

INSPECTION REPORT

Grove Park Primary School
Chiswick

LEA area: London Borough of Hounslow

Unique Reference Number: 102485
Inspection Number: 186736

Headteacher: Ms. A. Gell

Reporting inspector: Mrs J Wotherspoon
22199

Dates of inspection: 6th-9th December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3-11
Gender of pupils:	mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Shelagh Allsop
Date of previous inspection:	January 1996

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Dr. B Wood, (Lay Inspector)		Attendance; Pupils' support, guidance and welfare; Partnership with parents and the community; Staffing, accommodation and learning resources; Efficiency.
Mrs. Urszula Basini	Science; Religious education; History; Under fives; Special educational needs; Equal opportunities; English as a second language.	Pupils' spiritual, moral, social and cultural development.
Mr. Piers Bilston	English; Information technology; Design and technology; Physical education.	Attitudes, behaviour and personal development; Leadership and management.

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MAIN FINDINGS

What the school does well

- Pupils make good progress in English, mathematics and science, and standards are above average in these subjects.
- Teaching is satisfactory in 92 per cent of lessons and good in 60 per cent.
- Pupils make a good start to school in the early years.
- The school promotes positive values and attitudes, and good behaviour.
- Good links are fostered with the community.
- Financial planning is good.

Where the school has weaknesses

- I. Pupils do not make enough progress in information technology and religious education, and standards are below expected levels.
- II. Attendance is below average, and some pupils are habitually late.
- III. The planning and balance of the curriculum are unsatisfactory, and too little attention is devoted to some subjects.
- IV. Pupils under five are not provided with enough outdoor resources.

The weaknesses are outweighed by what the school does well. They will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

How the school has improved since the last inspection

The school has tackled the key issues from the previous inspection in a satisfactory manner and made several improvements. The spiritual dimension has improved to a satisfactory level and the school has made improvements to the quality of assemblies. However, weaknesses in religious education remain and acts of collective worship do not meet statutory requirements. This is still an issue. Monitoring and evaluation procedures have improved, but the curriculum requires more careful planning and monitoring. Standards have risen in English, mathematics and science, as indicated by test results. A good level of challenge is provided for more able pupils in these subjects. The school has a satisfactory capacity to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	A*	<i>well above average</i> A <i>above average</i> B <i>average</i> C <i>below average</i> D <i>well below average</i> E
Mathematics	B	A	
Science	C	A	

These figures show that the school achieves highly in comparison with similar schools in all three subjects, but when compared with those of all schools pupils do not achieve as well in science as they do in English and mathematics. At Key Stage 1, pupils achieved high results in reading, writing and mathematics. Current standards are above average in English, mathematics, and science but below expected levels in information technology and religious education. Pupils do not make enough progress in history in Key Stage 1, in design and technology and music in Key Stage 2, and in geography in both key stages. This is because the subjects are not taught regularly or in sufficient depth.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Good	Good
Information technology	N/A	Satisfactory	Satisfactory
Religious education	N/A	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Teaching is good overall. Teaching is satisfactory or better in 92 per cent of lessons. Approximately 60 per cent of lessons seen during inspection were good, including 17 per cent that were very good. Eight per cent were unsatisfactory; all but one of these lessons was taught by a supply teacher. Teaching is good in the core subjects of English, mathematics and science. Planning is good, and work is well matched to the different learning needs of pupils of different abilities. Teachers have high expectations of pupils in these subjects, and higher attaining pupils are particularly well challenged. However, good support is also provided through adapted activities for lower attaining pupils and for those who have special

educational needs. This ensures that all pupils make good progress in these subjects. Presentations based on teachers' good knowledge of the subject matter are lively and stimulating, and tasks are interesting. Teaching is satisfactory in the foundation subjects but weaknesses stem from the lack of coherence in curriculum planning, and the absence of up-to-date schemes of work. Teachers' subject knowledge is not always secure.

Other aspects of the school

Aspect	Comment
Behaviour	Good overall, but pupils in one class need firmer management to improve their behaviour. Most pupils are polite and courteous.
Attendance	Unsatisfactory. Absence is higher than the national average and many pupils are consistently late.
Ethos*	Most pupils have good attitudes to their work and enjoy good relationships with their peers.
Leadership and management	Satisfactory overall. The headteacher and senior staff give a clear lead to the school's work in the core subjects of English, mathematics and science. However, there are weaknesses in monitoring the other subjects of the curriculum and the role of subject co-ordinators is under developed. Governors are supportive and share the school's commitment to improving standards.
Curriculum	Sound for under fives. Weaknesses in Key Stages 1 and 2 relate to the planning for foundation subjects, which has not kept pace with national changes. The time devoted to some subjects, including information technology and religious education, is too short. Assessment procedures are good in English, mathematics and science; the information from assessment is used well in planning in these subjects. Assessment in other subjects is unsatisfactory
Pupils with special educational needs	Good provision enables these pupils to make good progress.
Pupils with English as an additional language	Good support is provided to help pupils develop their language skills.
Spiritual, moral, social and cultural development	Good overall; spiritual development is now satisfactory.
Staffing, resources and accommodation	Satisfactory overall.
Value for money	Sound.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none">●.They are encouraged to get involved in school life.●.School staff are approachable.●.The children are happy at school and looked after well.	<ul style="list-style-type: none">●.The work that pupils do at home.●.Information about what is taught and how well their child is progressing.●.The behaviour of some pupils.

Inspectors' judgements endorse the positive views of parents who responded to the parents' questionnaire. A satisfactory homework policy has been devised but there are inconsistencies in its application, and this is not helpful for pupils and their parents. However, homework is used effectively by some teachers. The school provides a satisfactory level of information for parents and is seeking ways to improve communication. A small group of pupils do have challenging behaviour, but the school has good procedures for dealing with this.

KEY ISSUES FOR ACTION

- . Raise standards in information technology and religious education by ensuring that sufficient time and resources are available to teach the subjects to the required depth;
(*Paragraphs: 10,29,30,103,104,105,109,110*)
- .Improve pupils' punctuality and attendance;
(*Paragraphs: 19,20*)
- . Improve curriculum planning by ensuring that there is a balance of activities across and between subjects in each year group, and that schemes of work underpin the consistent development of pupils' skills, knowledge and understanding;
(*Paragraphs: 11,32,108,120,127,129,130,139*)
- . Improve the monitoring of the curriculum by senior managers and subject co-ordinators to ensure that effective use is made of all available teaching time and that planning is implemented in practice;
(*Paragraphs: 30,33,53,112,132,134,140*)
- . Improve outdoor facilities and resources for pupils under five to promote their physical development.
(*Paragraphs: 28,63,75*)

In addition, the school should meet the following statutory requirements:

(*Paragraphs; 47,55*)

- .to provide a daily act of collective worship;
- . to provide all prescribed information in the prospectus and the governors' annual report to parents.

INTRODUCTION

Characteristics of the school

1.The school serves a catchment area which is socially very mixed and ethnically diverse, and contains both privately owned and local authority housing. Two hundred and twenty seven full-time, plus 26 part-time, pupils attend the school and are organised into eight classes. Pupils begin school part-time in the Nursery in the September after their third birthday, and full-time in Reception in the September after their fourth birthday. A wide range of abilities is represented in the school's intake, producing an average profile of attainment, overall, when pupils begin school. At present, 14 per cent of pupils are eligible for free school meals; this figure is below the average nationally and lower than the figure for last year. The free school meals figure has fluctuated over the last four years. Sixty-one pupils are entered on the school's register of pupils with special needs, most at the initial stage of concern. Three of the five pupils registered at Stages 3 to 5 have emotional and behavioural difficulties, and one pupil has a statement of special educational needs. Eighteen per cent of pupils do not speak English as their first language; about a third of these pupils receive additional support through the local authority language service. Since the last inspection there have been significant changes in staff personnel, including a new headteacher and deputy headteacher and six new class teachers. During the inspection, one class in Key Stage 2 was taught by a supply teacher.

2.The school's mission statement is as follows:

'Our school provides a welcoming, stimulating environment which is conducive to learning, where the value, respect and self esteem of individuals is promoted through our commitment to providing equality of opportunity. Through our delivery of a broad, balanced and differentiated curriculum we aim to meet the needs of all the children, thus enabling them to reach their full potential and become independent learners. To facilitate this, we will provide a variety of appropriate resources and activities which emphasise the importance of practical experience, and development from the child's own knowledge and understanding. Partnership between all members of the school community is fundamental to achieving this.'

3.Recent priorities have been to implement the national strategies for literacy and numeracy. The behaviour policy has been reviewed and revised and the school has reviewed its provision for able pupils and those with special needs. Future curriculum priorities include reviewing and updating schemes of work in other subjects.

4.Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	15	20	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	15
	Girls	20	20	20
	Total	34	34	35
Percentage at NC Level 2 or above	School	97	97	100
	National	79(80)	83(81)	86(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	15	15
	Girls	20	20	20
	Total	34	35	35
Percentage at NC Level 2 or above	School	97	100	100
	National	82	86(85)	87(86)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	12	9	21

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	8	11
	Girls	8	6	7
	Total	19	14	18
Percentage at NC Level 4 or above	School	90(71)	67(68)	86(71)
	National	70(65)	69(58)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	9	11
	Girls	7	7	7
	Total	16	16	18
Percentage at NC Level 4 or above	School	76(88)	76(88)	86(92)
	National	68(65)	69(65)	75(71)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	5.9
Absence	National comparative data	5.7
Unauthorised	School	0.5
Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	17
Satisfactory or better	92
Less than satisfactory	8

4. PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4. Attainment and progress

5. A wide range of ability is reflected in the school's intake. Baseline assessments of pupils on entry to Reception class show a huge gulf between the higher and lower attaining pupils. Predictors of end of key stage performance indicate an average picture of attainment overall. By the age of five, pupils have made good progress, and most children meet and many exceed the desirable outcomes for learning in language and literacy, mathematics and personal and social development. The scientific aspect of knowledge and understanding of the world is well developed. Knowledge and experience in other areas of learning are similar to the levels expected for the pupils' age.

6. Children under five develop confidence, and relate well to one another. Children are aware of routines and expectations, and their behaviour is good. They take turns, and show good levels of co-operation and tolerance to one another, and respect to adults. By the age of five they have developed a positive attitude to learning and work independently after initial guidance from the teacher. The majority of children have well developed speaking and listening skills. They listen attentively to stories, and some pupils can read familiar texts, recognise words in a variety of contexts, and know initial letter sounds. All pupils are developing a sound range of strategies to help them with their reading. The majority of children can write their name. They are beginning to write their own sentences, using their knowledge of the alphabet to work out the initial letters. A good range of practical activities helps the development of their mathematical skills. They count to ten and beyond and can recognise many of the numbers to ten. They name common shapes and create a number pattern using coloured cotton reels. They have a good understanding of materials that float and sink.

7. The results of tests at the end of Key Stage 1 in 1999 were well above the national average in reading and writing and above average in mathematics. A high proportion of pupils exceeded the expected levels in reading. In comparison with those of similar schools, results in reading and writing were very high and they were well above average in mathematics. Figures for the last three years indicate continuing high standards in Key Stage 1. Results in Key Stage 2 tests were well above average in English, above average in mathematics, and average in science. In English, a high proportion of pupils achieved the expected Level 4 and many exceeded expectations. In mathematics, the proportion achieving Level 4 was similar to that found nationally but more pupils achieved the higher level, Level 5. In science, more pupils achieved Level 4 than the percentage to be found nationally, but fewer pupils achieved the higher Level 5. In comparison with those of similar schools nationally, results were very high in English and well above average in mathematics and science. Overall, girls achieve better results than boys. Results have been rising consistently in Key Stage 2 over the last three years.

8. During the inspection, standards in English, mathematics and science were judged to be above expected levels in both key stages. Pupils' speaking and listening skills are good. They listen attentively and give sensible answers, which show they have been concentrating on

what was said. Pupils in Key Stage 1 read accurately within the level of demand of the text. The youngest are developing their skills in decoding unfamiliar words. By Year 2, higher attaining pupils read accurately and quite fluently, and they read with a reasonable level of comprehension. By the end of Key Stage 2, pupils read avidly. Higher attaining pupils are very articulate in talking about their choices and preferences. Lower attaining pupils, though not so expressive in their reading, are still fluent. The standard of writing is above average. In Key Stage 1 pupils write interesting accounts of events, and by the end of key stage 2 many pupils use descriptive and imaginative language effectively when writing for different audiences. Spelling and punctuation are good. In mathematics, pupils carry out calculations accurately at a level of complexity appropriate to their age and experience. By Year 6, pupils work quickly and often mentally. They are confident to manipulate large numbers and know a range of useful number facts by heart. They gather, present, and interpret information, using a variety of charts and graphs. Their knowledge of shapes and their properties is good, and they are learning formulae such as that for finding the area of shapes. In science, pupils in Key Stage 1 make careful observations, for example of how their bean grows to follow the light. In Key Stage 2, they carry out experiments with due regard to safety and an understanding of what makes a test fair. They predict and hypothesise about what might happen, and their findings are recorded carefully.

9. Pupils make good progress in English, mathematics and science across the key stages. They gain confidence in speaking, develop good reading habits by reading a variety of fiction and non-fiction texts, and write for a range of audiences. Writing skills are used well in other subjects, such as in science, where results are recorded as reports and diagrams, and in history, where pupils use secondary sources to research information. In mathematics, pupils improve the speed of mental calculation and increase their knowledge of number facts. They learn to use and apply what they know when tackling new ideas for the first time. They learn to calculate mentally, and are taught paper and pencil methods. In science, pupils develop their knowledge of scientific processes and learn the skills of enquiry and investigation. They increase their scientific and technical vocabulary. This good progress is a direct result of the mainly good teaching that pupils receive in these subjects. High expectations and a good level of challenge ensure that pupils achieve well.

10. Pupils do not make enough progress in information technology or religious education, and standards are below expected levels by the end of Key Stage 2. In both subjects the oldest pupils have gaps in their knowledge which reflect weaknesses in curriculum planning and the fact that not enough time is devoted to the systematic teaching of skills and knowledge. In information technology, although pupils in Year 6 are improving some of their skills, such as using the Internet, they have not had consistent experience of using control technology or of programs involving modelling. There are not enough resources for control and modelling. Religious education is not taught in sufficient depth to extend pupils' knowledge of Christianity, and many pupils confuse elements of the different faiths that are taught.

11. Progress in other subjects is affected by a combination of the lack of coherence in curriculum planning and the lack of time for more than a superficial coverage of content. This is due to the reduction of available time, which has been brought about by the expansion of the main core subjects of English, mathematics and science. As a result, pupils do not make sufficient or consistent progress in history at Key Stage 1, geography in both key stages, and design and technology and music at Key Stage 2.

12. Pupils with special educational needs make good progress in English, mathematics and science in relation to their prior attainment. Work is matched carefully to their abilities, and special support is given for literacy and numeracy and in some science lessons. Progress in other subjects is similar to that of their peers. Pupils who speak English as an additional language make good progress because of the high focus on literacy within the school. In the initial stages of developing language they receive good support from the Hounslow Language Support Teacher and, once competent, most attain standards that are similar to those of their peers.

13. The progress of pupils in Year 4 is at present being undermined by changes of staff. The uncertainty about the long-term absence of a member of staff has resulted in the employment of temporary supply teachers for that teacher's class. Although the headteacher is arranging for additional support for this class to minimise disruption to their learning in the short term, a more permanent solution is required urgently.

Attitudes, behaviour and personal development

14. Pupils' attitudes, behaviour and relationships are good, and the quality of their personal development is satisfactory overall. However, as also indicated in the previous inspection report in 1996, there remains some parental concern about the disruptive behaviour of a significant minority of pupils. This concern is, to some extent, borne out in the school's behaviour file, where there are clearly some repeat offenders recorded, and the incidence of exclusion this term. During the week of inspection, however, pupils' behaviour was good, both inside classrooms and around the school, including the playground. Pupils co-operate well with adults and with each other. This is with the exception of Year 4, where various staff changes and temporary appointments have given rise to a small group of boys becoming unsettled and disruptive during lessons. Behaviour in assemblies was very good.

15. Children under five have very good attitudes to learning. They choose activities sensibly and concentrate well. Children relate well to one another and are clearly developing good personal and social skills. They are very tolerant and keen to listen. Children enjoy looking at books and love singing. All children are very well behaved in both the nursery and the reception classes. They make good progress in the development of their personal and social skills throughout the early years.

16. Pupils' attitudes in both key stages are good overall, although in Year 6 their attitudes are very good and in Year 4 the attitudes of a small group of pupils are unsatisfactory. Pupils have particularly good attitudes to literacy and numeracy and are keen to learn. Pupils sustain their concentration well during the introduction to lessons and when they are organised into group work. However, there are not enough opportunities for personal study, although in some classes the Internet is used well to extend pupils' knowledge. For example, Year 6 pupils enjoy finding out about authors and biographers when they access websites. Year 5 pupils are very enthusiastic about learning German and have very positive attitudes towards greetings, games and songs in the language.

17. The behaviour of pupils in classrooms is good overall, with the exception of Year 4, where the behaviour of a significant number of boys is unacceptable. The majority of girls in this class want to learn but find the disruption of others affects their concentration. Throughout the school, pupils play co-operatively with one another and behave well towards each other. They are generally courteous and show respect for the school environment. Relationships are of good quality, including racial harmony, and pupils show respect for other people's beliefs, values and feelings. This was evident in religious education lessons in Key Stage 2 and in circle time throughout the school. The school has effective procedures for dealing with bullying and no bullying was observed during the inspection.

18. Pupils willingly take responsibility for school routines such as delivering registers, and some older pupils look after younger pupils. However, there are not enough opportunities for pupils to develop their personal skills, although their response is satisfactory when opportunities do arise. Pupils in Year 6 used their initiative well to organise a tea party for senior citizens, where they served and entertained.

Attendance

11 The previous inspection report indicated that the school's attendance level was in line with national averages. The attendance performance has slowly declined and is at present unsatisfactory. The poor attendance levels experienced in the nursery and reception classes improve at Key Stage 1 to just below national norms but deteriorate again at Key Stage 2. The school has begun to reduce the historically high levels of unauthorised absence but authorised absence has risen, even though in-term holidays are at average levels. Despite the fact that the school involves outside agencies appropriately, one in twenty children has exceptionally poor attendance levels and this inevitably affects their educational progress as well as the overall figures.

20. Punctuality continues to be a fundamental problem at the school. The registers and the late book show high levels of lateness, and early morning observation during the inspection indicates that at least one child in four does not get to school on time. This is further compounded by the school not being consistently on time in allowing pupils into the school. Punctuality throughout the remainder of the day is inconsistent and some lessons are late in getting underway.

QUALITY OF EDUCATION PROVIDED

Teaching

21. Teaching is good overall. In 92 per cent of lessons, teaching is satisfactory or better. Approximately 60 per cent of lessons seen during inspection were good, including 17 per cent that were very good. Eight per cent were unsatisfactory; all but one of these lessons was taught by a supply teacher. The quality of teaching is reasonably consistent across the key stages but there are differences in the quality in various subjects in Key Stages 1 and 2.

22. The teaching of pupils under five in Nursery and Reception is good overall. Planning is satisfactory overall but does not take sufficient account of the Desirable Learning Outcomes for pupils of this age. A new planning format has been introduced by the new staff as an interim measure until the publication of the new Early Learning Goals. However, activities are carefully organised to meet the needs of the children and to provide a balance of teacher-directed and pupil-chosen activity. Pupils are very well managed and there is a good balance between high expectations and the need to create a warm, secure environment. Good relationships are fostered and, as a result, pupils are not distressed at leaving their parents or carers and they settle well to life in the Nursery. There is a strong focus on the development of language in both the Nursery and Reception. Teachers and nursery nurses work well together and provide pupils with a good role model. A screening system is in place in the Nursery and regular assessment builds up a good profile of individual pupils' attainment and learning needs. When children enter Reception, baseline assessments are carried out, as required by statute, and are used to provide a focus for future planning.

23. In Key Stages 1 and 2, teaching is good in the core subjects of English, mathematics and science. Lessons in these three subjects accounted for half the lessons seen during the inspection. In all three subjects planning is good and work is well matched to the different learning needs of pupils of different abilities. In particular, teachers have high expectation of pupils in these subjects, and higher attaining pupils are particularly well challenged. However, good support is also provided through adapted activities for lower attaining pupils and those who have special educational needs. This ensures that all pupils make good progress in these subjects. Questioning techniques are effective in establishing what pupils know, and adaptations are made quickly where necessary. Presentations are lively and stimulating, based on teachers' good knowledge of the subject matter, and tasks are interesting. There is a good balance between giving pupils information and encouraging them to find out for themselves. In mathematics there is a good focus on encouraging pupils to explain their methods and in science an effective emphasis on specific and technical vocabulary.

24. Teaching in other subjects is satisfactory but not so consistent between staff. Planning is sound overall but there are weaknesses, such as an unclear focus, that stems from the lack of coherence in the long-term planning of the curriculum, and from the absence of guidance that comes from having old, outdated schemes of work. The lessons seen were generally well organised and managed, but it is clear from the gaps in the sample of pupils' work that they do not take place regularly in some subjects. In history, there is a tendency to rely too heavily on photocopied worksheets as a basis for lesson content. Teachers' subject knowledge is not always secure. This was the case in individual lessons in information technology, design and technology and music. The specialist teaching of modern languages to pupils in Years 5 and 6 is excellent. The lively presentation engages pupils' interest and full attention. Very high expectations are characterised by a brisk pace, good use of resources and a wide range of stimulating activities which enable pupils to make excellent progress in developing oral skills in a foreign language.

25. All the teachers are aware of the needs of pupils who have special educational needs. They all have a folder containing pupils' individual education plans with realistic targets. All teachers plan activities that match the pupils' abilities, when appropriate, in a range of subjects. Support staff are well briefed and effectively deployed to assist teachers and pupils, mainly in literacy and numeracy lessons, although support is given in other subjects when required. The quality of the teaching of small groups by the special needs co-ordinator (SENCO) is very good.

26. Pupils who speak English as an additional language are well supported by the teaching staff. When they arrive speaking little or no language, the Hounslow Borough Literacy Support teacher supports them. Once they have mastered the language and can take part in class activities, class teachers set them work which is appropriate to their language needs.

27. The management of pupils is very good except in Year 4, where the supply teacher had problems controlling the poor behaviour of a small minority of pupils. In all other classes, clear expectations are set for work rate and behaviour, and pupils respond positively to these boundaries. Learning resources are used well by teachers. Although the pace of lessons is usually brisk, time evaporates at the beginning of sessions, for example after registration and after break when pupils have a drink. Homework is used well in some classes but not consistently across each year group, and this is unhelpful to pupils and their parents.

The curriculum and assessment

28. The curriculum for the under fives is satisfactory. A good balance of teacher- focused and pupil-chosen activities is provided for the children. At present, planning does not pay sufficiently close attention to the Desirable Learning Outcomes for pupils under five, but the planning system is undergoing some changes following the appointment to the school of a new early years co-ordinator. Temporary changes are being made until the publication of the Early Learning Goals for pupils of this age. Good emphasis is placed on literacy, numeracy and pupils' personal and social development. A satisfactory range of learning experiences is planned in most other areas, but pupils have restricted opportunities to develop climbing and balancing skills, due to lack of space and resources.

29. The curriculum for Key Stage 1 and 2 is broad and relevant but lacks balance. A high proportion of time is devoted to English, mathematics and science and this has undoubtedly helped to raise standards in these subjects. However, too little time is devoted to religious education and information technology, especially now that the status of these subjects has been raised. Standards in these subjects are below expected levels by the end of Key Stage 2. The control and modelling elements of information technology are not given sufficient emphasis. There is a satisfactory awareness of health education issues and the sex education policy is implemented. A Drugs policy has not been developed, but some drugs education takes place as part of the personal and social education curriculum. A satisfactory range of extra-curricular activities is provided, including opportunities to play sport. In addition, pupils in Years 5 and 6 have a short session of German and French respectively. These lessons are well taught by a language specialist and enhance the breadth of the curriculum as well as extending pupils' cultural development, but their inclusion compounds the problem of

time allocated to other subjects.

30. A time audit has been carried out and each subject has been given a notional allocation of time. In reality, many subjects fall below the time allocated by the school. This is because time is lost at the beginning and end of sessions and available time is not used to the full. For example, time allowed for a drink after break extends to ten minutes, or lessons at the end of the morning finish early to allow pupils time to wash their hands before lunch. There is a casual start to the school day. Time for foundation subjects has been squeezed by the expansion of the time for core subjects, and this has affected the continuity of pupils' learning. The organisation of the foundation subjects has not been reviewed in the light of changes brought about by the implementation of the national initiatives in literacy and numeracy. Teachers' timetables are flexible, with the effect that the planned weekly programme is sometimes changed to extend the time spent on some activities at the expense of others. As a result, pupils' knowledge is patchy in several subjects.

31. The school ensures that all pupils have equal access to the curriculum, including those with special educational needs and English as an additional language. The individual education plans of pupils with special educational needs are reviewed regularly and thoroughly as well as the targets of those pupils with statements of educational need. The needs of individuals are well met, either through in-class support or through withdrawal from class for work on basic skills. When the support is for literacy or numeracy in withdrawal groups, the same lesson is given outside the classroom so that similar learning outcomes are achieved. The pupils return to the classroom for the plenary session. This is an effective use of time and ensures good progress for the pupils. In class lessons, work is adapted to pupils' needs and the liaison between teachers and support assistants is good. The support for pupils who speak English as an additional language is good. Teachers take account of the language needs of these pupils.

32. Planning is good in the core subjects of English, mathematics and science but unsatisfactory in other subjects of the curriculum. Old, outdated schemes of work do not provide enough guidance for teachers' planning to support the systematic development of pupils' skills, knowledge and understanding. The old 'topic cycle', referred to in the last inspection, is still in place and does not provide sufficient distinction between the skills and knowledge of different subjects. The planned review at the time of the last inspection never took place, and the school has not kept pace with the national changes to the foundation curriculum. The school is aware of the need to update old schemes of work. This is the main thrust of the curriculum elements of the current school development plan, along with the implementation of the numeracy strategy, which is the main focus for this academic year.

33. The national strategies for literacy and numeracy are being implemented well by the school. Careful monitoring has ensured a consistent approach to their implementation. However, monitoring of planning and teaching of other subjects has not been sufficiently well focused to ensure that balance and coherence have been maintained across the whole curriculum.

34. Assessment procedures are satisfactory overall. Since the last inspection, a new policy has been introduced and new procedures are in place; these are sound. Assessment is good in English, mathematics and science, where a regular programme of testing and teacher

assessment takes place. Samples of work in these subjects are collected into individual portfolios termly and information is used to address weak areas. Information from test results is used to group pupils, look for areas that need improving, and identify individuals who need additional support. Class teachers have used test results to set cohort targets for the end of the year. Individual portfolios of pupils' work are added to termly. School portfolios of levelled, moderated work are being developed as a means of providing staff with examples of expected levels. Statutory test results are analysed to look for patterns of achievement and used to adapt future planning. For example, changes to the programme of spelling were made following Key Stage 1 test results which were lower than expected, and more emphasis is being placed on elements of the science curriculum after an analysis of test results. Non-statutory tests have been introduced and the school is beginning to gather a wealth of data to help track the performance of individual pupils over time. The use of a computerised system will eventually enable the school to have ready access to such information. While this system is being set up the school is not at present making maximum use of the available information.

35. All pupils have targets for improving their writing; these are reviewed regularly with pupils but are not communicated to parents. The school intends to extend this practice to setting targets for maths in the near future. While all these practices are good and are helping to raise standards in the core subjects, assessment in other subjects is unsatisfactory.

Pupils' spiritual, moral, social and cultural development

36. The school successfully promotes pupils' spiritual, social and cultural development overall. Provision for moral, social and cultural development is good, and for spiritual development it is satisfactory. Pupils with special educational needs and those who speak English as an additional language have equal access to the provision for spiritual, moral, social and cultural development. At the time of the last inspection the spiritual dimension was an area highlighted for further development. The school has addressed this key issue through in-service training and a re-structuring of assemblies. Assemblies are planned around weekly themes which follow a common format, with opportunities offered for reflection.

1. Pupils' spiritual development is promoted mainly through assemblies, which offer a worthwhile sense of occasion for the whole school to meet and respond to the themes being explored. All assemblies have a period of reflection referred to as 'thinking time'. However, most of these moments are too brief for the pupils to extract meaning for themselves. Pupils respond positively to the spiritual dimension in the curriculum through literature, music and art. There are also moments of wonder and amazement during lessons, when pupils respond with feeling, though these moments are too few. In a good example, pupils in a Year 2 class were overawed by the little seeds that were shaken from a poppy pod and by the shape and size of the seed of the avocado pear. Displays around the school stimulate curiosity, reflection, and creativity and contribute to a love of learning. Religious education also contributes to pupils' developing spirituality but the lack of in-depth study means that its contribution is not as great as it might be. In a Year 3 class pupils were able to empathise with the different characters of the Christmas Story. Insights into values and beliefs are promoted well.

2. Provision for moral education is fostered through the school's ethos, daily occurrences,

religious education, assemblies, and aspects of the curriculum. There is a clear behaviour policy, which is implemented by most staff. The majority of the pupils are aware of the expectations of good behaviour. They understand the process of rewards and sanctions. A code of conduct called 'Golden Rules,' formulated by the pupils at the beginning of the year, is on display in each classroom and most pupils try hard to adhere to it. Pupils are encouraged to tell the truth, respect the rights and responsibilities of others, and to be considerate and helpful. The school successfully commends a variety of positive actions by pupils through its 'Well done' assemblies. Pupils value these occasions. Respect for others is encouraged through the use of group work in many lessons. Pupils are given responsibilities to help with the management of the school day and each class has a range of monitors. Year 5 and Year 6 pupils are given responsibilities for the younger Key Stage 1 pupils. They have 'Chums', with whom they share reading experiences and sometimes play at break times. The wider responsibilities of pupils are realised by contributions to local, national and global charities. For example there was an overwhelming response to the shoe appeal for the orphans in Kathmandu.

3.The school encourages pupils to relate effectively with each other through a wide range of grouping arrangements. Pupils learn to work with one another, valuing different contributions and sharing resources amicably. Unfortunately, owing to current staff difficulties, pupils in the class taught by the supply teacher do not share the same provision for moral and social development, as result of disruptions caused by a small group of pupils. Team games and extra-curricular activities develop a sense of involvement and encourage co-operation. Lunchtime arrangements are effective in promoting pupils' social development, as they learn to talk to one another socially and learn to take turns to select their lunch. The school provides further opportunities for social development through interesting visits and participation in local community events, such as the horticultural show. There are also visits to museums, places of interest, and the theatre, and a residential visit to the Isle of Wight for older pupils. Year 6 pupils organise a tea party and entertainment for local elderly citizens.

4.Pupils are given opportunities to strengthen their knowledge and gain insight into values and beliefs of their own and other cultures, through assemblies, literature, music and religious education. The traditions and customs of this country, Europe and other parts of the world are celebrated through festivals, visits to museums, a visit to the Buddhist temple, a Book Week, and visitors to the school who talk to the pupils. For example during the week of inspection there was a visitor to Year 6 speaking about 'The Place of Israel in the Millennium.' The understanding by pupils of the richness of other cultures is well promoted. Attractive displays of books, pictures and artefacts from other cultures encourage pupils' appreciation for the diversity of cultures within the school. In many areas of the curriculum pupils explore other cultures, for example in history by studying Ancient Greece and Ancient Egypt, and in geography by studying St. Lucia.

Support, guidance and pupils' welfare

5.Since the last inspection the school has consolidated many aspects of its provision for pupils' support, guidance and welfare. It now has good provision, which helps to achieve higher in the core subjects.

6. The headteacher and staff are very hardworking on behalf of the children and mindful of the needs of the parents they serve. They are dedicated and enthusiastic in their pastoral care. Staff know their pupils well and try to anticipate their problems. This enables the school, with the limited help of outside agencies, to support and guide pupils' welfare and education at a personal level by responding to their particular problems and needs. Hence the individual education plans for children with special educational needs are good. They involve parents, and pupils are appropriately placed on the register of special educational needs. In the classroom there are satisfactory assessment, monitoring and recording systems; some records accompany the pupil throughout the school and enable a transfer of sufficient information to the secondary school. Portfolios of work in English, mathematics and science are collected during the pupils' time in the school. There is additional personalised information, held on the main office computer, which can be accessed quickly in emergencies but conforms to data protection requirements.

7. The school has developed a good and relevant range of support, guidance and welfare policies, which guide its actions. However, it does not have an attendance or punctuality policy, which could better focus parents' attention on their statutory obligations and improve an aspect of the school which is currently unsatisfactory. Attendance procedures are routinely satisfactory through the efforts of the welfare assistant and external support from the educational welfare officer. However, there is an increasing core of pupils whose attendance and punctuality is poor.

8. The behaviour policy is an essential cornerstone in the school's support and guidance strategies. After lengthy consultations with staff, parents and pupils, the policy is being implemented consistently and fairly, and has produced generally good results throughout the school. One Key Stage 2 class is conspicuous by its challenging behaviour, where there have been staffing problems during the current year. The headteacher and deputy headteacher are very prominent in taking the lead in implementing the behaviour policy, particularly in the playground. Each class has displays of the golden rules, and rewards and sanctions, including exclusions, which the school has been forced to utilise, are well used and relevant.

9. Welfare issues receive effective support from the outside agencies. There is a very good child protection policy. There is a detailed health and safety policy, and procedures are good. The school now undertakes risk assessments, which was identified as an area of weakness at the last inspection. Although the site is essentially safe, there are some minor health and safety issues, of which the school is aware. However, some junior pupils were observed using hot melt glue guns, which are a potential health hazard. The school maintains very close links with the secondary school. Exchanges of information between staff are good, as is the provision of induction visits for pupils prior to transfer. As a result of its relationship with the secondary school, the school has introduced French and German to enrich the curriculum and changed the format of homework diaries. Pupils and parents show few anxieties as the transfer approaches.

Partnership with parents and the community

10. The previous inspection report indicated that the school had strong and effective links with parents. The school has undergone a period of change in staff and management style in the

last three years. The school is now trying to build relationships with an increasingly socially diverse community, in which parents have a wide range of educational expectations for their children and their partnership with the school. Eight out of ten parents fully endorse

most aspects of the present school and realise that their children are safe and happy. However, at least one in ten parents is dissatisfied with the information that they receive, the behaviour within the school, and the quantity of homework for pupils. This has caused a small group of parents to seek reassurance from the school, and the headteacher and governors have responded to discuss their anxieties.

11. The school employs many methods of communicating, which produces an overall satisfactory result for most parents. However, some potentially good communication outlets are less effective as a result of being too complex, lacking essential targeting of the information, or not building sufficiently good public relations with parents or the community. Neither the school prospectus nor the annual report to parents from governors contain all the prescribed information for parents. There are good, regular and informative newsletters from both the school and the classroom, and these help to keep parents informed of school events and topics. The school has held a literacy information evenings, and a similar meeting is planned for numeracy. However, some parents are limited in their knowledge of these initiatives. Formal memos sent to pupils' homes are colourful, precise and efficient. Annual reports to parents on children's progress are satisfactory and contain informative insights into pupil's performances, but they lack targets for improvement.

12. Informal communications are good in the nursery and reception classes, as parents have easy access to classrooms. At Key Stages 1 and 2, parents' access to the school is more prescribed, but informal communications are satisfactory as teachers make an effort to contact parents in the school playground at either end of the day. The involvement of parents in their children's learning has many satisfactory features, but homework is an unsatisfactory aspect for some parents, particularly at the start of Key Stage 2. The homework policy is satisfactory but requires clarification for some parents. Their dissatisfied point of view has some foundation, as there are inconsistencies in approach between teachers. Homework and reading diaries are becoming increasingly interactive between parent, pupil and teacher in some classes. The school has produced a good home-school agreement but a significant number are yet to be returned, despite the school's efforts in chasing parents.

13. Parents help in the school and on school visits. There is an appropriate number of evenings for staff to discuss pupil's progress with parents. These are well attended, but their positioning in terms of date and time does not meet with the approval of some parents. Parents of pupils with special educational needs are fully involved in development planning and targets and are invited to attend review meetings. The Parent Teacher Association is immensely popular with parents and is particularly effective in its support of the school, with large fund-raising events.

14. Links with the community are good. Substantial school funds are raised through regular letting of the accommodation. The gardens host an annual horticultural society show, which has encouraged a gardening interest in Year 5. The school is developing relationships with two local churches, and clergy occasionally take whole school assemblies. Regular invitations are sent to senior citizens to attend plays and celebrations, and Year 6 pupils host an annual event at the school for them which they greatly enjoy. A good range of visitors to the school enriches the curriculum.

15. Pupils are given an insight into the world of work from people who work in the community, such as the police and fire service. The school makes good use of its location in London, and there are regular visits to museums, the river, and places of interest further afield to develop aspects of history and geography. Key Stage 2 pupils undertake residential trips at outward bound centres annually which they greatly enjoy. Local traders have been very supportive with donations, and the school has been well supported by Smith Kline Beecham with school furniture and funds for a publishing project. Links to the local secondary schools are effective, and lead to a smooth transition to the next stage of education for most pupils. The school has a satisfactory range of clubs and extra-curricular activities, which enable pupils to participate in some competitive sports.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

51. Leadership and management

16. The overall quality of leadership and management is satisfactory. Since the appointment of the headteacher two years ago there has been considerable staff change; only two out of eight class teachers remain from the time of the previous inspection. One member of staff is on long-term absence, and this has resulted in the appointment of temporary supply staff who have required significant support and monitoring. Under clear guidance from the headteacher, and with support from the deputy headteacher, the new team is beginning to work together as a coherent unit, with a shared sense of commitment to improvement. The national strategies have been implemented successfully and standards in the core subjects have improved, particularly in Key Stage 2.

17. Careful monitoring of teaching, and the quality of the curriculum in English and mathematics, has ensured the consistent implementation of the literacy and numeracy strategies. However, monitoring to ensure that pupils receive a balanced curriculum is unsatisfactory. The structure of the curriculum was never fully reviewed following changes in 1995, or more recently in light of the changes brought about by the implementation of the literacy and numeracy strategies. Many co-ordinators are new to their role and do not have a sufficiently clear view of their subject's strengths and weaknesses. However, co-ordination is good in mathematics, science and special needs. The school development plan identifies the need for a curriculum overhaul and the development of new schemes of work in several subjects; this is timely.

18. Governors are supportive of the headteacher and staff. Their involvement includes regular visits from the 'governor of the month', a practice which enables governors to form their own views of the school to supplement the information they receive from the headteacher. The expertise and knowledge of individual governors who work in commerce and industry are particularly helpful in supporting the headteacher with the financial management of the school. Governors have had a satisfactory level of involvement with the development of the comprehensive three-year school development plan.

19.The school does not meet statutory requirements to provide a daily act of collective worship. While the majority of assemblies are worthwhile experiences and contribute to pupils' spiritual, moral, social and cultural development, they do not comply with statutory regulations of being wholly or mainly of broadly Christian character. In the worship, there is no recognition of the existence of a deity. The majority of reflections are not based on readings from holy texts or from other writings which bring out religious themes. The prospectus and governors' annual report to parents do not contain all the required information.

20.The school development plan is a clearly set out and useful document which identifies the priorities for development in several areas of the school's work, using the current situation as a starting point. Success criteria are measurable but would benefit from a closer reference to standards of pupils' achievements. Clear programmes of action result from the priorities, and resources are allocated accordingly, though actual costings are not always made against each action. Sound procedures are in place to monitor and review the effect of actions taken.

21.Overall, there has been satisfactory improvement since the last inspection in addressing the key issues. The school has been very successful in ensuring that in English, mathematics and science there is careful planning of lessons, with work which is well matched to the range of pupils' abilities. In particular, teachers are successful in challenging higher attaining pupils, and results in tests are improving. The school is well on task to achieve its agreed targets for English and mathematics. Provision for spirituality has improved, but in religious education pupils achieve standards below those expected in the locally Agreed Syllabus.

22.The school has very clear aims, and the mission statement reflects the school's commitment to high standards and to promoting equality of access to the full range of opportunities for achievement. The aims of the school are clearly reflected in the day-to-day working of the school; adults are caring, supportive and help to improve pupils' self esteem. Most classrooms are effective learning environments, although provision in Year 4 is poor, due to staff illness and replacements by temporary teachers. Generally, however, there is a good whole-school ethos, which is committed to supporting all pupils. Provision for pupils with special educational needs and those who speak English as an additional language is good. High expectations ensure good standards in the core subjects of English, mathematics and science. There is, however, less emphasis on some subjects, including information technology, religious education, geography, and music.

Staffing, accommodation and learning resources

23.Since the last report the school has gone through a number of staff changes following the appointment of the headteacher. It has now stabilised the situation, and the long-term sickness of a teacher is the only aspect of instability that now remains. This has made it necessary to employ a temporary supply teacher at Key Stage 2. The hardworking and dedicated team are now working well together. There is a satisfactory number of suitably qualified teachers to cover all areas of the curriculum. Teachers are effectively deployed, but the concentration of the poor supply teachers in one class at Key Stage 2 has been a significant factor in behavioural problems. The special needs co-ordinator is suitably qualified and experienced. She is supported by a small team of dedicated, well-trained support

assistants, who work closely with the teachers. Class teachers are fully aware of the needs of the pupils in their classes. There is a good level of support staff at Key Stage 1 but they are only satisfactory in number at Key Stage 2, where teachers operate a rota system based on teachers' needs. The level of lunchtime supervision is satisfactory. The supervisory staff is well supported by the headteacher and deputy headteacher in implementing the behaviour strategies adopted by the school.

24.Procedures for the professional development of all staff are generally satisfactory. Job descriptions are in place only for teachers. Procedures for appraisal of teachers have been suspended while the school awaits the latest guidance, and they have been replaced by personal development interviews. Training is being undertaken or being planned for all levels of staff, through a range of outside visits to other schools, courses, and systematic INSET training. This training has supported the school's development planning priorities of literacy and numeracy, core subject development and behaviour management. However, there has been little training in foundation subjects where some weaknesses in teachers' knowledge are apparent. There is a comprehensive staff manual and induction arrangements for new teachers are good.

25.The accommodation is good; since the last inspection, several improvements have been made to improve site security and disabled access, and to extend the space for Reception pupils. The internal and external maintenance is generally satisfactory. All classrooms are adequate in size for the number of pupils. Their overall ambience is greatly enhanced by the interesting and colourful displays. The school hall is sufficiently spacious for whole school assemblies and is satisfactory for physical education. The separate dining hall is a particularly valuable space. The school makes very good use of its corridor spaces and provides generous library areas outside classrooms at each key stage. The rainbow room is a suitable facility for special educational needs.

26.The grounds of the school are extensive and sufficient for the numbers of pupils in the school at both key stages. The school has attempted to create interesting playground features, with quieter areas for pupils to escape the normal hubbub of the playground environment. However, some of the playground markings are tired. The Reception children's playground area is well separated from the main area but is too small, and the ratio of hard play area to grass play area is inappropriate to support wet weather or winter play. The Nursery play area is adequate.

27.The school has undertaken a rolling programme of funding of resources since the last inspection report. During the last two years much of the expenditure has been concentrated in the core subjects, while foundation subjects have received lesser amounts. Resources are satisfactory overall. In English and mathematics there is a good provision for the national initiatives except in the supply of non-fiction big books. Early years lack large climbing equipment and pushable toys for external use. All other subject areas are satisfactory. In religious education there are not enough artefacts, and in information technology the school lacks some control and modelling equipment. There is a computer and printer in each classroom and the computer sites in the libraries are adequate. The school is connected to the Internet. Most resources are accessible to pupils, as storage in most classrooms is at a premium. Centrally held resources, such as musical instruments, are well displayed in the corridors or in the reception area.

The efficiency of the school

28. The efficiency of the school continues as a strength since the last report. The headteacher and governing body manage the school finances prudently and efficiently. All financial control systems are set in the context of the three-year rolling school development plan, which provides a good basis for development. The school's senior management are starting to develop long term strategies through their annual residential team-building session. The governors are fully aware of their responsibilities for managing the finances of the school and they carry out their duties with commitment and competence. The finance governor is considerably experienced in control systems for schools and he is well used to producing spreadsheets of different scenarios for the budgets. The school budgeting process is rigorous with the help of the local authority's school bursar service, but the school budget cannot easily be indexed against the school development plan. Teaching staff are part of a corporate process of prioritising their needs and setting resources and expenses budgets for their areas. All are aware of the need to make spending decisions with care and to gain value for money. The headteacher is well supported in her financial overview by the finance committee, which views budgets every two months and tracks expenditure to date and committed future expenditure in the pipeline. They are fully experienced in their role and well trained, and their actions are now underpinned by a draft financial policy, which has just been developed. The headteacher has taken a conscious decision to engage the school bursar service so that she may concentrate her efforts on the classroom rather than on administration in the short and medium term. The school considers its own performance and analyses data measures which allow it to compare its performance in relative and absolute terms.

29. The grants received for staff training and pupils with special needs are used effectively to support the objectives of the school development plan. The headteacher's strategy of applying for grants from small organisations is highly productive; for example, the school has been successful in gaining a grant for a replacement boiler. The school uses information technology well to support its routine school and financial administration. The finance systems were audited three years ago and the school is due a further audit under the new administrative conditions. All issues highlighted in the previous report have been rectified.

30. The use of the accommodation is generally satisfactory in most areas, and the letting of space raises essential school funds. The use of the school's resources is effective. The finances are well protected and the school seeks value for money. Classroom resources are well used in the core subjects and only a more systematic use of information technology equipment could be improved. Foundation subject resources receive less good usage due to some imbalances in the curriculum. Staff are well deployed. The strategy of placing most support staff at Key Stage 1 is appropriate. However, the Key Stage 2 class, which has required supply teachers, has not received sufficient support to compensate for some poor teaching. The use of the deputy headteacher as the special needs co-ordinator is producing good results.

31. Pupils make good progress in the core subjects, and most show good attitudes and behaviour. Teaching is good overall, and the school has created a positive and caring ethos. On the other hand, there are weaknesses in the curriculum which inhibit pupils' progress in some subjects. When account is taken of these factors, and of the expenditure per pupil, the

school represents sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

32.The Early Years department consists of Nursery and Reception classes. Most children enter the Nursery in the September after their third birthday. Nursery staff carry out home visits as part of good induction procedures that help pupils to settle in quickly. There are 26 pupils of equal gender mix who attend only in the mornings. In September, after the children are four, they enter the Reception class for a year.

33.When children enter the Nursery their attainment is in line with national averages. By the time they are five years old they have made good progress overall. Many children also meet and surpass the Desirable Outcomes of Learning in language and literacy, mathematics, the scientific component of knowledge, an understanding of the world, and personal and social development. In creative development, geographical and historical aspects, and large physical skills their attainment is satisfactory. This broadly reflects the findings of the previous inspection report.

34.Children below the age of five make good progress in their personal and social development. They develop in confidence, relating well to one another as they play and engage in activities. Their behaviour is good. Children are aware of Nursery routines, showing good levels of co-operation and respect to adults. They take turns and are able to queue quietly and sensibly whilst going out to play or going to assembly. They follow simple instructions and work independently after initial guidance from the teacher. Children recognise the difference between right and wrong and respond appropriately to adults' comments about their behaviour. They show tolerance to one another in their activities and play sessions. By the age of five they have developed a positive attitude to learning.

35.Children make good progress in language and literacy and, by the age of five, their attainment is above that expected for children of this age. In the Nursery, children listen well to stories, to adults and to one another. They respond to teachers' questions. They enjoy looking at books and telling the story. They know that print is read from left to right. The majority of children have well developed speaking and listening skills. They listen attentively to stories and can predict what will happen next. The higher attaining children in Reception are beginning to discuss their selections of stories, and they know that some books are storybooks and some are information books. All pupils make good gains in acquiring specialist vocabulary connected with other subjects, for example graphs, floating, and sinking. In their reading some pupils can read familiar texts, recognise words in a variety of contexts, and know initial letter sounds. The lower attaining pupils recognise words in familiar stories and are beginning to use their knowledge of initial letter sounds to read words and to predict the meaning in context. All pupils are developing a sound range of strategies to help them with their reading. The majority of children can write their name. They are beginning to write their own sentences, using their knowledge of the alphabet to work out the initial letters. Some can spell familiar simple words. They are learning to write in different styles, such as personal accounts in the writing area. Children who are learning English as an additional language are encouraged to speak in English and to read and recite rhymes. These children make good progress and are well supported to access the curriculum. Pupils with special educational needs make good progress in the development of language and literacy

through the support given to them. A good home reading partnership exists in the Reception.

36.Children make good progress in mathematics, so that by the age of five their attainment is above national expectations. Younger pupils in the Nursery learn to count and sequence through a variety of activities and through singing and action rhymes. Older pupils are provided with a good range of practical activities for the development of their mathematical skills, and with direct teaching of good quality. They are able to count to ten and beyond and can recognise many of the numbers to ten. They use this knowledge in developing diagrammatic representations of simple data in the form of graphs. They can also interpret different graphs of similar complexity. They gain an understanding of numbers representative of the number of students in the class, working out how many pupils are present. They also name common shapes such as circle and square, and create a number pattern using coloured cotton reels. A greater variety of number puzzles and games would help them with their problem solving.

37.Children gain knowledge and understanding of the world through exploring a variety of living things, by discussing their experiences in and around school and at home, by using a range of materials for construction, and by using the computer. Teachers encourage an interest in science, and children have a good understanding of materials that float and sink. The children successfully use materials and tools such as glue, scissors, paper, material and card to make individually designed structures, and produce artefacts of good variety. The youngest children learn different ways of joining materials effectively. In their play, the children explore sand and water, and experiment with the computer mouse. Progress in the scientific aspects is good; in the historical and geographical aspects it is satisfactory.

38.In their creative development, the children's attainment by the age of five is in line with national expectations, and they make satisfactory progress. Nursery children develop skills in the use of paint, crayon, chalks and pastels through the daily provision. Every day they sing their little rhymes tunefully. In Reception, creative development is promoted by a variety of art, music and construction. Displays of pupils' work reflect their increasing skill and confidence. Children explore colour and texture through painting and collage. They successfully make cut-outs of fish and stick on coloured shiny scales.

39.Children's attainment in physical development is satisfactory. Their development in manipulative skills is good, but development of larger body skills is unsatisfactory overall, as there is very limited provision for outdoor equipment for the larger imaginative movements. Children in the Nursery do not have opportunities for climbing and for exploration of larger equipment. They gain some experience of controlling large moveable toys such as tricycles, and cars, but there are not enough of these, especially in Reception. Through their play with table top construction sets, jigsaws, modelling materials, pencils and brushes, the children show a growing ability to manage small items. The timetabled hall sessions twice a week for Reception children do not compensate for lack of daily access to equipment for climbing and balancing.

40.The quality of teaching for the under fives is good overall. Class teachers and nursery nurses work well together to ensure that sessions are carefully organised and meet children's individual needs in a secure and supportive environment. In the less successful, though still

satisfactory, lessons the pace was slow and the work over-directed by the teacher. A new system of planning has been developed since the last inspection, but it does not sufficiently take into account the Desirable Learning Outcomes. The present recently appointed staff have considered this deficiency in planning and are determined to restructure it and to work towards the Early Learning Goals of Curriculum 2000. All staff establish good relationships with the children and are beginning to know them well. Teachers use detailed and useful checklists to monitor effectively what children know, understand and can do. In the Nursery, a school-devised screening system is in operation which identifies each pupil's strengths and weaknesses. This is further developed throughout the year so that a true profile emerges at the point of transfer to Reception. There are good expectations of the children's ability to make choices of activities and to work independently. The result is that children show good responsibility in their play and learning, developing good concentration for their age. Assessment of pupils' attainments is good.

41. The children benefit from a good combination of teacher-directed and self-chosen activities and an appropriate balance of class, group and individual activities. The significant features of the teaching are good quality interaction with the children, clear explanations, and well established routines, which provide a sense of security. Relationships in the Nursery are good, and the good management of children promotes an atmosphere which is conducive to learning. Since the last inspection accommodation for Reception children has been extended; however outdoor provision for both Nursery and Reception is still limited.

ENGLISH, MATHEMATICS AND SCIENCE

English

42. Overall standards in English are above national averages at the end of both key stages. If the current good progress continues, some pupils will achieve well above average results. This is a similar overall judgement to that of the previous inspection, when 'most pupils achieved at or beyond national expectations'. However, national test results are better than inspection findings. Over the last three years in Key Stage 1, reading and writing national test results are very high in comparison with the national average, particularly for those attaining the higher Level 3 results. In Key Stage 2 there is a similar pattern, although in 1998 test results were well above average, and in 1999 they were very high in comparison with those in similar schools. The school clearly places great emphasis on achieving high results and has set demanding targets which it is well in line to achieve.

43. Most pupils' speaking and listening skills are good in both key stages. They listen attentively to the introduction of the literacy sessions and give sensible answers to the teachers' questions. In Key Stage 1, Year 2 pupils give good alternatives to specific words in a poem. In Key Stage 2, Year 6 pupils discuss facts and opinions and talk intelligently about the differences and styles of autobiographies and biographies. They ask interesting questions of a visitor. Pupils in Year 3 find relevant information quickly in passages and explain why it is important.

44. The quality of pupils' reading is above average in both key stages. However, in Year 2 there are no pupils yet working within the higher Level 3 of the national curriculum although

the higher attaining readers and some average readers are secure within Level 2, which is the nationally expected level. In Year 1, pupils read reasonably accurately from a range of books and are familiar with initial sounds. They are developing their word attack skills satisfactorily to tackle new words. In Year 2, average and higher attaining pupils are accurate and quite fluent readers. They read with understanding and offer opinions about their reading. By the end of Key Stage 2, most pupils are avid readers. Higher attaining pupils are fluent and are very articulate about their reading preferences. Average readers read with good expression and understanding and lower attaining pupils, although not so expressive, are fluent and have a satisfactory understanding of chosen poems and fiction. In Year 4, the average and above average readers are fluent and read with satisfactory expression and understanding. However, there is not always sufficient challenge in their chosen texts.

45. The overall quality of pupils' writing is good at both key stages. In Year 2, pupils are developing a neat joined hand. The quality of spelling and punctuation are above expectations for the higher attaining and average pupils. In Key Stage 2 in Year 6, pupils write well for a range of audiences and there is a variety of good examples of extended, diary and creative writing. Pupils answer comprehension questions accurately and fully, and the majority have developed a neat joined cursive script. Pupils' literacy skills are above average in both key stages, and higher attaining pupils in Year 6 are well above average. These skills are used satisfactorily in science to record the results of practical work and in history when pupils are conducting research using secondary sources.

46. All pupils, including those with special educational needs make good progress overall. In Years 2 and 6 many pupils clearly make very good progress in their reading and writing. This is directly linked to the good quality of teaching in Year 2 and the very good quality in Year 6. The quality of handwriting develops well in Year 2 and there is a clear and positive development in pupils' descriptive writing. By the end of Key Stage 2 pupils' development in writing for a range of audiences shows very good development. Most pupils make good progress with their speaking and listening skills.

47. The attitudes and response of pupils are consistently good in Key Stage 1 and very good in Key Stage 2, other than in Year 4, where behaviour is unsatisfactory. Most pupils are keen to learn and pay good attention to teachers. They are attentive to whole class introductions and then settle quickly to their tasks. In Years 5 and 6 particularly, pupils are enthusiastic and well motivated. They work well co-operatively and also independently.

48. The quality of teaching is good in both key stages, although one lesson in Year 4, which was taught by a supply teacher, was poor. Most teachers have a good understanding of the requirements of the literacy hour, and the quality and detail of planning is good. However, in Year 1 the pace of learning slows. Although resources are used satisfactorily, the use of time is unsatisfactory when, at the start of the lesson, drinks take up 15 minutes of the session. In Year 2 there are good expectations. The questioning of pupils is only satisfactory, but lessons are well organised and classroom assistants are used effectively to support groups. Work is well matched to the different abilities of the pupils and there are high expectations. In Years 5 and 6, lessons have a very good pace and teachers use effective questioning strategies when working with the pupils on ballads and autobiographies. In Year 6 the Internet is used effectively for pupils to find out about biographers. However, information technology is generally not sufficiently used throughout both key stages for drafting and

editing.

49. The new co-ordinator has not yet been involved with monitoring teaching or curriculum development, and is currently providing only broadly satisfactory direction for the work of the school in the development of English. However, the literacy strategy was implemented successfully last year under the leadership of the previous co-ordinator and careful monitoring by the headteacher and deputy headteacher.

Mathematics

50. Test results in 1999 were above average at Key Stage 1, with all pupils achieving the nationally expected level and an average proportion of pupils exceeding expectations. At Key Stage 2, results were above average overall. The proportion of pupils achieving the expected Level 4 was similar to the national average, but a higher than average proportion exceeded expectations. In comparison with those of similar schools, results were well above average at both key stages. This is an improvement on the last inspection, when standards were consistently in line with national expectations.

51. Standards seen in lessons and in pupils' work reflect a similar picture. In Year 2, many pupils are already working at expected levels and about a third of pupils are working at levels higher than that expected for their age. A wide range of ability is represented in the current Year 6, where nearly two thirds of pupils are already working securely at or beyond the levels expected by the end of the year. A few pupils have been targeted by the teacher to achieve very high levels, but several lower attaining pupils are struggling to work within expected levels.

52. Pupils in Year 1 are able to add two single digit numbers, sometimes mentally, and a single digit number to a teen by counting on, using a number line. They record their calculations as number statements. Higher attaining working out a missing number in an addition statement. Nearly all pupils in Year 2 use a ruler to measure accurately in centimetres. They make sensible estimates of how long it will take to complete a simple task and use different sand-timers and stopclocks to measure the time taken. Higher attaining pupils halve and double single digits and count in tens from any starting point.

53. Pupils develop their skills in handling data; for example in Year 3 where pupils present information in bar charts and Carroll diagrams. These skills are extended further by Year 5 when pupils use computer databases to print out pie charts and graphs of information. Year 5 pupils use simple formula to find the perimeter and area of shapes, and pupils in Year 6 have learnt about the relationships between measurements in a circle. They have tested out Pythagorean' theorem about the angle at the circumference of a circle.

54. Pupils make good progress over the key stages, including those with special educational needs and those who speak English as an additional language. However, at present there is a dip in standards and progress in Year 4, where the class has been unsettled by a temporary teacher. In Key Stage 1, they develop their counting skills and begin to learn number facts by heart. This factual knowledge is consolidated in Key Stage 2 as most older pupils know multiplication facts. They learn to apply their well-developed knowledge of number and mental strategies to different kinds of mathematical problems. By the end of the key stage they are confident to manipulate numbers and manage large number calculations,

sometimes mentally. They apply what they know about adding smaller digits and use simple strategies such as looking for easy number bonds when, for example, adding large numbers, multiples of ten or decimals. Good emphasis is placed on the development of mental strategies for calculations and on specific teaching of different paper and pencil methods, for example those for long multiplication and long division.

55. Pupils' attitudes to mathematics are good overall. With the exception of a small group of pupils in Year 4, pupils enjoy the pace and challenge of mental warm-up sessions and respond with enthusiasm. They are willing to contribute, helped by the encouragement of their teachers, who have created an environment in which pupils can venture answers without fear of making mistakes. In most classes, routines are well established and the expectation of work-rate and behaviour are clear, so that pupils know how to respond even when working without close adult supervision. Pupils are keen and attentive to their teachers, eager to learn and well motivated. A good level of concentration and effort is a feature of most lessons. In the best lessons pupils are absorbed and pupils show high levels of enjoyment in their learning.

56. Teaching is good overall, although one unsatisfactory lesson was taught by a supply teacher. In this lesson, the teacher's lack of knowledge of the pupils made it difficult to structure the lessons in a way that was meaningful for pupils of all abilities. In addition, difficulties in managing the challenging behaviour of a small group of pupils distracted attention from the main purpose of the lesson. One lesson was satisfactory, and all the rest were good or very good.

57. All lessons are planned well, with a range of tasks that broadly match pupils learning needs and, in particular, provide a good challenge for higher attaining pupils. In the good lessons, explanations are very clear and build on pupils' responses, with further questioning to check their level of understanding. Teachers build pupils' skills in a systematic way. Quick-firing questions at the start of lessons challenge pupils, make them listen, and test their mental agility. A good pace is maintained but pupils are given time to explore and explain different strategies. Some adaptations to original plans are made as the week goes on in response to pupils' emerging needs and levels of understanding. Where teaching is very good, a particularly lively presentation engages pupils' interest. Pupils of different abilities are challenged by directly focused questions that are pitched at just the right level. Problem solving tasks ensure that pupils have opportunities to use and apply their skills and knowledge in a meaningful way. Such tasks are used imaginatively to cater for a range of abilities. Assessment procedures are well established. Good use is made of assessment information to adapt daily lessons and to identify weaknesses that need to be addressed.

58. Some very effective teaching of lower ability groups by the special needs co-ordinator enabled these pupils to make good progress and achieve levels that were close to those expected, albeit at a slower rate than the rest of the class. Success was assured by a careful step-by-step approach to explanations and close questioning, as well as by ready support and guidance for these pupils.

59. The subject has improved significantly since the last inspection, when standards were average, there was no co-ordinator to manage the subject, and the draft scheme of work did not place sufficient emphasis on pupils' ability to use and apply their knowledge. The

proposed review of the scheme did not take place, and the subject was not a high priority until the arrival of the new co-ordinator a year ago. She quickly put in place a temporary scheme of work based on the numeracy framework until the formal adoption of the strategy this academic year. The implementation of the strategy has been successful under her good leadership and careful monitoring of teaching. Already, members of staff have embraced the strategy with a good level of consistency, and the three-part lesson is firmly in place. Standards have risen year on year in Key Stage 2 and the proportion exceeding expected levels has also risen. The school is in a secure position to maintain standards and make further improvements in them.

Science

60. At the end of Key Stage 1, the 1999 results based on teacher assessments of seven year olds show that when compared with national averages the number reaching Level 2 or above was very high. The proportion of pupils reaching Level 3 was also very high. Inspection evidence suggests that pupils in Year 2 are on course to achieve standards that are above national expectations, which is an improvement on the judgements from the previous inspection report. 1998 test results also achieved 100 per cent at Level 2 or above. The 1999 Key Stage 2 test results show that the percentage of pupils achieving the national targets of Level 4 and Level 5 was close to the national average. Performance data from previous years show that standards at Key Stage 2 were broadly in line with national averages in 1996, 1997, and 1998 when compared to those of all schools, but well above average in comparison with schools with pupils from a similar background. Inspection evidence is contrary to these results and suggests that attainment is above national averages.

61. Attainment at the end of Key Stage 1 is well above national averages. Pupils in Year 2 know and understand the importance of keeping healthy, the necessities of life, and the human life cycle. They also investigate how plants reproduce, through the study of pollination and by observing a variety of different seeds. They are able to sequence the stages of the pollination cycle orally, in writing and diagrammatically.

62. On the evidence of inspection, attainment by the end of Key Stage 2 is above national expectation. Pupils in Year 6, who were studying forces, compared the up-thrust force of air and water through practical investigation, recording results in Newtons as line graphs. From this they were able to extract the relevant scientific principle. The majority of the pupils were able to achieve the same learning outcomes, including those pupils with special educational needs. Pupils have a good understanding of what forces are. They also gain in knowledge of reversible and irreversible changes. They hypothesise which changes are reversible and which irreversible.

63. All pupils at Key Stage 1 make good progress. This applies particularly to the lower attaining pupils, including those identified as having special educational needs, because of the support given to them and the way work is matched to their abilities. Good scientific habits are encouraged from an early age. The work set is imaginative and builds effectively on pupils' natural curiosity about their environment. For example in Reception, pupils are able to predict which objects can float or sink, then test their predictions. Year 1 pupils know that plants need soil, air, water and light to grow. They explore and recognise features of living

things and can sort a group of objects into sets, using their own criteria. Progress at Key Stage 2 is good. Pupils make good progress in the consolidation of skills, knowledge, understanding, and enquiry across the key stage. There has been improvement in the development of enquiry skills since the last inspection. In Year 3, pupils in their study of rocks and soils made their own soils and tested these for drainage, ensuring that they had created a fair test. Year 5 pupils investigated the phases of the moon through careful practical work, recording what they had learnt in diagrammatic form and using appropriate vocabulary.

64. Pupils' attitudes to work at both key stages are good. In all the lessons observed the pupils sustained good levels of concentration and perseverance. Relationships are generally good and pupils work co-operatively on investigations. Pupils are enthusiastic about the subject, enjoy the practical sessions, and on occasions experience a sense of wonder, as when observing the roots and shoot in their bean plant in Year 1, or when investigating seeds in Year 2. Pupils generally show maturity in their approach to observations and understand the need to work in safety. They are confident in discussion, work well both in groups and independently, and seek help when required.

65. The quality of teaching is good at both key stages, although teaching at Key Stage 1 had elements of excellent teaching. Teachers have good knowledge and understanding, and effectively communicate this to the pupils. The lessons are well structured and expectations usually high, and all pupils are suitably challenged. Science is taught through the enquiry approach. Time is used well and lessons have a brisk pace. Planning for science is good, and learning objectives are clearly stated. An appropriate match of activities to the abilities of pupils has a favourable impact on the progress made by pupils with special educational needs and by those pupils who speak English as an additional language. Higher attaining pupils are extended in their knowledge, understanding, and skill development. Good emphasis is placed on the use of scientific language, and the plenary session at the end of lessons is used well to reinforce what has been learnt.

66. Leadership in science is good. The 'care-taking' co-ordinator has appropriate qualifications and expertise in the subject. Some monitoring for teaching and learning has occurred and is in the process of extension. Resources for science are satisfactory and are centrally stored but not yet organised into different units of work. The school has recently adopted the Qualifications and Assessment Authority schemes of work, and this is having a positive impact on maintaining high standards. The subject is supported by the use of the nature wildlife area. Assessment is satisfactory over both the key stages, although there are inconsistencies between teachers in the way in which information on pupils' achievements is recorded. Science work is regularly included in pupils' individual profiles. Opportunities for assessment are considered in most of the teachers' planning. There is good equality of access and opportunity for all pupils, including those with special educational needs and those who speak English as an additional language, who are well supported in the classroom. They have full access to the curriculum, and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages.

102. **Information technology**

67. Standards are broadly in line with national expectations at Key Stage 1, and below them at Key Stage 2. In the previous inspection in 1996, standards were judged to be in line with national expectations at the end of both key stages. During the week of inspection there was no direct teaching of information technology at Key Stage 1, and there was only a little evidence of information technology in work in the classroom or on display. However, word processing skills are generally in line with expectations. By the end of Year 6 in Key Stage 2, pupils' attainment is below national expectations, as pupils' keyboard skills are not sufficiently secure and control and modelling are underdeveloped throughout the key stage. However, pupils are learning about the Internet and are beginning to access websites for information.

68. In Key Stage 1, in Year 1, pupils have word processed their own short books and made their own stationery on the PCs. There are some satisfactory examples of Year 2 pupils' work on display, showing their word-processed stories. However, pupils' information technology skills are insufficiently developed throughout the curriculum, in mathematics, art and history, for example. There is insufficient attention to control and modelling. In Key Stage 2, Year 3 pupils use a word package to create a class thesaurus, but their knowledge of the keyboard and how to use a word processing program are below expectations. Year 3 pupils have also used digital cameras effectively to produce the covers to fliers for their instructions for board games. In Year 4, pupils' word processing skills are well below expectations and, on the evidence of observation and discussion, pupils are very insecure in their information technology skills. In Year 5, pupils have produced their own graphs and survey results, which are clearly in line with expectations. However, their knowledge of using a programmable toy robot to move in a prescribed pattern is below expectations. In Year 6, pupils' skills are satisfactory in accessing website pages on the Internet and they know how to save and print. However, discussions with pupils indicate that, overall, their information technology skills and awareness are below average.

69. The unsatisfactory progress in Key Stage 2 is directly due to pupils having insufficient regular access to computers. Some teachers lack security in their knowledge to address all areas of the national curriculum. Teachers are not fully aware of all the requirements in the programmes of study to obtain a Level 4, which is the expected standard for eleven year olds.

70. Pupils are clearly keen to use computers to type in and access information, and in Years 5 and 6 they are very enthusiastic and have very positive attitudes to learning. However, they are often slow because of their lack of typing proficiency and familiarity with the keyboard and programs.

71. Information technology is not taught as a discrete subject. The quality of the teaching seen during other lessons was satisfactory, with some good features in Key Stage 2. However, in Year 4, where pupils were not given enough support and guidance, teaching was poor. In Year 6, teaching on how to access information from the Internet was good. In Year 3, the teacher's good knowledge of a word processing package helps pupils to make good progress. However, not all teachers have secure subject knowledge and awareness of all the requirements of the national curriculum. When teachers support pupils, they are encouraging and help pupils to understand how to use programs, robot or Internet, but too often pupils are left unsupported and progress is then unsatisfactory.

72. The scheme of work is out of date but the co-ordinator has a clear plan for the

development of the subject. This has yet to be fully implemented. There are sufficient computers, but not enough hardware for control and modelling and a narrow range of software in Key Stage 2.

108. **Religious education**

73. Only three religious education lessons were observed, and judgements are therefore based on evidence from a scrutiny of pupils' work and school's documentation, and discussion with the co-ordinator and pupils. Standards of attainment at the end of both key stages are below the expectations of the locally Agreed Syllabus, because time for religious education has been reduced to accommodate the recently expanded core curriculum. Therefore it has been difficult to accommodate the scheme of work into the reduced time. At both key stages there is very little evidence of work in pupils' exercise books. Discussion with pupils revealed that there is some confusion between the many faiths taught. Pupils' knowledge of Christianity at Key Stage 2 is very limited. Pupils are introduced to all the major faiths at Key Stage 1 and this is built upon at Key Stage 2. The discussion also revealed that pupils are knowledgeable about the religion currently being studied, such as Sikhism in Year 2 and Judaism in Year 6, but do not remember important details about other faiths. Knowledge of bible stories and stories from other holy books is also minimal. Assemblies miss the opportunities to read stories from different religions.

74. Progress at both key stages is unsatisfactory. Religious education is not taught in sufficient depth, and pupils' learning becomes superficial, with not enough reinforcement. No assessment strategies have been developed to discover what pupils have learnt. Where the planning is good and sufficient time is devoted to the subject, pupils make satisfactory progress. For example, pupils in Year 3 made good progress in empathetic writing about one of the characters in the Christmas story.

75. Pupils' response to religious education is positive; they enjoy learning about different beliefs and learn how to respect them. They answer questions sensibly. However in none of the classes observed were pupils given opportunities to ask questions about the religion that was being studied. Behaviour in most religious education lessons is good.

76. The quality of teaching in the lessons observed was satisfactory. In these classes teachers are reasonably secure in their subject knowledge. Planning for religious education is not consistent among teachers. Often, medium term plans are brief and in some classes not completed. Staff report some insecurity in their subject knowledge and find that schemes of work are overloaded with content. During the last inspection a key issue was to continue developing religious education. Some developments occurred immediately after the inspection, but many of the staff have now left and the new staff are not familiar enough with the current scheme of work. A new co-ordinator, who was appointed last year, has not as yet monitored pupils' work or teacher's planning, to ensure that the subject is being satisfactorily taught and that the pupils are making progress. Resources from religious education are good, although some books are now well worn. There are insufficient holy texts at the pupils' level from the main religions.

OTHER SUBJECTS OR COURSES

112. Art

77. Only two lessons of art were seen during inspection, one in each key stage. However, there was sufficient current and past work displayed around the school to indicate that the school's provision for art is satisfactory. Pupils make satisfactory progress across the key stages in developing a broad range of skills and techniques in drawing, painting, printing, collage, textiles and three-dimensional work. There are examples throughout the school of work with different media in which standards are similar to those expected for pupils' ages. Displays of artefacts and textiles from different cultures, as well as examples of pupils' work, add interest to the environment.

78. Standards in observational drawing are good. In Year 1 pupils have drawn objects such as candlesticks as part of their work on 'light'; these drawings are realistic and show good spatial awareness. The self-portraits of pupils in Year 2 are life-like and detailed, with well-observed features. Pupils in Year 5 have made careful observational drawings of Victorian artefacts as part of their history studies.

79. Pupils' painting and colour mixing skills develop satisfactorily. For example, a small group of pupils in Year 1, painting ink on to wet paper, observed with wonder how the ink spread to make interesting patterns, and that where two colours met and merged a third colour was made. Pupils in Year 5 have looked at the work of Victorian artists and, in particular, how Turner used light in his paintings. With careful attention to detail and well-developed skills in colour mixing, they have recreated some of his famous works.

80. Pupils in Year 6 join coils of clay to make pots. They smooth the sides of the coiled pot and are creative in the way they use this technique to produce pots with unusual shapes, some of which have lids with handles. When making a vase by rolling clay around a cylinder they take care to make a seamless join at the side and base. They evaluate their work as they progress, and make sensible adaptations if necessary. Pupils clearly enjoy art activities and showed a good level of concentration and application in the lessons observed.

81. Teaching is satisfactory. In the lessons seen, satisfactory demonstrations of techniques were given, along with clear instructions. Good work was shared and pupils were encouraged to talk about the problems they had faced. Work was evaluated both by pupils and by the teachers, who suggested ways in which it could be improved. In Year 6, pupils were encouraged to be creative within the task, and they were able to stamp their individuality on the pots and vases they made. By contrast, in some classes, much of the pupils' work is all the same, indicating a tendency for over-direction from the teacher.

82. Some use is made of artists' work as a stimulus, but this is not consistent across the school. Sensible links are made with other areas of the curriculum and, in particular, history topics provide the basis for much artwork. Examples were seen in Year 5 where Victorian artefacts were drawn, and in Year 4 where reference material was used to paint Egyptian figures, and to or make collage figures of Henry VIII and his wives. However, no evidence of computer art packages was seen either in use or in samples of work.

83.The scheme of work is old and due to be updated in the new year. Although it provides a sound basis for the development of pupils' skills over the two key stages it would benefit from further detail about how to approach activities.

119. **Design and technology**

84.The standards and progress pupils made in the previous inspection were at least satisfactory and sometimes good. These have not been maintained in Key Stage 2. In Key Stage 1 pupils make satisfactory progress overall and achieve satisfactory results in designing and making which are similar to those expected of pupils' age. In Key Stage 2 however, pupils make unsatisfactory progress overall, and the quality of their finished artefacts is below that expected. This weakness is directly linked to teachers' lack of subject knowledge and previous weaknesses in curriculum planning. The old scheme of work was unsatisfactory because it did not encourage continuity and progression of learning sufficiently, especially in developing specific skills. A new scheme has been very recently produced by the co-ordinator but in practice it is not currently building successfully on pupils' prior knowledge because older pupils still have gaps in their knowledge.

85.In Key Stage 1, pupils satisfactorily design and make fruit yoghurt labels. Pupils consider appropriate fruits to mix in, and make their own yoghurts. Their skills in cutting and mixing are satisfactory and they are very enthusiastic about their finished edible results! In Year 2, pupils successfully design and make Royal Mail post vans, using recycled materials. Their designs show satisfactory attention to detail, although their wheels and axles work with varying degrees of success. Pupils have some understanding of how to evaluate their finished models in order to improve them. In Key Stage 2, younger pupils create nativity scenes and have satisfactory cutting and sticking skills, but their designs do not show an understanding of the design process. There are some satisfactory examples of Victorian sampler designs on display from pupils in Year 5. In Year 6, pupils create air raid shelters, using wood and recycled materials. However, their skills in sawing, measuring accurately and assembling are below expectations. Some designs show satisfactory attention to detail and materials.

86.In Key Stage 1 pupils are making satisfactory progress overall in the full designing, making and evaluating process, using a variety of tools and materials. However, this progression in skills is unsatisfactory in Key Stage 2, and there is not enough attention to precision and to using tools competently.

87.Pupils' attitudes are good and they are keen to learn. They use tools and resources sensibly and work co-operatively. Younger pupils clearly take a pride in their work.

88.The quality of teaching observed during the week of inspection was good in Key Stage 1 and broadly satisfactory in Key Stage 2. In Key Stage 1, the lessons are well organised and resources and classroom assistants are used well to support pupils' learning. Teachers have good subject knowledge and draw pupils' attention successfully to all elements of the design and making process. In Key Stage 2, teachers plan their lessons carefully and use a range of resources satisfactorily, and there is some good attention to safety. However, as a result of teachers' unsatisfactory subject knowledge, saws are used incorrectly, and in Year 6 the use of a hot glue gun is a potential health hazard. Teachers make good cross-curricular links, for

example with religious education in nativity scenes and with history for World War II air raid shelters. However, there are very clear in-service needs to enable teachers to improve pupils' skills.

89.The subject is led satisfactorily, although there is an insufficient range of specialist tools and resources.

125. Geography

90.No lessons took place in geography during the inspection and the school was able to provide only a very small sample of pupils' written work from the previous year. Pupils' knowledge and understanding is patchy and they make inconsistent progress across the key stages.

91.The subject is taught as part of a broad termly topic, as it was at the time of the last inspection. The topics in which geography has the main focus are taught in the spring or summer but links are sometimes made with other topics, such as history. However, in some topics, the geographical content bears only tenuous links to the geography curriculum, so that pupils are confused about what they have learnt. For example, according to teachers' planning, Year 3 pupils studied a topic on 'rivers'. These pupils who are now in Year 4 could remember some of the specific geographical vocabulary they learnt, such as 'source' and 'mouth', but knew little about the physical work of a river. When asked what else they had learnt as part of the topic they described their experiments on plant growth.

92.Pupils in Year 5 were able to make simple comparisons between a village in Yorkshire and their own local area of Chiswick. These did not extend beyond saying where they would prefer to live and why. Pupils now in Year 6 were able to describe the physical characteristics of a contrasting locality, such as that of St. Lucia. They used correct terminology to describe the physical features of the island and knew that its economy was based on growing bananas. They were able to discuss the effect on the environment of the growth of the tourist industry.

93.The scheme of work, which is very old and outdated, has not been reviewed in the light of the many changes made to the national curriculum. The review and revision of the subject that was taking place at the time of the last inspection was never completed. The skills and knowledge of the subject are not taught in a systematic or coherent way. The difference between the notional allocation of time and the actual time spent on geography lead to a superficial coverage of content, skills and knowledge.

129. History

94. Pupils' progress in history at Key Stage 1 is unsatisfactory. Over the last two years the subject has been marginalised, with insufficient time devoted to it. There is very little evidence in exercise books of what pupils have learned. The pupils in Year 2 are aware of what constitutes the past and that some things have changed. They are unsure of how history is represented and have difficulty in describing events in the past. The history curriculum at this key stage is organised around broad topics where there are tenuous links with some areas of history. Year 2 explore the time of the dinosaurs and the development of flight, with emphasis on the Montgolfier brothers. Key Stage 1 pupils have little opportunity to ask questions, using historical artefacts.

95. Pupils' progress at Key Stage 2 is variable but satisfactory overall. Pupils work on the recommended study units, which are taught discretely. The content is appropriate and tenuous links are avoided. Pupils are given opportunities to use primary and secondary sources connected with the period of history being studied. Year 3 pupils were observed reaching conclusions about the legacy of the Romans who invaded and settled in Britain. The pupils showed that they could use secondary sources to gather information and to draw conclusions for themselves. These pupils were beginning to develop their research skills. Year 4 pupils studying the Tudors showed little evidence of the range of work covered in a term. Some pupils had very basic knowledge of the main characters of that period. The evidence suggests that pupils do not make sufficient progress in this year group. The more able pupils were insufficiently challenged and the needs of pupils with special educational needs were not met. Progress improves in Year 5 through good structuring of this study, ensuring wide coverage of subject matter and exposure to a wide range of sources. The work is also made interesting. Progress continues to be satisfactory in Year 6. By this year, pupils have developed a sense of chronology and understand the nature of evidence and the need for it. Pupils are also aware that history has many interpretations. The good range of secondary sources enables pupils to undertake satisfactory historical research.

96. In the one lesson observed, pupils' response to history at Key Stage 1 was good. At Key Stage 2 it is variable ranging from good to poor. In the lesson where response was poor the pupils had not developed appropriate learning strategies and their behaviour was unsatisfactory. In other classes at Key Stage 2 pupils were stimulated to ask questions and to discuss issues; for example the Year 6 class discussed the plight of the Jews during the Second World War. The reduced time allocated to this subject overall has deprived pupils of studying history in the appropriate depth.

97. In the lesson seen at Key Stage 1, teaching was satisfactory; teacher exposition showed sound skills of delivery. The weaknesses lie in the overall structure of the history curriculum at Key Stage 1, which has not been modified to take account of national initiatives. This has resulted in minimal coverage of the national curriculum and greater emphasis on other aspects of history, such as the dinosaurs. At Key Stage 2, three lessons were seen. One was satisfactory, one good and one unsatisfactory. In the unsatisfactory lesson, the management of pupils was a difficulty which prevented progress being made. Lesson planning is sound, but activities do not always provide enough challenge or stimulation. Evidence from past work shows an over-dependence on worksheets in some classes. Where teaching was good,

probing questions encouraged pupils to use their factual knowledge to draw general conclusions about the Victorian period.

98. A new co-ordinator was appointed last year and is in the early stages of the management role. The scheme of work was updated three years ago but has not been modified recently to take account of the National Literacy Strategy and the National Numeracy Strategy. This has resulted in some lack of understanding of what should be taught. There is no formal monitoring of teachers' planning or pupils' work, and this has led to some fragmentation in four of the classes. Resources for history are good at Key Stage 2 but there are insufficient artefacts and photographs for Key Stage 1.

134. **Music**

99. Only three lessons of music were seen during the inspection. None of these contained opportunities for pupils to compose or use instruments. In addition, a small amount of taped work was provided as evidence.

100. Standards in singing and clapping rhythms in Key Stage 1 are broadly similar to those expected for pupils' ages. Pupils sing tunefully even when not led strongly by their teacher, and clap a rhythm in time with each other. Samples of audiotapes from Year 1 showed that pupils were able to experiment with instruments to produce a satisfactory accompaniment to a well-known song or nursery rhyme.

101. In Key Stage 2, standards are not consistent from year to year, and pupils do not make sufficient progress in developing their skills. This is because the subject is often squeezed. Samples of teachers' planning indicate that music lessons do not take place on a regular basis.

102. In a sample of Year 3 work from the previous year, pupils had composed short pieces of music in a group. They had successfully conveyed the theme of 'rivers' with their choice of instruments, and melodies and rhythms were repeated in a structured composition. They played together in time and performed confidently. Individuals who receive instrumental tuition in guitar, flute and violin used these instruments well within the compositions. However, the sample from Year 5 indicated that pupils had made little progress in developing the structure and form of composition, and standards in the lesson seen were below those expected. Pupils had difficulty clapping a steady beat while saying the syllables of their name.

103. Teaching was satisfactory in the short sessions seen in key Stage 1 but was unsatisfactory in Key Stage 2. Provision for music is unsatisfactory overall; teachers' planning is unsatisfactory and experiences of music are provided irregularly. A commercial scheme is available to support teaching in Key Stage 2 but it is not used or followed consistently to develop pupils skills in composing and performing. Teachers lack confidence and knowledge to teach music. None of the lessons promoted the use of technical musical vocabulary. In theory, the subject has been allocated an hour a week but in practice much less time is spent on music in both key stages. Teachers' timetables indicate a notional 30 minutes per week, but it is clear that this is sometimes squeezed out altogether and music is not taught at all. As a result, pupils' knowledge and skills are not developed systematically.

104. Music makes a satisfactory contribution to assemblies when music of different styles is played. Pupils who receive instrumental tuition are encouraged to perform while pupils enter and leave the hall. The subject is not managed effectively or monitored to check the quality of provision, and this is unsatisfactory.

140. **Physical education**

105. During the week of inspection, as a result of timetable arrangements, it was only possible to observe dance at Key Stage 1 and swimming, gymnastics and dance at Key Stage 2. The emphasis during the term was on swimming, in which over three-quarters of pupils achieve in line with expectations by the end of Year 6. It is not possible to make an overall judgement about progress in physical education since the last inspection, when standards were in line with expectations.

106. In Year 2, pupils' dance sequences are satisfactory as they move in time to a variety of musical rhythms. The quality of their movements was satisfactory when they followed the lead provided by the parent who took the session. The quality of movements is less satisfactory when pupils experiment for themselves. In Year 4, pupils mirror movements during gymnastics but the quality of their movements is below that expected of pupils of a similar age. In Year 6, pupils move in time to pop music and produce their own dance sequences, but although pupils co-operate well and teach each other the steps in their sequences, their final performances lack refinement. However, there was a clear improvement in the quality of the dance sequences during the session.

107. The progress made by pupils in the lessons observed was satisfactory overall, although it was good in a Year 3 swimming lesson. Pupils' attitudes are good. They listen attentively to instructions and perform sensibly. All pupils co-operate well in pairs and in groups.

108. The quality of teaching is satisfactory, with many good features, particularly in swimming and dance. All teachers give a good lead, although they do not always ensure that pupils are suitably changed for physical activity. In Year 2, pupils perform in their ordinary clothes rather than in physical education kit. Teachers use praise effectively and there is an appropriate emphasis on control and organisation. In the Year 6 dance lesson, the teacher uses evaluation successfully to encourage greater dance creativity. However, some lessons lack sufficient pace and pupils are inactive for too long.

109. The scheme of work is out of date and there is not enough emphasis on monitoring and evaluation. However, there are good links with a variety of local sports clubs and a satisfactory range of after-school clubs to develop pupils' games' skills. The oldest pupils in Key Stage 2 go on an outdoor and adventurous week each year, which, judging by photographic evidence and discussions with pupils, is popular and successful.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

110. The inspection took place in the second half of the autumn term. Seven inspectors including a lay inspector spent a total of 14.5 inspector days in the school. Before the inspection, 27 parents attended a meeting to share their views on the school and 100 returned the OFSTED questionnaires. During the inspection 63 lessons or parts of lessons were observed, amounting to just over 42 hours. This included lessons for small groups of pupils or individuals with special educational needs and those who speak English as an additional language. In addition, inspectors attended assemblies and registration periods, and observed pupils at play and at lunch. Many informal discussions were held with pupils and a sample of pupils from each year group read to inspectors. School documentation was scrutinised including all policies, schemes of work, minutes of meetings, financial data, teachers' planning, pupils' work and records, reports to parents, and attendance registers. Discussions were held with the headteacher, teaching and non-teaching staff, and representatives of the governing body.

11 DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	227	1	56	32
Nursery Unit	13	0	0	4

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9
Number of pupils per qualified teacher	25.4

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	88.5

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	0.6
Number of pupils per qualified teacher	26

Education support staff (Nursery school, classes or unit)

Total number of education support staff	1
Total aggregate hours worked each week	16
Average class size:	32

Financial data

Financial year:	1998/99
	£
Total Income	450189.00
Total Expenditure	444656.00
Expenditure per pupil	1967.50
Balance brought forward from previous year	-3612.00
Balance carried forward to next year	1921.00

PARENTAL SURVEY

Number of questionnaires sent out:

253

Number of questionnaires returned:

100

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	40	54	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	32	61	3	3	1
The school handles complaints from parents well	10	46	30	7	8
The school gives me a clear understanding of what is taught	22	59	7	11	1
The school keeps me well informed about my child(ren)'s progress	20	63	10	5	2
The school enables my child(ren) to achieve a good standard of work	10	64	10	9	6
The school encourages children to get involved in more than just their daily lessons	16	67	15	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	54	13	10	7
The school's values and attitudes have a positive effect on my child(ren)	21	57	10	4	7
The school achieves high standards of good behaviour	25	46	16	4	9
My child(ren) like(s) school	42	51	2	5	0