents expressed some concerns about bullying, pupils do not feel that this is a concern. They are confident that if any incidents do occur they will be sorted out very quickly.
13. The provision for pupils' spiritual, moral, social and cultural development continues to be one of the strengths of the school. It is well integrated into the school and across the curriculum and contributes very effectively to pupils' personal development.
14. Provision for pupils' spiritual development is very good and underpins the school's aims and mission statement, which reflects its strong Christian ethos. Planning highlights ways of developing spirituality through different subject areas. Pupils' moral and social development is promoted well through a clear system of rewards and sanctions, and attractive displays around the school celebrate successes. There are many good opportunities for pupils to work together both in lessons and through extra-curricular activities. These experiences help pupils to develop constructive relationships which help to promote a good working environment.
15. The school promotes pupils' cultural awareness very well. Displays around the school celebrate both their own and others' cultures. Pupils have opportunities to sing in gospel choirs, play varied musical instruments and learn Irish, salsa or street dancing. Visits and visitors include Irish storytellers who visited the school as part of a gypsy and traveller cultural week, musicians, theatre groups and trips to museums and art galleries, which help to enhance the curriculum.

### Attendance

16. Although the school has worked hard to improve attendance, it remains below the national average. These absences are mainly due to pupils being away for medical reasons, to the extended absences of the Traveller children and to a small number of pupils who have difficult home circumstances. Punctuality has improved due to the effective procedures that have been introduced recently by the school. As a result, punctuality is now good.

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

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.1
National data	5.1	National data	0.4

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

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching is **good** throughout the school, but **very good** in the nursery. This strong, consistent teaching ensures that all pupils achieve **well**. The curriculum is **satisfactory** and there is rich provision for extra-curricular activities. The school provides **very good** levels of care and good support and guidance. Links with other schools are very good.

### Teaching and learning

The quality of teaching and learning is **good**. It is consistently **very good** in the nursery. The use of assessment is **satisfactory** overall.

### **Main strengths and weaknesses**

- The quality of teaching has improved significantly since the last inspection when 15 per cent of it was unsatisfactory.
- Teaching meets the needs of all pupils very successfully.
- Relationships are strong and the management of pupils is very good.
- The quality and use of teaching assistants are very good throughout the school.
- Consistently good teaching throughout the school results in pupils achieving well.
- Marking does not always tell pupils very clearly how well they are doing or how they can improve.

## Commentary

### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	8 (17%)	27 (59%)	9 (20%)	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.

17. Most of the teaching seen was good or better. There was no unsatisfactory teaching observed. The very good quality of teaching seen in the nursery reflects the high quality reported at the time of the last inspection. From the reception year though to Year 6, teaching is consistently strong and of good quality. There are no major variations in the quality of teaching received by pupils in different year groups, classes or subjects. This represents a very considerable and commendable improvement since the last inspection.
18. Improvement in teaching and learning is due to the recruitment of staff, including the highly skilled headteacher and deputy headteacher, together with a successful programme of professional development that has increased the confidence, morale, knowledge and skills of teachers and teaching assistants. This increased expertise enables staff to use methods that accelerate pupils' rate of learning. The good pace of most lessons, with frequently changing activities and well-chosen resources, holds pupils' interest and keeps them alert. Teachers' good subject knowledge, confident style and enthusiasm are infectious and pupils respond well to the lively classroom atmosphere that stimulates them to learn effectively. This improving quality of teaching has led to the rising standards now found throughout the school.
19. Teachers have high expectation of pupils' academic and personal development. All members of staff are very consistent in the way in which they manage pupils. As a result, pupils know what is expected of them, they behave well and work together harmoniously in a caring environment in which positive relationships flourish.
20. The organisation of the school, the teachers' planning and the use of teaching assistants are designed to ensure that all pupils, irrespective of their ability or specific learning needs, are able to achieve well. Pupils with special educational needs, from minority ethnic and cultural backgrounds and those for whom English is an additional language are all very well supported by teachers and teaching assistants, both within class lessons and in withdrawal groups. The organisation of pupils' learning is complex, but ensures that all pupils are fully included in all aspects of the work and life of the school.
21. The school has worked hard, and in the main successfully, to develop manageable systems to support the assessment of pupils' progress and the standards they achieve. The school has a good understanding of the levels at which pupils are working within the core subjects of English, mathematics and science, but recognises that procedures for assessing progress and standards in other subjects are less effective. Teachers have a good knowledge of how individual pupils are achieving day to day. However, this information is not always communicated to pupils when teachers mark their work. Comments such as '*well done*' do not help pupils to understand how they have improved or what they must do to improve further. Consequently, most pupils do not have the knowledge required to be involved in setting personal targets or evaluating whether they have achieved them.

## **The curriculum**

The curriculum is much improved and is satisfactory overall. Enrichment activities are very good. Accommodation and resources are good.

### **Main strengths and weaknesses**

- The curriculum is planned and organised to enable very good access and involvement of all pupils irrespective of their gender, ethnicity or cultural background.
- The very good range and quality of activities to enrich the curriculum enhance pupils' learning.
- The school promotes pupils' personal, social and health education very well.
- Accommodation is spacious and is used to best effect to benefit pupils.
- The organisation and management of the curriculum does not always ensure that pupils acquire knowledge, skills and understanding systematically in all subjects.

### **Commentary**

22. All pupils, whatever their background, have very good access to the curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. Pupils with English as an additional language, those with special educational needs or from different ethnic backgrounds are fully involved in all activities and their teachers support them well in their learning. The school has a positive inclusive ethos and robust procedures are used effectively to monitor pupils' access to activities. This is amply reflected in the provision provided for specific groups such as Portuguese and Traveller pupils and African Caribbean boys. The school caters well for disaffected pupils and good use is made of mentoring and schemes like 'On Track' to help pupils.
23. The school offers pupils a very good range of activities to extend their learning during and outside the school day. Clubs including French, drama, dance, sports and two choirs are well attended, with some focused on developing pupils' social skills. A wide range of opportunities for enriching the curriculum, including visits to places such as museums and galleries as well as visitors to the school, are effectively used to capture pupils' enthusiasm and extend their learning experiences. For example, Year 5 pupils speak with great enthusiasm about a writing project that involves them visiting different parts of London to gather information for their 'Visitors' Guide to London'. Very good links with other schools and colleges are also used to enhance learning in French, physical education and music.
24. The school provides a very effective programme for the promotion of pupils' personal and social development. It caters particularly well for the emotional well-being of pupils and has received an award as a healthy school. It draws effectively on outside sources and uses schemes such as 'Place to be' and 'Place to talk' to support individual pupils. The school meets statutory requirements with regard to sex and drugs education and draws on the authority's services to provide a range of workshops on aspects of safety.
25. The curriculum has improved since the last inspection and meets all statutory requirements. To raise standards, the school has concentrated on improving the curriculum for English, mathematics and science. These subjects have become the main focus. As a consequence, some subjects are taught in distinctly separate blocks of time. This does not enable pupils to acquire and develop skills and understanding systematically as they move up through the school. Pupils find it difficult to remember what they have learned previously. This was evident during the inspection when pupils had only a very limited recollection of the geography they had been taught during the previous term. Weaknesses in this important

area result from the school not having a clear overview of the curriculum. Additionally, some subjects do not have permanent co-ordinators to lead and manage curriculum development.

26. The accommodation is very good and allows all subjects to be taught effectively. The school building is very clean and well maintained and this encourages pupils to treat it with care and respect. The school is very successful in creating an environment where pupils and adults are happy to work. Space is well used and provides very good accommodation for the teaching of small groups and individuals. Resources throughout the school are generally of good quality and used well.
27. The range of opportunities for pupils to use their English and mathematics skills in other subjects, albeit not planned in a whole-school, systematic way, makes a satisfactory contribution to their progress and the standards they attain. The planned use of ICT as a tool for learning in a range of subjects is improving but is currently limited.

### Care, guidance and support

Systems to ensure pupils' care, welfare, health and safety are **very good** and pupils are **well** supported during their time at school. The advice and guidance that pupils receive about their achievements and personal development are **satisfactory**. Pupils' views are sought, valued and acted upon.

### Main strengths and weaknesses

- The school is a safe, caring and supportive environment where pupils can grow into confident and happy individuals.
- Pupils have very good and trusting relationships with adults in the school.
- Outside agencies and support staff are used effectively to provide assistance for pupils and parents when the need arises.

### Commentary

28. Pupils are happy in school and find it a friendly and safe place to be. They feel part of a caring community in which they are confident and at ease. The strong, trusting relationships that exist between staff and pupils and the harmonious atmosphere that pervades the school enable pupils to settle to their work quickly and to achieve well. Pupils know there is always someone they can turn to for advice and support and this gives them a sense of security and increases their confidence in dealing with challenging situations. Positive relationships are backed up by very good systems for pupils' welfare.
29. The induction process into the nursery is very good and helps children to settle in quickly. The transfer into the reception class is less easy because of the move from the separate nursery unit into the very large main school building. However, teachers sensitively introduce the children to their new environment and they soon feel at home and ready to learn.
30. Arrangements for child protection and procedures relating to health and safety are well thought out and effectively implemented. Risk assessments are undertaken and the governors take their responsibility for health and safety issues seriously. The installation of a lift ensures that disabled pupils can move about the school with relative ease.
31. Progress in academic subjects is assessed regularly in most subjects, but the information about pupils' achievements is not always used well to provide pupils with

academic guidance. Whilst teachers set targets for pupils in some subjects, the process does not generally involve the pupils, who have only a limited knowledge of what they need to do to improve.

32. Whilst there are no formal systems in place to track the personal development of all pupils, teachers know the pupils in their class very well and provide support where needed. Good procedures are in place to support and guide pupils with special education needs, those who speak English as an additional language, Traveller pupils and those from different ethnic and cultural backgrounds. The liaison with outside agencies, such as the educational welfare officer and the traveller support services, are very good and provide valuable support for the school, pupils and parents.
33. Opportunities to consult pupils and to take their views into consideration are good and are being effectively developed through the school council. Pupils who are voted in as class representatives are enthusiastic about what they have managed to achieve. They feel their views are being listened to and acted upon. New playground equipment has been purchased as a result of their discussions and they are currently reviewing school dinners.

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

Links with parents, the local community and the church are **good**. The links with other schools are **very good**.

### **Main strengths and weaknesses**

- The partnership with parents has improved as they have become more actively involved with school life and their children's learning.
- The strong links forged with the local community and the church provide learning and enrichment opportunities for pupils.
- Very strong links with partner primary and secondary schools offer valuable curriculum and staff development opportunities.

### **Commentary**

34. The school has developed good relationships with parents, who are generally positive about its work. It has been successful in encouraging them to become more involved in their children's learning through a range of initiatives, including the sharing of information about what their children will be learning during each term, running courses to raise their awareness of aspects of education and providing a room specifically for parents in the school.
35. The school provides parents with good information about their children's progress through regular consultations, review meetings and written reports. The annual reports to parents are helpful and clearly identify what has been covered, what pupils know, can do and understand. They also provide grades for effort and achievement and highlight targets for improvement.
36. Parents expressed some concern about very specific incidents of unsatisfactory behaviour. Inspection findings show that the school has very good procedures for dealing with poor behaviour and that any such incidents are managed well by staff.

37. Links with local businesses and the local community are limited, but are well developed with the parish community. The school has strong working links with Our Lady of Willesden Parish Church, for example, which involve visits to the school by the parish priest who supports pupils' learning and conducts masses to celebrate special events. Pupils' involvement in the community includes singing for the elderly at a local community centre. The involvement in the community adds an extra dimension to pupils' learning and personal development.
38. The school has forged very strong links with its partner Catholic schools for both curriculum enrichment and staff development. Joint in-service training and links with specialist teachers help to share good practice. Pupils have very good contact with other primary schools through the schools sports partnership. The partnerships with secondary schools are carefully fostered to enhance curriculum activities and provide work placement opportunities for students. For example, pupils in Year 6 receive French tuition from secondary school teachers. To support pupils' transfer to secondary education, a good programme of familiarisation begins early in Year 5 and is sensitively organised to ensure that the move is as smooth as possible.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are good. The leadership of the headteacher is very good. Management is good. The school governance is good. The school provides good value for money.

### **Main strengths and weaknesses**

- The vision and drive of the headteacher have improved provision for pupils and thus raised standards.
- The leadership of the Foundation Stage is very good.
- There have been recent improvements in the procedures for identifying and supporting pupils with special educational needs and those for whom English is an additional language.
- Monitoring and self-evaluation procedures lack rigour and consistency.
- The leadership role of subject co-ordinators is inconsistent.

### **Commentary**

39. With the appointment of the current headteacher, the school started to improve. Her commitment to the well-being and achievement of all pupils is evident and, as a consequence, they feel valued and supported. Her inspirational leadership has led to the development of strong and trusting relationships within the school. All staff share her clear vision for the school's future and are fully committed to improving the educational provision for each pupil and raising the standards they attain.
40. The Foundation Stage, composed of the nursery and reception classes, is very well led and managed. Very good systems are in place to help teachers identify pupils' individual learning needs and to monitor their progress. The information gained from these well-managed assessment procedures is used well to guide what individual pupils will learn next.
41. Leadership and management of the provision for pupils with special educational needs and those for whom English is an additional language are very effectively undertaken by the newly appointed deputy headteacher. Assessment procedures for these pupils are well organised and managed and are an important factor in these pupils, who represent a very high proportion of the school population, achieving so well.

42. Monitoring of teaching in the classroom and of pupils' work and progress takes place as part of the normal school practice. However, the procedures are not always undertaken with sufficient consistency and regularity to be fully effective in identifying strengths, weaknesses and emerging issues and this limits the accuracy of the school's self-evaluation procedures.
43. The overall leadership and co-ordination of subjects is satisfactory, but there are weaknesses. Some subjects do not have permanent co-ordinators to oversee developments and monitor progress and standards. There is a lack of clarity and understanding about the roles and responsibilities of some subject co-ordinators. Their monitoring of the subjects is inconsistent and irregular and does not enable them to have a full and accurate picture of the provision in the subject or how pupils are achieving. The management of the curriculum is sound and has led to considerable improvements. However, the school does not have a clear curriculum overview to support its management strategies and this has resulted in some subjects not receiving sufficient teaching time.
44. The governing body fulfils its role effectively. This is an improvement since the last inspection when governance was judged to be unsatisfactory. The governors are very involved in the work and life of the school and keep well informed about developments through regular visits to the school and through headteacher reports and presentations. They have a good knowledge of the standards that pupils attain in the national tests and have an accurate understanding of the areas of strength and where the school needs to develop in the future. They take an active part in the school's development through direct involvement in such activities as the production of the school's improvement plan. The governors hold the school to account well and ensure that it meets its statutory responsibilities.
45. The day-to-day administration of the school is very efficient. The budget is carefully managed and tight, well-administered procedures ensure that the school gets value for money at all times. Resources are deployed effectively to support the drive to improve educational provision and the raising of standards.
46. The current financial balance forms part of the school's long-term strategy for improving resources and accommodation.

## Financial Information

### Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	1,593,955	Balance from previous year	87,949
Total expenditure	1,592,075	Balance carried forward to the next	89,829
Expenditure per pupil	3,561		

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

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

47. The good and often very good provision in the Foundation Stage is of the same quality as found at the time of the last inspection. Recent improvements to accommodation allow all children to experience the full range of activities, reflecting national guidance. Good procedures for assessing children's progress give adults a very clear picture of each child's needs and help them plan the next steps in learning very precisely. Teaching and learning are good overall and consistently very good in the nursery. Children achieve well. They are, however, unlikely to achieve the goals expected by the end of the reception year, other than in physical development.
48. Children's attainment when they enter the nursery is well below that typical of pupils aged three. Children's speaking and listening and personal and emotional skills are particularly weak. Children joining the school in the reception year demonstrate similarly low levels of performance.
49. The richly stimulating programme of activities children enjoy, provided by a very well led and managed team of adults, is effective in ensuring that all children, including those with special educational needs, from minority ethnic backgrounds or for those whom English is an additional language, make progress at a good rate and achieve as well as they can. Recent adjustments to the curriculum in Year 1 extend Foundation Stage practice and reflect children's current needs well. The separate nursery and reception year accommodation slows down many children's rate of progress at the start of the reception year because they take some time to adjust to their new surroundings.

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

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

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

- Children enjoy school, handling equipment carefully and sometimes helping each other.
- Adults are very good role models, demonstrating the high expectations they have of children.
- Many children lack confidence to take the initiative in activities and rely heavily on adults for support and guidance.

#### **Commentary**

50. Teaching is good overall with many examples of very good practice in the nursery. Children achieve well from a very low start, but are likely narrowly to miss the goals expected by the end of the reception year.
51. Children are happy to take part in the range of stimulating activities provided, sustaining their interest in tasks for commendable periods of time. Several children in the nursery spent over fifteen minutes bathing the dolls, but only became aware of themselves as a group when an adult joined them. Children are less confident to initiate activities themselves, although they are very willing to engage with adults who show them how to work together. The number of adults available to offer skilled support to all children, including those with special educational needs, is the reason for the good and often very good rate of progress that takes place.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children listen well to adults and each other but do not speak confidently.
- The development of language skills is given high priority in all classes.
- Reading and writing skills remain insecure.

### Commentary

52. Teaching is good and children achieve well. Although they are likely to achieve the goals expected in listening by the end of the reception year, they are unlikely to do so in reading, writing and speaking. This is in spite of the fact that all staff spend every available moment engaging children in spoken language, questioning them and attempting to draw them into discussion about what they know, think and feel. Engaging in role-play, children are encouraged to find out how the patient in the hospital feels by asking questions, but few are willing or able to do so. Occasionally, in private conversation with an adult, a child uses language correctly, for example when a child in the reception class talked about what a plant needs to grow, but this is not typical of the majority of children.
53. The limitations in the children's ability to express themselves are evident across each year group and are not confined to pupils for whom English is an additional language or those with special educational needs. All adults are skilled in recognising each child's stage of learning and the next steps needed to move the child forward.
54. Many opportunities to engage children in reading and writing activities are provided. A rich environment sees the use of labels, captions and ICT as well as a wide range of reading and writing materials. Children nevertheless remain at an early stage in recognising individual letters in words and their ability to read familiar words is limited. A small minority can apply their knowledge of letter sounds to the reading of new words and succeed in reading simple sentences. Although most children can write letters that are legible, some still make marks on paper and only half the children in the reception classes are able to write a simple sentence. Individual support for the few children who can read a range of texts and write confidently ensures that their needs are met and they are suitably challenged.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The use of other adults is effective in supporting and promoting children's learning.
- Teaching methods are imaginative and well matched to children's needs.

### Commentary

55. Teaching is good and children achieve well. However, the majority are unlikely to achieve the goals expected by the end of the reception year. Most count confidently to ten and a minority can count beyond twenty. In a reception class Garden Centre, pupils measured the height of flowerpots accurately using cubes and became very excited when they decided to measure the height of a Christmas tree too. With help, they counted the cubes to over 40.

These few children also add on accurately and carry out simple addition. Adults make good use of ICT to give children extra counting practice.

56. Most children can create a repeating pattern by threading beads in three different colours onto a string. The success of the many planned activities is due to the skill of adults in working with small groups of children, assessing their progress and immediate needs well, and at the same time extending their mathematical vocabulary effectively.
57. The nursery teacher took a group of children outside to a number line attached to a fence. She asked them to choose a large plastic number- over half their height - and find it on the number line. Photographs of groups of nursery class children matched to each digit on the line allowed the children to count and check if they had chosen the correct number. The size of the resources prompted one child to exclaim "They're giant numbers!" and did much to ensure the children's enjoyment, interest and gains in learning.

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

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

### **Main strengths and weaknesses**

- Children's language skills slow down their acquisition of knowledge and understanding.
- Adults are skilled in selecting activities that will move children on well in their learning.

### **Commentary**

58. Teaching is good and all children achieve well. Their inability to express their ideas and ask questions about their work prevents them from making even better progress and most are likely narrowly to miss the goals expected by the end of the reception year.
59. In the ICT suite, all children in a reception class write their names well and many complete a caption about the life cycle of butterflies, some using capital letters accurately. They use programs such as Paintspa confidently. Classroom areas become very well resourced hospitals, cafes, shoe shops, garden centres and jungles as staff seek to broaden children's knowledge and stimulate them to make sense of the world in which they live. Children handle magnifying glasses well in order to study snails and become very excited when they realise what the electronic microscope can do.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The recently created purpose-built outside play area provides very good opportunities for children to explore larger equipment and gain increasing control of their bodies.
- Adults provide many activities designed to help children practise and improve their skills in tasks requiring control, co-ordination and use of their hands.

### **Commentary**

60. Teaching is good and all children make good progress. They are on track to achieve the goals expected by the end of the reception year. Both reception classes have access to the

very well designed and equipped outside play area, where children show levels of skill appropriate to their age when climbing, jumping and using apparatus such as hoops, balls and ropes. Similar levels of skill are apparent in their use of pencils, brushes and scissors and they control the mouse well when using computers. They produce simple rhythms accurately whether clapping or using drums.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children need constant adult support and encouragement in this aspect of their work.
- Activities designed to stimulate children's creative thinking and imagination are well planned and extensive in their range.

### **Commentary**

61. Teaching is good and children make good progress. They are, however, unlikely to achieve the goals expected by the end of the reception year. They rely heavily on adults to take the lead in role-play situations and respond to ideas suggested rather than acting on their own initiative. This reliance is also evident when they work with materials such as fabric, paper and dough. They apply paint confidently, choosing colours to achieve the effect they want. All adults contribute to the provision of a wide range of exciting and stimulating activities, bringing enthusiasm and a sense of fun to their involvement.

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

### **ENGLISH AND MODERN FOREIGN LANGUAGE**

#### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Good teaching ensures the overall achievement of pupils is good in all aspects of the subject.
- The school makes good provision for guided reading.
- Speaking and listening skills are well promoted in the subject and across the curriculum.
- Too little use is made of computers in classes to enhance learning effectively.
- Monitoring in the subject is not rigorous enough to enable the subject leader to have a clear overview of practice.

### **Commentary**

62. Standards attained have improved significantly over recent years and are now broadly similar to those expected nationally. All pupils, including those with special educational needs, English as an additional language and those from ethnic minority backgrounds, make consistently good progress and achieve well. This is mainly due to the quality of teaching, which is good, and the range of intervention strategies the school uses to raise achievement. The emphasis given to speaking and listening skills and to reading in particular is having a positive impact on pupils' overall achievement.

63. Most pupils listen attentively to their teachers and to each other. Although many pupils' speaking is constrained by a limited vocabulary, many are willing to contribute when discussing texts and when presenting their work at the end of lessons. This is because speaking is well promoted both in English lessons and in the rest of the curriculum, often through the use of 'talking partners' and the encouragement of pupils to work collaboratively. This approach, used effectively in a science lesson in Year 4, clearly supported their language development and encouraged pupils to participate more actively in lessons. The use of talk as a vehicle for learning is clearly making a difference in terms of pupils' increasing confidence.
64. The majority of pupils achieve well in their reading. From a low starting point, they develop strategies for reading unfamiliar words and use the context to guess meaning. Guided reading is used well and is effectively assessed against clear objectives, with good diagnostic information being used to set targets for improvement. Many pupils write extensively about what they read and are developing good skills to express preferences and justify them. The newly established library has greatly improved pupils' opportunities to develop their research skills. The use of the library is gradually increasing as the school purchases a greater range of books. From a low start, pupils make good progress in writing by Year 6. The school's focus on improving pupils' skills in writing, and the way the week is structured to emphasise speaking and listening and reading as the basis for writing, is making a positive impact on their achievement. However, standards of handwriting are variable, with many pupils not using a joint handwriting style.
65. Teaching and learning are good overall, with many very good lessons leading to pupils achieving very well. In the best lessons, activities are very well planned, meeting the needs of all groups of pupils well and delivered with pace and challenge and a dramatic style. Where teaching is good or very good, teachers use the learning objective effectively to focus pupils' learning, to assess their achievement and guide their work. Skills are carefully demonstrated with a lot of emphasis on talk generated through partner discussion and skilful questioning by the teacher. Lessons are effectively structured, with pupils intensively practising and rehearsing the skills they need to apply in their independent work. Where teaching was less effective, this was mainly due to teachers not explaining sufficiently the purpose of the activity and what the pupils should aim to achieve or the lack of involvement of pupils in responding to questions.
66. Throughout the school the emphasis on good behaviour and high expectations result in a positive response, which enhances pupils' learning. Marking is used well in Year 2 but is less effective in Year 6 with insufficient emphasis on guiding pupils to improve their work. Opportunities to use information and communication technology skills in classrooms are not systematically planned, with few opportunities for pupils to use computers for drafting and redrafting.
67. Leadership and management of the subject are satisfactory. Although the priorities for developing the subject are well focused on raising standards, the subject leader is not involved sufficiently in monitoring teaching and learning to form a clear overview of practice across the school. However, strategies employed to improve the quality of teaching and learning across the school for all teachers and all subjects are having a positive impact upon teaching and learning in English.

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

68. Teachers plan a good range of activities to allow pupils to apply their developing language skills in other subjects. Good opportunities are planned for pupils to discuss their work in pairs and other small groups. This is particularly good in science where opportunities for discussion in groups and with the teacher are a frequent feature of lessons and in history

where a wide range of writing in the form of an account, a diary or impersonation are used. However, there is not a sufficient overview of the curriculum to make the process systematic and ensure that all subjects fully contribute to development of skills.

## **MODERN FOREIGN LANGUAGE**

69. No lessons were seen in the subject, which is offered to Year 6 pupils for one hour a week. Provision is enhanced by a visiting teacher from the link with a language specialist college. Discussions with pupils showed that they were enthusiastic to learn French, which for many is their third or fourth language.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards and provision are improving.
- Teaching and learning are good and have improved since the last inspection.
- Leadership and management are good.
- Pupils are not consistently encouraged to evaluate their own work.
- The school does not plan to ensure that mathematics supports other curriculum areas.

### **Commentary**

70. The 2004 national test results for Year 2 were above the national average. Year 6 pupils attained the national average for their age, when compared both with all schools and with similar schools. These results continue the improving trend in standards for mathematics. Inspection evidence indicates that pupils currently in Years 2 and 6 are working overall at levels broadly typical for their age.
71. Pupils' understanding of mathematics is very low when they first join the school in the nursery or reception class. By the time the pupils reach the end of Year 2, they have made consistently good progress and achieved well. The standards they attain in tests have improved from well below average to above average within three years. This represents a considerable achievement.
72. Pupils in Year 6 experienced an unsettled early education in the school, which had a detrimental effect upon their acquisition of mathematical skills and knowledge. During this period, standards declined. Following the appointment of the current headteacher, strategies have been employed that have improved the provision in the subject and enabled pupils to increase their rate of progress and to achieve well. These improvements are reflected in the standards that pupils attain.
73. Specific attention has been given to the teaching of mathematics to the high proportion of the school population with special educational needs or for whom English is an additional language. The pupils are very well supported by teachers and teaching assistants, which results in them achieving just as well as other pupils.
74. The teaching and learning in mathematics are good throughout the school. This is a significant improvement since the last inspection when a high percentage of teaching was found to be unsatisfactory. Lessons are planned well and effectively take into account pupils' individual learning needs. This helps all pupils to build on their previous learning and achieve well. Setting arrangements function well and help to ensure that the work covered is at the right level for all pupils.

75. Lessons usually begin with a quickly moving and lively mental mathematics session. This provides a very good introduction to the main part of the lesson and gets pupils thinking mathematically. Lessons move at a swift pace and teachers successfully use a variety of organisational strategies to keep the class concentrating and learning. The teachers have high expectations of pupils and they respond by working hard and behaving well in all lessons. Interactive whiteboards are starting to play a growing and important part in the teaching and learning process. They are effectively used to explain mathematical processes, which help pupils to grasp challenging concepts.
76. Satisfactory systems are in place to track the overall progress of pupils. However, pupils are not regularly involved in evaluating their own work and setting their own short-term targets for improvement. Consequently, most pupils are unclear about what they should do to improve.
77. The leadership and management of the subject are good. The co-ordinator has been instrumental in improving the quality of teaching and learning in the subject. She has organised and conducted training sessions for staff, which have provided them with good professional guidance and support. From her scrutiny of teachers' planning, lesson observations and the analysis of pupils' work, she has a clear understanding of the strengths and weaknesses of the provision in the subject and uses this to identify aspects for improvement.

#### **Mathematics across the curriculum**

78. Overall, there is no school strategy for using or developing pupils' mathematical skills and knowledge in other subjects. This restricts the opportunities that pupils have to use and develop mathematical processes in different situations.

### **SCIENCE**

Provision in science is **good**.

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

- Standards are rising and pupils achieve well because of consistently good teaching.
- Pupils with special educational needs and those for whom English is an additional language are supported well.
- The subject is well led, although some aspects of the monitoring of standards are undertaken with insufficient frequency.

#### **Commentary**

79. At the time of the last inspection, standards were starting to fall in science. They continued to decline until 2002 when the results of Year 6 pupils were very low when compared with schools nationally. Since then, standards in science throughout the school have been rising. This is due to the revised management systems introduced by the current headteacher, to the impact of the consistently good teaching upon pupils' learning and the implementation of a well-structured curriculum. In the 2004 national tests, the Year 6 pupils achieved standards below the average for all schools nationally, but above the average for similar schools. This represents a considerable improvement in a short period of time.
80. When pupils first join the school their skills and knowledge in the subject are well below those typically found for their age. Pupils currently in Year 2 have made significant progress from this low starting point and are currently working at levels that are broadly in line with those expected for their age. This shows that pupils in Years 1 and 2 are achieving well.

81. Pupils in Years 3 to 6 are similarly making consistently good progress from a low starting point. Pupils in Years 5 and 6 had an unsettled early education in the school, but inspection findings show that they are achieving well and catching up lost ground. A scrutiny of Year 6 pupils' science books indicates that they are working at levels broadly typical for their age. However, there are too few pupils currently on target to reach the higher level in this summer's national tests in science for the school to match the average for all schools nationally. Inspection findings broadly reflect the school's own assessments that standards overall in Year 6 are just below that expected nationally, but above those for similar schools.
82. The quality of teaching and learning are consistently good throughout the school. Teaching was good or better in over 8 per cent of all lessons observed. Indeed, it was very good in more than 30 per cent. No unsatisfactory teaching was observed. At the time of the last inspection, 25 per cent of science teaching was unsatisfactory. This improvement in the quality of teaching since the last inspection represents a considerable and commendable achievement. As a consequence, pupils make consistently good progress and achieve well.
83. Teachers use assessment well to identify what pupils have learned and what needs to be taught next. However, teachers' marking does not always help pupils to understand how well they are doing and how they can improve.
84. Pupils from minority ethnic backgrounds or with specific learning needs are well integrated into all aspects of science lessons. They are well supported by teachers and teaching assistants who work as effective teams to ensure that they make good progress and achieve well.
85. The subject is well led and managed. Teachers receive good support and training. Monitoring activities take place but some aspects, such as the scrutiny of pupils' work, are not undertaken with sufficient regularity and consistency to ensure that emerging issues are identified at an early stage. A well-structured curriculum, based on national guidance, successfully supports teachers' planning and helps to ensure that all aspects of the subject are given sufficient attention.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The good teaching and learning in ICT represents a significant improvement since the last inspection.
- All pupils achieve well.
- Standards in ICT have improved and are similar to those expected nationally at the end of Year 2.
- Resources have improved and are now good.
- The school integrates ICT into science lessons well but there is no whole-school plan to ensure its use in other curriculum areas.

### **Commentary**

86. In the last inspection standards in ICT were judged to be poor and formed a key issue for action. The school has made considerable improvements, which are reflected in an increase in the rate of pupils' progress and the standards they attain. Recent changes in the education provision and rising standards mean that pupils in Year 2 are working at the expected level for pupils of their age. Pupils in Year 6 have many gaps in their ICT skills and knowledge due to the unsatisfactory experiences they had in the subject earlier in their

schooling. In recent years, they have worked hard and achieved well, but have been unable to catch up lost ground in such a short period of time. Consequently, the standards they achieve are below those expected for pupils of their age.

87. Pupils with special educational needs and those for whom English is an additional language are well supported by teachers and teaching assistants. This helps to ensure that they achieve well and overall match the standards attained by other pupils.
88. Teaching and learning in ICT are good overall and reflect the pattern of improvement experienced in other subjects. Teachers and teaching assistants work well together as a team to help pupils to understand new concepts and to achieve well.
89. Leadership and management of ICT are good. Teachers receive very good support from the ICT co-ordinator who has a very good subject knowledge and possesses good leadership and management skills. She has been instrumental in introducing interactive whiteboards, which have had a positive effect upon teaching across the curriculum. She has developed a well-structured curriculum, which successfully guides pupils' learning and helps to ensure that they gain new skills and knowledge systematically as they move up through the school.
90. Teachers track pupils' progress satisfactorily, but pupils are generally not involved in evaluating how well they are doing. This limits their ability to understand what they should do next to improve.
91. At the last inspection, resources for ICT were a key issue. The school has invested in these resources and worked effectively to improve the overall provision, which is now good.

#### **ICT across the curriculum**

92. The introduction of carefully chosen computer programs is helping the development of ICT links across the curriculum. Year 6 pupils are taught English and mathematics weekly in the ICT suite. Nevertheless, with the exception of science, there are no planned opportunities for ICT to support other subjects.

#### **HUMANITIES**

93. **Religious education** was not part of the inspection brief. Although history and geography were sampled, there is insufficient evidence on which to base secure judgements about provision in these subjects, as only one history lesson was seen and no lessons were seen in geography. Indications from pupils' work, and from discussions with them, are that standards in history meet national expectations, as was the case at the time of the last inspection. In geography, standards meet national expectations in Year 2, but are below the standard expected in Year 6. As no judgement was made about standards in geography when the school was last inspected, it is not possible to say whether standards have improved since then.
94. In **history**, the overall progress and achievement of all pupils are satisfactory. Pupils make good progress in the infant classes and achieve well, given their low levels of performance when they enter Year 1. They show understanding of the sequence of events surrounding the Great Fire of London and give reasons for why the fire spread. They effectively compare the different contributions made by famous people such as Florence Nightingale and Mary Seacole. Satisfactory progress and achievement in the junior classes enable Year 6 pupils to undertake independent research when studying topics such as Ancient Greece. They organise their work

and present it to a satisfactory standard. Useful links with geography are made when pupils use maps to identify the extent of Ancient Greece and its major cities.

95. In **geography**, infant pupils make good progress and achieve well. Pupils in Year 2 describe some of the similarities and differences between where they live and Castries in St Lucia. When studying a coastal area they use mapping skills to find seaside resorts in the United Kingdom. Pupils in Year 6 have some understanding of environmental issues affecting the local area, including changes brought about by the development of the land around Wembley Stadium. However, their geographical knowledge is limited to isolated pockets of information and their skills are at a simple level. In discussion, they expressed a lack of confidence in their geographical understanding. Their progress and achievement are unsatisfactory.
96. The curriculum for history and geography meets statutory requirements but its delivery in blocks of time separated by several months does not help pupils learn in a steady and regular way that builds up a secure level of understanding. This is particularly noticeable in geography in the junior years, where this organisation of the curriculum, together with the limited amount of time given to the subject, is the main reason for the unsatisfactory standards and progress. The limited amount of monitoring of the subject has not recognised the deficiencies within the planned curriculum and their effect on pupils' learning. Focused events, such as Black History Week, and visits to places of interest enrich the curriculum very well.
97. Assessment sheets grading each pupil's overall achievement at the end of topics do not provide information to help plan future learning. This assessment is used only for writing annual reports to parents. Like teachers' marking, it does not give pupils a clear picture of how well they have done or how they can improve their work.
98. The use of ICT as a stimulating teaching tool and a source of research material for pupils is an improvement since the last inspection. Good use is made of pupils' English skills, when they read information in a variety of forms, make notes, discuss their work and write at length to record their findings.
99. Pupils' direct involvement in the school council helps them become aware of the issues involved in maintaining and improving the school environment.

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

100. These subjects were sampled during the inspection, but not in sufficient detail to make secure judgements on provision. Three lessons were seen in music and none in physical education, design and technology and art and design. The scrutiny of planning and pupils' work and discussions with staff and pupils provided valuable evidence about the standards attained and the range of learning experiences provided in each subject.
101. In **music**, provision is strengthened by the contribution of a music specialist who works in close partnership with class teachers. In the direct teaching seen, pupils are regularly enabled to sing, with the majority of pupils responding very well and showing a great deal of enjoyment and spirituality in the process. Class teachers and the visiting teacher work well together. Pupils show good skills in keeping the beat and in varying the patterns they clap or play on instruments. Singing heard in assembly was very good.
102. In **physical education**, all strands of the subject are covered and resources are developed to assist teachers with less confidence. A range of clubs including football, netball and basketball are provided after school, with opportunities for pupils

to take part in inter-school competitions. Linking with a secondary school further enhances provision.

103. The scrutiny of pupils' **design and technology** work indicates that the National Curriculum requirements are met. Evidence was found in books and photographs of work completed and it is clear that pupils are required to plan, design and then evaluate the work done. Year 2 pupils made Christmas cards, Easter eggs and puppets. Year 6 pupils made musical instruments, toys and lanterns and were required to reflect on which materials were appropriate for the particular product. They analysed how they could improve their work in the future.
104. The work seen indicates that standards are broadly average in **art and design**. Display throughout the school shows a reasonably wide range of work. In Years 1 and 2, pupils' skills are developed systematically and well through activities including collage, pattern work, paper weaving and the study of the work of Jackson Pollock. Pupils in Years 3 to 6 continue to develop their skills progressively as they move up through the school. For example, pupils in Year 3 have produced good designs using symmetry and tessellation, linking it to their work in mathematics. Pupils in Year 5 have studied the work of Matisse and produced some good computer-generated work in his style. The work of Year 6 pupils is enhanced by a visit to the National Gallery to look at the original work of specific artist. Art clubs and visits by professional artists further enhance pupils' experiences and understanding of the subject.

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

105. Since the arrival of the current headteacher, the school has made the provision for personal, social and health education and citizenship a major focus of its work. In this it has been extremely successful. Provision is now very good and all pupils develop their skills and knowledge well through a wide range of well-planned activities. The school recently gained recognition of its work through its validation as a Healthy School, with particular mention of pupils' emotional health and well-being.
106. This area of learning is taught both as separate topics and also as part of the broader curriculum. The school's very good provision for sex, relationships and drugs education makes particularly effective use of visitors to provide specialist input that enhances pupils' learning well. Pupils' understanding of citizenship issues is very well supported by their involvement in the school council, participation in Brent Children's Forum and their role as monitors in the school.
107. With the enthusiastic support of the headteacher, the co-ordinator is the driving force leading the development of good practice and promoting change in response to pupils' needs.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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