

INSPECTION REPORT

QUEENSMILL SPECIAL SCHOOL

Fulham

LEA area: Hammersmith and Fulham

Unique reference number: 100378

Headteacher: Jennifer Page

Reporting inspector: Paul Greenhalgh
17898

Dates of inspection: 15th - 18th October 2001

Inspection number: 189692

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Clancarty Road Fulham London
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Appropriate authority:	Governing Body
Name of chair of governors:	Rachel Gibbons
Date of previous inspection:	14/10/96 –17/10/96

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17898	Paul Greenhalgh	Registered inspector	Geography History	The school's results and pupils' achievements How well is the school led and managed?
9563	Jeanette Reid	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils? How well does the school work in partnership with parents?
21397	Ingrid Bradbury	Team inspector	Mathematics Art and design Religious education Special educational needs	How good are curricular and other opportunities offered to pupils?
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3055	Clive Tombs	Team inspector	Foundation Stage Science Design and technology	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Queensmill School is a community day special school for pupils aged 3-11. At the time of the inspection the school had 56 pupils on roll, 48 of whom were boys and 8 were girls. There were no pupils of nursery age and two children in the unit of reception age form a small class group with two Year 1 pupils. The pupils attending the school are drawn from 13 London boroughs. Fifty five pupils have statements of special educational need and one pupil is currently undergoing statutory assessment. All pupils have autism as their main special educational need and most have associated social and communication difficulties. A high proportion (41 per cent) of pupils are eligible for free school meals. The pupil population is ethnically mixed, with significant proportions of white and Afro-Caribbean pupils. Six pupils are from refugee families. All pupils come from families where English is spoken to the children at home and so provision for pupils with English as an additional language is not a significant issue in the school. Pupil mobility is low. Most pupils who leave the school other than at the end of Year 6 do so at the end of Year 2, in order to return to mainstream school. Pupils' attainment on entry varies considerably but, because of their special educational needs, is in general well below national standards. The school shares a site with a mainstream primary school and has developed extensive links with this school.

HOW GOOD THE SCHOOL IS

Queensmill School is an effective school. Overall, pupils make good progress in their learning and very good progress in their personal development and behaviour. The quality of teaching is good. The leadership and management of the head teacher and deputy headteacher are very good and the school provides good value for money.

What the school does well

- As a result of the very good leadership and management of the headteacher and deputy headteacher, there is high quality staff training, excellent teamwork among all staff and an outstanding commitment to improvement.
- The quality of teaching is good and pupils make good progress in their learning. A particular strength of the teaching is the very good support and challenge provided by teachers and support staff which successfully enables pupils to develop their communication strategies.
- The very good provision for pupils' social and moral development, particularly the consistent management of pupils and the quality of staff/pupil relationships, helps pupils to make very good progress in their personal development and behaviour.
- The very good care and welfare of pupils fosters an effective environment for learning.
- The school's very good partnership with parents and its links with the community have a very positive impact on pupils' learning.
- The very good opportunities for the inclusion of pupils with their mainstream peers makes a significant contribution to the standards achieved by the pupils concerned.

What could be improved

- The allocation of time and the breadth of coverage of the National Curriculum in art, design and technology, geography, history, music and religious education.
- Schemes of work should provide a more effective guidance for teachers' planning.
- The use of assessment information in all subjects should better inform planning and priorities for further improvement.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in October 1996. Since then the school has made good improvement overall. In 1996, although pupils made satisfactory progress in relation to targets in individual education plans, their progress was unsatisfactory in a number of areas of learning. Progress in their learning is now good. In 1996 nearly 18 per cent of teaching was unsatisfactory; now teaching is good. The school has made very good progress in improving resources and in identifying and meeting the training needs of staff. Good progress has been made in improving governance and in establishing systematic approaches

to teaching literacy, numeracy and information communication technology. The improvements made in literacy have been successful in giving pupils strategies to communicate. Good progress has been made in improving leadership and management, the quality of teaching, the pupils' progress and personal development and partnership with parents. Progress has been satisfactory in improving curriculum planning and assessment to achieve a broad curriculum, although work remains to be done on this issue. Progress has also been satisfactory in ensuring the prospectus and annual report meet statutory requirements. Progress has been made in establishing policies and schemes of work, although not all schemes of work are yet in place. The school's capacity to improve further is excellent.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets.

Progress in:	by Year R	by Year 6	Key	
speaking and listening	B	B	Very good	A
reading	B	B	Good	B
writing	B	B	Satisfactory	C
mathematics	B	B	Unsatisfactory	D
personal, social and health education	A	A	Poor	E
other personal targets set at annual reviews or in IEPs*	B	B		

**IEPs are individual education plans for pupils with special educational needs*

Each year the school sets appropriately challenging targets for English, mathematics, science and personal development. Pupils make good progress in the Foundation Stage. In English they make good progress at Key Stage 1 and very good progress at Key Stage 2. A particular strength is the standards pupils achieve in communication, through vocalisation, signing or the use of the Picture Exchange Communication System (PECS). In mathematics, science, information and communication technology, history and physical education they make good progress at both key stages. They make satisfactory progress at both key stages in design and technology, music and religious education. In geography, they make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. In art they make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. In subjects other than English, mathematics and science, pupils' progress is not as good as it could be because of limitations in the breadth of the curriculum offered.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They concentrate well in lessons and make good efforts with their learning.
Behaviour, in and out of classrooms	The pupils' behaviour is very good. They respond very well to the expectations of staff.
Personal development and relationships	The pupils' personal development is very good. Pupils collaborate with each other and show responsibility, for example, taking care of resources.
Attendance	Pupils' attendance at school is good.

Pupils trust adults and, given their specific needs, their social interaction is very good. The pupils' behaviour and relationships in the playground and the dining hall are outstanding. Pupils from Hammersmith and Fulham are too often late arriving because of the late arrival of the school bus.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 6
Quality of teaching	Good	Good

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

Teaching and learning is good in English, mathematics, science and personal, social and health education and across all age-groups in the school. Particular strengths in teaching are the effective use of strategies, in all subjects, to support pupils to develop communication skills, and this has a very positive impact on pupils' ability to express themselves. The excellent teamwork of teachers and support staff consistently helps pupils to respond well to learning opportunities. Teachers and support staff very effectively manage pupils' behaviour through consistent use of strategies and clear language. This enables pupils to develop very positive attitudes, behaviours and relationships. The quality and use of resources is also a strength. The teaching of literacy across the curriculum is very well developed. Numeracy skills are taught well across the curriculum but to a less developed degree than literacy skills. All pupils are taught well, including those with additional special educational needs. In subjects other than English, mathematics and science, satisfactory assessment is provided through pupils' individual education plans but assessment is not strongly enough linked to key learning objectives for these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Provision for their social and moral development is very good. Provision for spiritual and cultural development is sound.
How well the school cares for its pupils	The school cares for its pupils very well. This is a strength of the school.

There is a strong and successful emphasis on communication and literacy across all subjects. The school ensures that the curriculum is accessible to all pupils and that their learning needs are met. Very good opportunities are provided for inclusion and for community links and there is a very wide range of educational visits. The very good focus on pupils' social and moral development is reinforced throughout the school day and pupils are helped very well to develop skills in making independent choices and working together. However, there is not enough time for subjects other than English, mathematics and science and the breadth of coverage in these other subjects, although satisfactory, is limited. The school's procedures for supporting good behaviour and for health and safety are very good. There are some good arrangements for assessment, for example, the use of key objectives and the monitoring of pupil progress against annual targets in English, mathematics and science as well as pupil profiles which include work samples from all subjects. However, this information could be better used to inform planning and to identify priorities. The school's partnership with parents is very good. The school has very effective day-to-day links with parents and provides very good support for parents to use strategies for communicating and managing behaviour that are consistent with those in school. This enables parents to make a very good contribution to children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher and deputy headteacher are very good.
How well the appropriate authority fulfils its responsibilities	Governance is good. Governors meet their statutory duties well and committees function appropriately. Governors provide good support and play a good part in shaping the direction of the school.
The school's evaluation of its performance	The school soundly evaluates its performance and takes effective action to continuously improve.
The strategic use of resources	The school makes good strategic use of its resources. The school raises significant amounts of additional money and money is used well to address the school's priorities.

The very good leadership of the headteacher and deputy headteacher ensures that sharply focused support is provided to address the learning needs of pupils with autism. Staff benefit from opportunities for high quality training. The teamwork of staff is excellent and their commitment to improvement is outstanding. Subject leaders observe teaching in their subjects and so help to ensure that the quality of teaching is good. The school should improve its evaluation of assessment information and report this to the governing body. The school soundly applies the principles of best value. Staffing, accommodation and learning resources are good overall. The high numbers of support staff and the very good resources both make a very positive impact on pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress made by pupils. • Staff knowledge of the children and regular contact with parents. • Support for parents to implement strategies at home which are consistent with those in school. • The significant improvement since the last inspection. 	<ul style="list-style-type: none"> • Guidance on homework. • Avoidance of gaps in provision for speech and language therapy (the responsibility of the health service).

The inspection team agrees with parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Across all age groups pupils achieve well and make good progress in their learning. Pupils make good progress towards the annual targets set for them in the various areas of English, mathematics, science and personal development. These individual pupil targets are appropriately challenging. There are no significant trends in attainment over time as patterns of attainment are very variable, depending on each group of children.
2. Pupils make good progress overall in the Foundation Stage. They make very good progress in personal, social and emotional development, communication, language and literacy and physical development. They make good progress in mathematical development, their knowledge and understanding of the world and in their creative development.
3. Pupils make good progress in English at Key Stage 1 and very good progress at Key Stage 2. In English at Key Stage 1 achievements are slightly better in reading and writing than speaking and listening. However, in Key Stage 2 achievements across all the strands of English are equally strong. Given their special educational needs, standards in pupils' communication are particularly good. Across the curriculum pupils use a range of strategies including signing and pictures to express themselves. Pupils make good progress in mathematics and science at both key stages. In mathematics, at Key Stage 1 standards are higher in number and in using and applying mathematics than in shape and measures. This is also the case at Key Stage 2, where standards in using data are also relatively weak. Achievements in numeracy and information and communication technology across the curriculum are not as high as those in literacy across the curriculum. In science achievements in both key stages are similar across the various strands of the subject.
4. In information and communication technology, history and physical education, pupils make good progress at Key Stages 1 and 2. They make satisfactory progress at both key stages in design and technology, music and religious education. In art they make good progress at Key Stage 1 and satisfactory progress at Key Stage 2. In geography pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Given the extent of pupils' special educational needs and the level of demands placed upon them, pupils at the school achieve well. There is no significant difference in the attainment and progress of girls and boys or in the progress of pupils with additional special educational needs.
5. However, pupils' achievements in subjects other than English, mathematics and science, are limited by the breadth of coverage of the National Curriculum Programmes of Study. In art, design and technology and information and communication technology, pupils' achievements in reviewing and evaluating their work are weaker than in other areas of these subjects. In geography at Key Stage 2 pupils do not have sufficient opportunity to study settlements and this is reflected in their achievements. In history at Key Stage 1 pupils do not have sufficient opportunity to study the lives of significant people and, again, this is reflected in their achievements. In music pupils achieve better in performing and composing than in appraising and applying their knowledge and understanding. In physical education, standards in games, gym, swimming, outdoor adventure and knowledge of fitness and health are higher than in dance and evaluating performance. These variations in standards in these subjects are mainly due to the lack of detailed schemes of work which should provide guidance on these issues.

Pupils' attitudes, values and personal development

6. The last inspection indicated that, across the school, pupils had a positive attitude to learning. This continues to be the case. Pupils show interest in their work. For example, in a Year 5 science lesson pupils were growing cress and recording their findings with drawings. They were all involved and participated to the best of their ability. They communicate with adults and with each other and are able to indicate their needs. At snack times, the children pay good attention to instructions from

the teacher, and succeeded in communicating their choice of food. Pupils use learning resources properly and treat both resources and the school environment with care.

7. Pupils' behaviour across the school has improved since the last inspection and is now very good. This has a very positive effect on the progress they make. By the age of five, they understand what is acceptable and unacceptable behaviour as a result of consistent management and high expectations. Across the school, pupils are aware of the daily routines that create an orderly community. The behaviour of pupils in the dining room and in the playground is outstanding, considering their special educational needs. In the playground, pupils interact with one another, for example, playing with a floating feather and collaborating on the climbing equipment. At mealtimes pupils communicate their preference for food and clear away their plates. When occasional inappropriate behaviour does occur, pupils respond well to the directions given by staff. There are very few incidents of bullying or harassment. Pupils feel safe and secure. Pupils of all ethnic groups integrate fully into the school community. There have been no exclusions in the last five years.
8. Pupils' personal development across the school is very good. By the age of five, they have made very good progress in dressing, feeding and toileting. Across the school, pupils' relationships with teachers and other staff are very good, and they develop constructive relationships with other pupils. In a Year 3 Personal, Social and Health Education lesson, one pupil helped another find his bag. Given the pupils' specific needs, their collaboration and social interaction is very good. They demonstrate socially appropriate behaviour, for example, waiting to take turns. Pupils are learning to take responsibility for their own actions. In an assembly, they showed their respect for the feelings of others by recognising that certain behaviour such as spitting is unacceptable, and that good actions make other people happy. Pupils learn to take responsibility for their own work. One pupil set up his own tape recorder with tape and earphones. They clear up the equipment at the end of activities. They value their surroundings and respect the displays.
9. Attendance across the school is good, taking into account the pupils' special educational needs. Unauthorised absence is low. Some pupils from Hammersmith and Fulham arrive late to school due to the transport arrangements. This has an adverse effect on the learning of these pupils and the interruption of classroom routines which are so important to pupils with autism also has a negative impact on the learning of other pupils.

HOW WELL ARE PUPILS TAUGHT?

10. There have been very significant improvements in the quality of teaching since the last inspection when 18 per cent of teaching was judged to be unsatisfactory. Now the quality of teaching is good overall, with 17 per cent being very good or excellent and five per cent being judged unsatisfactory. This good teaching is consistent through the school, for children in the Foundation Stage and for pupils in both Key Stages 1 and 2. As a result, teaching has a positive impact on pupils' learning, both in lessons and over time. Pupils achieve well and make good progress. A particular feature of all teaching is the care taken to include all pupils in all activities, including those who display learning difficulties and extreme behaviour in addition to their autism. These improvements in teaching have occurred because of a programme of classroom monitoring in all subjects and improved curriculum planning and assessment, particularly in English, mathematics and science.
11. Teachers have a good knowledge and understanding of autism, so that new learning is presented and consolidated in an appropriate way. The highly effective teamwork between teachers and support staff has a significant impact on maximising learning opportunities. In addition, there is positive, patient and effective management of behaviour which maintains pupils on task, in an ethos of care which permeates all relationships, and in which the pupils feel safe and secure and ready to learn.
12. Teaching for children in the Foundation Stage has continued to be of the same high standards as at the time of the previous inspection. It is nearly always good and sometimes very good. Teachers and support staff have a good knowledge of the children and a good understanding of how young children with communication difficulties learn. They make effective use of different strategies, for example, TEACCH (Treatment and Education of Autistic and other related Communication handicapped CHildren) tasks. As a consequence children settle into the routine of school with reduced anxiety, achieve well and make good progress towards the early learning goals.

13. Teaching in English is good overall throughout the school. Teachers take full advantage of all opportunities in the whole school curriculum to reinforce pupils' communication, language and literacy skills. In all lessons there is a relentless pursuit of language work characterised by unambiguous instructions, the consistent use of Makaton signing and symbols and the high expectations that pupils develop strategies to communicate. Very good resources for literacy, for example, beautifully made toys to accompany big books and the development of Makaton symbols in the reading scheme books involve pupils in reading in a meaningful way.
14. Teaching in mathematics is also good throughout the school. The school has successfully adopted the National Numeracy Strategy and numeracy skills are consistently reinforced across the curriculum. For example, at registration, pupils count those who are present and identify the day and date. The school's strategies for teaching numeracy are good and have a cumulative and positive impact on learning, although these are not yet as well reinforced as strategies for the development of literacy across the curriculum.
15. Teaching in science is good throughout the school. This is because sufficient time is allocated to the subject and there are detailed curriculum plans and good resources to support teachers' work. Teachers challenge pupils with tasks and activities that are particularly well suited to their abilities and interests and to the development of scientific concepts. As a result pupils achieve well and make good progress.
16. Teaching in information and communication technology (ICT) is satisfactory across the school. Staff are currently undertaking training in using ICT for pupils with SEN and there are good resources to support ICT but not all teachers are yet using ICT sufficiently to enhance pupils' learning. Although there is some good teaching of personal and social education, for example, providing pupils structured opportunities to develop turn-taking and choosing, other parts of the timetable, such as 'quiet time', are insufficiently focused. Teaching is good overall, in history, music and physical education across the school, and is good in art for pupils aged 5-7 and in geography for pupils aged 7-11. Teaching is satisfactory in design and technology across the school and in art for pupils aged 7-11. No lessons were observed and therefore no judgements were made for religious education or for geography for pupils aged 5-7.
17. Weaknesses in a few lessons seen were concerned with a poor use of time and lack of a clear learning focus in, for example, the 'quiet time'. Some weaknesses in short-term planning, particularly in subjects other than English, mathematics and science, sometimes results in the learning objectives for the lesson being insufficiently clear. Assessment in subjects other than English, mathematics and science, although satisfactory and progress is assessed through subject targets on individual education plans. However, assessment in these other subjects is often not sufficiently linked to key learning objectives for these subjects. Teachers' use of assessment information, particularly in these other subjects, is satisfactory but does not yet inform their planning as much as it could.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

18. The quality and range of learning opportunities provided for the pupils are good and the appropriate statutory curriculum is in place. The school also meets its stated aims for the curriculum.
19. The breadth of study is satisfactory overall. In the Foundation Stage, English, science and art the breadth of the curriculum is good; in information and communication technology this is unsatisfactory and in the other subjects it is satisfactory. The school rightly places great emphasis on the development of communication skills and these are reinforced very well across the curriculum and at lunch time. A lot of time is given to subjects such as English, mathematics, science and personal and social education. However, some parts of the school day, for example 'quiet time', are not used well enough to promote the learning of pupils. This leaves insufficient time for the teaching of subjects other than English, mathematics, science and personal and social education and this lack of time also limits the breadth of the curriculum in these other subjects. Although there is a plan for curriculum coverage for each year group and a brief plan for each term, along with fortnightly plans, the school's two-year planning cycle is not made consistently clear on these planning documents.

- There are no detailed schemes of work for ICT, design and technology, geography, history, music and physical education to provide guidance on breadth in each subject and on short-term learning objectives suitable for the range of attainment in each class.
20. The school ensures that the needs of all pupils are met and that pupils have equal access to all areas of the curriculum. Access to the curriculum has improved since the last inspection and access is now good. Teachers are skilled in making the curriculum accessible at a level appropriate to pupils and all pupils have equal access to the curriculum. Although some classes have few or no girls, the school manages this gender imbalance well and girls are not disadvantaged in any way. The accommodation would limit pupils with restricted mobility but the school has no pupils on roll with significant physical disabilities. The provision for pupils with additional special needs is good and they make good progress.
 21. The strategies for teaching the basic skills of literacy are good and these are well reinforced across the curriculum. In all subject areas teachers use agreed strategies to very effectively support pupils' communication. All pupils come from households where English is the language spoken to the children. Consequently, there is no need for extra language support. At times when this has not been the case, or where parents are not fluent in English, the school has made specialist provision and arranged for interpreters to attend parent meetings and Annual Reviews. Provision for numeracy across the curriculum is satisfactory. Opportunities to teach the basic skills of numeracy across the curriculum are appropriately planned, for example, the use of snack time to reinforce counting. However, this area is less well developed than literacy because the school has so far rightly concentrated on developing communication skills, as this is so important for pupils with autism.
 22. Activities in the school which take place outside timetable time are limited because all the pupils travel to school on special transport. However, there is a football club, coached by professionals, during lunchtime. The school makes very good use of the community to provide a very wide variety of educational visits which take place within the timetabled day. These include visits to museums, art galleries, historic houses, the study centre at Fulham Football Club, local parks and an adventure playground. The school has undertaken projects with a number of organisations, including a local charity and the Serpentine Gallery. Effective use is made of these visits in lessons and the very wide range of links with the community makes a very good contribution to pupils' learning.
 23. The school also works well with partner institutions to provide opportunities for the inclusion of pupils with their mainstream peers. Inclusion programmes are very well organised and are a strength of the school. The primary school on the same site is easily accessible through swing doors and the school's inclusion room is located within the mainstream primary school, making inclusion a natural part of the school day. Pupils join each other on a regular basis for break times and specific lessons. Within these small group sessions, both teaching and learning are excellent. Pupils also have opportunities to work with secondary mainstream pupils in a Building Bridges science project with a local secondary school.
 24. The school provides very effectively for pupils' personal, social and health education. All pupils have individual targets for personal, social and health education and these are reinforced throughout the school day. The appropriate policy also supports sex and drugs education and the school encourages pupils well to lead a healthy life style.
 25. Overall, provision for the personal development of pupils is good. Social and moral education were judged to be good during the last inspection. Provision for social and moral development is now very good. The consistent management of pupils and the very good staff-pupil relationships support very good provision for pupils' social development. Opportunities for social development are very well supported by the staff, not only in the classroom, but also in the playground and at lunchtime. Staff develop pupils' skills in making independent choices, making requests, taking turns and working together. All the staff are very good role models and are consistent in interactions with the pupils. Pupils are encouraged to think of others and have raised money for charities. Moral development is also very good and this is supported by consistent and clear implementation of the behaviour policy. Assemblies are used very well to reinforce the understanding of right and wrong and how pupils should behave towards each other. Pupils are encouraged to respect the school environment and the resources they use, and this is reflected in the high standard of the displays, the condition of the schools resources and the use of the playground.

26. Spiritual education was unsatisfactory during the last inspection and it is now satisfactory. The pupils' spiritual education is recognised as an implicit element across the curriculum but it is not sufficiently planned for in lessons. Pupils begin to respond to the moods induced by music, are encouraged to meditate during quiet time in class and the very good displays around the school contribute well to the spiritual aspects of the school. In assemblies appropriate symbols, such as the dove of peace, are used to enhance the spiritual dimension.
27. The provision for the pupils' cultural development is satisfactory and displays around the school support the pupils' learning about cultures other than their own. A wide range of visits also supports this area by exposing the pupils to different environments. These include visits to different places of worship. Festivals from other countries and religions are also celebrated.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The procedures for ensuring pupils' welfare are very good. The school provides a caring, secure and happy environment. Teachers and support staff have very good relationships with pupils. They know pupils very well, treat them as individuals and are sensitive to their needs. Support staff liaise well with teachers and make a valuable contribution to pupils' personal development and learning. The arrangements for the transition of Year 6 pupils to secondary school are good. There is a well planned programme, which includes pupils spending time at their future school.
29. Health and safety procedures are very good. There are effective procedures for identifying, monitoring and recording health and safety issues. Risk assessments take place for each child on entry and are up-dated annually. Risk assessments for the site are carried out regularly. Both electrical and physical education equipment are routinely checked, fire drills are carried out and there are sufficient trained first-aiders. All staff are appropriately inoculated and have had training on lifting and handling. The school has very good child protection procedures. All staff are fully trained and know the appropriate routines.
30. The procedures for assessing and monitoring pupils' academic performance and personal development are satisfactory overall. There are some good procedures for assessing pupils' attainment and progress. The school appropriately assesses pupils on entry. Procedures for assessing pupils' progress in English, mathematics and science are good. In these subjects there are appropriate checklists of key learning objectives, which are used as the basis for assessment. However, the frameworks for assessment in other subjects is not as well developed. There is good monitoring of the extent to which pupils meet their annual targets in the various areas of English, mathematics and science and this information is very well presented to visually show each pupil's progress over three years. There are good pupil profiles with individual education plan targets and records, including samples of work, for all subject areas. The school uses individual education plans and home-school books to monitor pupils' personal development well. However, the targets in individual education plans and annual reviews are not always sufficiently specific. The use of assessment information to guide planning is satisfactory, but does not yet sufficiently inform short-term learning objectives suitable for the range of attainment in each class.
31. The school now has very good procedures in place to promote good behaviour. All staff have high expectations of good behaviour. They apply behaviour management strategies in a calm, consistent manner, and are well supported by the provision of training and the clear guidelines in the behaviour policy. They take prompt and effective action to maintain good discipline. They praise good behaviour and use positive reinforcement to encourage pupils to respect their peers and their school. The school provides an environment where bullying and harassment will not be tolerated. The very few incidents of bullying are dealt with promptly.
32. Procedures for monitoring and maintaining attendance are very good. Parents nearly always inform the school or the bus escort of their child's reasons for absence. Unexplained absences are followed up the same day. The school liaises well with the Educational Welfare Officer. It meets the requirements for the recording of pupils attendance but fails to meet the requirements for the reporting of unauthorised absence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. Parents and carers are very supportive of the school. They think it has improved greatly since the previous inspection. They say that discipline in the school is now excellent, that the leadership is very good, that children's independence has greatly improved, and that the environment is happier and cleaner than it was over five years ago. Parents and carers feel comfortable about approaching the school and their concerns are listened to. However, they would like the school's policy on homework clarified. The team agrees with the parents' views about homework.
34. The school has improved its links with parents and carers and these are now very good. Staff communicate daily with parents and carers through a well-established home-school book, which is used effectively to share information about learning, social and medical issues. Formal opportunities take place each term for parents to discuss pupils' individual education plans. Staff always endeavour to accommodate parents or carers unable to attend evening meetings and almost all parents are seen. Arrangements for the annual reviews are appropriate and the reporting of pupils' academic progress and personal development is detailed and clear. However, some targets in the annual reviews lack the precision necessary to enable parents or carers to support their children at home. All parents and carers are invited to attend workshops on Makaton and other strategies which are held in the school on a regular basis. Curriculum fairs are held annually to explain to parents how various aspects of the curriculum are presented to pupils. The school encourages and supports parents to use the Picture Exchange Communications System (PECS) to communicate with their child at home. This plays an important role in helping the pupils to be able to generalise from one context to another. There is a helpful booklet for new parents and carers and monthly newsletters. The prospectus and governors' annual report to parents are both clearly written and very informative.
35. The impact of parents' and carers' involvement in the school is now very good. They are very supportive of events that directly involve their child and whole-school events such as sports day and the Christmas show. Home visits are made where parents or carers have home programmes such as Applied Behaviour Analysis. Several parents and a grandmother help regularly in the school, for example, by making high quality resources. The Friends of Queensmill hold monthly coffee mornings where parents share concerns, and strategies are discussed. The school uses these occasions to consult parents about school policies and development. The Friends of Queensmill also raise considerable funds for the school, for example, to refurbish the playground. The implementation by parents and carers of communication and behaviour management strategies which are consistent with those used in the school has a very positive impact upon children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

36. The leadership and management of the headteacher and deputy headteacher are very good. They provide a very clear educational direction for the school. At the time of the last inspection there was a legacy of difficulties and uncertainty in the school. Since then appropriate curriculum aims have been published and there is a strong and consistent ethos, sharply focused on making high quality provision to support the learning of pupils with autism. The school meets its stated aims very well. A high quality training programme helps to develop staff's specialist skills in working with pupils with autism. The extensive training opportunities help to provide a motivating environment for staff and help to build a climate in which the excellent teamwork flourishes.
37. Just over a year ago the management structure was changed, so that instead of key stage co-ordinators, there is now a curriculum manager and an assessment manager who have responsibilities for these areas across the whole school. The implementation and development of these roles are in the early stages, but there are appropriate plans for the further development of these roles. At the time of the last inspection subject leaders had been recently appointed but their roles and responsibilities had not adequately been developed. The subject leader role is now appropriately in place for English, mathematics and science, but in the other subjects the role of the subject leader is not yet consistently developed.

38. At the last inspection, the governing body had a limited awareness of its responsibilities, failed to fulfil many of its statutory responsibilities and committees met infrequently. Governance is now good. Governors meet their statutory duties well. Committees function appropriately. Governors are actively involved in the appointment of all levels of staff. Governors appropriately hold the school to account and they provide good support to the school. They play a good part in shaping the direction of the school, for example last year steering the reduction of a potentially significant budgetary carry-forward. Governors visit the school regularly and have a sound understanding of the strengths and weaknesses of the school. However, they are less well informed about standards pupils achieve or the progress they make.
39. Although the school monitors teaching well, its arrangements for monitoring and evaluating its performance overall show strengths and weaknesses. The school has good arrangements for subject leaders to monitor teaching in their subject. After observing the lessons, subject leaders suggest appropriate strategies for further improvement and consider the further support they should offer. This system of monitoring has a positive impact on the quality of teaching but does not yet focus strongly enough on pupils' attainment and progress in the subjects. Monitoring of curriculum planning does take place, but this does not yet make sufficient impact on its quality and effectiveness. A range of assessment information is available, some of which is good, and the school recognises the need to more systematically evaluate and use this information. Overall the school's evaluation of the quality of its work is satisfactory. Development planning was at an early stage in the last inspection, and is now sound. Over the past few years the development targets of the school have been appropriate and the school takes very effective action to secure improvements. The shared commitment to improvement and the capacity to succeed is outstanding.
40. The school makes good strategic use of its resources. It links well its decisions on spending to educational priorities. The school raises significant amounts of money through charities, donations, trusts, links with business and the work of parents. This has been used well to purchase additional learning resources and to support staff training. Specific grants are appropriately used for their intended purpose. At the last inspection the monitoring of finance was inadequate; this is now good.
41. The school soundly applies the principles of best value. For example, it buys an ICT technician rather than using the time of senior management. It compares services offered by a range of providers, for example, comparing LEA services with other providers. It consults appropriately with stakeholders, including governors and parents. The school has not yet formally put in place its statement setting out the steps to be taken to ensure best value.
42. The number of staff and the use made of them is very good and a direct benefit to pupils' learning. There are a high number of support staff who are well trained and who work effectively with teachers, so that pupils receive a high degree of good support and challenge. The last inspection referred to the use of accommodation as adequate. Access to different levels would be an issue should the school have pupils with physical disabilities. Significant improvements have been made to the environment throughout the school and the use of accommodation is now good. Learning resources are good. There is a well organised resource room for all subjects. Resources for literacy are particularly good, with a reading scheme to which symbols have been added, and a wide range of big books with packs of accompanying objects of reference. The recently refurbished playground provides an outstanding resource for the development of outdoor play. Resources for religious education and physical education are very good, and for the Foundation Stage, mathematics, science, art, design and technology and history they are good. For geography they are satisfactory. Whilst there are some good resources for information and communication technology, software for subjects other than English, mathematics and science is not yet well established.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- a) *Improve breadth of coverage of the National Curriculum in art, design and technology, geography, history, music and religious education (paragraphs 5, 19), by:*
- removing from the timetable unproductive periods, for example quiet time, and increase the time allocation to these subjects;
 - revising the long-term curriculum plan to extend the breadth of coverage of the National Curriculum Programmes of Study and attainment targets.
- b) *Improve existing schemes of work and put in place schemes of work for information and communication technology, design and technology, geography, history, music and physical education to guide teachers in their planning (paragraphs 5, 19,30,34) so that:*
- there is guidance on raising standards across the full breadth of the curriculum;
 - there is guidance for the setting of learning objectives in short-term planning which cater for the breadth of attainment in each classroom;
 - there are clear links to specific and measurable targets in annual reviews and individual education plans.
- c) *Ensure that assessment information in all subjects better informs planning and priorities for further improvement (paragraphs 30, 37, 38, 39), by:*
- building on current practice in English, mathematics and science to establish the key learning objectives for each foundation subject, for example, using as a guide the school schemes of work and the 'P levels';
 - establishing and implementing systems to support subject leaders and the senior management team in collating and evaluating assessment information;
 - using the outcomes of these evaluations to improve planning, to report to the governing body and to identify priorities for school improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	28	24	3	0	0
Percentage	2	15	42	36	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	No of pupils
Number of pupils on the school's roll	56
Number of full-time pupils known to be eligible for free school meals	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	8.2	School data	0.1

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	10	3	13

In the statutory end of key stage assessments in 2001 the 13 children eligible were all assessed as working towards level 1 in all three subjects.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	4	1	5

In the statutory end of key stage assessments in 2001 the five children eligible were all assessed as working towards level 1 in all three subjects.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	11
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – 7

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	5.4
Average class size	7

Education support staff: YR – Y7

Total number of education support staff	20
Total aggregate hours worked per week	575

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	816,575
Total expenditure	835,435
Expenditure per pupil	13,695
Balance brought forward from previous year	68,800
Balance carried forward to next year	49,940

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	56
Number of questionnaires returned	19

Number of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	13	6	0	0	0
My child is making good progress in school.	12	7	0	0	0
Behaviour in the school is good.	8	8	0	0	3
My child gets the right amount of work to do at home.	7	5	2	1	2
The teaching is good.	13	6	0	0	0
I am kept well informed about how my child is getting on.	14	5	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	14	5	0	0	0
The school expects my child to work hard and achieve his or her best.	14	4	0	0	1
The school works closely with parents.	13	6	0	0	0
The school is well led and managed.	13	6	0	0	0
The school is helping my child become mature and responsible.	13	4	0	0	2
The school provides an interesting range of activities outside lessons.	11	6	1	0	0

Other issues raised by parents

- Parents wished for a clarification of the homework policy.
- Parents wished for more provision for speech and language therapy (the responsibility of the health service).
- A small minority of parents felt their children should receive greater challenge.
- Parents considered the school to have made very good progress since the last inspection.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43. In the previous inspection the school's Early Years provision was judged to be good. The school has maintained the same high standards in teaching and learning and in curriculum provision. There are notable improvements in assessment practices, in inclusion opportunities and in partnership with parents.
44. On entry to the unit the children achieve standards which are significantly below those of their peers in mainstream settings. The Foundation Stage unit is an attractive purpose-built building that is shared with the local primary school's Foundation Stage unit. There is a large shared area, which is used for integration activities and also for group activities. The environment is well planned to make good use of all available space including stations for individual work, group work and a wet play area. Outside, the unit has its own play area and garden and also easy access into the larger school playground. The unit provides a safe and supportive environment. Resources are good and include two computers. The unit is generously staffed with one teacher, a nursery nurse and a support assistant. Many pupils are non-verbal and display learning difficulties in addition to their autism. The school uses the QCA 'P Scales' to assess, monitor and review children's progress and to set realistic targets for them to achieve.
45. Children achieve well and are making good progress towards the early learning goals. This is because teaching is good, and because the school provides a broad, balanced and relevant curriculum with a good emphasis on improving communication. The main characteristics of the good and very good teaching observed include a good understanding of pupils' special needs and the positive, patient and effective management of behaviour. The unit works in close co-operation and partnership with parents and this enhances learning. For example, parents are also invited to observe children in the classroom.

Personal, social and emotional development

46. The teaching in the area of personal, social and emotional development is very good and as a result pupils make very good progress in this area of learning. Opportunities for children's personal social and emotional development underpin the whole curriculum. Children enter the unit with poor personal and social skills and are very dependent on adult support. By the age of five, they have made very good progress in dressing, feeding and toileting. As a result of consistent management and high expectations children understand what is acceptable and unacceptable behaviour. Predictable routines, for example at the beginning of the day, reduces children's anxiety and help them to feel secure, calm and focused. The unit takes full advantage of its shared facilities with the mainstream unit to provide good integration opportunities at assemblies, lunchtimes and for certain lessons during the week. These positive relationships with mainstream peers help children to develop acceptable social behaviour and to learn to respect themselves and others. Children can take turns to choose from the dressing up box. Music and good simple resources are well used to enrich learning. Higher attaining pupils can identify a particular partner with whom to work or play.

Communication, language and literacy

47. Children make very good progress in communication, language and literacy and this directly reflects the very good skills, knowledge and understanding of the teacher and support staff. Children's communication, language and literacy skills are developed throughout the day, across the curriculum. Signing and symbols are consistently used to develop children's language and speech. Appropriate use is made of symbols to encourage children to choose colour and preference at snack time. Good stories are read to pupils in an exciting way that commands their attention. Excellent props, such as toy owls and frogs, enliven the characters and the plot. A higher attaining child was able to recite the story of the 'Three Owls' by rote with no reference to the text. A lower attaining child was involved turning the pages of the big book. Children are attentive and co-operative throughout and this contributes to the progress they make. They follow the story with interest and

delight. Good questioning supports pupils' learning. At the time of the inspection there was no speech and language provision for children in the unit, although the health service has appointed a locum therapist. Some children's progress has been hindered by this half-term gap in provision.

Mathematical development

48. As a result of good teaching, children make good progress in working towards the early learning goals in mathematics. Children's knowledge and understanding of number and shape on entry is very poor. They make good progress because numeracy skills are reinforced across the curriculum. For example, they count the number of children present at registration. They identify shapes in art, and through counting songs they increase their awareness of the sequence of numbers. In a lesson on consolidating number skills up to five, very good resources, for example 'naughty' monkeys, 'speckled' frogs and a host of songs, rhymes and games were well used to challenge children at an appropriate level. Thorough preparation and good questioning helps promote pace. Higher attaining children count objects up to seven and understand that addition is the joining of two or more sets of objects. Lower attaining children match objects and/or pictures and sort them by characteristics such as colour or shape. In play structured and unstructured, children handle shapes and fit them together and build models and pictures and patterns. Appropriate questioning by the teacher and support staff, for example, "Is this a square or a circle?" helps children recognise similarities and differences. While playing in the adventure playground or soft play area, children develop their mathematical concepts of position, size and space.

Knowledge and understanding of the world

49. Children make good progress in developing the knowledge, skills and understanding that helps them make sense of the world. This is because the teacher and support assistants plan real experiences that encourage exploration and problem solving. Initially children learn about their classroom, for example, where they sit and hang their coats. As they become more confident, they learn about school, for example, the location of the office. They play with a range of materials. The use of challenging questions by the nursery nurse helped higher attaining children to identify which objects float and sink. Pupils squeezed sponges and noted that they changed texture and floated more easily. They learn to use the computer to develop skills across the areas of learning, for example, to develop language and communication. Higher attaining children use a mouse to operate a painting program independently, to make patterns and drawings. Pupils are taken out into the community on walks and visits and begin to gain an understanding of the important people in the local area, for example the policeman and doctor.

Physical development

50. Children make very good progress in developing skills of co-ordination, control, manipulation and movement, because the unit provides a large range of planned activities that offer appropriate physical challenges. Good teaching enhances these learning opportunities. The activities include swimming, visits to a local adventure playground, a weekly outdoor bicycle session, use of the soft play area and indoor physical activity. Proper concern is shown in all these activities to health and safety matters. For example, children must wear helmets to ride the bicycles. In the indoor physical activity session children move freely with pleasure and confidence around a circuit that requires them to climb, slide, crawl and bounce. They learn to take their turn and have an awareness of others. More able children move with speed, agility, balance and co-ordination. They jump off objects and land appropriately and experiment in different ways of travelling. Less able children need more time, encouragement and support. They find it difficult to control their bounces on a trampet but they persevere. Appropriate emphasis is given to the self-help skills of dressing and undressing. They improve their fine motor skills using scissors to cut along lines, following handwriting patterns and through gluing and sticking activities.

Creative development

51. Pupils make good progress in working towards the learning goals of creative development. This helps them to make connections between one area of learning and another and so extends their

understanding. This good progress is as a result of well-organised activities that allow children time to explore and respond, and use their many senses and talents. In art for example, children explore colour, shape, form and shape. With support they produce marbling patterns, repeat patterns and collages with different textures. In music, they sing songs from memory, some on the karaoke machine, and recognise how sounds can be made through blowing, beating and shaking certain instruments. Higher attaining children beat out the syllables of their name or a favourite food on a drum, for example, 'Mich-ael' and 'saus-a-ges'. In free play they take up adult roles in the dolls' house and prepare a cup of tea. The teacher and support staff extend children's thinking and learning through well-timed and well-considered comments and questions. When necessary they demonstrate skills and techniques to improve children's performance, for example, showing them how to stop paint from dripping or how to best use a musical instrument.

ENGLISH

52. Pupils achieve well in English in both Key Stages 1 and 2. At Key Stage 1 they make good progress and at Key Stage 2 they make very good progress. At Key Stage 1 pupils' hand-eye co-ordination skills improve and they begin to trace and follow letters and lines as a prelude to handwriting. Higher achievers begin to write or copy their name independently. Pupils' reading skills improve through the use of Makaton reading schemes, story tapes and 'Big Book' work, and this progress is monitored well through reading records. Higher achieving pupils begin to read simple texts aloud and accurately match spoken words to a picture in the book. When a teacher points and reads the words from a 'Big Book', most pupils can say the words along with the teacher. Lower attaining pupils can look at the book, turn the pages and say some words. Pupils can listen well. Higher attainers show their speaking and listening skills by asking questions about their experiences. Many pupils develop signing skills. The lowest attainers can use support to express themselves by waving and pointing.
53. In Key Stage 2 pupils make very good progress in all aspects of English. Pupils can read appropriate texts, using signing and saying some words. High attaining pupils read stories with fluency and accuracy. Lowest attainers can match single words and symbols. Pupils further develop their writing skills, showing increasing accuracy in letter formation. Some can write short sentences and narrative accounts on a range of topics. High attainers can complete sentences by reading and choosing the appropriate words from a list. Many pupils can use signing to communicate effectively, for example, to check their understanding of a task. High attaining pupils engage in good, verbal two-way conversations with staff and visitors. By the end of the key stage, the pupils' gains in speaking and listening enable them to engage in group discussion on subjects such as the media as they plan a newspaper front page. Pupils make good use of a range of computer programmes to support their learning. The very good progress made in English in Key Stage 2 is a reflection of the success of the school's strategies for promoting communication and literacy across the curriculum.
54. The school makes very good provision for English. There has been a significant improvement in English overall since the last inspection. At that time the school did not have a systematic framework for the teaching of literacy skills. Since then the school has invested strongly in its literacy programme and has adapted and implemented the National Literacy Strategy appropriately. For example, it has developed shared reading using specialist resources which have been made in the school. The school's approach to literacy is now well embedded across the curriculum and literacy and communication skills are now promoted well in all subject areas. Very good and consistent use is made of structured communication systems in all classrooms as well as at lunchtimes. Signing is also used with good effect in English lessons, across the curriculum and in other parts of the school day such as during assembly. Information and communication technology is used well to support English and literacy. Resources for the teaching of English and literacy across the curriculum are very good. Both the teaching of English and the progress made by pupils in literacy have improved well since the last inspection.
55. In English the quality of teaching and learning is now good. Well-balanced and structured lessons are challenging and appropriately paced to meet the needs of individual pupils. For example, within a lesson, a range of English and literacy activities is well promoted through individual and group work, with classroom assistants providing very good support. Staff set high expectations and pupils know and respond well to established routines, such as time to read, time to write or time to use the

computer. Pupils are encouraged to take responsibility for their work, and organise their word banks or sentence building frames without needing to be reminded. Key words are well promoted through vocabulary cards, and the pupils use these with comfortable familiarity. Relationships between staff and adults are very good, and pupils respond well to the teachers' high expectations. Homework is set on a regular basis, and a number of parents are pleased at the progress which they observe in their children. In all subject areas, literacy skills are well promoted at all times and this has a very significant positive impact on pupils' progress. However, short-term planning for English does not always guide teachers' objectives for lessons, which are sometimes unclear. Targets on individual education plans are not specific enough to effectively inform lesson planning and most staff rely on their good knowledge of the pupils. Plenary sessions are sometimes used appropriately to consolidate and reinforce pupils' awareness of their own learning, but this is not yet always the case.

56. A very efficient subject leader has a clear vision of how the subject should be organised throughout the school. English, literacy and the quality of teaching are monitored on a regular basis, and this information informs staff training and departmental planning. Procedures for monitoring the pupils' progress are also good. There are agreed learning objectives that provide teachers with a framework for assessment, good exemplars and records of pupils' work, matched against national standards and good records of pupils' progress against their annual targets in each area of English. However, the information from these records is not sufficiently used to inform future planning. Resources are very good. There is a good range of reading schemes and a wealth of computer CD ROMS to promote literacy and English at all levels. The use of the extensive range of 'Big Books' helps to ensure that literacy skills are supported in all subject areas. Recent targets for school improvement have focused on the development of literacy and communication skills. There has been significant success in establishing the consistent use of helpful strategies across all subjects and key stages. All subjects make a good contribution to pupils' development of literacy.

MATHEMATICS

57. Pupils' progress in mathematics is good at both key stages. By the age of seven pupils begin to match numerals and objects and are able to sort shapes. Some are able to count to 30 and recognise the numerals without help. During Key Stage 1 pupils make good progress and they are beginning to demonstrate an understanding of the ordination of number. Some are able to add single digits, are beginning to use money and recognise coins. Pupils' ability to graphically form numerals and their understanding of space, shape and measure gradually improves. They begin to be able to distinguish between bigger and smaller, to match big and small. In Key Stage 1 standards are higher in number and in using and applying mathematics than in shape and measures.
58. By the end of Key Stage 2 some pupils are able to write numerals without help, use number squares and count on. More able pupils can work in hundreds, tens and units, use real coins to 'buy' crisps and popcorn during snack time and record their purchases. Some of the pupils are able to write simple equations independently. Others are beginning to develop the skills to count on, although many find this very difficult and start to count all the objects for each addition sum. By the end of the key stage some pupils use calculators to check the answers to their sums and see if their answers are correct. In Key Stage 2 standards are higher in number and using and applying mathematics than in shape, measure and data handling.
59. At the last inspection the teaching of mathematics was satisfactory; it is now good. At that time pupils' progress in mathematics was unsatisfactory, whereas their progress is now good. The last report identified the need to establish a systematic approach to the teaching of mathematics. There is now a consistent approach across the school to the teaching of mathematics and a system for assessing pupils' work and progress. This is a good improvement since the last inspection. However, time devoted to mathematics still varies from class to class and is not easily identifiable from the timetable; this is still an outstanding issue since the last inspection.
60. The quality of teaching and pupils' learning is good at both key stages. This is supported by the teachers' very good knowledge of the needs of each pupil. A variety of strategies are used to meet individual needs, for example, different work sheets, equipment and support. Work is carefully graded to suit each pupil's level of understanding. The development of sequencing, matching and adding is often organised as individual work. Additional tasks are prepared by the teacher to be available for pupils who finish the initial task. The additional staff in the classrooms work very

closely with the teachers and this has a very positive impact on the pupils' learning. In the best lessons, the teacher and support staff provide sustained and appropriate challenge to different groups of pupils in the class. The impact of the good teaching means that pupils are learning to work independently and in co-operation with each other. They learn to take turns during mental mathematics sessions and at snack time, to listen carefully to instructions and to complete tasks. Very appropriate work is set for pupils, which reflects their individual education plans. The use of varied questioning at the start of lessons suitably focuses on the different needs of the pupils in the class. The well-structured lessons, which proceed at a good pace, enable pupils to complete tasks and consolidate learning. The well-organised teaching supports the pupils' good behaviour and attitudes to mathematics. The pupils concentrate well, move onto the next activity without fuss and one pupil sang 'I'm happy today' while working. The pupils handle resources carefully, work in a quiet, purposeful way and concentrate well. The very good relationships between all the staff in each classroom set a good example to the pupils.

61. Opportunities for the development of numeracy across the curriculum are satisfactory overall, although these opportunities are not as well developed as the opportunities for literacy across the curriculum. Some other subjects make a good contribution to pupils' numeracy. In geography pupils made a bar graph about different types of weather; in physical education they used their mathematical skills to count seconds. Pupils used measurement in personal, social and health education to note the different heights of people. In English pupils counted to identify the third letter or word, for example, in a sentence.
62. The leadership and co-ordination of mathematics is good. The co-ordinator monitors planning, has monitored the teaching of mathematics over time and arranges in-service training for staff. If necessary, after monitoring the teaching, the co-ordinator team-teaches with the class teacher to support the teaching of mathematics and this is good. There is a good action plan for the development of the subject. The resources for mathematics are good and each classroom is well equipped with basic equipment. Additional resources for mathematics are kept centrally and are easily accessible to all teachers. The satisfactory policy for mathematics has good links to the 'P levels'. There is a good list of skills progression to guide the teachers in their planning and this is linked to the National Numeracy Strategy. Pupil progress is monitored against individual education plans, all of which have a numeracy target; these are changed as the pupil achieves them. All the pupils have targets set for mathematics linked to the 'P levels', and recording of progress over three years is good. The school is beginning to use the information from its tracking of progress to evaluate the strengths and weaknesses of pupils' learning in the subject.

SCIENCE

63. Pupils achieve well and make good progress in science. A scrutiny of work in science confirms that pupils make good progress over time. Pupils' profiles are of good quality and contain a comprehensive range of assessment data. There is a balanced coverage of the science Programmes of Study and pieces of work are carefully stored, dated and annotated to demonstrate progress and achievement. Good use is made of a digital camera to provide photographic evidence of pupils' achievement.
64. By the age of seven, all pupils make good progress in developing appropriate knowledge and understanding about life processes and living things. Pupils know, for example, that little babies need certain foods to grow healthy. Pupils continue to make good progress in Key Stage 2. Pupils develop their knowledge and understanding and but also their skills of observation and investigation. Younger pupils in this age group are learning to identify the different types of animals and insects and to understand that they live in different habitats. Higher attaining pupils accurately identify animals and insects and match them to their environment. Lower attaining pupils recognise the features of common animals, for example, the bushy tail of a squirrel. Towards the end of Key Stage 2 pupils make good progress in consolidating and extending their knowledge and understanding of green plants through simple experiments with bulbs, beans and watercress. Higher attaining pupils make predictions, monitor and record the growth of bulbs and watercress. They compare and evaluate the results of their simple experiments. They know plants need light and water to grow and they recognise and name the different parts of a plant. Lower attaining pupils explore the materials and follow simple instructions. In science, standards in both key stages are similar across the various strands of the subject.

65. There has been good improvement since the previous inspection, when in a third of science lessons, pupils' progress and teaching were judged to be unsatisfactory. At the last inspection there was no policy, scheme of work or assessment arrangements for the subject. This has now been rectified.
66. In science there is consistently good teaching and sufficient time is allocated to the subject. Teachers challenge pupils with tasks and activities that are particularly well suited to their abilities and interests and to the development of scientific concepts. In Key Stage 1 lessons are clearly introduced so pupils know what to expect, for example, "Today we are looking at food that helps babies grow". In one lesson this concept was reinforced and made more meaningful by a parent bringing her baby to the lesson. The teacher's good questioning, for example, "Would you give a baby Coke to drink?" and a universal "No!" from all adults and more able pupils, helped all pupils to understand what is healthy and unhealthy food and drink. Learning is further reinforced with group work in which tasks are carefully matched to pupils' level of understanding. For example, higher attaining pupils record their observations by cutting, gluing and matching good and bad foods. Lower attaining pupils use pictures and symbols to identify the stages of life from a baby to an old age pensioner. There is a constant and helpful focus on language, with Makaton signing and the use of symbols. The pupils are attentive and co-operative. In another lesson, pupils gained in their understanding and knowledge of the effect of exercise on the body. They joined in enthusiastically in running around the playground and completing step-ups. Teachers reinforce key words, such as 'fast' and 'slow', and record work with the use of symbols. Support staff are very effective and make timely interventions, so that learning is continuous. Teaching is calm and positive. Pupils' behaviour is managed effectively, so those pupils remain focused.
67. In Key Stage 2 teaching engages the pupils, for example, by recalling visits to local parks and the animals that they saw. Good questioning and the appropriate use of resources help pupils to build on prior learning. The very good use of photographs and props enhances learning. Relationships are very good. Pupils can elect someone else to answer for them, if they are not certain, thus fostering pupils' co-operation. Pupils' interest and curiosity about life processes is maintained, for example, by following a long-term observation of the life cycle of a butterfly. Teachers' relentless focus on communication strategies contributes well towards pupils' good progress. Support staff ensure that all pupils are engaged. Behaviour is always managed in a positive way, with positive feedback such as "Good looking" and "Good listening, well done!" During one observation, when one pupil threw the soil in his potted plant all over another, the incident was dealt with quietly and with patience so the learning of others is not disturbed. The use of information and communication technology to support pupils' progress in science is limited.
68. The good improvements in this subject since the last inspection are due to effective leadership. An appropriate scheme of work and effective assessment procedures have been established. Teachers have been provided with relevant training so they feel confident and well informed and good resources have been well organised to support learning. However, there is insufficient use of information and communication technology to support and enhance the subject.

ART AND DESIGN

69. The pupils make good progress in art and design in Key Stage 1 and satisfactory progress in Key Stage 2. By the age of seven pupils are able to choose colours, recognise textures and use clay by rolling and squashing it. They use clay to mould around a plant pot and the more dextrous pupils are able to cut off the excess clay. In Key Stage 2 pupils can use scissors to cut different materials, are beginning to understand that mixing colours produces a different colour, and they can glue objects with care and precision. Some pupils are able to show good regard to the overall effect as they glue materials onto a collage. Work displayed around the school indicates the use of a wide range of materials including papier-mâché, collage using different materials, the making of puppets and masks and designs in the school playground. Examples of pupils' work are very well displayed throughout the school, alongside the work of professional artists. Pupils' skills in evaluating work are insufficiently developed.
70. At the last inspection there was no scheme of work to guide the teachers. There is now an appropriate scheme of work for art. At the last inspection pupils made satisfactory progress in art; their progress is now good. This has been good improvement in art since the last inspection.

71. The teaching of art is good in Key Stage 1 and satisfactory in Key Stage 2. In art lessons, pupils are able to concentrate well, share the equipment provided with each other and work hard to complete the tasks. Pupils listen carefully to instructions and are able to put on their aprons with very little help. High expectations, good planning and effective lesson organisation all help pupils to show good behaviour and attitudes. The clarity of demonstrations and explanations, along with the appropriate use of praise, enable pupils to make progress when they experiment with different materials. Teachers provide good reinforcement of the specific language related to the learning. The deployment of staff in the classroom is good and all the adults in the room work as a team. The use of a variety of materials helps the pupils to learn to manipulate fabrics, paper and acrylic pebbles to make a collage of the creatures in the sea. Sometimes the pace of lessons does not allow enough time for the pupils to practice newly learned skills. There are insufficient opportunities for the pupils to plan and review their work.
72. The co-ordinator monitors the teaching of art and design on a regular basis and the leadership of the subject is good. Resources and accommodation for the teaching of art and design are good. The resources are carefully chosen by the co-ordinator and kept centrally. The support of professional artists is well used to enhance standards in this subject. Portfolios of pupils' work are being developed although at present there is no way for teachers to identify the level of pupils attainment against the 'P levels' as there are no exemplars of what is expected at each level. This hinders management's monitoring and evaluation of pupil performance in the subject.

DESIGN AND TECHNOLOGY

73. Pupils make satisfactory progress in design and technology in both Key Stages 1 and 2. In Key Stage 1 pupils make and design coats for puppets. This involves them assembling and rearranging shapes and cutting and gluing them in place. Pupils are also involved in constructing and joining plastic shapes and bricks or in rolling, cutting and shaping Playdough. Higher attaining pupils work mainly independently, exploring colour, shape and design and showing improved fine motor skills in working with scissors and glue. Lower attaining pupils need lots of support to work at their ideas and to complete tasks.
74. In Key Stage 2 pupils design and decorate a digestive biscuit, make boats that float and work with construction kits to make towers and bridges. Higher attaining pupils consolidate their knowledge skills and understanding of designing and making structures and they learn to work with an awareness of others. Lower attaining pupils investigate materials and make patterns and shapes from Playdough. In both key stages pupils make better progress in working with tools to make products and in understanding materials than in developing and communicating ideas and reviewing and evaluating their work.
75. The school has addressed some of the weaknesses identified in the last inspection and progress in design and technology since the last inspection is satisfactory overall. At the last inspection planning did not take sufficient account of the National Curriculum, there was no policy or scheme of work, no appropriate assessment and pupils' progress was poor. Long-term planning does now reflect the National Curriculum programmes of study, although there is still no policy or scheme of work to guide medium and short-term planning. Some appropriate assessment is in place, linked to targets on individual education plans, although assessment is insufficiently linked to key learning objectives for the subject. Teaching and pupil progress are now both satisfactory.
76. The teaching of design and technology is satisfactory. Teachers give pupils the opportunity to develop their own ideas and they value pupils' suggestions. A strength of teaching is the encouragement given to pupils to clarify their ideas concerning shape and colour. Good quality resources motivate pupils. Teachers and support staff provide considerate role models and sometimes help pupils to evaluate their work. Pupils develop and communicate their ideas by drawing on a template and by assembling and rearranging materials. They all benefit from working together and their positive attitudes and good relationships enhance learning. They work carefully and take photographs of their finished products. Effective use is made of symbols to help pupils record experiences accurately. Lessons are well organised so that opportunities for learning are maximised. Teachers insist that pupils pay attention and are well supported by support staff. A strength of the teaching is the reinforcement of key words such as 'high', 'bridge', 'join' and 'build'.

There is good cross-curricular reference to science and mathematics, for example, what shape of boat floats or sinks and counting the spans of a bridge. Weaknesses in teaching are mainly concerned with a lack of focus for the lesson and limited strategies for managing behaviour.

77. A scrutiny of pupils' work in design and technology shows that pupils work with a limited range of materials and components, textiles, food and construction kits, and with limited tools and techniques. Good resources for the subject, including those for work with resistant materials, are under-used. Resources and a dedicated specialist room are both improvements since the last inspection and provide for a broad and balanced programme. A small number of pupils benefit from opportunities to experience design and technology alongside pupils in the adjoining primary school.
78. Developments in design and technology have not been a high priority in the school's improvement plan. The school is well aware of the developments needed. These include a detailed scheme of work to improve breadth and balance in the subject and to guide staff in their planning, as well as in-service training to help teachers feel confident and skilled in delivering the subject. Monitoring by the subject co-ordinator does not yet ensure that all classes receive their full entitlement to the curriculum.

GEOGRAPHY

79. For Key Stage 1, pupil profiles were available, with comments on the achievement of targets in individual education plans, but it was not possible to observe pupils in geography lessons. Based on this limited evidence, pupils make satisfactory progress at Key Stage 1. More evidence was available about pupils' progress at Key Stage 2 and during this key stage pupils make satisfactory progress.
80. By the end of Key Stage 1 the highest attaining pupil can investigate the school grounds and local area, use photographs to identify the features and draw a plan of the school grounds. Low attaining pupils can match labelled areas of the classroom with photographs. In Years 3 and 4 pupils can match photographs of signs in the street and some can name these. Towards the end of the key stage pupils can recall, using symbols as prompts, the main types of weather and contribute to the making of a group bar graph by predicting where the signs and numbers to make the axes and the blocks to make the bars should go. Higher attaining pupils can match and name the countries of the British Isles and use geographical language such as hill, pond, road and bridge when describing the local area. Lower attainers can, with support, recognise pictures of different modes of transport. At Key Stage 2 pupils standards are relatively weak in pupils' knowledge and understanding of settlements.
81. At the time of the last inspection there was insufficient evidence to judge standards or the quality of teaching in Key Stage 1. In Key Stage 2 the quality of teaching and pupil progress was good. There was no scheme of work and resources were very limited. The planning now identifies, in broad terms, what is taught in each year and each term, but there is still no scheme of work to provide more detailed guidance for teachers. Resources have improved and are now sound. Overall, improvement since the last inspection has been satisfactory.
82. Geography is taught in rotation with history. At Key Stage 1 it was not possible to observe the teaching of geography. At Key Stage 2 the teaching of geography is good overall and some teaching is very good. Both teachers and support staff provide very good management of the children and support for pupils' communications. This encourages the development of good attitudes and behaviour. Pupils respond well to the support provided. Lessons are well structured and provide appropriate support to enable the pupils to achieve the objective for the lesson. The best lessons provide sustained challenge to pupils and enable them to contribute to group tasks, for example, a bar graph of different types of weather observed. With the support of volunteers from the community, staff make some very good resources to support geography, for example activities requiring pupils to match photographs, with supporting text and Makaton symbols. Another strong feature of the teaching is the tangible demonstration of geographical processes, for example, using a hill made of sand to demonstrate the effects of water erosion. Good use is made of the local environment, such as a nearby park and the London Underground. The subject makes a good contribution to pupils' literacy development through the consistent use of Makaton and symbols, and to their development of numeracy, for example, graphs. Although the school has some computer

software to support the teaching of geography, the use of information communication technology in geography is not yet well established. Sometimes higher attainers are given insufficient challenge with regard to using/signing geographical language.

83. Pupil progress has been aided by some improvement in planning and the monitoring of teaching by the subject leader. Pupil progress in geography is satisfactorily assessed through the review of subject targets on individual education plans. Pupils' achievement of these targets is illustrated by samples of work or photographic evidence. The breadth of this subject is satisfactory. However, in Key Stage 1 there is only partial coverage of knowledge and understanding of places, patterns and environmental change. In Key Stage 2 pupils do not have the opportunity to study settlements. Insufficient time is made available for the subject. The lack of a detailed scheme of work means that teachers have insufficient guidance about teaching and assessing the full range of learning objectives. Pupils' progress in the subject is not analysed and used to inform future planning. Resources are overall satisfactory.

HISTORY

84. Pupils make good progress in history at both key stages. By the end of Key Stage 1 most pupils can match pictures of clothes appropriately to the time sequence baby-boy-man. They can assemble a daily time-line of activities in the correct order. They can recognise the difference between new and old toys and some can communicate the reasons for their classification, for example, the shiny car is the new car. The highest attainers spontaneously ask questions, for example, asking if they had dolls in those times and they can suggest considered answers. The lowest attaining pupils can follow the sequence 'first-then' and enjoy playing with new and old toys. Pupils have limited knowledge and understanding of the lives of significant people, past events and historical interpretation.
85. By Years 5 and 6 most pupils can recognise examples of writing instruments from Ancient Egypt and classify them according to old and new. Lower attainers carefully handle artefacts, for example, from Ancient Egyptian life. Pupils have limited knowledge and understanding of historical interpretation and of a local history study.
86. At the time of the last inspection there was insufficient evidence to make judgements about standards and the quality of teaching. Pupils were not receiving their curriculum entitlement, there was no scheme of work and resources were very limited. History is now taught in rotation with geography in both key stages. The breadth of the curriculum is now satisfactory. There is a chart showing what is taught in each year, a termly overview and fortnightly plans, but no scheme of work to provide detailed guidance. There has been a significant improvement in the resourcing of history. Overall improvement in history since the last inspection has been good.
87. The teaching of history is good. The teaching and support staff provide very good, consistent management of the pupils, and use Makaton and symbols well to aid their communication. Resources to support the teaching of history are very good and include a wide range of artefacts, photographs and some videos. These are effectively used to promote pupils' motivation. Artefacts such as old and new toys and photographs of the pupils in costumes of various periods are used well to enable the pupils to recognise the differences between two periods of time. Visits to historic houses, gardens and museums contribute well to pupils' learning. There is some appropriate differentiation of questioning, which encourages the involvement of all pupils. However, there is insufficient sustained challenge for the highest-attaining pupils. Planning and assessment, although satisfactory, are not yet sufficiently used to promote high standards. Pupils are given opportunities appropriate to their abilities to develop their concepts of chronological understanding, change, and the organisation and communication of historical information. At Key Stage 1 pupils are given insufficient opportunities to study the lives of significant people, specific past events and to develop their skills in historical interpretation. At Key Stage 2 coverage of the subject across a two-year planning cycle is not made clear on all planning documents and there are insufficient opportunities for pupils to develop skills in historical interpretation.
88. The good teaching encourages good attitudes and behaviour. Pupils take care of artefacts, respect each other, take turns and show and verbalise their enjoyment. Pupils respond well to behavioural boundaries. Many can verbalise their responses to simple choices and almost all can do this using

the Picture Exchange Communication System (PECS). Pupils concentrate well in lessons and also develop motor skills. The highest attainers can independently hold short conversations with each other about the subject.

89. Improvements in provision and pupils' progress have been aided by some developments in planning, the monitoring of teaching by the subject leader, the inclusion of objectives for history on individual education plans and the commitment to providing resources for the subject. However, insufficient time is made available for the subject. The lack of a detailed scheme of work means that teachers have insufficient guidance about teaching and assessing the full range of learning objectives. Pupils' progress in the subject is not analysed and used to inform future planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. In Key Stages 1 and 2 the pupils make satisfactory progress. By the age of seven, they are familiar with the layout of the keyboard and higher achieving pupils can use the mouse unaided. Pupils reproduce their names and short sentences using speaking and symbol word processing programmes. Lower achieving pupils use graphics programmes to reproduce initial letters, which strongly supports their understanding of letter formation and the sequencing of the alphabet. By the age of 11, pupils have mastered elements of desktop publishing and import digitised photographs to enhance their presentation skills. They use a range of fonts and styles to create front-page newspapers with items of topical interest and personal achievement. They begin to experiment with scanners and are delighted when they print out their work. Higher achieving pupils create simple illustrated storybooks. They store and retrieve their work on disc and are competent in organising themselves to listen to story discs or tapes, using cassette players and headphones unaided. In mathematics, they experiment with robotics, instructing and controlling a 'Roamer' robot from the keyboard. Standards are stronger in other strands of the subject than the review and evaluation of work.
91. At the time of the last inspection there was no policy or scheme of work. There was insufficient hardware and software, no appropriate assessment and pupils' progress was poor. Although there remains no scheme of work, there have been significant improvements in both hardware and software resources. Staff confidence has improved through specialised training. Assessment has improved and pupils' progress is now satisfactory. Overall, progress in information and communication technology since the last inspection has been good.
92. Teaching and learning are satisfactory. ICT is not much taught as a separate subject but is incorporated into the teaching of other subjects. Behaviour management is good and classroom assistants provide effective support, which creates a good ethos for learning. The pupils respond well to this and show interest and enthusiasm towards their work. On some occasions, particularly at the beginning of lessons, lengthy registration and discussions slow the pace of the lesson and reduces learning time. Relationships and communications between adults and pupils are good and some pupils verbally express their desire to work. The majority of pupils respond well and they enjoy demonstrating their keyboard skills, both aided and unaided. Higher achieving pupils are encouraged to repeat word-processed speech and identify individual words.
93. Information and communication technology is used well to support English, literacy and mathematics. Teachers are becoming confident in their knowledge, which encourages the pupils to try for themselves. A digital camera is used to good effect to record pupils' progress and achievement in various subjects. In subjects other than English and mathematics, the use of ICT is not yet sufficiently well developed. Software in science, music and the humanities is limited. The very recently appointed subject leader is enthusiastic and committed to developing information and communication technology throughout the curriculum. The current policy is under review and joint planning with the English and literacy subject leader is good. The co-ordinator is addressing the issue of promoting ICT across the curriculum through liaison with other subject leaders and through plans to purchase software resources.
94. The monitoring of pupils' progress is satisfactory, with photographic evidence and examples of pupils' work in their personal profile folders. However the use of assessment information to inform planning is unsatisfactory. The ratio of computers to pupils is good. All staff have received training and skills are further enhanced through the school's links with two local secondary schools.

MUSIC

95. In both key stages the pupils make good progress in music. The youngest pupils investigate 'What's in the Box', and enjoy finding animal artefacts and imitating the sounds of these animals. By the age of seven, they use cymbals and bells with confidence, responding on time to musical cues and accompanying themselves in singing. Higher achieving pupils understand the difference between loud and soft, playing their instruments accordingly. Pupils aged eight and upwards extend their musical knowledge by using castanets, tambourines and shakers. They collaborate well in forming orchestral support to piano melodies. By the age of 11 they make good progress, clapping to rhythms and dancing or swaying in time with the music. Higher achieving pupils retain tunes and sing spontaneously as they leave the room. In both key stages, the pupils make good progress in developing a sense of rhythm and timing. Pupils make better progress in performing and composing than in appraising and applying their knowledge and understanding.
96. At the last inspection there was no scheme of work and music did not meet the requirements of the National Curriculum. Pupils' progress was satisfactory. There is still no scheme of work, but resources have improved. There is now a range of percussion instruments, and there are appropriate ideas for the school's future resourcing needs. Pupil's progress is now good. The school has made satisfactory progress in music since the last inspection.
97. A qualified music specialist supports the subject on a regular, part-time basis. The quality of teaching is consistently good. Well-prepared and structured lessons motivate pupils to participate in sharing, turn-taking and group activities, and the lively pace promotes enthusiastic responses from all pupils. Effective signing assists those pupils with poor communication skills and classroom assistants provide strong support in all lessons. Occasionally, higher achieving pupils spontaneously sway and stamp in time with the music, and their enjoyment is evident on their smiling faces. Some lesson content is linked to topics, and the pupils' familiarity with these concepts is reinforced and consolidated through their music. For example, with eight year-olds, their literacy work on the Lion King is extended by singing 'The Lion Sleeps Tonight'. In the lesson observed everyone joined in the rousing chorus with great enthusiasm and much laughter. Older pupils are prompted to develop their skills in appraising music by expressing their likes and dislike for particular songs. The teachers have a good knowledge of their pupils, and good behaviour management skills are reflected in the positive attitudes and responses of all pupils.
98. Music is used in other lessons to create a calming atmosphere. Music is linked well to physical education through dance, and is used effectively in assemblies and drama. Higher achievers sometimes participate in music lessons at the adjacent mainstream primary school. Music makes a satisfactory contribution to the development of pupils' literacy.
99. The subject leader is a non-specialist who works closely with the part-time music specialist in planning the development of music. The use of a specialist teacher enhances the quality of teaching in the subject. However, the lack of a scheme of work means that teachers have insufficient guidance for their short-term planning. The co-ordinator has observed some teaching but pupil's achievement in the subject is not systematically monitored and evaluated. The school has a music room of good size, but it lacks cheerfulness and there are few promotional wall-charts or pictures. Resources are satisfactory overall, although the availability of keyboards and the use of ICT in music to support the development of composition skills remains limited. The location of the music room on the top floor means it is not accessible, should the school have pupils with limited mobility. There are limited opportunities for individuals to learn a specific instrument.

PHYSICAL EDUCATION

100. Pupils in Key Stages 1 and 2 make good progress in physical education. They enter the school with very low levels of physical attainment. In Key Stage 1 pupils' muscle and movement controls improve through well-considered fitness exercises, and they enjoy stretching and curling in the soft room. By the age of 11, they learn to share, collaborate and take turns, working as a team for sequenced activities and football games. They develop their cycling skills, which improves their balance and poise, giving them confidence and promoting their self-esteem. Higher achieving pupils

take part in football coaching at the adjoining school, and this further promotes their personal and social skills. Pupils make better progress in games, gym, swimming, outdoor adventure and in their knowledge of fitness and health than in dance and evaluating their performance.

101. At the last inspection physical education did not meet the requirements of the National Curriculum and there was no appropriate assessment, although pupils made satisfactory progress. There remains no scheme of work. However, resources have improved and pupils' progress is now good. Since the last inspection there has been satisfactory improvement.
102. The quality of teaching and learning is good overall. During the inspection no unsatisfactory teaching was observed. All necessary equipment is prepared well in advance and lessons are well organised, structured and balanced to ensure that no time is wasted. Good attention is paid to ensure the health and safety of everyone and the pupils follow these guidelines well. Warm-up exercises, sometimes to music, are appropriately matched to ability levels, although sometimes not all pupils are fully engaged in these. Teachers give clear instructions, which help pupils understand the realistic challenges and they work hard to achieve the lesson targets. Standards of behaviour are generally good and the pupils show respect for staff and each other. Classroom assistants provide very good support to pupils who need help with stretching, bending and running exercises. Some lessons do not make effective use of the wide range of attractive resources.
103. The curriculum is appropriate to the needs of the pupils and is well planned to include a balanced range of activities. Fortnightly swimming tuition alternates with bicycle training and a professional coach provides football training. A superb range of playground equipment further supports physical development. The subject leader monitors lessons and the pupils' developing abilities are recorded in their profile folders alongside photographs of their participation in school sports day. There are good links with other sporting establishments. Higher achievers are encouraged to make progress through mainstream inclusion. Some pupils attended the London Marathon Games at Crystal Palace and a school team takes part annually in the Westminster sports day for the disabled. The pupils' achievements are celebrated through attractive wall displays and certificates. However, the planning of warm up exercises does not yet enable all pupils fully engage at the same time. Assessment in physical education is unsatisfactory and does not yet sufficiently inform planning.

RELIGIOUS EDUCATION

104. It was only possible to observe one lesson of religious education during the inspection because of the way in which the subject is time-tabled. It is not possible to make a judgement on the teaching and learning and attitudes in this subject. Scrutiny of the pupils' files and work around the school indicate that pupils make satisfactory progress in religious education.
105. At Key Stage 1 pupils develop their understanding of the buildings used to celebrate various faiths, for example, learning language relevant to a church context. Pupils can repeat rhymes about a church. A higher attaining pupil could sing a song he learned in church. At Key Stage 2 pupils develop their knowledge and understanding of signs and symbols, the founders of faith and of creation. This includes, for example, a celebration of Raksha Bandan.
106. At the last inspection there was little evidence that the subject was taught and the school was failing to meet its statutory requirements. There is now evidence in the long-term and short-term planning which indicates that the school is meeting statutory requirements and that the subject is taught regularly, although not in all classes on a weekly basis. All school reports now include religious education. This is a satisfactory improvement since the last inspection.
107. The curriculum plan is firmly based on the Locally Agreed Syllabus and is in the process of being further extended. Visits to local places of worship make a good contribution to the subject. Planning shows that the school seeks to ensure that religious education makes a contribution to spiritual development, for example, by providing opportunities for rituals and reflection. Pupil profiles helpfully collate samples of work and use photographic evidence to show developments made by individual pupils. The co-ordinator is new to this subject and has not yet had the opportunity to monitor the teaching and learning in religious education, although the previous co-ordinator monitored the subject on a regular basis. The resources for religious education are very good and cover all the major faiths. These include artefacts such as candles and statues, which are accessible to all staff and have been chosen to support the work planned. The time-tabling of the

subject should be reviewed to ensure that each class experiences religious education on a weekly basis.