

INSPECTION REPORT

West Twyford Primary School
Ealing

LEA area: Ealing

Unique Reference Number: 101875

Headteacher: Mr R Rodgers

Reporting inspector: Mrs C Worthington

Dates of inspection: 29th November to 2nd December 1999

Under OFSTED contract number: 706604

Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior with Nursery
Type of control:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body West Twyford Primary School
Name of chair of governors:	Ms. T Lees
Date of previous inspection:	18 th -20 th March 1996

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Margaret Cooper	English; Geography; Art; Music.	Children aged under five; Staffing, accommodation and learning resources.
Robert Lever	Mathematics; Information technology; History; Physical education.	English as an additional language; Curriculum and assessment. Special educational needs.

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MAIN FINDINGS

What the school does well

- Standards in science at Key Stage 2 are above average.
- There are very high standards in art throughout the school.
- Significant rapid progress has been made recently in information technology.
- The school promotes very good attitudes, relationships, good behaviour and personal development.
- There is a high proportion of good teaching and a wide curriculum.
- Provision for children under five is good.
- There is good provision for children with special educational needs.
- Procedures for assessing attainment are good.
- There is very good provision for moral, social and cultural development.
- Pupils who have English as an additional language are given good support.
- The school has very good accommodation and educationally stimulating grounds.

Where the school has weaknesses

- I. The whole-school management structure currently lacks clarity and communication.
- II. Staff and governors do not have a common view for raising the academic standards of the school.
- III. The school development plan is not a working document.
- IV. Inconsistent monitoring of the curriculum result in a lack of balance and too little time for religious education.
- V. The standard of handwriting was well below average in national tests for seven year olds in 1999. Little apparent improvement has been made by these pupils, who are now in Year 3.
- VI. Some statutory requirements are not met in the governors' Annual Report to parents and in the prospectus.

The strengths outweigh the weaknesses, but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection, the school has made satisfactory progress overall. The role of the governing body has been soundly developed. All governors are attached to a class in the school and attend training days. Some have visited their class, and the literacy governor is monitoring the progress of literacy. However, their role in development planning and monitoring the curriculum has still not been developed sufficiently.

The curriculum and assessment framework has been satisfactorily completed but it is not yet monitored adequately. The new headteacher has formally monitored every class during his first term. Subject co-ordinators have received training in monitoring and are now regularly examining plans for their subjects, but their classroom monitoring is still insufficient with the exception of literacy.

Overall, a gradual improvement in standards has been made, and the standard of teaching has improved: no unsatisfactory lessons were seen during this inspection. There are now more opportunities for pupils to develop their own talents through theatre and dance company visits, Blue Peter and Young Investigators Science Club. The range of free after school activities remains narrow, although provision by external agencies through payment

is wide. All staff and governors are committed to the school and it is satisfactorily placed to improve further under the leadership of the new headteacher.

• **Standards in subjects**

This 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
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
English	C	B	<i>average</i>	<i>C</i>
Mathematics	C	B	<i>below average</i>	<i>D</i>
Science	B	B	<i>well below average</i>	<i>E</i>

The information shows that pupils attain average standards in English and mathematics and above average in science compared with all schools. Compared with similar schools, standards in English, mathematics and science are above average. The evidence of the inspection agrees with the standards for English, mathematics and science for the current Year 6. Improvement has been steady over the last three years. Since 1998, there has been a great improvement in mathematics due to the implementation of the National Numeracy Strategy, and in science because of specialist teaching in Year 6. Fluctuations occur from year to year because such a small number of pupils is entered for the tests and the proportion of pupils with special educational needs alters. Standards in information technology are above average; in religious education, they are average.

At the end of Key Stage 1, standards in reading in 1999 were well above the national average. Those in writing and mathematics were well below the national average. The findings of the inspection do not agree with this judgement for the current Year 2, where standards in reading, writing and mathematics were found to be average. A high number of last year's seven year olds had special educational needs. The 1999 Year 2 pupils are now in Year 3 and they are making satisfactory progress in reading and mathematics, but their standard of handwriting has not noticeably improved.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	n/a	Satisfactory	Good
Information technology	n/a	Good	Good
Religious education	n/a	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

The overall quality of teaching is good. All lessons observed were at least satisfactory, and out of 53 lessons, 21 were good and seven in art, science and information technology were very good. All but one of the very good lessons were in Key Stage 2. Many teaching

methods, such as the use of speaking and listening and role play, are especially suitable for pupils whose first language is not English and allow them to make good progress. This is particularly the case in Key Stage 1.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Behaviour is very good in lessons; it is not quite as good in the dining hall.
Attendance	Good, and above the national average.
Ethos*	A good caring ethos reflects the aims of the mission statement. However, achievement of high standards is not the school's first consideration.
Leadership and management	Satisfactory. The recently appointed headteacher has already improved progress in information technology. However, management roles are not clearly defined, and the existing development plan is unsatisfactory.
Special Educational Needs	Good provision and support, resulting in good progress.
Curriculum and assessment	Good throughout the school with many procedures for assessing pupils' standards and progress, but there is some imbalance of time for subjects between classes, and too little time for religious education. There is good provision for pupils for whom English is an additional language.
Spiritual, moral, social and cultural development	Provision for moral, social and cultural development is very good. Spiritual development is good.
Staffing, resources and accommodation	Good overall. The school is well provided with the number of qualified teaching and educational support staff. Accommodation is well maintained and spacious and displays are used well to celebrate and stimulate pupils' achievement. The attractive grounds are used well as a learning resource.
Value for money	Satisfactory.

**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
VII. The attitudes and values it promotes.	XII. The inconsistent approach to homework.
VIII. The care taken by the school, and its appreciation of ethnic diversity.	XIII. Genuine complaints are not well
IX. The quality of the pupils' behaviour.	XIV. The standard of handwriting.
X. Their children like school.	XV. The communication of information.
XI. Their children's academic achievement.	

Some parents expressed concern about the fluctuating state of funding for curricular activities such as swimming and music teaching. They believe that funding must be continuous.

Inspectors agree with the positive views expressed by parents. The school has already begun to address the issues of information and the timing of meetings and has employed a music specialist. The findings of the inspection were that handwriting had been of a low

standard but they are improving. Inspectors did not agree with the views on homework and complaints. Only a very small number of questionnaires were returned by parents.

· **KEY ISSUES FOR ACTION**

In order to raise standards and improve the quality of education, the governing body, Headteacher and staff should:

- **Reconsider the aims of the school to give more importance to raising standards of attainment.** (Paragraph 69)

- **Review, evaluate, understand, and clearly define the roles, responsibilities and accountability of management by:**
 - further developing the strategic role of the governing body, so that there are clear procedures in place for it to carry out and evaluate its role in development planning and monitoring the curriculum;
 - further developing the skills of the new headteacher;
 - developing the role of the deputy headteacher into one where managerial responsibility and priorities are clearly defined;
 - ensuring that a member of the senior management team has overall responsibility for the curriculum, including its monitoring;
 - redefining the roles of the senior management team to reflect changes in the new curriculum, particularly those regarding the increasing importance of early years education.(Paragraphs 64 to 69)

- **Simplify the current school development plans to produce one understandable working document with clearly defined priorities.** (Paragraphs 68, 74)

- **Put structures in place to monitor and evaluate teaching and learning in the classroom so that sufficient time is given to all subjects.**
(Paragraphs 32, 64, 67, 116, 131)

- **Ensure that all statutory requirements are met.** (Paragraph 60)

In addition to the key issues, the following less important weakness should be considered for inclusion in the governors' action plan:

- Improve the standard of handwriting throughout the school and particularly in Year 3.
(Paragraphs 91, 97)

§ INTRODUCTION

§ Characteristics of the school

1West Twyford Primary school is a one-form entry, multi-ethnic school situated on the edge of the Park Royal Industrial Estate. The present school was built in 1967, and the Nursery added in 1990. Despite its urban surroundings, the school has large attractive grounds with mature trees and several play areas. The feeling of open green space is enhanced by its proximity to the grounds of Twyford Abbey. The catchment area is a mixture of private and housing association accommodation: the area is not especially prosperous, nor seriously deprived. About 20 per cent of the pupils are entitled to free school meals which is at the level of the national average. Pupils' attainment on entry to the school is about average. However, many (currently about 40 per cent) do not have English as their first language, and some children, for example, refugees, join the school in both key stages with little English. Arabic is the most commonly spoken language after English. The school is about the same size as many primary schools with 212 full time pupils on roll during the current academic year. This figure has shown little fluctuation over the past few years. Forty-eight pupils are currently identified as having special educational needs, which is above average.

Two children have statements of special educational need, which is below average. During the inspection, 50 children were in the Nursery part-time, and 31 full-time children aged under five were in Reception, most of whom had been in the Nursery. All classes in Key Stages 1 and 2 are composed of one year group, despite the large difference in size between years. Although the number of boys and girls in the school is about the same, there is a disparity between years. Children aged three are admitted to the Nursery part-time. They enter Reception full-time in the September of the year in which they become five. In September, the new headteacher took up his post and its experienced bursar left the school. The school's mission statement expresses its aim to have an ethos in which everyone is committed to providing a broadly balanced continuous range of opportunities for the children to develop into competent caring adults, able to play a full part in society. The school also aims to implement a curriculum that covers the full range of subjects for the development of children's skills and talents, and to raise the level of the professional competence of the staff. The school development plan, which was produced by the previous headteacher, covers one year in detail: no outline planning is undertaken beyond this period. The current plan focuses on literacy and numeracy, raising standards, the appraisal of teachers, and details of the celebration of the millennium.

1 **2. Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year: 1999	Year	Boys	Girls	Total
	1999	16	16	32

1 National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	12	13
	Girls	12	11	13
	Total	26	23	26
Percentage at NC Level 2 or above	School	91(95)	72(95)	81(91)
	National	80 (80)	81 (81)	85 (84)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	13	13
	Girls	13	13	11
	Total	28	26	24
Percentage at NC Level 2 or above	School	88(95)	81(91)	75(91)
	National	81 (81)	85 (85)	86 (86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for latest reporting year: 1999	Year	Boys	Girls	Total
	1999	22	7	29

1 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	15	18
	Girls	6	4	5
	Total	20	19	23
Percentage at NC Level 4 or above	School	69(46)	65(47)	79(57)
	National	65 (65)	68 (69)	69 (69)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	16	18
	Girls	6	4	5
	Total	21	20	23
Percentage at NC Level 4 or above	School	72(57)	69(50)	79(54)
	National	n/a (65)	n/a (65)	n/a (72)

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

1	Attendance			
	Percentage of half days (sessions) missed			%
	Through absence for the latest complete	Authorised	School	5.3
	Reporting year: 1999	Absence	National comparative data	5.7
		Unauthorised	School	0.3
		Absence	National comparative data	0.5

1

1	Exclusions			
	Number of exclusions of pupils (of statutory school age) during the previous year: 1999			Number
			Fixed period	0
			Permanent	0

1	Quality of teaching			
	Percentage of teaching observed which is:			%
			Very good or better	13
			Satisfactory or better	100
			Less than satisfactory	0

1 **PART A: ASPECTS OF THE SCHOOL**

1 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

1 **Attainment and progress**

3Analysis of the national end of Key Stage 2 tests for 1999 shows that standards in English are in line with the national average, and above average compared with similar schools. This is seen in both the proportion of pupils achieving the expected Level 4, and also the proportion of pupils achieving the higher Level 5. In mathematics, standards at both Level 4 and Level 5 and above were also in line with the national average, and above average when compared with similar schools. One pupil gained Level 6 in mathematics in 1999. In science, the school was above the national average for Level 4 and above, and above for Level 5. Compared with similar schools, it was well above average for Level 4 and above, and above average for Level 5.

4These results are an improvement on those achieved in 1998 when the percentage of pupils reaching Level 4 or above was well below the national average in English. The percentage of pupils reaching Level 5 and above was close to the national average. A similar picture was seen in mathematics, but not in science where the percentage reaching Level 4 and above was well below the national average and Level 5 was also below. The 1998 cohort had a larger than average number of special educational needs pupils, and a number of pupils who joined the class with little English. Standards have fluctuated over the past three years, but a general rising trend can be seen, and realistic targets for improvement have been set. Girls, in general, have attained slightly below the national average; boys have been closer to it over the last three years. The school is aware of this, and actively promotes equal opportunity.

5The findings of the inspection are consistent with national test results in English and show average standards, including those for literacy, by the end of Key Stage 2. In mathematics, in the current Years 2 and 6, standards are judged to have continued improving, and are now in line with those expected nationally because these classes contain fewer pupils with special educational needs, and fewer pupils for whom English is an additional language. The National Numeracy Strategy is helping mental skills in particular. Many pupils have strong skills in mental mathematics and the attainment of those who have limited English comprehension is enhanced. Pupils' ability to comprehend test questions was not observed since they were usually supported in lessons. In science, standards observed were above average at the end of Key Stage 2, which shows continued improvement, since the co-ordinator is now, once again, taking Year 6 classes. Standards in information technology are above average, due to the influence of the headteacher's very good teaching in Years 5 and 6. Standards in religious education are in line with the expectations of the locally Agreed Syllabus.

6At Key Stage 2, pupil's attainment in art is well above average for their age. In literacy, numeracy and all other subjects, standards are average. In swimming, almost all pupils achieve the national expectation by the age of eleven. These standards are similar to those found at the last inspection.

7In English, by the age of eleven, pupils listen carefully in a range of situations and express their ideas clearly, although a few pupils for whom English is an additional language show limited confidence and capacity in explaining their ideas to others. They read a range of texts with fluency and accuracy, including Romeo and Juliet, junior fiction and information books. Handwriting has improved for older pupils, who develop their writing in interesting

ways and organise it appropriately for the purpose and the reader. In mathematics, pupils are confident in using addition, subtraction, multiplication and division in whole numbers and decimals. They identify symmetry in simple shapes and work out areas. They collect data and present it using charts and graphs, often using the computer for the purpose. In science, pupils have good observational and manipulative skills. They investigate the way sound travels, describe accurately the function of the eye and know that the use materials to which are put depends on their properties. In information technology, pupils use a variety of fonts and colours, and scan pictures to illustrate their work. In religious education, they confidently discuss the meaning of sharing in the context of religious belief.

8Analysis of the national end of Key Stage 1 tests in 1999 shows that standards in reading were well above both the national average, and the average standards achieved by similar schools. Standards in writing were well below the national average and below average compared with similar schools. In mathematics, standards were well below the national average and those of similar schools. The decline in standards is not related to teaching but to an untypical Year 2. In the three years before this, there has been a steady rise in standards.

9The evidence of the inspection supports the rising trend. By the age of seven, pupils' standards in speaking and listening are broadly average. They listen carefully and respond appropriately, as seen in whole-class literacy lessons, but many children for whom English is an additional language do not speak so confidently, or with such an extensive vocabulary. Standards in reading are average. Pupils use their knowledge of letters and sounds, and their understanding of the context to help them read unfamiliar words and establish meaning. Standards in writing are also average in the current Year 2 – an improvement on the previous inspection. Pupils write stories, poems and recipes for gingerbread men showing appropriate use of vocabulary. Standards in mathematics in the current Year 2 are average. Pupils are beginning to understand the place value of digits and to arrange numbers to 100 in order. They measure using standard measurements of length and know the names and properties of two and three dimensional shapes. Standards in science are average. Pupils know the three common states of matter as applied to water, and recognise that these are reversible by temperature. They understand that certain types of food are necessary for a healthy diet, and that a complete electrical circuit is needed for a bulb to light up. Their investigative skills in experimental work are average for their age. In information technology, pupils write simple sentences using a word-processor and give direct commands to control movement of a robotic toy and to work confidently within simulations. In religious education, they recognise the symbols used in festivals of light from various religions.

10Children in the early years are broadly attaining standards across the areas of learning that are expected by the age of five. They are below average in language and literacy, and a significant number of children for whom English is an additional language have a limited capacity to express their ideas in English. The children are attaining sound standards in mathematics, knowledge and understanding of the world, and creative and physical development. The children's personal and social skills are very well developed.

11Children in the Nursery make good progress, as do those in the Reception classes in all the areas of learning for children under five, and children for whom English is an additional language make particularly good progress in language and literacy, as a result of appropriate teaching methods. Progress is seen in the children's personal and social skills, including their capacity to choose, their ability to maintain their concentration, their knowledge of books and print, and the extent to which they work imaginatively when they paint and create stories in the role-play areas.

12Progress is satisfactory through Key Stage 1 in mathematics, science, religious education, design and technology, geography, history, music and physical education. It is good in English, particularly for those with English as an additional language, and information technology. It is very good in art throughout the school. Through Key Stage 2, progress is satisfactory in mathematics, although some good progress was seen in lessons. Progress is also satisfactory in religious education, design and technology, geography, history, music and physical education. It is good in English, science, and information technology. The progress of pupils in Year 3 who gained below average national tests results is satisfactory overall, but their comprehension of written English and their ability to write clearly is not yet sufficiently developed to enable good progress to be made. The large size of the class means that there is not always sufficient support for pupils.

13Pupils make good progress where teaching is good and motivates them to learn, where they are clear about tasks set and understand what they are required to do. They then work at a good pace, building steadily on previous learning. This was well exemplified in mathematics and English where the teaching was sharply focused in line with the framework for numeracy and literacy. In science, pupils made very good progress in a lesson in Key Stage 2, where the work set was appropriate to the ability of all, including those with special educational needs. Pupils of higher attainment had extension work set to a very high level which enabled them to achieve well above average standards in that lesson. Those for whom English is an additional language were helped to understand instructions. The very good progress in art is in response to very good teaching where pupils of all ability and ethnic background can excel in creativity.

14Overall, pupils with special educational needs make progress in line with their peers. Those with individual education plans make good progress against their targets, especially when receiving additional support. Pupils with English as an additional language make very good progress in language and literacy, which helps their progress in all other academic subjects. In addition, the well chosen teaching methods enrich their vocabulary in each subject.

13 Attitudes, behaviour and personal development

15Pupils' attitudes to learning in the school are very good, including pupils with special educational needs and English as an additional language. The school's courtesy code has consideration for others at its heart. Learning takes place in a calm, purposeful and orderly environment. Procedures in place encourage them to aim for high standards, and there are clear expectations of both their attitudes and behaviour. Pupils are courteous, polite and friendly. They are keen to learn and are interested even when they find the task difficult. Most participate in class activities, sustain concentration well and are eager to take part in discussion and classroom debate. The school upholds its aim to provide a secure and caring place where pupils have the right to receive their education free from any bullying or other oppression. Staff believe in developing pupils' self-esteem and self-confidence. Every child is treated as a special person, and each day is important in his or her development.

16The standard of behaviour is good overall, and very good in lessons, but some lapses seen at lunchtimes have meant that the excellent judgement of the previous inspection has not been fully maintained. Pupils are praised and share their successes both in the classroom and in assemblies, when good behaviour is celebrated. The clear behaviour policy states how the school promotes self-discipline and expects the highest standards of behaviour, honesty and good manners at all times. The opportunity to show work to the

headteacher and classmates, and the system of rewards, such as stickers and house points, emphasises the recognition of good behaviour. Any unsuitable behaviour is checked and sanctions are in place to deal with it at a very early stage. Parents are involved on the few occasions when this is deemed appropriate. Staff have clear positive expectations, to which pupils respond well. They know and understand the school rules and appreciate the need for them. When asked what might happen if there were no rules, pupils thought that it would not be a place that they would like to be. There was no evidence of litter or graffiti during the inspection. The school building and play areas are well kept, and pupils are actively encouraged to take pride in their attractive surroundings.

17At play and at lunchtimes, pupils respond well to the few adult supervisors. There was no evidence of bullying or other inappropriate behaviour, and the many different ethnic groups were very well integrated. Pupils understand that bullying or any other type of harassment is unacceptable and some confidently state that if they saw such behaviour, they would immediately report it. There have been no exclusions over the past three years.

18Discussion with parents revealed a high level of satisfaction with the school. Their children are happy and enjoy coming to school. They are positive and appreciate the high standards of behaviour, which have a good effect on pupils' attainment.

19Relationships within the school are very good. Adults provide very good role models and pupils respect them and each other. Staff know pupils well, are sensitive to their individual needs and recognise the wide range of backgrounds from which their pupils come, and their differing language abilities. Good examples of the integration of pupils were observed. Most persevere with their work and receive help from both staff and other pupils when they experience difficulty.

20Pupils' personal development is good. The school's aim prepare all pupils for their individual role within the community and society is clear and is practised to enable pupils to develop high standards of self-discipline and self-esteem, and to develop their aspirations and skills. The displays of work around the school are of a very high standard and reinforce the importance which is placed on every child doing his or her best and gaining recognition for it. Pupils take responsibility such as acting as register and library monitors, and those in Year 6 answer the telephone, take messages at lunch times, and are eligible for the position of house captain. Individual efforts and achievement in all areas are a cause for celebration at the sharing assembly to which parents are invited.

21Children in the Nursery and Reception classes show well developed personal and social skills. They settle quickly into classroom routines and are eager to explore new learning. The children are courteous towards others and treat resources with care. They behave well, listen very carefully to the instructions they are given and respond appropriately. They show confidence in selecting their own activities, and persevere in their learning

20 Attendance

22Attendance is good, and is above the national average. Unauthorised absence is below the national average. Parents are aware of the need to inform the school of absences, and are immediately involved in case of problems, which are referred to the educational welfare officer if this is felt to be necessary.

23Registers are efficiently and accurately kept and are monitored by the administrative officer and the headteacher. Most pupils arrive punctually at school and at lessons, which has a positive effect on progress.

22 QUALITY OF EDUCATION PROVIDED

22 Teaching

24Overall the quality of teaching is good. During the inspection, 53 lessons were observed. None was unsatisfactory. Seven lessons were very good, 21 were good, and 25 were satisfactory. The inspection of pupils' books shows teaching to be at least satisfactory over time. These findings represent an improvement in consistency of teaching. The last inspection found the quality of teaching good, although one in ten lessons was unsatisfactory.

25The quality of teaching in the Nursery and Reception classes is good. Ten lessons for this age group were observed. One was very good, five were good and four were satisfactory. Teaching is satisfactory in knowledge and understanding of the world and creative and physical development, and good in personal and social development, language and literacy, and mathematics.

26Class teachers and Nursery assistants have good knowledge and understanding of the needs of young children as well as the curriculum and learning outcomes. They plan and work well together to provide a secure, caring learning environment that helps children settle quickly and develop self-confidence. They structure indoor and outdoor activities well, taking account of the need of children to have some opportunities to initiate activities and develop independence. Attention is given to supporting and extending children's responses. Speaking for children for whom English is an additional language is promoted particularly well. Characteristic strengths of good teaching were seen in a very good gymnastics lesson for Nursery children in which the teacher had very good control and rapport with the children, and gave clear explanations. She had very high expectations of their attainment, including their capacity to perform a forward roll, gave considerable encouragement and made good use of children's demonstrations to help everyone improve. There was a strong emphasis on safety, and the timing of activities was judged well. This lesson resulted in the children making very good progress, particularly in their control and skills in performing a forward roll.

27At Key Stage 1, the overall quality of teaching in every subject is satisfactory; seven out of fifteen lessons seen were good. In a mathematics lesson on the collection of data for recording onto a bar chart many of the characteristics of good teaching which result in good progress were seen. The teacher had high expectations of learning, always used correct mathematical terminology and had planned a good variety of activities suitable for the range of ability. All pupils understood their task and good use was made of time and resources, so that all pupils made significant gains in knowledge.

28At Key Stage 2, the quality of teaching is good overall. Twenty-eight lessons were seen: six were very good, nine were good and thirteen were satisfactory. The teaching of information technology and art is very good. Information technology has improved rapidly this term because of the impact made on the subject by the new headteacher, who teaches upper juniors, and has initiated training to enable teachers to use laptop computers successfully with their classes. The teaching of English, mathematics, science and physical education is generally good. Effective use is made of specialist and team teaching, especially in art, science and information technology. In science, for example, the co-ordinator takes Year 6 as well as her own class, and her expert leadership is instrumental in the improvement in national test results in the juniors. Similarly, the specialist art teacher has great subject expertise which she is able to use to raise attainment to high standards,

which are amply shown by work on display. The co-ordinator is aware of this weakness and is taking steps to remedy it by further training. The teaching of religious education, design and technology, history, and music is satisfactory. A very good lesson was seen in science where pupils were investigating the passage of sound through various materials. The very high expectations of the teacher set the tone for hard work, specialised language was used without compromise and the class were frequently drawn together to elucidate meaning. Pupils with special educational needs were expected to do the same work as others. Planning was very good; all pupils had work which was very well matched to their ability, and the extension work stretched the capabilities of higher attaining pupils very well.

29The quality of the teaching of literacy is good. Teachers make sure that pupils write for a wide range of purposes and attention is paid to literacy in other subjects, for example, specialist vocabulary in science, as well as these subjects being brought into the literacy hour, such as, the Roman Chronicle from history. The teaching of numeracy is also good, so that pupils are able to apply their mental skills well when calculating measurements in design and technology.

30Teachers' planning is good; lessons are carefully thought out and have a range of work which is matched to pupils ability. Good planning is also made for classroom assistants and special educational needs. Teaching methods are appropriate for all abilities in most classes. The teaching of pupils with special educational needs is good. Teachers give effective support and show good awareness of needs as identified by individual education plans. The special educational needs teachers and assistants offer good support by appropriately withdrawing pupils and helping them in lessons. Teachers mark work effectively, and use homework satisfactorily.

31The quality of the teaching of pupils for whom English is an additional language is good. Teachers use appropriate methods such as role play to help communication. Role play is especially good for children aged under five and infants with specific areas in their classrooms. Cookery lessons are designed to improve vocabulary and pupils learn to describe foods from different cultures and to follow instructions in recipes. Music and movement help pupils to listen to instructions, sometimes in a different accent, as well as encouraging them to express themselves without words.

30 assessment

The curriculum and

32The curriculum is broad, relevant and mainly balanced. It successfully promotes the pupils' intellectual, physical and personal development and generally prepares them well for secondary school. The curriculum makes an effective contribution to the educational standards achieved by all pupils. It meets statutory requirements in all subjects. Sex education is taught in line with the policy agreed by parents and governors. Drugs education is sensitively taught through science and in personal and social education.

33The overall teaching time is in line with national recommendations, although time given to subjects is inconsistent between classes. No one plans curricular coverage across the whole school and time allocation for subjects is left to individual teachers. As a result, slower progress is made in science in Key Stage 1. The time allowance for religious education, which is taught in line with the Ealing Agreed Syllabus, is lower than that found in many schools, although religious education features frequently in assemblies and standards are satisfactory. The time allowed for physical education is high in Year 4 to allow for swimming.

34The school provides a well-balanced and relevant curriculum for children in the early years. It is planned well at long, medium and short-term, and is founded on the areas of learning for children under five. It takes good account of children's developing intellectual, physical, emotional and social abilities, and provides well for special educational needs, and the needs of children for whom English is an additional language. The children are prepared well for their work at Key Stage 1, and those in the Reception class begin working within the Key Stage 1 Programmes of Study when they are ready. The Nursery curriculum is already being revised to meet the requirements of the new early years foundation stage, and plans are in hand to review planning for Reception children. In both classes the school provides a good range of experiences led by adults as well as a variety of activities that the children can choose for themselves. A strong feature of Nursery provision is the extent to which visitors and outside visits improve children's learning and link their experiences to everyday life.

35The arrangements for the National Literacy and Numeracy Strategies are successfully in place. The new equipment for information technology has already resulted in much improved curricular provision. The new laptop computers allow for flexible arrangements, and the laptop projector enables more successful whole class teaching. The school does not yet have Internet access.

36The school provides equality of access and opportunity for all pupils to learn and make progress. Pupils with special educational needs and those with English as an additional language have full access to a curriculum that is suitable to their needs. Appropriate targets are identified in individual education plans. Clear records are kept.

37The issues on planning raised by the previous inspection have been addressed. There are now satisfactory policies and schemes of work for all subjects which facilitate planning for progression. An agreed planning format is in place and teachers' medium term planning is good. In most subject areas, good use is made of national schemes to supplement those written by the school. This planning is detailed and well thought out. Daily planning is sound, and expected learning outcomes are sufficiently defined to enable clear assessments to be made. Overall, long term planning now takes account of what has gone before and what will follow, and is making clear the progression between year groups.

38The extracurricular provision offered by the school is satisfactory. A good range of clubs during the year offers pupils the opportunity to develop a range of interests, but many of these are paid for by parents, and are not provided by school. Activities available free of charge are clubs for netball, dance, rugby and science. The school teams for football and netball enjoy sound success in inter-school competitions. The clubs are well attended by both boys and girls. There is an annual residential visit for Year 6 pupils, from which no pupils are excluded because of cost. Nursery provision is extended by visits to improve children's learning and to link their experience to everyday life.

39The good range of assessment procedures regularly provide valuable data which are effectively used to guide planning. The arrangements for using the assessment information identify areas for development and set targets for improvement. The school has recently begun to adapt national guidelines for most subjects and a common format is being put in place to ensure agreed procedures for assessment and recording.

40There are effective procedures in place for the identification of pupils with special educational needs. The resulting targets in the individual education plans are sufficiently specific to allow clear assessment of a pupil's progress within appropriate time scales. The procedures for assessing pupils with English as an additional language are good and guide

planning well.

41 There are good procedures for assessing the standards and progress of children in the Nursery and Reception classes, including baseline assessment and an early years developmental record. Assessment information is used well by teachers and Nursery assistants to plan children's learning.

40 Pupils' spiritual, moral, social and cultural development

42 Provision for moral, social and cultural development is very good and for their spiritual development, it is good. This is an improvement since the previous inspection. The school promotes very high values and standards which permeate the whole school community. They are achieved in a very natural manner as a normal part of everyday life. Opportunities for pupils to develop moral values allow them to respect each other's cultures and religions. The school is seen as a family, and such values are emphasised.

43 The school provides good spiritual guidance with great significance attached to the value of every child as an individual. In lessons and in assemblies, there is time to develop self-knowledge and reflection, for example in assembly, a candle is lit and pupils are invited to sit quietly and think about what has been said. They are also given time to consider and enjoy individual achievements. Other religions and faiths, as well as Christianity, are explored well in assemblies, which make a particularly good contribution to pupils' spiritual and moral education.

44 There is a very good moral atmosphere within the school. Pupils respect others and themselves, take pride in their work and their school, and enjoy their responsibilities. Their opinions are sought and respected and they are given very clear ideas of right and wrong. Pupils understand and appreciate the need for rules and the necessity to treat each other with courtesy and understanding. All members of staff, led by the headteacher, set good examples and are good role models for the children. Teachers make good use of the system of rewards, stickers, house points and merit badges, which pupils value. Any necessary sanctions are fairly and consistently applied.

45 Pupils' social awareness is very good and is enhanced by a wide range of visits and visitors. It is considered an important part of school life. Each class has a visit each term; these have included a Victorian and Roman experience, the British Museum, a day trip to France, and the Monet exhibition. The headteacher plans to extend the Year 6 residential visit to Year 4 pupils in the coming year. There are concerts and discos, and at Christmas, the staff organise a pantomime. Funds are successfully raised for Red Nose Day and National Children's Homes, amongst other charities. Pupils in Year 6 are currently organising a Blue Peter collection, and posters for this initiative were being prepared in an information technology lesson during the inspection. Parents and governors are invited to open assemblies.

46 The provision for cultural and multi-cultural education is very good. There is a wide variety of cultures and religions throughout the school and high quality books and artefacts are in evidence. A strong emphasis is placed on the importance of recognising that there are many different types of people in the world with their own culture, a fact which pupils respect. The displays of art around the school are of high quality and pupils have studied Monet and William Morris. There has been an Art day and an African day. Pupils have completed a tapestry to be displayed in the Millennium Dome. In assemblies during the inspection, the music was of Russian origin. The contribution of music to cultural education is improving since the appointment of a new co-ordinator, but the standard of singing in

assembly is not high. Overall, the quality of assemblies has been maintained since the previous inspection.

45 Support, guidance and pupils' welfare

47Provision for pupils support, guidance and welfare is good. In a caring, friendly, working atmosphere, each pupil learns to observe sensible rules, share and work at a task until it is completed. The aims are clear and effective. There is a consistently positive approach to pupils' problems. Classroom teachers have very good relationships with their pupils. The procedures for monitoring behaviour and discipline are effective. The strong emphasis on very good behaviour is seen as an important factor in enabling pupils to reach their full potential. Pupils and their parents are aware of the expectations of them. Pupils are courteous to their teachers and visiting adults and, generally, towards one another. The school provides a secure environment for its pupils. At play, and during lunch breaks, pupils are well supervised by a sufficient number of adults.

48Pupils' academic progress is monitored well. Sound curricular planning ensures access to all pupils, who make good progress according to their abilities. This progress is effectively monitored by assessment and records kept for each pupil. Classroom assistants give good support and are well trained. Each pupil has a reading record card on which parents are encouraged to make comments.

49Attendance and punctuality are well monitored and regular attendance is encouraged. Any problems are referred to the educational welfare officer who visits regularly. Absence figures were not correctly recorded in the previous governors' Annual Report to parents. The school encourages parents to come in to help and a limited number help in classrooms, and with visits.

50The policy for child protection is the Local Education Authority's model. It is clear and well understood by staff and other members of the school. The headteacher is the child protection officer and liaises with the appropriate authorities.

51The health and safety policy is concise and informative, with risk assessment measures in place. The caretaker has responsibility for day-to-day hazards which she reports to the headteacher. There are a number of regular visitors including the school nurse, educational welfare officer and other support staff. Regular fire drills take place and staff are aware of their areas of responsibility in case of fire. Appliances are checked annually and these checks recorded on the appliances. The accident book is properly maintained and parents are informed of any incidents. There is a peaceful, relaxing medical room and the first aid equipment is in good order. Two members of staff have had first aid training and the new administrative officer and assistant are to be trained as soon as a course becomes available.

52Good procedures are in place for the management of behaviour. No bullying was seen. Positive rewards and the celebration of achievement, both in lessons and in assemblies, as well as for out-of-school activities, are valued by both pupils and staff. Personal and social education, which includes sex and drugs education, takes place across the curriculum. Sex education is presented more formally in Year 5, and parents have the right to withdraw their children from this provision.

53Children under five receive good support when they are ready to enter the school. Children come in for short periods at first, and increase their time until they are attending full

time. Pupils at the end of Year 6 transfer to one of twelve high schools, and reports and curricular information are passed on satisfactorily.

54 Extra-curricular activities provided by the school include rugby, dance, netball, and cricket coaching in the summer term and these enhance the learning opportunities of the pupils. There are also many activities on the school site for which a charge is made and which many pupils attend.

55 There are good relationships between staff and pupils. School is a safe and caring environment where children feel confident and are secure. Their well being is of paramount importance and this has a positive influence on their attainment. Parents are happy with the help and guidance provided for their children and feel that the school is a caring, culturally aware environment.

54 Partnership with parents and the community

56 The partnership with parents and with the community is good. The school encourages parents to give good support to their own child and to the school. A limited number of parents help in school and with school visits on a regular basis, and staff have a good relationship with them. Parents read with their children and there is a home/school contact book.

57 Parents are kept well informed of their children's progress. Two parents' meetings allow time for discussion of each child. The meeting held in the autumn term is for discussing and setting targets for the children. Some parents commented that these meetings were rather early and the headteacher is looking into alternative arrangements.

58 Satisfactory written annual reports are sent home and an opportunity is provided for parents to comment. Liaison between parents and the school is being developed. The issue of limited information for parents is already being addressed by the headteacher, and further plans are in hand to provide them with a notice board outside as soon as practicable. Newsletters and letters from class teachers are sent to parents. In the last report the links with the community were very good but, because communications with parents are now not as good as they were, these links are now judged to be good.

59 There is a home/school agreement and a homework policy, which have been agreed by parents, staff and governors. These enable parents to work together with the school to assist in their children's learning and approach to school. The parent teacher association, although not supported by all parents, provides social activities for the pupils and raises significant funds, which are used to good advantage within the school. The association has provided donations for outdoor picnic tables and sculpture, books, school leavers' barbecue and gift, and printers.

60 Admission arrangements to the Nursery and Reception are sensitively considered to ensure a smooth induction. Children under five come into school to visit. Entry to the school is staggered, beginning with two weeks in the morning and working up to full time. Meetings are also arranged with their parents. The transition to secondary school is also well managed. Pupils transfer to twelve local secondary schools and links include visits by pupils, staff and parents and the passing on of profiles, curricular information and pupils' reports.

61 The school prospectus and the 1998/99 governors' Annual Report to parents are comprehensive and informative. There is insufficient information about the progress of the

school action plan since the previous inspection and about the school's policy on special educational needs in the governors' Annual Report to meet statutory requirements.

62 Parents and friends are invited to the school on various occasions throughout the year. They are given the opportunity to discuss the sex education policy if required.

63 There are many visits and visitors including a week's residential adventure week for Year 6, the Victorian and Roman experience and a day trip to France for Years 3, 4, 5 and 6. Other trips are organised for the younger children, including those in the Nursery, to widen their experience. The school grounds are a valuable resource and pupils are encouraged to value and respect them. Visitors include the education welfare officer, the educational psychologist and a theatre group. Pupils play in the local netball league, have cricket coaching in the summer term and are playing in a rugby festival, they have also taken part in a joint choir and concert with a local music group. The range of activities supports pupils' learning and enhances opportunities for personal development.

64 Links with the community are good. They include donations made by the nearby Guinness Brewery for play equipment and computers and the company has also offered its groundsman's services for repair work, as well as the use of its social club to staff. The school is let to the Syrian community on Saturdays, which helps to maintain the large numbers of pupils of Arabic origin in the school.

63 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

63 Leadership and management

65 The quality of the school's leadership and management is satisfactory. This judgement was also made at the last inspection. The new headteacher took up his post in September. He has already monitored the teaching in each class and has acquainted himself with the staff and parents in an effort to become accessible to them. Parents have already appreciated this work. The headteacher and the governors have considered the budget surplus from last year and have invested it wisely in computers. Every teacher now has a laptop computer which she can take home to gain further expertise, or which can be used in class to enhance pupils' learning. The headteacher has used his great expertise in information technology very well to lead the development of the subject and to advance it rapidly this term. However, the headteacher has not implemented the changes necessary in the management structure he inherited, and has not fully used the expertise of each member of the senior management team. The deputy headteacher's job description, for example, still contains many non-managerial tasks and does not concentrate on the management position within the school which she fulfils in practice. The headteacher has not yet taken account of curricular developments such as the increasing importance of early years. There is no-one with overall charge of the curriculum and, consequently, the time allocated to subjects is not consistent within classes or key stages.

66 The leadership role of the governing body has developed satisfactorily in response to the key issue from the last inspection. The governors now have a strong vision for the development of the school, and have been encouraged to take a more active role, for example, some have been on courses with the staff in preparation for literacy and numeracy, and have visited the school more often since they have been attached to particular classes. However, these visits have not developed into focused monitoring exercises because governors' knowledge of the curriculum is not secure enough.

67 The governor with responsibility for special educational needs liaises with the co-

ordinator but does not play an active role in monitoring provision. The governors' statutory requirement of annually reporting the progress of pupils with special educational needs to parents is not met. The co-ordinator's role is fulfilled well by the deputy headteacher. There are good systems in place to analyse the progress of these pupils. Sometimes, however, insufficient support is given in large classes where there is a high proportion of pupils with special educational needs. Extra support for pupils whose first language is not English is governed by Local Education Authority rules. Support in school is very good and it is overseen by the deputy headteacher.

68Following the last inspection, the school has produced an appropriate action plan to address the key issues. The action plan was reviewed a year ago by the Local Education Authority, but its progress is not sufficiently well reported in the governors' Annual Report to parents. Good progress has been made in developing pupils' personal talents and interests through visits and clubs. The key issue regarding planning and assessing the curriculum has been addressed satisfactorily, but that regarding the subject co-ordinators' monitoring role has not been sufficiently developed. Co-ordinators have begun to monitor plans and have been given free time to do this and other duties. However, there is little evidence of the monitoring being systematically evaluated regarding the raising of standards. Neither the co-ordinators nor the governors have monitored the curriculum in the classroom and some co-ordinators feel inadequate in this role, despite having been trained. The headteacher's initial evaluation has identified the need to develop monitoring further.

69The school development plan issued to staff is not a satisfactory working document because it does not contain costs, any means of evaluating progress through the year or any ways of judging success. However, this is only a simple summary of a larger document which does contain the appropriate details in subject and aspect development plans which are adequately costed, but staff do not have access to this document so they cannot evaluate any progress until the end of the year. Moreover, it is only valid for one year at a time and it is difficult to see priorities for whole-school development projected in the long term.

70The school has a good caring ethos that reflects many aims of the mission statement. Central to this is the determination to provide equality of access to the school curriculum for every pupil, regardless of background, ethnicity or gender. Provision for the multi-ethnic school population is met well by making use of every opportunity to celebrate the culture of the individual in a background of British culture. Staff and pupils readily welcome others from different nationalities and help them, especially with their language difficulties. Visits, such as those to see the Roman ruins at St. Alban's and to the Museum of Childhood complement the observance of British heritage, as does an annual conker competition. Commitment to high standards is shown by the good teaching, but the mission statement does not reflect any aspiration towards academic excellence, and is mostly concerned with the provision of equal opportunity for development into responsible adulthood. It also does not reflect a clear educational direction common to governors, management and staff.

Staffing, accommodation and learning resources

71The school is well provided with a suitably qualified and experienced teaching staff, and this has improved since the previous inspection. Even though some of the classes are quite large, the extra teaching staff enable the school to provide specialist teaching in art, as well as extension work for groups in English, and support for pupils with special educational needs and those for whom English is an additional language. There has been improvement in subject expertise in English and mathematics as a result of the preparation for the national initiatives in literacy and numeracy. There has also been considerable recent improvement in expertise in both information technology and music as a result of staff new to the school this term. There are agreed job descriptions for all teaching staff although they do not define roles and responsibilities with sufficient clarity. There are disciplinary rules and procedures for staff in place, and arrangements for hearing staff grievances. The school has appropriate support staff who contribute to the progress that pupils make, and children in the early years benefit from trained Nursery assistants who work closely and effectively with the Nursery and Reception teachers. A recent change in administrative staff caused some difficulties with administration, but the areas of weakness have now been addressed.

72Staff new to the school receive useful guidance from a staff handbook, and support from the senior management team, although the line of responsibility is unclear. The Local Education Authority's appraisal scheme has been suspended and is about to be reinstated. Meanwhile, the school has continued to carry out its own programme of professional development interviews linked to teachers' roles and responsibilities. The deputy headteacher manages an appropriate programme of professional development. The recently appointed headteacher has a mentor to support his own induction. Recently appointed support staff for special educational needs, both language and educational, are conscientious. They are gaining valuable experience and receiving appropriate training.

73The accommodation is very good, as judged in the previous inspection. The main building provides well for the demands of the pupils and curriculum, and is in good decorative order. Most classrooms and the hall are of a good size. Additionally, there is a spacious library, a mobile classroom, as well as other areas in which groups can be taught. The accommodation within the school is easily adaptable to enable access for disabled pupils but there are no disabled toilet facilities. There is plenty of display space in classrooms and around the school and this is used very well to celebrate and stimulate pupils' learning. Displays are also planned carefully to show that the many ethnic cultures from which the pupils are drawn are valued equally. The external grounds are of high quality. A large grassed area provides plenty of space for physical education lessons as well as recreation, and is attractively planted with trees. There are also other planted areas, a pond, conservation area and sculpture garden. Outdoor furniture has been provided by a local residents' association. There are also playground games markings and high quality climbing equipment, as well as an appropriate area for children in the early years. Outdoor play equipment for children in the early years has been improved since the previous inspection. The outdoor space and facilities provide a particularly high quality and stimulating learning environment.

74The school has a satisfactory range of good quality learning resources, as found in the previous inspection. Resources are satisfactory in English, mathematics, religious education, geography, history, music and physical education. They are good in science, art, design and technology, and for children in the early years. Resources for information technology are also good, with plenty of computers, although some are now dated and cannot support the latest software programs. However, they are still useful for practising

skills and have been supplemented by new laptop computers resulting in a rapid raising of standards. The library is spacious and has adequate seating, but it is not always available for individual research, as classes are held there. Thus, pupils' library skills are not well developed. The number and range of books, which include some recent additions of high quality, are adequate. There is a rolling programme for improving the books in classrooms, but junior fiction books in the library are inadequate, and some of the book stock is out-of-date and in poor condition. The school makes very good use of resources beyond the school to promote learning, and all classes have regular visits to places of educational interest including museums, art galleries, and visits to Thame for fieldwork in geography. The school also makes good use of invited visitors to extend pupils' experiences. Additional resources to support pupils with special educational needs are adequate for the range of pupils.

73 The efficiency of the school

75The school manages its budget satisfactorily. The substantial surplus from the last financial year has been well used to upgrade the school's information technology facilities. The governors' finance committee is actively involved in setting the budget and monitoring spending. It looks closely at the brief school development plan to check that expenditure is focused on educational priorities such as literacy and numeracy, but since the plan does not project for more than one year at a time, it is not possible to budget in the long term, and a substantial surplus results in most years. At present, since the departure of the experienced bursar in September, the governors are not receiving easily understandable information on spending, which has caused some temporary inefficient monitoring.

76Specific grants for training are used efficiently for professional development, although much of this support has been provided by the Local Education Authority for literacy and numeracy. The governors' finance committee also ensures that provision for pupils with special educational needs and those with English as an additional language has adequate resources, detailed within the budget information.

77The school has a large number of teachers for its size, enabling the headteacher to assume a non-teaching role and the deputy headteacher not to have a full-time class teaching commitment. The headteacher makes effective use of his team teaching time as he supports the class teacher at the same time as he teaches the class, although this is only for two lessons a week. The deputy headteacher has an adequate amount of time to spend on the management of special educational needs and assessment co-ordination, and she is also able to support individuals and groups of pupils as well as allowing teachers non-contact time for monitoring. Whilst class teachers and their assistants do support children who have English as their second language well, the part-time teacher specifically employed to teach these children is almost exclusively used in the upper juniors. Language difficulties are more acute lower down the school. The evaluation of the cost-effectiveness of teachers used for supporting special educational needs and the development of English is not always sufficiently effective. The part-time teacher for art, however, is very effective in raising pupils' attainment to well above average, and also gives class teachers some useful non-contact time for planning. Specialist teaching by the science co-ordinator in Year 6 is also effective in raising standards in science.

78School fund-raising by the parent teacher association has provided several items of equipment, especially for the outside area and for the increase of information technology provision. Accommodation and resources are used well, particularly the cookery and art facilities which are used to enhance the multi-cultural aspects of the school. Cookery lessons are made more effective by the use of a classroom assistant to teach specific

language skills in a practical situation. The educationally stimulating grounds are used well to enhance environmental awareness and two sets of climbing frames improve physical skills.

79The school administrators are both new this term and are not yet fully effective. However, the bursar has begun to set up a system for producing better financial reports for the governors to add to the already efficient systems for the day-to-day running of the school. The recent audit report contained no recommendations for change. The office staff have not had enough time to carry out support, such as photocopying, for teachers.

80Children enter the school at average standards of attainment although the range of attainment is wide. The high income per pupil is used well in the teaching of children whose first language is not English. Appropriately concentrated teaching helps these children to reach their potential, thus fulfilling the aims of the school. Considering the average attainment on entry, which is hampered by below average literacy skills, the good rate of progress, the good quality of education, particularly teaching, and the current shortcomings in management and administration in addition to the high unit cost, the school gives satisfactory value for money. At the previous inspection, it was judged to give very good value for money. The difference in judgement is explained by the weaknesses in management, particularly the lack of a clear commitment to high attainment, and the high expenditure per pupil.

79 PART B: CURRICULUM AREAS AND SUBJECTS

79 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

81The previous inspection report mentioned only the work of the Nursery in reporting on children under five, and judged the quality of learning to be good. The findings from this inspection show provision to be good in both Nursery and Reception classes, and there has been some development since the last inspection in, for example, outdoor play provision and the links with Key Stage 1.

82On entry to the Nursery, the children's attainment is average in most areas of learning, although the overall standard of spoken English is below average because of the high proportion of children for whom English is an additional language. For some children, this also constrains their initial progress in some aspects of mathematics and in their knowledge and understanding of the world. However, well-planned provision builds well on the children's knowledge and skills, and good progress is made across the curriculum. By the age of five, children are broadly attaining the standards expected across the areas of learning, with below average knowledge and skills in language and literacy and above average personal and social skills. This good rate of progress is achieved by good teaching and by the positive attitudes that the children display towards their experiences. Teachers and Nursery assistants work well together to provide a secure and caring environment which helps children to settle quickly into Nursery and Reception routines, and to develop self-confidence.

81 Personal and social development

83The children attain high standards in this area of learning by the age of five. They make good progress in both the Nursery and Reception classes as a result of good teaching. On entry to the school, the children settle quickly into the Nursery routines. They are eager to explore new learning, treat resources carefully and respect others. Reception children share their ideas on what makes a good friend, and what they can do to make others happy. They are well behaved and listen carefully to all instructions, and many are keen to answer questions in a large group. They are eager to take part in outdoor activities. Although some children work co-operatively in small groups even without an adult present, others prefer to work alone and do not interact with others while playing. In both classes, the children make good progress in their self-confidence, their capacity to concentrate, and their independence.

82 Language and literacy

84By the age of five, attainment in this area of learning is below average. The children listen attentively in small and large groups, but many have a limited capacity to talk about their experiences because they are at an early stage of learning English. However, children in both classes listen attentively to adults in small and large groups. Nursery children identify their own name card, paint the initial letter of their name, and write independently. Reception children identify individual letters by shape and sound and write many letters correctly. They understand how books are organised, enjoy them and treat them carefully. Some words are recognised by sight, and they write their own names, using small and capital letters appropriately. They write independently about the very hungry caterpillar, and compile shopping lists. Language and literacy are taught well and the children make good progress, particularly those for whom English is an additional language.

83 Mathematics

85The children achieve the standards expected in this area of learning by the age of five. Mathematics is taught well, and the children make good progress in knowledge, understanding and skills, and in learning and developing mathematical vocabulary. Nursery children help to count the number of children present, and sort the three bears into small, medium and large. They help measure who is the tallest, and explore capacity and volume with water and sand. Reception children count reliably to ten, and many to 20. They are beginning to use mathematical language, and can classify objects using a range of criteria. They work with money and a cash register in the classroom shop, and understand positional terms including in front of, next to, and behind. The children record activities they do at different times of the day, and identify regular shapes in two dimensions by shape and name, including circles, squares and triangles. This area of learning is taught well and the children make good progress.

84 Knowledge and understanding of the world

86By the age of five children, are attaining the standards expected in this area of learning. Nursery children use construction equipment to create models, and show developing knowledge of hospitals. They taste and compare different foods, such as yeast extract, sugar and chocolate, and decide whether they like them or not. The children consider how they have changed since they were babies and identify colours correctly, as well as the names of parts of their bodies as seen when they play 'Simon says'. Reception children use computers to support their learning, and understand the organisation of a shop. They demonstrate knowledge about shadows, sources of light, and night and day, and observe and record plants and animals while on a walk. Teaching in this area of learning is satisfactory, and the children make satisfactory progress.

85 Physical development

87Children attain the standards expected in this area of learning by the age of five. The teaching of physical development is satisfactory and the children make satisfactory progress in a range of skills. Nursery children demonstrate appropriate levels of dexterity when using construction toys, pencils and paintbrushes. They move confidently with increasing control and co-ordination, use a range of small and large equipment and balancing and climbing apparatus with increasing skill and sometimes demonstrate high standards in their gymnastic lessons. Reception children move imaginatively, with an awareness of space and others, and appropriate control and skills when using large wheeled toys. They work with play dough and clay showing increasing dexterity.

86 Creative development

88By the age of five, children attain the standards expected in this area of learning. Nursery children act out the roles of medical staff in the Nursery 'hospital', sing simple rhymes, make models using scissors and glue, and use crayon and paint to create pictures. Reception children clap the pulse in time to names and simple phrases, and use a drum to accompany a Nursery rhyme. They develop role play stories in the classroom 'shop', work with play dough and create models of people from clay. The quality of teaching in this area of learning is satisfactory, and the children make satisfactory progress in their art, craft, music, dance and story making.

87 ENGLISH, MATHEMATICS AND SCIENCE

89 Analysis of the national end of Key Stage 2 tests for 1999 shows that standards in English are in line with the national average, and above average compared with similar schools. This is seen in both the proportion of pupils achieving the level expected by the age of eleven, and also the proportion of pupils achieving higher levels. Standards have risen each year since 1996, and rose significantly between 1998 and 1999. Apparent differences in attainment between boys and girls are not significant in view of the small cohort size, which results in small variations having a disproportionate effect on the statistics. At the time of the previous inspection standards, were judged to be sound overall with some good achievement at Key Stage 2, and this has been maintained since 1996. Targets set for the next three years are appropriate, and take account of the pupils' earlier achievement.

90 The findings from the inspection are consistent with the national test results and show average standards, including those for literacy, at the end of Key Stage 2. There are no significant differences in attainment between any groups linked, for example, to gender or ethnic origin. Standards in speaking and listening are broadly satisfactory at the end of Key Stage 2. By the age of eleven, pupils listen carefully and effectively in a range of situations. They make contributions and ask questions that are responsive to others' ideas and views. Many pupils express their ideas thoughtfully and convey opinions clearly, although a few pupils for whom English is an additional language show limited confidence and capacity to develop and explain their ideas to others.

91 Standards in reading are satisfactory. By the age of eleven, pupils read a range of texts, including 'Romeo and Juliet', junior fiction and information books, with fluency and accuracy. They understand significant themes and events, and are beginning to use inference and deduction. The pupils can name familiar authors and genres and express their preferences. They use a book index and computer to locate information, although they are less familiar with a library classification system. Standards in writing are also satisfactory. By the age of eleven, pupils write in a range of forms including stories, book reviews and poetry. Ideas are often sustained and developed in interesting ways and are organised appropriately for the purpose and the reader. Pupils are beginning to use grammatically complex sentences, and the spelling of words that conform to regular patterns is generally accurate. Higher attaining pupils write stories that are structured well, with the plot developing at a good pace, and choose vocabulary carefully. The use of punctuation to mark sentences is mostly correct, and many are beginning to use inverted commas and apostrophes correctly. The standard of handwriting is not consistent, and only some pupils use a joined style that is fluent and legible, which is below the expectation for their age.

92 Analysis of the national end of Key Stage 1 tests for 1999 shows that standards in reading were well above both the national average, and the average standards achieved by similar schools. Standards in writing were well below the national average, and below the average for similar schools. This shows a significant dip in standards from 1998, although in the three years from 1996 to 1998, standards rose steadily in both reading and writing. The decline in standards is not related to any deterioration in teaching, but to an untypical Year 2 in 1999 which included a higher than normal proportion of pupils with special educational needs. The findings from the inspection show that standards are satisfactory by the end of Key Stage 1, and a larger proportion of pupils are on course to achieve Level 2, the expectation for their age, at the end of this school year. The school has maintained the standards judged to be sound at the time of the previous inspection.

93By the age of seven, standards in speaking and listening are broadly average. Pupils listen carefully and respond with increasing appropriateness to what others say, as seen, for example, in the whole-class element of literacy lessons. They speak courteously to others and use talk well in social situations. However, there is some variation among pupils for whom English is an additional language in their confidence in talking in a range of situations, including large groups, and in the extent of their English vocabulary. Standards in reading are average. By the end of the key stage, pupils' reading of simple texts is mostly accurate, and they use their knowledge of letters and sounds and their understanding of the context to help them read unfamiliar words and establish meaning. The pupils know the names of some authors, and express opinions on major events and ideas in their reading. Higher attaining pupils read fiction and information books fluently and accurately, understand the main points and express preferences. Standards in writing are also average. By the age of seven, pupils write stories, class poems, instructions to make gingerbread men, and retell traditional tales. They use appropriate and interesting vocabulary and show some awareness of the reader, developing their ideas in a sequence of sentences. Full stops and capital letters are often used correctly in sentences, and most words of one syllable are spelt accurately.

94Good progress is made in this subject throughout the school by all pupils, including those with special educational needs, who make good progress towards the literacy targets on their individual education plans. This progress is seen in the increasing effectiveness of listening and in the developing clarity of conveying ideas to others in both speaking and writing for a range of purposes. Good progress is also made in the increasing fluency and accuracy of reading a variety of texts, with deepening levels of understanding. Those pupils whose first language is not English, and who have a limited grasp of English when they join the school, make particularly good progress in learning the vocabulary, script and grammar of English. Handwriting is not always neat and legible.

95Pupils at both key stages display very positive attitudes to their work in this subject. They come to school prepared to learn, and are anxious to do well. These attitudes are making an impact on their progress throughout the school. The pupils approach their activities with confidence and take pride in their work. They enjoy books and reading, and talk confidently about their preferences. Behaviour is very good. The pupils sit quietly and attentively while listening to lesson introductions and to teachers' instructions. They are consistently polite and courteous to adults and to each other, and value each other's efforts.

96The quality of teaching is good at both key stages, and is helping to achieve the good progress made throughout the school. Of the lessons seen, all were at least satisfactory, 57 per cent were good or better, and 14 per cent were very good. Literacy is taught well. Teachers have a good knowledge and understanding of the requirements of the National Literacy Strategy although expertise in some aspects of grammar is inconsistent, thus confusing pupils. Lessons are planned well, and good account is taken of special educational needs as well as the needs of those for whom English is an additional language. Work is planned for different levels of ability, although the effectiveness of the match and the quality of group activities is not consistently good in all classes. Methods and organisational strategies for literacy lessons are selected well, and additional opportunities for extended writing are used to ensure appropriate progress in writing. Teachers manage pupils well and achieve very high standards of discipline. The timing of activities is effective, and resources are used well, especially the big texts.

97Characteristic strengths of good teaching were seen in a Year 4 literacy lesson in which the teacher had considerable subject expertise and was thus able to give clear explanations about the use of punctuation which helped the pupils to understand the conventions. The

lesson was very carefully planned and activities were matched well to appropriate learning intentions. The teacher's enthusiasm and lively style motivated the pupils, who worked at a good pace, with sustained concentration, and made very good progress.

98The curriculum provided meets statutory requirements for the subject, and is planned well at long, medium and short-term levels to take account of the recommendations of the National Literacy Strategy, and to meet the changing needs of pupils as they progress through the school. The curricular requirements of pupils with special educational needs are met well, often through additional support, and there is good provision for pupils for whom English is an additional language. Provision is made for all three attainment targets. Regular opportunities are provided for speaking and listening, including very good use of role play throughout Key Stage 1, and presentations of book reviews in Year 3. As a result of the school's response to the requirements of the national initiative in literacy, there is not enough attention to systematic planning for a range of speaking opportunities throughout the school. Good progress in literacy is being promoted by setting pupils for spelling from Year 1, providing extension groups for pupils in Years 2 and 6, and writing workshops for pupils in Years 5 and 6. Handwriting provision has been a weak element but this has already been identified by the school and a new handwriting scheme has been introduced in an attempt to raise standards at Key Stage 2. Progress in literacy is also supported by work in other subjects including reporting of geography fieldwork visits, and by the use of computers. The curriculum is enriched through school book weeks, visits from story tellers and theatre groups, termly book fairs, and opportunities to have poems published. Work on literature contributes to the arts education provided, and the promotion of pupils' spiritual, moral, social and cultural development. There are sound arrangements for assessing pupils' standards and progress, and this information is used well to guide further teaching.

99The subject is managed well. There is an appropriate policy document, and recent development includes the successful implementation of the National Literacy Strategy. The co-ordinator has developed good procedures for monitoring standards and provision for the subject. The school is well provided with staff and accommodation to meet the demands of the subject, including a good-sized library. The book stock is adequate overall, and there has been recent improvement in big texts and a reading scheme. However, a number of scheme books are dated and in poor condition, and some areas of the library are understocked. The school has plans to remedy this shortly.

98 **Mathematics**

100The results of 1999 tests show an improvement, with 68 per cent attaining Level 4 or above, against 46 per cent in the previous year. This is in line with the national average, and above average compared with schools of similar background. One pupil gained Level 6. The findings of the inspection and school assessment data indicate that present Year 6 pupils are on course to attain broadly average standards.

101An analysis of national test results for 1998 shows that the percentage of pupils reaching the national expectation (Level 4) was well below the national average and the percentage reaching Level 5 was close to the national average. Performance was broadly average when compared with schools of similar background. Apart from this dip, standards have gradually risen over the last three years.

102By the age of eleven, pupils develop their own methods for problem solving and demonstrate average skills in using all four operations in whole numbers and decimals. They are working at appropriate levels in numeracy. They identify congruent shapes and orders of symmetry, find areas of simple shapes and work out the area of both regular and

irregular shapes. Pupils collect discrete data and represent it in a variety of charts and graphs, and place positive and negative numbers on a number line and explain their decisions. They make good use of computers to extend mathematical understanding through use of formulae in spreadsheets and for displaying data in a range of graphs and charts.

103An analysis of the results of the 1999 national tests for the end of Key Stage 1 shows a marked fall in standards from 1998 with the percentage attaining Level 2 below average, although the percentage reaching Level 3 remains high. This particular cohort had a high number of pupils with special educational needs. The findings of the inspection and school data show that the present Year 2 are again on course to at least attain average standards.

104By the end of the key stage, pupils recognise and use simple relationships and discuss their work confidently, using mathematical language. They complete number squares, and are beginning to understand the place value of digits and to arrange numbers to 100 in order. They understand the language of addition and subtraction and count on and back in tens. Pupils measure using standard measurements of length and know the names and properties of two and three dimensional shapes. They confidently double numbers, and understand near doubles. They gather information and communicate it in block graphs using the computer. Pupils show sound use of their mathematical skills across the curriculum by, for example, drawing in geography, using measurement in design and technology, science and physical education, and working with timelines in history.

105A scrutiny of previous work shows that progress is satisfactory over the term across both key stages. In the lessons seen during the inspection, progress is good at both key stages. This is a result of more sharply focused teaching in line with the Numeracy Framework. Pupils are clear about the task set and are engaged by good teaching. They understand the objectives of lessons and work at a good pace, building steadily on previous learning. In all classes, pupils make good progress in developing their mental recall. Pupils with special educational needs and those with English as an additional language make progress in line with their peers. Teachers and support staff have a good awareness of their needs and provide appropriate tasks and support to enable them to make good progress against their individual targets.

106Pupils have positive attitudes towards this subject, which are carefully nurtured. Throughout the school, pupils learn enthusiastically and behave sensibly. They work co-operatively in groups and have positive relationships with each other and the staff. They remain on task and generally tackle problems with sustained application.

107Overall, the quality of teaching is good. In the lessons observed, it was never less than satisfactory and it was good in just over half the lessons. In all lessons, work is well planned against the Numeracy Framework. Teachers have good knowledge of the subject and show skill in questioning pupils to extend their thinking and understanding. They manage pupils well, provide an appropriate balance between class and individual teaching and plan appropriate grouping arrangements. In the best lessons, the working environment is very good; teachers have high expectations and move pupils on at good rate. They use mathematical terminology well and work hard at extending pupils' vocabulary.

108The subject has been well managed by the co-ordinator for many years. She monitors planning well but has little time to monitor teaching across classes. The mathematics curriculum is broad and balanced and is taught in line with the National Numeracy Strategy and the requirements of the National Curriculum. There is good equality of access and opportunity. Provision for children with special educational needs and those with English as

an additional language is good. Planning for progression in learning is good. Effective procedures for assessment guide future planning against the numeracy framework. Resources for the subject are adequate, and good use is made of information technology.

107 Science

109 Analysis of the 1999 Key Stage 2 national test results shows that pupils' attainment is above the national average for Level 4 and above, and average for level 5. When compared with similar schools, the school is above average for Level 4 and for Level 5. This is a great improvement on the 1998 figures when attainment at Level 4 and above was well below the national average and below that for similar schools. In 1998, attainment at Level 5 and above was below the national average and that for similar schools. Over the past few years, science results at Key Stage 2 dipped from above average in 1996 to below average for 1997 and 1998, rising sharply in 1999. The science co-ordinator is now, once again, taking Year 6 classes who benefit from her expertise and this is having a direct effect on raising standards. The judgement of the inspection is that science is a strength of the school as it was in the previous inspection.

110 In Key Stage 1, results of teacher assessment in science were above average in 1998 for the percentage gaining the expected Level 2, and very high for those gaining Level 3. In 1999, however, there was a sharp fall. This was a large Year 2 class compared with the one in 1998, and had many more pupils on the special educational needs register.

111 Attainment during the inspection, based on lessons seen and books containing all of the current year's work, was average in Key Stage 1 and above average in Key Stage 2. Pupils aged 11 have good observational and manipulative skills. They are able to carry out investigations into the way sound travels through materials using tuning forks, milk bottles with different amounts of water in them, and tapping spoons together under water. Higher attaining pupils competently set up a circuit to use a buzzer to investigate the way vibration causes sound. They have good knowledge of the way light is transmitted into their eyes, and describe accurately the function of various parts of the eye in a diagram. They have also studied materials, and know that their use depends on their properties, for example, whether they conduct electricity or are insulators.

112 Pupils aged seven use their rapidly developing observational skills to detect changes in materials when they are heated. They know the three common states of matter as applied to water, and recognise that these are reversible by temperature. They record their observations neatly as pictures or words and higher attaining pupils copy key words from the blackboard such as, 'frozen', 'vapour', and 'evaporate'. They understand that certain types of food are necessary for a healthy diet, and that a complete electric circuit is needed for a bulb to light up. Their investigative skills in experimental work are average for their age.

113 Progress is satisfactory through Key Stage 1 and good through Key Stage 2. Pupils with special educational needs and those who require support with language make similar progress to their peers due to the provision of work which is well-matched to their ability and classroom support. Pupils in Year 1 make good progress in learning about electricity, its uses and dangers, when using an interesting resource pack based on Ellie's electric friends, which motivates them well and helps their understanding by being pictorial and colourful. Overall, their books show satisfactory progress over the year, and steady improvement in their scientific knowledge and understanding.

114 In Key Stage 2, pupils make good progress overall, particularly in the upper juniors

when they confidently use standard laboratory equipment, such as test tubes, filter funnels and beakers, to mix substances and decide whether they form a solution or suspension. Higher attaining pupils describe how a solution is formed by the passage of solid particles through water molecules and are confidently learning to recognise reversible and irreversible changes. Younger pupils in Year 3 make satisfactory progress when devising ways of making balls of moulding clay float, but need a great deal of help as basic literacy skills are weaker in this class.

115The quality of teaching is satisfactory at Key Stage 1, where teachers' subject knowledge is sound. It is mainly good at Key Stage 2 where teachers' knowledge is good in the upper juniors. All teachers have high expectations of their pupils, and do not compromise over vocabulary, despite the high number of pupils with special educational and linguistic needs. They use appropriate methods to teach science - a mixture of theory and practical. Investigative work is well addressed, sometimes in novel ways. In a forces topic, for example, the concept is consolidated by its application in the annual conker competition, which motivates pupils well. Planning is very good in Key Stage 2. The science co-ordinator, in particular, produces work which is fully differentiated for ability and good extension work is always provided for higher attaining pupils. This makes a positive contribution to the attitudes of the pupils, who are all well motivated to learn and thus make good progress.

116Resources are good and well used, especially human resources such as non-teaching assistants or voluntary helpers who support all ability groups and are well briefed and knowledgeable about science. Computers, however, are not used sufficiently well in science to monitor investigations or in control work. There is also some inappropriate use of CD-ROM material for subjects other than science in science lessons.

117The science curriculum meets the requirements of the National Curriculum and is well differentiated to meet the needs of all pupils. Teachers take great pains to produce worksheets and support pupils, especially those who have difficulty with English, but the time allocated in Key Stage 1 is inadequate, which results in slower progress through the scheme of work and only satisfactory progress overall. Satisfactory procedures for assessment are well used in planning further work. The subject is well led by the co-ordinator who prudently chooses and cares for resources, thus ensuring provision is good. Under her direction, pupils at school have regularly gained a Young Investigators Award from the British Association of Young Scientists.

116 OTHER SUBJECTS OR COURSES

116 Information technology

118At the end of Key Stage 2, pupils' attainment is above expectations in communicating and handling text and data, and in modelling using spreadsheets. Developments in controlling and monitoring show that the pupils are on course to attain similar standards in these aspects of the subject. Pupils' attainment in this subject is improving.

119Pupils show an awareness of audience when using text for a range of purposes. They use a variety of fonts, colours and sizes, import clip-art and borders and competently scan in pictures and text to their work. They have increasing opportunities across the curriculum to use these skills. Although many pupils have access to the Internet and e-mail at home, they do not have the facility to use these at school.

120By the age of seven, pupils generate and communicate ideas using text and pictures. They give direct commands to control movement of a robotic toy and to work within simulations. They show average skills in generating and communicating tables and data using information technology.

121Pupils in Key Stage 1 are now beginning to make good progress in developing their knowledge, skills and understanding across the whole Programme of Study. In Year 1, for example, they show developing computer mouse skills and are beginning to use control to dress teddy and place parts on the frog. They produce text for their class book, 'Going on a Bear Hunt'. Pupils in Year 2 show good progress in using text and an art package, controlling a toy and handling data. In Year 3, they build on previous work and make good use of art packages. In Year 4, pupils extend their skills of working with a range of fonts, sizes and colours when producing text. In Year 5, they make good progress in extending data handling to produce a wider range of graphs and very good progress in using the key features of a spreadsheet program to display data and input basic formulae. In a Year 6 lesson, pupils make very good progress in extending their desktop publishing skills. Pupils with special educational needs and those with English as an additional language make progress in line with their peers.

122Pupils have good attitudes to their learning. They enjoy working with computers. They work sensibly and show good co-operation when working in pairs. They show appropriate independence and persevere well when faced with difficulties.

123In the lessons observed in Year 2, teaching was good. In the Years 5 and 6 lessons, taught by the headteacher in partnership with the class teachers, teaching is very good. In these lessons there is a high level of expertise and the work is challenging. Very good use is made of the newly acquired laptops to provide a flexible suite of computers for these class lessons. Other evidence shows that teachers have sound levels of skill and understanding in the subject. All are proficient and regular personal users of computers, and all are competent within the range of software allocated to their class. When pupils are working on computers, teachers show good awareness and intervene appropriately.

124Management of the subject is good. The co-ordinator and the headteacher provide clear direction for the subject. National guidelines are now in place to ensure that the subject is taught systematically and a new skills-based assessment system guides future planning well.

125The number of computers is broadly average, but some resources are out-of-date. The new headteacher is extremely knowledgeable in the subject and has already made a significant impact by purchasing twelve laptops with a range of first class software and a laptop projector. This allows for great flexibility and development. The school has three scanners. Resources are well used.

124

Religious Education

126Attainment in religious education is in line with the standards required by the locally Agreed Syllabus at both key stages. Pupils aged seven know some of the stories associated with the world's great faiths, for example, those of Jesus' birth, life, death and resurrection. They recognise the symbols and the festivals of Christmas and Easter, and others such as Diwali and Eid-ul-Fitr, and know some of the ways in which believers celebrate them.

127Eleven year old pupils confidently discuss the meaning of sharing in the context of

religious belief, and give examples of sharing food, shelter and medicines with those affected by disasters such as earthquakes in Turkey. Eventually, they conclude that all religions share certain characteristics: the need for peace, respect, and to help each other in times of distress.

128 Pupils progress satisfactorily through Key Stage 1, and learn through the increasing use of 'circle' time, to share experiences such as the range of qualities expected from a friend, and to think about their own feelings and experiences, particularly joy, sorrow, and fear, and to share them with others.

129 In Key Stage 2, progress is satisfactory. Pupils learn about the world's religions and the ways in which members of a faith express their belief in their gods. They develop a more mature understanding of the origins of religions and learn about the life of Jesus and the founders of other major religions, such as the prophet Mohammed, Guru Nanak and the Buddha. They have a better understanding of the significance of signs and symbols of religion, and the writings in the holy books. The presence of so many different faiths and cultures in the school is an asset, as they are used successfully by teachers to celebrate diversity. Colourful displays around the school strengthen this understanding.

130 Pupils' attitudes to religious education are good. They are keen and want to learn. They enjoy hearing stories and watching videos. Older ones engage in some thoughtful discussion.

131 Only two lessons were seen during the inspection; both were satisfactory and showed appropriate planning from the Agreed Syllabus. Teachers showed high expectations, especially in Key Stage 1, when pupils were required to recall the names of various festivals of light and the main symbols of these celebrations.

132 The curriculum is satisfactory, and is based on the Agreed Syllabus which is currently being revised. Religious education does not, however, have sufficient time on the timetable as a core subject, and several lessons are really personal and social education or 'circle' time. Some teachers are not so secure in their knowledge of the subject. The co-ordinator has been unable to hold training sessions for some time, owing to the literacy and numeracy initiatives, and has only just been able to start monitoring the subject in the curriculum. Assemblies make a significant contribution to religious education, but teachers do not always have the correct information about artefacts and stories used. Resources are satisfactory and are used appropriately. Religious education enhances the school's provision for spiritual, moral and social education and its contribution to cultural education through the study of different religions is very good.

Art

133 Standards in this subject at both key stages are well above for the age of the pupils. At Key Stage 2, pupils record what they have experienced and imagined and express ideas and feelings confidently. They represent features of the world around them with increasing accuracy and attention to detail, and show increasing control over a very wide range of materials, tools and techniques in two and three dimensions. They compare images and artefacts, using an art, craft and design vocabulary, and identify similarities and differences in methods and approaches. They evaluate their own and others' work in the light of what was intended, and display extensive knowledge about the work and intentions of a variety of artists. Year 6 pupils, for example, design and make Egyptian jewellery and pots and work on perspective in their drawing.

134At Key Stage 1, the pupils record their ideas and feelings confidently and show a developing ability to represent what they see and touch. They choose resources and materials for their visual and tactile qualities, and work practically and imaginatively with a very wide range of materials, tools and techniques, presenting their work in two and three dimensions. Pupils describe and compare images and artefacts in simple terms, and recognise differences in methods and approaches used, and make links with their own art, craft and design work. Year 2 pupils paint in the style of Van Gogh, and display knowledge of the pottery of ancient Greece. They develop their awareness of texture by taking wax rubbings of various textures around the school and using these to create pictures of animals.

135Pupils, throughout the school, including those with special educational needs, make very good progress in art, particularly in their knowledge and skills of working with a wide range of media and techniques in two and three dimensions.

136Pupils respond very well to their experiences in this subject. They show high levels of confidence and enjoyment in approaching the range of activities they are offered. They are attentive and interested when observing the work of artists, and listening to instructions, and are, therefore, able to apply themselves well to the tasks they are given. They work productively and with considerable care, take pride in their work, and also value each other's efforts.

137The quality of teaching in art is very good. In the few lessons seen during the inspection, all were at least good and half were very good. Most lessons in this subject are taken by the art co-ordinator who has considerable expertise, and very high expectations of pupils' attainment. Lessons are planned carefully, with well chosen methods and forms of organisation to achieve planned learning intentions. Pupils are managed well, resulting in good discipline and concentration on task. Resources are used very well to provide pupils with wide-ranging knowledge and skills, and the carefully timed activities ensure that the pace of progress within lessons is very good.

138Characteristic strengths of teaching were seen in a very good lesson in which Year 3 pupils studied the techniques used by several artists to create winter landscape effects, then designed their own bold winter scenes. The carefully planned introduction motivated the pupils to explore the techniques seen, including Monet's use of colour and brush strokes to represent snow. The pupils were confident and clear about what they were doing. The teacher monitored individuals well, valuing their efforts and making good use of her extensive expertise to help them improve their skills and standards. They made very good progress during the lesson in their developing knowledge of the work of artists, and in their capacity to explore and use those techniques to achieve desired effects in their own work.

139The school provides a high quality curriculum in this subject that is planned well at long, medium and short term, and provides well for pupils with special educational needs. All classes benefit from specialist teaching in this subject, and most children have further art opportunities with their own class teacher, often on work linked to their learning in other subjects such as history. The range of media experience provided is extensive and includes drawing, painting, printing, collage, textiles, clay and papier mache, as well as design work using computer programs. There is considerable enrichment of the curriculum through regular visits to art galleries, opportunities to enter competitions, and a recent school art week. This was on the theme of gardens, plants and flowers and, during the week, pupils were given opportunities to work with artists to produce large sculptures for the garden and clay mirrors, and to assist in the design and painting of one side of the mobile

classroom. Work in this subject makes a very strong contribution to their spiritual, moral, social and cultural development through, for example, opportunities to work imaginatively and to develop their knowledge of a range of artists.

140The subject is managed well by the co-ordinator, and there are appropriate art and display policies to provide guidance for teachers. The high standards seen at the previous inspection have been maintained. The school is well provided with appropriately qualified and experienced teaching staff for the subject and makes good use of specialist expertise. There is also a very good range and quality of learning resources for the subject.

139

Design and technology

141Design and technology was only on the timetable for one Year 6 class during the inspection, when pupils were making Egyptian jewellery as part of their history topic. The skills seen were judged to be in line with those expected for average eleven year olds. Pupils used sketches and evaluated their designs, showing alterations as the design developed. They demonstrated increasing accuracy in the use of tools.

142Design and technology is taught as part of the topic framework. Year 6, for example, had also designed and made an Egyptian sarcophagus out of paper. They keep sketch books, which are also used in art, in which to record the progress of their designs. However, the main source of evidence during the inspection was photographic.

143Pupils make satisfactory progress through both key stages and engage in a variety of projects. The timetable is suspended for a week once a year for the design and make projects. Last year, this included the ambitious designing of a house with furnishing and lights. There are also several projects during the term in each year group, shown by photographic evidence, for example, pencil holders, which involved investigating a commercial design by disassembly to find out how it was made. Other projects include pop-up celebration cards, weaving on looms, and making moving toys with cams for older pupils. Younger ones make boxes for special occasions, puppets for role play and model 'minibeasts'. During a recent art week, pupils used many tools to cut wood and other materials to shape, and had to work out the best way to strengthen their sculptures. They used their design and technology skills, even though the sculptures were artistic and decorative rather than designed to meet a specific need.

144The part-time art teacher also co-ordinates design and technology. She is aware of the different objectives of both, and of the overlap of designing and finishing skills. The scheme of work is well established with many projects to suit all stages of expertise, but the co-ordinator is now introducing the scheme produced by the Qualifications and Curriculum Authority which she is monitoring satisfactorily from plans, finished artefacts and discussion. She has good expertise, particularly in artistic design. She realises that not all products the pupils make truly satisfy the requirements of the design process, and that there is too little mechanism and control work because teachers lack these skills. However, most teachers feel confident in tackling some design and make activities over the year, especially in paper and card. The limited evidence seen indicates that the quality of teaching is satisfactory at both key stages.

145Resources are sufficient and well stored on a movable trolley accommodated satisfactorily in a temporary building.

144 Geography

146 Geography was not being taught during the week of the inspection, but there is sufficient evidence from teachers' planning and the work in pupils' books to show that standards at both key stages are average for the ages of the pupils. By the end of Key Stage 2 the pupils have studied, compared and contrasted their own local area with Thame. They have studied journeys, food and farming, Brazil, weather and an environmental issue. Year 5 pupils, for example, have carried out surveys of land use, types of housing and transport. Key Stage 1 pupils show knowledge of their local area, food and shopping, people who help them, weather and maps. Year 1 pupils, for example, visit a farm and supermarket, and show knowledge about the roles of postal workers, police officers and firefighters. Attainment in this subject at the time of the previous report is unclear.

147 Pupils at both key stages, including those with special educational needs, make satisfactory progress. Pupils show developing knowledge of place and increasing geographical skills in, for example, their work with maps and using data. Evidence from their books shows that they take care with their tasks, and work productively. It also shows that the quality of teaching is satisfactory and promotes the sound progress made in the subject.

147 The school provides a relevant and balanced geography curriculum for pupils throughout the school including those with special educational needs. The curriculum is enriched through the good use of visits including, fieldwork visits in the local area and Thame, and a trip to the Natural History Museum. The subject is appropriately managed by the recently appointed co-ordinator, who is reviewing planning to take account of new national guidance, although she has limited opportunities to monitor pupils' standards and progress. The school has suitably qualified and experienced teaching staff for the demands of the subject, and is well provided with accommodation and learning resources which are used well to support pupils' progress.

147
147

History

148 By the age of eleven pupils' standards of attainment are average for their ages. A scrutiny of previous work shows that pupils have appropriate knowledge, skills and understanding in the subject. Work on the Ancient Egyptians in Year 6 shows that pupils have factual knowledge of the period and identify some of the differences in the way the past is represented and interpreted

149 By the age of seven, pupils show broadly average standards of attainment for their age. They are beginning to use everyday terms relating to the passage of time and show an increasing sense of chronology. They show understanding and factual knowledge of major events and people in the past, such as Florence Nightingale.

150 Pupils make satisfactory progress across both key stages. In Year 1, they develop their understanding of 'then' and 'now' in considering toys from the past. In Year 2, they make good progress in learning about the life of Mary Seacole and the racial prejudices of the time, which prevented her from being as famous as Florence Nightingale. In Year 3, pupils show average knowledge and understanding of the Romans in Britain and develop steadily their use of historical sources from their visit to St. Albans. In Year 4, they build well on their historical enquiry when studying the Ancient Greeks. They gain much knowledge from the visit to the British Museum and write play scripts on myths and legends. In Year 5, they are developing their understanding of chronology and recognising the features of Victorian times. In Year 6, pupils continue to develop their key skills in their study of Ancient Egypt.

151 Pupils' attitudes to learning are good. They generally listen attentively and behave well.

In the best lessons, they ask questions which show they are thinking about their work, and are keen to engage in historical enquiry. They work well collaboratively and sustain concentration over a significant period of time. Pupils with special educational needs and those with English as an additional language make progress in line with their peers.

152From the lessons seen, it is evident that the quality of teaching is at least satisfactory. In Year 2, it is good. Teachers have sound knowledge and understanding of the subject and have appropriate expectations of pupils. They plan their lessons, manage pupils well and generally make sound use of time and resources. In the good lessons, teachers have high expectations and set interesting tasks, which are well matched to the needs of all pupils. Pupils are well motivated and a some good discussions occur.

153The co-ordinator provides satisfactory management for the subject. The curriculum is systematically planned to ensure progression in learning. The quality and range of historical resources are good and the school makes very good use of visits to museums and places of historical interest. The quality of the display to support the subject is consistently high across all classes.

153

Music

154There was no evidence of standards from pupils' written or recorded work at the time of the inspection, and work seen this time in lessons showed only a narrow range of provision. However, the evidence from these few lessons indicates that attainment in this subject, at both key stages, is average for the age of the pupils, and similar to standards at the time of the previous inspection. At Key Stage 2 pupils accurately identify characteristic features of the music they listen to. They sing carols and achieve appropriate standards in maintaining pitch and melody. At Key Stage 1, pupils demonstrate knowledge about marching bands and identify individual instruments from a recording of a band performance, including trumpet, drum and trombone. They maintain a regular beat while listening by tapping their fingers on their knees. Some pupils play tambourines, drums and cymbals with a regular pulse while marching. They listen attentively, recognise changes within the musical elements, and describe a piece of music using simple terms.

155Progress in this subject has been weak owing to shortcomings in teachers' knowledge and understanding of the subject, but pupils at both key stages are now making satisfactory progress since the recent appointment of a co-ordinator with expertise in music. Those with special educational needs make sound progress in line with their peers. Progress is seen, for example, in their knowledge of the musical elements and in the developing quality of singing. There is a current emphasis on singing to improve standards throughout the school.

156Pupils respond well to their work in this subject. They listen very carefully to the recordings that are played and to the instructions that they are given. Many are keen to answer questions in class, and enjoy working with percussion instruments. They apply themselves well to the tasks they are given and work confidently.

157The quality of teaching is satisfactory. Of the lessons seen, all were at least satisfactory and half were good. Teachers plan lessons carefully, using resources from a published scheme, and adopting methods and forms of organisation that are appropriate for their planned learning intentions. They manage pupils well, and have satisfactory expectations of attainment. In a good Year 2 lesson, for example, the content and music extracts used were appropriate for the pupils' stages of learning and interests, which resulted in their being well motivated and able to maintain their concentration. The teacher had a good level

of subject expertise and was able to respond appropriately to unexpected comments and answers to questions to extend pupils' knowledge and understanding. Her style of presentation and clear explanations ensured that the pupils knew what to do, and enabled a good pace of learning throughout the lesson. A summary at the end of the lesson was used effectively to review and consolidate the pupils' learning.

158The school provides an appropriate curriculum for music based on a published scheme, and planning is being reviewed to take account of new national guidance. The curriculum is enhanced through opportunities for pupils to perform in public presentations, for example, at Christmas and in the Harvest Festival. There have been no recent opportunities for pupils to attend musicians' performances, although plans are in hand for a visit to a London orchestra next year. At present, there are no extra-curricular activities provided and no specialist instrumental tuition although the co-ordinator's plans show that a recorder club next term will begin next term.

159There have been shortcomings in teachers' understanding and knowledge of the subject, which have now been addressed. The school has a policy document to support teaching and now has a co-ordinator who has specialist expertise which she uses well in teaching other classes to sing. Effective procedures for monitoring standards and progress in music have not been established. The quality and range of learning resources are satisfactory and include audio equipment of high quality.

159

Physical Education

160By the end of both key stages, pupils' attainment overall is average for their age. By eleven, almost all of them attain the national expectation in swimming. Pupils also practise and improve their own physical performance, working alone, in pairs and groups, or as team members. They evaluate their own and others' performance, and apply it to improving their own variety, quality and accuracy. They sustain energetic activity over suitable periods of time and show that they understand the effect of exercise on their bodies by appreciating the need for careful warm up and cool down.

161By the age of seven, pupils plan and perform simple skills with safety and control the linking of actions. They make simple judgements and discuss what they and others have done.

162Pupils make generally satisfactory progress overall. At Key Stage 1, they steadily develop their dance skills and respond appropriately to music and sounds. At Key Stage 2, they make good progress in developing their gymnastic skills when using large apparatus. Higher attainers make good progress when involved in school teams in inter-school competitions. Pupils with special educational needs make progress in line with their peers.

163Pupils generally respond well in physical education lessons and show positive attitudes. They behave sensibly and safely. They all change quickly into appropriate kit and enjoy physical activity. They take part enthusiastically in physical activities and co-operate well in pairs, groups and teams. Many show keen interest by participating in the extra-curricular sports clubs.

164The quality of teaching is consistently good at both key stages. Teachers generally have satisfactory knowledge of developing physical skills and mostly encourage children to evaluate performance. Teachers show good management and control and establish their ground rules for safe and sensible behaviour. In gymnastics, they make good use of pupils'

performance for demonstration.

165The skilled co-ordinator provides good leadership in the subject. A planning framework is in place and she has produced a useful action plan for development. The school enjoys good facilities for physical education. There is a field and a good-sized playground for games. The hall is of a good size and has a good floor. The fixed physical education apparatus is good; other resources are satisfactory. The school offers a satisfactory range of clubs for sport, run by four members of staff and well supported by parents. There are teams for football, rugby, netball, athletics and cross-country running. The football and karate clubs have to be paid for.

166. SUMMARY OF INSPECTION EVIDENCE

A team of four inspectors, including a lay inspector, visited the school for a total of 14 and a half days. Before the inspection, the Registered Inspector held a meeting for parents which 11 attended. An analysis was made of 19 questionnaires completed by the parents.

During the inspection, a total of 51 and a half hours were spent observing 53 lessons, reviewing pupils' work and discussing it with them. Inspectors heard samples of three representative pupils from Reception, Year 2, Year 4 and Year 6 read aloud and reviewed all the available written work of these pupils and those in years 1, 3 and 5. Assemblies, registration periods, extracurricular activities, play and lunchtime arrangements were also observed. All teachers were seen at least once and most several times. They were all seen for English, mathematics and science. Interviews and discussions were held with members of the governing body, the headteacher, teachers with curricular and other responsibilities, and non-teaching staff. Informal discussions were also held with many pupils. Behaviour in the playground, around the school and at arrival and departure times was observed.

166. A large amount of documentation provided by the school was analysed both before and during the inspection, including the school prospectus, the governors' Annual Report to parents, minutes of governors' meetings, financial statements, the School Development Plan and the previous inspection report.

167. DATA AND INDICATORS

167. 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	212	2	48	43
Nursery	25	0	0	0
Unit/School				

167. Teachers and classes

167. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	10.5
Number of pupils per qualified teacher:	20:1

167. Education support staff (YR - Y6)	
Total number of education support staff:	8
Total aggregate hours worked each week:	146.5

Qualified teachers (Nursery school, classes or unit)	
Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

167. Education support staff (Nursery school, classes or unit)	
Total number of education support staff:	2
Total aggregate hours worked each week:	35
Average class size:	30

167. Financial data

Financial year:	1998
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£

Total Income	554412
Total Expenditure	531785
Expenditure per pupil	2197.46
Balance brought forward from previous year	22627
Balance carried forward to next year	22627

167. PARENTAL SURVEY

Number of questionnaires sent out: 178
 Number of questionnaires returned: 19

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	21.1	78.9	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	31.6	52.6	15.8	0	0
The school handles complaints from parents well	5.9	58.9	35.2	0	0
The school gives me a clear understanding of what is taught	21.1	52.5	21.1	5.3	0
The school keeps me well informed about my child(ren)'s progress	26.3	63.1	5.3	5.3	0
The school enables my child(ren) to achieve a good standard of work	26.3	47.3	21.1	5.3	0
The school encourages children to get involved in more than just their daily lessons	26.3	47.3	21.1	5.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	15.8	47.3	5.3	26.3	5.3
The school's values and attitudes have a positive effect on my child(ren)	36.8	36.8	26.4	0	0
The school achieves high standards of good behaviour	36.8	36.8	21.1	5.3	0
My child(ren) like(s) school	57.9	36.8	0	5.3	0