

INSPECTION REPORT

DORMERS WELLS INFANT SCHOOL

Southall

LEA area: Ealing

Unique reference number: 101938

Headteacher: Miss J Best

Reporting inspector: Terry Elston
20704

Dates of inspection: January 10th to 14th 2000

Inspection number: 190779

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Dormers Wells Lane Southall Middlesex
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Appropriate authority:	Dormers Wells Governing Body
Name of chair of governors:	Mr S Chapman
Date of previous inspection:	18 th to 21 st November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dormers Wells Infants is larger than the average school, with 296 full-time pupils from four to seven years old. There are 153 boys and 143 girls. In addition, there are 96 children who attend the Nursery part time, either mornings or afternoons. Children enter the school at three years old, and move from the Nursery to the Reception in the September of the year they reach five. The numbers have increased steadily over recent years. This is a very poor area in social and economic terms. Very few adults in the area have higher educational qualifications, and most pupils live in council owned homes. Over 95 per cent of pupils come from ethnic minority groups, most of whom have English as an additional language; both of these figures are very high compared with other schools. Three quarters of pupils are refugees, and a large proportion lives with only one parent. There are 41 languages represented in the school. The attainment of pupils on entry is very low compared with national levels, with many pupils speaking little or no English. Over 24 per cent of full time pupils have special educational needs, which is above average, and two have a statement of special educational needs, which is average. Over 54 per cent of the pupils are eligible for free school meals, which is very high compared with the national average. For the financial year 1999-2000 the school has a deficit of £132,000 in its budget due to changes associated with its transition from grant maintained to foundation status. This resulted in severe staffing reductions.

HOW GOOD THE SCHOOL IS

Dormers Wells is an effective school, which makes good provision for the many pupils who have English as an additional language. Although pupils' standards in English, mathematics and science are well below those found nationally, around three quarters achieve nationally expected levels by the age of seven, and nearly all speak reasonable English by the time they leave. The headteacher, governing body and staff have created a welcoming school, where pupils are cared for with considerable sensitivity and understanding. Much of the teaching is good, but not all teachers in Key Stage 1 have effective ways of managing pupils' behaviour. The school provides satisfactory value for money.

What the school does well

- Children benefit from a good start in the Nursery and Reception classes. The teaching is good, and helps children settle quickly into school life.
- Pupils with English as an additional language do well, and soon develop a reasonable command of English.
- Pupils' work in art is above average, and reflects the good teaching in this subject.
- Pupils have good attitudes to work; they are keen to succeed, and are proud of their achievements.
- There is a very good choice of extracurricular activities to motivate the pupils, and extend their learning.
- The spiritual, moral, social and cultural provision is very good, and this is especially important with so many different cultures, customs and beliefs at the school.
- The headteacher works hard to create a happy school, where relationships are good, children are safe and all staff work well as a team.
- The governing body is very keen and knowledgeable, and provides good support to the school.

What could be improved

- Pupils' attendance and punctuality are poor, and hold back the progress of some pupils.
- The use of classroom assistants to support pupils with special educational needs is unsatisfactory. Too often, pupils are withdrawn from lessons for extra reading tasks, and miss important work in other subjects. This policy also means that, in many lessons, teachers have no support in the classroom.
- One lesson in eight in Key Stage 1 was unsatisfactory, mostly because pupils' behaviour was not managed well.
- The monitoring of teaching lacks a sufficiently sharp focus on where there are weaknesses, and what can be done to help teachers improve.
- The school does not fully ensure that parents who are not fluent speaker of English always understand the information that they are provided with.
- Staff have not had the benefit of recent training in child protection and health and safety matters.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When it was last inspected in 1996, Dormers Wells was described as a successful school, but there were weaknesses in the curriculum and in the function of the governing body. The school continues to be successful, and has made good improvements in the areas of weakness identified as key issues. The leadership has made effective use of visits to other schools, and has invited independent advisors to provide training for staff. These positive moves have enabled the staff to improve key areas of the school's provision. The curriculum is now satisfactory, and the school has worked successfully to develop pupils' handwriting and their investigative skills in science and mathematics. The time allocated to different subjects is now appropriate, and religious education is now linked to a locally Agreed Syllabus. The provision of information technology has greatly improved, and the school has invested wisely in computer resources to raise pupils' attainment to nationally expected levels. Governors have developed their roles well, and play an important part in the management of the school. With the exception of handwriting, pupils' standards in English, mathematics and science have dropped since the previous inspection. This decline has coincided with a greater proportion of pupils entering the school with no English. Nevertheless, as before, the majority of pupils attain national standards in all three subjects and the school has a satisfactory capacity to continue to improve.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	C	E	E	C
Writing	C	E	D	B
Mathematics	B	E	E	C

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that, whilst pupils' attainment is well below that of pupils nationally in reading and mathematics and below average in writing, when compared with pupils from similar schools, they fare much better. They are, in fact, average in reading and mathematics, and above average in writing. In science, pupils are well below national levels, but in line with pupils from similar schools. The high number of pupils joining the school with English as an additional language in Years 1 and 2 brings down the school's average scores. However, the pupils who have spent all their time at the school attain levels well in line with schools nationally. Standards in the national assessment tests have remained generally static over the past four years.

In religious education, pupils' attainment is average, and is in line with that of the locally Agreed Syllabus. Pupils have a particularly good understanding of other faiths. In information technology, pupils' attainment is average, and they work confidently on computers to support their work in a wide range of subjects. In art, pupils' attainment is above average, and they draw, paint and mix colours particularly well. In all other subjects, standards are average, although pupils' singing is good.

Children under five reach nationally expected levels in all areas except language, literacy and mathematics. They make good progress overall, and enter Year 1 with a solid foundation for their work in the National Curriculum.

Given their very low starting point, pupils' overall levels of attainment show significant progress, and their use and understanding of English have improved well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are usually eager to work, and enjoy their lessons.
Behaviour, in and out of classrooms	Satisfactory overall, particularly considering the backgrounds and recent experiences of many pupils. Whilst most lessons are orderly, a few are interrupted by pupils calling out, and this restricts learning. There is good behaviour in the playground. Very good racial harmony, and understanding of other pupils' different beliefs were evident.
Personal development and relationships	Generally good. Pupils are happy to take responsibility, and show some good independent working in, for example, information technology. Good relationships were seen.
Attendance	Poor, and well below national levels. Attendance has shown some improvement lately, but it is still a problem which affects pupils' learning. Many pupils are brought in late to school, and miss the important start to the day.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years
Lessons seen overall	Good	Satisfactory

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.

Overall, the quality of teaching throughout the school is satisfactory, and makes a positive contribution to the progress that pupils make during their time here. Across the school, teaching was satisfactory or better in more than nine out of ten lessons, and good or better in over seven out of ten lessons. One lesson in 20 was very good. Nine per cent of lessons, however, were unsatisfactory. All but one of these lessons were in Key Stage 1, where one in eight lessons was unsatisfactory. The good teaching of children under five is linked to the high quality of the staff's relationships with pupils, and the systematic teaching of English language skills in particular. At Key Stage 1, teachers are knowledgeable, and use appropriate methods, but there are inconsistencies in the way they control pupils' behaviour. They teach the basic skills in English and mathematics well, and the school has made a sound start with the National Literacy and Numeracy Strategies. The sound structure of these lessons enables most pupils to attain average levels in the national assessment tests in English and mathematics by Year 2. Teaching is good in art and music, and satisfactory in religious education, history, geography, science and physical education. Not enough teaching in information technology or design and technology was observed to make a judgement about its quality. The quality of teaching has improved since the previous inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad and balanced curriculum. Planning is sound, with clear schemes of work for all subjects. Extracurricular activities are very good .
Provision for pupils with special educational needs	Satisfactory. Some good use of structured reading programmes helps pupils to develop basic reading skills.
Provision for pupils with English as an additional language	Good overall, despite reductions in staff recently through withdrawal of funding. Teachers are very good at giving pupils the skills and confidence to develop their English, and pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school uses assemblies very well to enable pupils to understand all faiths, and to respect other pupils' beliefs. Strong moral provision teaches pupils the difference between right and wrong. Very good social opportunities mean that pupils get on well, and work effectively together. Very good cultural provision teaches pupils about how people live all over the world.
How well the school cares for its pupils	Satisfactory overall. The strengths include the way that pupils new to the school, and to this country, are helped to settle quickly into school. Pupils are safe, and free from bullying. Procedures for improving punctuality and attendance are ineffective, despite many options tried by the school. Good opportunities are provided for parents to visit the school to discuss their child's progress. No information is sent home in languages other than English.

Parents are generally pleased with the education provided by the school. However, although the school tries hard to establish good contact with parents, overall, the links are not effective.

HOW WELL THE SCHOOL IS LED AND MANAGED.

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound overall. The headteacher does well to bond together a large staff, and to create a happy and purposeful environment. Delegation of responsibilities to other senior staff is very good and there is good support by the deputy headteacher. Monitoring of teaching lacks the sharp focus to bring about further improvements.
How well the governors fulfil their responsibilities	Good. All are keen to visit and support the school. They are well led by a strong Chair of governors.

The school's evaluation of its performance	Sound. Some good analysis of national assessment tests results helps to find weaknesses. Good analysis of trends in attainment has been carried out.
The strategic use of resources	Sound overall. The information technology suite works well, and has raised pupils' standards. There are weaknesses in the use of the skilled classroom assistants.

The school has a suitable number of teachers but too few learning support staff to assist pupils with English as an additional language effectively. The provision of learning resources is good and the school's accommodation adequately supports the teaching of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They are happy with their child's progress. • There is good teaching of English as an additional language. • Their children are well cared for. • All staff are very approachable. • The headteacher is excellent and is very helpful when there are problems. 	<ul style="list-style-type: none"> • Parents would like more information on the work their children do. • They would like more activities for their children after school.

Inspectors generally agree with the aspects that parents see as the school's strengths. The school does provide sufficient information on pupils' work and progress, but always in English. The extracurricular activities are, in fact, much better than those found normally.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In 1999, the last year for which national comparisons are available, pupils' attainment at seven was well below the national average in reading and mathematics, and below the national average in writing. The number of pupils attaining the higher Level 3 was well below the national average in reading, below average in writing and average in mathematics. When, however, the results are compared with similar schools, they were average in reading and mathematics, and above average in writing. In the teachers' assessments for science, pupils were well below the national average, but average compared with pupils from similar schools. There were no significant differences between the performance of boys and girls, or pupils from different ethnic backgrounds. An analysis of trends in the school's performance shows that standards have remained about the same in all subjects, despite a general raising of standards in schools nationally. This slippage coincides with the changing nature of the school's population, which now includes more refugees than before, and more pupils who enter the school part of the way through Key Stage 1. Importantly, data about the standards attained by pupils who spent different lengths of time at the school show that, whilst pupils who had one year at Dormers Wells performed poorly, those who attended from the start attained in line with national standards.

2. The school's aspirations for its pupils are high, but appropriate. It has set realistic targets for pupils to achieve in English and mathematics, and they are making sound progress towards these goals with the effective introduction of the National Literacy and Numeracy Strategies. In addition, the school's good analysis of the national assessment tests has led to good progress in pupils' achievement in writing. It was discovered that pupils' writing was the weakness in their English, and their handwriting in particular was untidy. Extensive work on pupils' writing, and the early introduction of joined script, have improved the writing through the school, and have helped pupils edge towards national standards as a result.

3. The findings of the inspection show that pupils' attainment is very much in line with the results of the latest national assessment tests. Children enter school with very poor levels of attainment compared with other children of this age. Many have no English language, and they have very weak mathematical skills. They make good progress, and by the time they are five, whilst few attain the nationally recommended targets for very young children, all have made significant headway. In their personal and social, creative and physical development, they are on course to meet the expected standard. In their knowledge and understanding of the world, the children are on course to meet the targets in some parts. In literacy and in mathematics, few children attain standards that would be expected of them by the age of five. Children's language improves well. Within a short time, children speak odd words with reasonable clarity, and by the age of five, nearly all children carry out a conversation in English which, whilst not approaching the standard found nationally, means that they are easily understood. Notably, many children of this age are also learning their native language, and switch between the two with little effort.

4. The inspection findings show that pupils' standards in speaking and listening are below average at the end of Key Stage 1. Nearly all pupils make themselves understood easily, and

have a reasonable store of words to use. Few, however, describe, converse and narrate at levels appropriate to their age. A few higher attaining pupils show confidence in putting forward their thoughts, and use a growing vocabulary to convey meaning. Although most pupils listen attentively to stories and respond appropriately, a few lose track of the plot, and find difficulty in answering questions about the story.

5. By the end of Key Stage 1, standards in reading are well below average. The pupils read words reasonably well within a text, but their understanding of what they read, and their ability to describe what happened in a story, or what might happen next, is restricted by their limited vocabulary. However, the well-structured reading programme is successful in developing the pupils' phonic skills, and many pupils work out new simple words satisfactorily by splitting them into sounds.

6. In writing, by the end of Key Stage 1, standards are below average. Pupils write only very simple phrases and sentences to communicate meaning. They describe personal experiences, for example, at a very basic level, but their writing lacks the use of descriptive language. Following the previous OFSTED report, handwriting was given an action plan, and a cursive style of writing was introduced to pupils from an early age. This is showing success, and by the end of the key stage, many pupils are beginning to achieve a neat cursive style of writing.

7. In mathematics, by the age of seven, standards are well below average. Nevertheless, most pupils count confidently to 100, count in reverse order from 20 and subtract numbers from ten easily. A significant number of higher attaining pupils subtract single digit numbers from two digit numbers quickly, and make up amounts of money accurately using coins of different value. Most pupils name rectangles, triangles, circles and squares accurately, and many do well to name cubes, cuboids, spheres and triangular prisms. Many pupils have weak mental recall of basic number facts, which often results in their working at a slow pace when calculations are required. Many pupils with little English language find solving mathematical problems difficult because they lack the necessary vocabulary.

8. In science by the end of Year 2, many pupils have sound scientific concepts, but their weak language and literacy skills inhibit their ability to record their observations and findings accurately, or at any length. Most of the pupils observe and describe simple features of objects with reasonable skill, and a few talk knowledgeably about their properties. Again, their English language difficulties mean that many pupils confuse names with properties. They conduct sound investigations into which materials let water through and which are waterproof, and have an average knowledge of the names of the external parts of the human body.

9. In religious education, pupils' attainment is average, and is in line with that of the locally Agreed Syllabus. Pupils have a particularly good understanding of other faiths, and the richness and diversity of religious festivals. Previous experiences gained at home by many pupils ensure that they know much of this information in detail. However, very often, pupils' speaking skills limit the ability of many to put their ideas clearly into words.

10. In information technology, pupils' work is average. They communicate their ideas soundly on a computer using text and pictures, and their work on the keyboard and mouse is satisfactory. In word-processing programs, they display average attainment as they negotiate menus capably, produce sound poems with different fonts and edit their text with reasonable confidence. They produce satisfactory graphs of their favourite animals using a database, and print their work with help.

11. In art, pupils' work is above average. They use a wide range of media well to create effective collages, landscapes, portraits and observational drawings. They use paint brushes correctly, and many achieve good effects using wax crayons. Attainment in geography is average, but whilst many pupils have a sound understanding of geographical concepts, their weak literacy skills inhibit their ability to record accurately. Pupils' work in history is average. They have an average understanding of their family tree, and make some good observations of features of the locality. Work in music is generally average for pupils' ages by the end of Key Stage 1, but their singing is good. Standards in physical education are average. Pupils balance well on hands, feet and a combination of both. They control a hockey ball well, pass and shoot with some accuracy and conform to simple rules of relay races. Their swimming skills are good; many pupils safely swim ten metres and a few twenty-five metres. In design and technology, work is as expected for pupils' ages, but they produce some good models of bridges and vehicles.

12. Overall, pupils' achievements are satisfactory. Pupils with special educational needs, including those with statements, make sound progress towards their targets. The well-structured teaching of phonic skills means that they soon develop effective strategies for reading new words. The excessive withdrawal of these pupils, however, leads to their missing important work in other subjects. In one mathematics lesson, for example, pupils were taken out just as the teacher was explaining a difficult concept, and then struggled to make up lost ground when they returned. The many pupils with English as an additional language make good progress. They soon begin to use and understand simple words in the Nursery and Reception classes, and quickly learn to use complete sentences by Year 1. By Year 2, nearly all pupils have reached the stage where, although their vocabulary is limited, their speech is distinct, and their understanding is approaching that of pupils whose native tongue is English. Higher attaining pupils achieve well overall. The structure of the classes in Years 1 and 2, and the extension work provided in the 'Target Groups', give these pupils good opportunities to work at their own speed. They do particularly well in mathematics, where the proportion attaining the higher Level 3 in the latest national assessment tests was close to the national average.

Pupils' attitudes, values and personal development

13. Pupils' attitudes and relationships with each other and adults are strengths of the school, and make very good contributions towards promoting their attainment and progress. These qualities were generally good at the time of the previous inspection, and have improved significantly. Overall, their behaviour is satisfactory. Parents state that their children enjoy school. Nevertheless, attendance and punctuality are poor, and limit pupils' progress.

14. Throughout the school the pupils' attitudes towards learning are good, and reflect the good relationships between pupils and teachers. Pupils are proud of their achievements, and delight in showing their work to visitors. The school's regular meetings with parents give the pupils good opportunities to share their successes with their parents, and this helps to develop their confidence. In lessons, pupils often concentrate well, and show interest in what they are doing. This was seen to good effect in a Year 2 mathematics lesson, when pupils working with computers were engrossed in their task, and rarely needed the help or prompting of the teacher. Year 1 pupils, in a lesson where they had a visit from the local community policeman, showed great eagerness to answer questions, and many were prepared to contribute their

ideas. Nevertheless, several examples were seen of pupils taking time to settle down to work at the start of lessons, especially when returning from breaks. They are starting to use their initiative, and, for example, move around the classroom with confidence and purpose to find materials they may need. Pupils soon learn the school's daily routines, and are keen to help set the classrooms ready for art and practical mathematics lessons. A few take initiative well, and know when materials will be required, and where they can be found. The information technology suite provides good opportunities for pupils to work independently, and all do this well. They quickly settle next to a computer, don their headphones and start work. The teacher rarely needs to intervene, as pupils know how to move on to the next section of the program.

15. Overall, relationships between pupils and with adults are good, and contribute positively to the quality of work in the majority of lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom, there are occasional squabbles, but nearly all pupils are happy to work co-operatively, and take notice of the views of others. In a Year 2 physical education lesson, for example, pupils readily supported each other, and applauded those who did well. Most pupils are prepared to wait their turn to speak, and Reception class children, for example, listened respectfully to the contributions of others during a discussion on what they did during the Eid celebrations. Boys and girls, and pupils from different ethnic and cultural backgrounds, work together very well when doing group work in the classroom, and when playing at break and lunch times.

16. The pupils' personal development is good. They take responsibility readily, both within the classroom with the different tasks that need to be done, and outside with, for example, older pupils helping younger ones. The pupils are keen to collect for charities during the year, and meet people in the community, such as when they sing carols and provide tea to older people at Christmas. They are beginning to plan their own work in Year 1, and gain confidence as they get older. This was seen to good effect when Year 2 pupils created a structured method of organising their creative writing.

17. Many pupils have undergone harrowing experiences in the recent past, and have moved from their country of birth, often at short notice. Some children, as a result, find the control of their behaviour and emotions difficult. Nevertheless, they generally behave satisfactorily in the classroom, at play and lunch times. Pupils are open, courteous and welcoming to visitors. They move around the school in an orderly way when supervised, although sometimes run if there is no adult present. They show respect for property, and take care when putting equipment away when they have finished with it. Most pupils behave well in class, but, in several of the lessons seen, progress was limited by poor behaviour. Some pupils called out or constantly fidgeted, and the teacher had to stop teaching in order to regain control. In those lessons where the teachers had good management, and ensured that the pupils put up their hands and followed instructions, the pace of the lesson improved. This was seen to good effect in 'circle' time in a Reception class, when pupils described how they would make their friends happy, and waited patiently for their turn to speak. No bullying occurred during the inspection, and all play observed was boisterous and good-natured. There were two fixed term exclusions in the last school year, both because of poor behaviour.

18. Attendance and punctuality are both poor. High levels of absence affect not only the attainment of individual pupils, but others in the class as the teacher has to repeat work to help the absentee catch up. Those who are late delay the start of the day, resulting in a loss of

teaching time for all pupils. Although it has improved in the past few years, attendance was still well below the national average in the last school year, and below the level at the time of the last inspection. The level of attendance in the Nursery classes for that year was also very low. Absences are mainly due to the usual childhood illnesses, although a number of parents insist on taking their children on holiday in term time. Many of these holidays are longer than two weeks. Attendance in the autumn term of 1999 shows improvement, with most of the classes above 90 per cent, although the level of unauthorised absence has increased to over three per cent. Many pupils are not at school to come into class when the bell rings, and a continuous stream of parents arrive with their children for up to fifteen minutes after the start of the day. Registration does not take place immediately, which results in the extent of lateness not being fully recorded.

HOW WELL ARE PUPILS TAUGHT?

18. Overall, the quality of teaching throughout the school is satisfactory, and makes a positive contribution to the progress pupils make during their time in the school. Teaching was satisfactory or better in more than nine out of ten lessons, and good or better in over seven out of ten lessons. One lesson in twenty was very good. Nine per cent of lessons, however, were unsatisfactory, and all but one of these were in Key Stage 1. This represents an improvement from the previous inspection, when there were more unsatisfactory lessons, and fewer that were good. The over-reliance on whole-class teaching criticised last time has been addressed successfully, and lessons now have a better balance between class teaching and group or individual work.

19. The quality of teaching for children under five is good overall, and plays a crucial role in helping children with little or no English, and from a wide range of cultures, to lay good foundations for Key Stage 1. Nearly all lessons were at least satisfactory, and nearly three quarters were good. Reception teachers plan well together, and set specific targets in lessons for children to achieve. For these children, the teaching of formal aspects of reading, writing and mathematics, including the teaching of literacy and numeracy, is careful, thorough and well planned. This teaching enables children to develop their basic skills of reading and number work well, and all make significant gains in their knowledge and confidence in these areas. The teaching of physical and creative activities is particularly good, and plays a significant role in developing children's skills, as it provides sufficient guidance alongside good opportunities for children to explore and experiment. In lessons about the world around them, the activities chosen generally meet the needs of the children well, and have a positive effect upon their learning. However, planning is not based on the nationally recommended targets for very young children, and consequently, the experiences provided for the children are limited in range. Provision for imaginative purposeful play, both indoors and outdoors, is generally adequate for the young children in the Reception, although their access to the equipment is sometimes limited. The Nursery has a good, well-structured curriculum. The many practical activities are well planned to develop the children's early language skills. The provision for imaginative play is good, and enhances the children's personal and social skills. There are good relationships between all adults and children, both in the Nursery and Reception, which enable the children to feel safe and secure.

20. The quality of teaching at Key Stage 1 is satisfactory, and has a sound effect on pupils' learning. One lesson in five was very good in Key Stage 1, and nearly one in three lessons good. Against this, however, nearly one lesson in eight was unsatisfactory. Teachers'

planning is thorough, and gives clear indications of the levels that different groups of pupils should attain. The expectations of pupils are appropriate, and push the majority of pupils to attain at least national standards in all subjects, despite their low starting point. The 'Target Groups' for more talented pupils work well. In these sessions, teachers set challenging work to inspire and motivate pupils, and this ensures they learn quickly.

21. A crucial feature of the best and weakest lessons is the effectiveness of teachers' strategies to manage pupils' behaviour. Where teaching is good, and learning is brisk, pupils are made aware of the rules about, for example, calling out, and preparing for a quick start to lessons. Here, teachers make full use of pupils' time, and the tasks planned are covered by the end of the lesson. In one of the best lessons, for example, Year 2 pupils were learning how to discover patterns of numbers in a number square. The teacher began within a couple of minutes of pupils' return from break, and introduced the topic with a brisk mental mathematics session. As the teacher spoke, you could hear a pin drop. As soon as pupils had gained the required skills and confidence, the teacher moved on to show how to use their newly acquired knowledge. They did this with vigour, and the plenary session demonstrated that all pupils had mastered a difficult concept. In nearly all lessons that were unsatisfactory, however, the teachers' control of classes was weak. In these lessons, the start was often delayed by pupils taking too long to settle, and the teachers' introduction was interrupted constantly by pupils calling out. Here, teachers attempted to talk over the noise rather than enforce the rule about putting hands up to speak, and no-one could hear what anyone was saying. As a result, the learning in these lessons was limited, pupils lost concentration and material planned was not adequately covered.

22. Teachers have a good knowledge of the subjects, and this breeds confidence in the pupils. They research topics thoroughly, and ensure that interesting resources add to the quality of lessons, and the enjoyment pupils gain from them. Teachers make regular and thorough assessments of pupils' progress, and share these results with pupils. Consequently, pupils are clear about their successes, and know what they must do to improve. A strength of the teaching is the quality of the questions that teachers pose, and this is especially valuable in view of the English language difficulties of many pupils. In a science lesson on waterproof material, for example, pupils were expected to think for themselves by the teacher probing their understanding with "...is it the colour then that keeps the rain out, or something else?" This accelerated pupils' learning by encouraging them to consider all different options, and come up with their own theory.

23. Teachers use appropriate methods to develop pupils' learning. Lessons usually start with a clear introduction, which, in the best examples, makes it clear what pupils will learn. Teachers have responded well to the criticisms in the previous inspection that they expected pupils to work at set tasks for too long. Now, pupils are soon given the chance to apply their skills for an appropriate time, before meeting together for a plenary session. This is good practice: it helps to maintain pupils' interest and concentration, and consolidates their learning well.

24. Teachers build warm, supportive relationships with their pupils, value their contributions and give plenty of praise and encouragement. In view of the background of many pupils, these are significant strengths, and contribute well to pupils' learning.

25. The teaching of basic skills is good. Teachers have a very good awareness of how to overcome pupils' language difficulties, and pay excellent attention to explaining concepts

clearly. Teachers speak distinctly in order, for example, to distinguish between ‘seventeen’ and ‘seventy’, and this provides constant and effective teaching of the English language. The school has made a sound start to the National Literacy Strategy, and these lessons usually have an appropriate structure. In the whole class sessions, teachers lead discussions well, encouraging all pupils to take part by asking questions such as “What do you think happens next?”. The teaching of reading is good, and teachers make effective use of a structured phonics programme. The effectiveness of this teaching can be judged by pupils’ results in the national assessment tests, when more than seven out of ten pupils attained national standards in reading, and nearly nine out of ten pupils who attended the school from the Nursery to Year 2 reached this standard. The teaching of numeracy is satisfactory. Planning is sound, and follows the guidance of the National Numeracy Strategy. Teachers generally make good use of the mental mathematics sessions to develop pupils’ basic skills, but occasionally these go on for too long, and pupils tire of sitting on the carpet.

26. In science, the quality of teaching is satisfactory. The scientific content of lessons is accurate, and teachers include a good amount of practical and investigative work to develop pupils’ understanding and observational skills. In religious education, the quality of teaching is satisfactory. Teachers have adequate knowledge to teach the subject, and there is sufficient direct teaching about the religions that are relevant to the pupils. Teachers make good use of religious artefacts and visits to places of worship to develop the pupils’ understanding of the symbols and buildings that are associated with the religions studied. In information technology, little direct teaching was seen, but pupils’ learning shows that teachers have taught the basic skills well, and use computers effectively to support pupils’ learning in English and mathematics. In art, the quality of teaching is good overall. Teachers have a good knowledge of the techniques of drawing and painting, and this is the strongest feature of the pupils’ learning. In music, the quality of teaching is good. Music is mostly taught by the two well-qualified co-ordinators, and this arrangement works well, ensuring that pupils benefit from informed guidance and good demonstration. The quality of teaching is satisfactory in history, geography and physical education.

27. When support staff are used in classes, teachers generally use them well. They provide good guidance to pupils with special educational needs and pupils with English as an additional language, and make a significant difference to their learning. Too often, however, teachers have no such support, and have to plan for and teach classes with a wide range of ability, and vast differences in their competence in English. As a result, pupils often have to wait for help before they start work, and waste time.

28. The provision of homework is satisfactory. Teachers provide regular tasks for pupils to complete at home, and the tasks are marked promptly.

29. The quality of teaching for pupils with special educational needs is satisfactory. Pupils’ comprehensive individual plans are completed by the teachers, and are monitored well by the co-ordinator for pupils with special educational needs. These plans give good guidance to teachers, and the specific targets help pupils to make sound gains in their knowledge. Teachers’ lesson plans generally make clear provision for pupils with special educational needs, but occasionally pupils are given worksheets that they cannot read, and again, when there is no extra support in the lesson, these pupils learn slowly. The specialist teaching of phonic skills in groups withdrawn from classes is generally good, but pupils pay a price for this by missing important work in mathematics and science.

30. The school has lost much of the funding to support pupils with English as an additional language, and nearly all this work now rests with class teachers. Teachers nevertheless perform this task well. All teachers have good skills to English as an additional language, and pupils' competence improves well through the school.

31. Overall, the satisfactory quality of teaching leads to pupils making sound progress through the school. Their understanding of all subjects develops steadily as a result of the careful planning and sound curriculum. Pupils learn that they should work hard, whether it be towards intellectual goals associated with numeracy and literacy, physical targets set in physical education or to create their best picture in art lessons. They learn quickly in the Nursery, and soon gain an understanding of the teachers' expectations and the class rules. The pace of learning steadies in Key Stage 1, dependent on how well teachers keep full control of the class. In general, however, pupils are interested in the work planned for them, and concentrate hard until tasks are completed. By Year 2, the good opportunities for pupils to assess their own work and progress give them a good understanding of how well they are doing, and some indication of how they can improve.

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

31. The school offers a broad curriculum, which reflects the findings of the previous inspection. All the subjects of the National Curriculum, and religious education, are taught. A key issue of the previous report was to provide the full National Curriculum requirements for English, mathematics, science, information technology and history, and to link religious education to the locally Agreed Syllabus. These issues have been successfully addressed: the school has made particularly notable improvements in handwriting, which is now taught systematically from the Reception to Year 2, and has raised standards significantly as a result. National Curriculum requirements are now met for all subjects. The school offers the pupils a range of sound learning opportunities, including swimming. The curriculum is reasonably balanced, with a heavy emphasis on English and mathematics. This is particularly relevant to the needs of the pupils, most of whom have English as an additional language. Provision for pupils with special educational needs is satisfactory. However, some pupils are withdrawn for extra support at inappropriate times during lessons and some pupils miss acts of collective worship for the same reason. The school's total weekly teaching time is above the nationally recommended minimum for Key Stage 1.

32. The school has adapted the National Literacy Strategy to meet the particular demands of its pupils. The school has made the decision to split the literacy hour in order to give these particular pupils sufficient time to master the basic skills of reading, writing and language. This system works well, and is proving effective in the quality of teaching and learning in English. The school has made a satisfactory start in implementing the National Numeracy Strategy. Lessons have an appropriate structure, and teachers generally plan carefully to provide pupils with a good balance between mental practice and practical tasks.

33. A strength of the curriculum is the way in which the teachers and other adults in the school provide a wide range of learning opportunities outside normal lessons. The pupils can join in lunchtime clubs for computers, gardening, and country dancing. There is also a choir. During the inspection, 20 pupils were observed enjoying an art and book club, and about 30 pupils

were seen taking part in an indoor games club. There is an outdoor football club during the summer term. The teachers make very good use of visits and visitors, in order to enhance pupils' learning.

34. The school makes very good provision for personal, social and health education. Most parents feel that this is a caring school, which offers a safe and happy environment. There is no formal sex education in the school, but issues concerning human growth are dealt with sensitively as they arise, and the dangers of drugs misuse are dealt with appropriately in science. Other relevant matters are dealt with in assemblies or 'circle' time. These sessions provide good opportunities for pupils to express their anxieties, and in one such session, for example, Year 1 pupils discussed what made them feel angry and how they dealt with this feeling.

35. The curriculum for children in the Nursery is well documented in terms of the designated areas of learning for children aged under five. There is a strong emphasis on the provision for purposeful and imaginative play both indoors and outdoors that takes good account of the many needs of these children. Whilst the curriculum in Reception is relatively broad and balanced, the classroom organisation, timetabling and methods for teaching four year olds are very different from those in the Nursery, and are based on Key Stage 1 work. For some children, this is too early to introduce more formal work. Provision for children under five with special educational needs is good, but there is little additional support provided for the many children who have little or no English. The provision to support the spiritual, moral, social and cultural development for children under five is good. Appropriate opportunities in the Nursery are provided for spontaneous play, and the cultural traditions of the children are actively celebrated. In the Reception classes, religious education is taught through the appropriate use of stories, and 'circle' time is used well to encourage children to consider the feelings of others.

36. The school makes very good provision for the pupils' spiritual, moral, social and cultural development, which reflects the findings of the previous inspection. This is another strength of the curriculum. The school recognises the different backgrounds of pupils well, and provides a daily multi-faith act of collective worship, either as a whole group, or in classrooms. There are special assemblies to celebrate Guru Nanak, Harvest, Christmas, Divali and Easter. A special Eid assembly was held during the inspection, led by the local Imam and other visitors, and this made a very good contribution to the pupils' spiritual and cultural development. Often, classes have the opportunity to join in prayer at the end of morning sessions. Some lessons make a very good contribution to spiritual development: in a Year 2 history lesson, for example, the pupils were encouraged to think how wartime evacuees from Britain's large cities would have felt.

37. The provision for pupils' moral development is very good, and helps pupils from a wide range of backgrounds to work in harmony. The pupils are made well aware of the difference between right and wrong. Class rules, emphasising respect for other people, creatures and the buildings, are displayed prominently in all rooms. The school has clear and effective policies on behaviour and bullying, and an appropriate system of rewards encourages positive behaviour. A Friday afternoon 'golden hour' rewards those who have behaved well. Parents are happy with the values and attitudes that the school promotes, and see them as a good reason for selecting this particular school.

38. There is very good provision for the pupils' social development. All the pupils are encouraged, and are given, the opportunity to carry out a wide variety of tasks in classrooms and around the school. They are given the chance to support a number of charities. The pupils entertain members of the Southall Neighbourly Care Scheme, and the choir goes to sing to the residents of Whitefriars Nursing Home. An interesting system of 'Redcaps' gives some pupils the opportunity to look out for other pupils who are lonely or unhappy. This system works well, giving responsibility to some pupils, and providing those who are less secure with support. The pupils are given excellent opportunities to help to take care of the school environment, and they are participating in the creation of an exciting millennium garden. The school participated successfully in last year's National School Grounds Week, and, in the previous year, it was highly commended in the Ealing green awards for schools.

39. The school celebrates the diverse composition of its pupils by making very good provision for their cultural development. Whilst providing opportunities to appreciate British culture, through visits to museums and art galleries and by holding special events such as a Victorian theme day, the school does very well in making the pupils aware of the cultural identities of their families. There are good displays on India and Somalia and there is a good range of story-books from around the world, some in dual languages. Visitors to the school are selected from a wide range of cultures, and provide a rich source of information about how other people live.

40. The pupils' learning is enriched by good use of resources within the local community. During the inspection, Year 1 pupils had their learning in geography enhanced by visits from a policeman and the school crossing patrol. Other visitors have included the Gudwara singers and clergy from diverse faiths.

41. There are good curricular links with the adjacent junior school. Subject co-ordinators from the infant school meet their junior colleagues regularly, in order to discuss matters of mutual concern and to pass on academic and personal records. Staff from the Nursery make worthwhile home visits, in order to prepare the youngest children for entry to the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. At the time of the previous inspection, the teachers showed appropriate concern for the needs of the pupils, and this remains the case. In this inspection, parents say they are satisfied with the level of support in the school, and see it as a caring community where their children are safe.

43. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection, and the school follows appropriate local procedures. The staff generally have a satisfactory understanding of the symptoms of child abuse, and know to whom they should report in the school if necessary. Nevertheless, the policy is brief, and the staff have not received any training recently. The arrangements with the Local Education Authority mean that liaison is with the duty social worker rather than a responsible officer, and the school is not kept informed whether any of its pupils are on the 'At Risk' register. The provision for first aid is good: several staff have been trained, clear records are kept of any treatment and letters are sent home to parents as appropriate. A health and safety policy is in place, which the governors plan to review in the near future. The policy makes no reference to risk assessment,

but the procedures are very good in practice. An assessment has recently taken place, and the results for each area are displayed around the school. However, not all staff are fully aware of their personal responsibilities under current legislation. The teachers ensure that pupils are made aware of health and safety issues, including drugs, during lessons such as science, physical education and personal and social education. The governors have decided not to teach sex education formally, apart from what is required under the National Curriculum.

44. The procedures for monitoring pupils' academic progress and personal development make a satisfactory contribution to raising their achievement. The assessment of pupils' academic progress is satisfactory. On entry to the school, each child undergoes a sound assessment of their skills, and this provides a clear and helpful picture of the children's current stage of development. The Nursery maintains good records of the children's progress in the different areas of learning, and these provide good information for teachers in Key Stage 1. From Year 1, each year, the staff produce sound assessments of how well pupils have achieved within each subject, making effective use of nationally validated tests, as well as the school's own assessments. The pupils themselves carry out their own self-assessment of what they have learnt. Children in the Reception classes, for example, colour in boxes to say "I can count to 10". This is good practice, and helps pupils and teachers to be aware of pupils' strengths and weaknesses. Records are kept of the pupils' reading, with helpful comments by teachers and other adults in the school, but these are often only details of what the pupil has read, and say too little about how well they are reading, or how they can improve. The school has good procedures to track pupils' progress through the school: each pupil has a file of his or her achievements from the Nursery to Year 2. This is helpful, and shows how well pupils have progressed during their time at school. Parents are encouraged to comment on their child's reading at home, although few examples were seen of parents taking up this opportunity.

45. The school makes sound use of these assessments. Teachers make effective use of the national assessment tests, for example, looking for areas of weakness, upon which the school can focus in the future. This analysis led to the school introducing a new way of teaching phonics, in order to improve pupils' reading skills. Teachers also use test results well to divide pupils into ability groups, and these help teachers of higher attaining pupils, for example, to extend the whole class by setting more challenging tasks. Tests are used effectively to create 'extension groups' for literacy and numeracy. These work well, and provide stimulating tasks for pupils who learn faster than their classmates. There is too little evidence, however, of teachers using assessment in the shorter term to, for example, revisit tasks that pupils find difficult.

46. The monitoring of progress of pupils' personal development is less structured, and relies mainly on the teachers' knowledge of the individual pupils. The school methodically assesses pupils with special educational needs to gain a good picture of their difficulties. They are placed on appropriate levels on the special educational needs register, and the necessary support is clearly explained in the individual education plans. These plans are very good, and give pupils, teachers and parents a clear idea of the targets pupils should aim for. Pupils with statements of special educational need are supported appropriately. Their reviews are up-to-date, and parents are included appropriately in all procedures.

47. The procedures for promoting discipline and good behaviour are generally good. Class and school rules are on display, and teachers discuss them appropriately with the pupils at the beginning of the year, and refer to them as necessary at other times. Pupils were able to quote

examples of what they should and should not do. Good behaviour and attitudes are rewarded by all staff, who award stars and stamps as necessary. Each week, the school awards a behaviour cup to the best-behaved class. The inspectors saw good instances in lessons of teachers ensuring that the pupils understood how to behave. Nevertheless, in some classes, the teachers did not, for example, insist on the pupils putting their hands up and they were allowed to continue to shout out, thus causing a few lessons to be noisy. Although the parents could not recall any instances of bullying or racism, the school takes appropriate action if any occur. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special educational needs system.

48. Overall the procedures for monitoring and promoting good attendance and punctuality are ineffective, and limit the attainment and progress of all pupils. Nevertheless the school's approach has some good features. The school reminds parents of the need for regular attendance and the importance of arriving on time. The deputy headteacher has taken on responsibility for monitoring the registers, sending letters home and talking to parents as appropriate. Many parents wish to visit relatives living in Asia or Africa, and the school encourages them to visit over the Christmas break. Nevertheless, a significant number still insist on taking their children out of school for several weeks in term time. Recently, the school has started to telephone home on the first day of unexplained absence of Year 2 pupils. Despite these measures, attendance levels have been consistently well below the national average for several years, and no targets have been set for improvement in either attendance or punctuality. The educational welfare officer visits the school only twice a term, and normally does not go to see parents at home. Registration does not take place promptly at the start of the day, and the school does not, therefore, keep adequate records of punctuality. Letters home concerning lateness have not resulted in improvement.

49. The care and support of children under five are good. Both in the Nursery and Reception, teachers know the children well, recognise their needs and respond well to them appropriately. The caring nature of the provision ensures that children settle happily into the daily routines. A record is started when the children enter the Nursery, and children are continually assessed for their strengths and weaknesses with a view to future planning. Observations on children's significant achievements are transferred to their record. Tracking sheets are used to monitor the children's development in all areas of learning as they move through the Nursery. Each child has a special book and folder, in which examples of their work are kept, to show the progress they make. A useful initial assessment is made of every child on admission to Reception, and this gives staff a clear picture of pupils' particular skills and difficulties. Children under five are continually monitored and assessed, and their levels of achievement are recorded against the National Curriculum requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The previous report stated that the school's links with parents were generally good, but found weaknesses in the statutorily required information included in the prospectus. These shortcomings have been addressed successfully. In their responses to the questionnaire, and at the meeting with the inspectors, parents showed that they are generally pleased with all that the school does. They are satisfied with the level of support that their children receive, and consider that the school promotes positive attitudes. However, a significant proportion of parents feel insufficiently informed about the progress of their children. A few parents were also concerned about the limited range of activities outside lessons, but the inspection team

considered that the provision of clubs and other opportunities were very good, and better than those normally seen in an infant school.

51. Although the school tries hard to establish good contact with parents, overall, the links lack effectiveness. The lack of parental involvement is having an unsatisfactory impact on the work of the school. Regular newsletters encourage parents to help in school, but only a few have the confidence to come into the classroom and work with the pupils, hear readers or support lessons such as cooking and art. Many more are willing to help on school trips. There is no Parents' Association, but parents generally support fund raising events such as the Christmas Fair, and several helped one Saturday with the creation of the garden areas. The school provides good encouragement to parents to come to the school for various activities taking place with the support of other agencies, including those providing advice on subjects such as child care and healthy living. The school has recently submitted a bid to run a course on family literacy.

52. The formal opportunities for parents to meet their child's teacher are good. The school invites parents to meet their child's teacher at the beginning of the school year to find out how they can help. The school has also held meetings to explain various aspects of the curriculum, such as literacy and numeracy. These are, however, usually very poorly attended. Many more parents come to the termly meetings to discuss how well their child is progressing. In addition, they receive a written summary in the spring term, and the full report on progress in the summer term. This report provides a reasonable summary for English and mathematics, but is poor for the other subjects, being very brief, and concentrating on the work covered rather than the skills and understanding acquired. The sound home-school agreement outlines the responsibilities of parents, pupils and the school. This document usefully provides targets for the children, and outlines how parents can help. However, many parents do not have a good understanding of English, and some do not have the reading skills to understand written material, even if it is in their own language. The documents sent home and notices around the school, apart from some welcome signs, are written only in English. No interpreting services are available in some of the parents' languages. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of the school's leadership and management is satisfactory overall. The headteacher, senior management team and governing body are very committed to providing the pupils in the school with as secure an environment as possible. This is particularly important in the context of the backgrounds of many of the pupils, and for the much larger than average number of pupils who join the school from other countries part of the way through the key stage. The school promotes, through its work and ethos, a strong commitment to developing pupils' language skills so that they may have better access to the National Curriculum. In this way, in particular, the leadership promotes high standards, and even though pupils' attainment is still low by Year 2, all have made significant gains in their knowledge. The headteacher works unstintingly to provide those many pupils who have limited knowledge of the English language with the support they need to develop their skills and understanding. The headteacher has built a happy team of staff, many of whom have been together for a considerable time.

54. The school is committed to raising standards, and the school development plan details appropriate action to improve pupils' attainment in literacy, numeracy and information and communication technology. The school plans the use of its resources carefully, and provides appropriate training for staff to promote this improvement. The deputy headteacher makes a valuable contribution to the leadership and management of the school through her work as a mentor to new staff, student and supply teachers. In addition, she has produced a thoughtful analysis of pupils' annual national test results in order to monitor and evaluate trends in their performance. One such analysis makes it clear how much better pupils perform in the annual tests if they begin their education in the school's Nursery and continue through to the end of the key stage, than if they join the school at some time during the key stage. This is helpful when it comes to raising standards, as it provides a clear focus for extra support and resources. Subject co-ordinators for literacy, numeracy and science monitor teaching satisfactorily, and, in some cases, this has helped teachers to improve. However, written evidence of this monitoring shows that there is a lack of rigour in the judgements made about the quality of teaching, and provides a sharper focus on teachers' strengths than on their weaknesses. The headteacher has observed the teaching of literacy but does not systematically evaluate the quality of teaching in the key stage or across the curriculum. This is a weakness in the school's monitoring of standards, and helps to explain some inconsistencies in the quality of teaching.

55. The governors are knowledgeable and influential in directing the school's priorities, together with the headteacher and deputy headteacher. Their expertise is wide ranging, and the governing body has a well-organised and effective committee structure. Individual governors have oversight for literacy, numeracy and special educational needs. They visit classrooms regularly, and hold discussions with teaching staff to ensure that statutory requirements are met, and that planned developments are on target. Of particular value is the determination of several governors to become more knowledgeable about the curriculum and the experiences pupils have in the classroom, so that they may make parents more aware of what the school is trying to achieve. This is especially useful when governors can explain these matters in the native tongue of those parents for whom English is not their first language. Governors are well aware of the standards in the school and are involved in setting targets to raise the overall levels of attainment.

56. The school's teaching staff is very experienced, and many have taught at the school for a considerable length of time. Teachers are well deployed as classroom teachers and many co-ordinators have a keen interest and appropriate expertise in the subject they manage. All staff have detailed job descriptions which clarify roles and responsibilities. Learning support assistants work assiduously in the interests of those pupils who have special educational needs, and others who do not have English as their first language. As a result of the change in the school's status from Grant Maintained to a Foundation school, the grant made available to support pupils who have English as an additional language has been cut by over one half. This has put great pressure on the school's ability to support these pupils adequately. The school has decided to deploy its teaching assistants to withdraw pupils from lessons to support them. Whilst this is effective in helping these pupils with their language skills, it does mean that they sometimes miss lessons in important subjects such as mathematics. In addition, those pupils with less urgent, but nonetheless significant, need of support find themselves in lessons without any extra help apart from that provided by the class teacher. This means that some pupils do not receive their full entitlement to the National Curriculum, or make slower progress in lessons than their peers. The appraisal of staff is in line with the school's targets,

and some teachers have benefited from training as a result of this process. The headteacher holds a professional development interview annually with all teaching staff and this has also resulted in training for some teachers which has enhanced their subject knowledge.

57. The quality of the school's learning resources is good overall, and the school makes good use of them to support pupils' learning. Resources for art, literacy, information and communication technology, mathematics and science are plentiful and of good quality. The school's accommodation is satisfactory. Classrooms are of good size, and provide sufficient space for practical, as well as more formal, activities. The hall is large enough to accommodate physical education lessons, assemblies, meetings and lunchtime clubs. There is a good range of fiction books housed in one library area, and an adequate supply of reference books arranged tidily in the corridor outside the Year 2 classrooms. Few pupils, however, know how to use this in order to enhance their research skills. One very good feature is the outside classroom, which is a part of the school's playing field, and which has been sectioned off to provide an area in which pupils are taught. They follow trails, go through obstacles and relax with picnics at lunchtime or on special occasions. This facility greatly enhances the pupils' intellectual, physical, creative and social development. Children in the Nursery sometimes have to walk in the rain as a result of the siting of their 'mini-gym', which accommodates much of their physical development activities.

58. The management of the provision for children who are under five is good. The co-ordinator for Early Years is based in the Nursery, and consequently has a clear overview of the provision. Regular meetings are held with the Reception staff and constant contact is maintained. There is clear educational direction for the age group as a whole, and development planning is underway in preparation for the introduction of the Early Learning Goals next September. The number, qualifications and experience of teachers and support staff in the Nursery and Reception meet the needs of the young children well. The Nursery unit consists of four rooms and an outside play area. Two rooms are well equipped for the teaching of all areas of learning. The third room is available for withdrawing groups of children, and the fourth is fitted with a range of large soft play equipment. All rooms and resources are used effectively. However, movement between the rooms is difficult to organise, and access to the 'mini-gym' involves taking the children outside first. Accommodation in the Reception classes is generally adequate, but whilst Nursery children have a good range of large and small equipment, wheeled toys and balancing and climbing apparatus, the four year old children in the Reception do not have such easy access to comparable outside facilities or resources.

59. The school's financial resources are well managed, and financial planning is good. The school employs an administrative officer, who has accountancy qualifications, to organise day-to-day financial matters. This officer provides support of a high quality. Stringent procedures are in place to ensure that all monies are accounted for. The school has a history of rigorous financial controls as a result of its experience as a Grant Maintained School, and has been following the principles of best value for some time. The full governing body is informed regularly and comprehensively about the budget situation by the headteacher, finance administrator and its own finance committee. Spending is linked closely to the school's priorities for improvement, and subject co-ordinators have their own budgets to help achieve the priorities in their subject action plans. Since the school ceased to be Grant Maintained it has received reduced funding, despite having a similar number of pupils on roll. As a result, governors and the headteacher have had some difficult decisions to make about levels of

staffing in order to ensure that the school maintains a balanced budget. A considerable contingency fund has been reduced as a result of two years of overspending, and the school is again faced with the prospect of cuts in staffing levels, in postponing necessary building repairs or in reducing the number and quality of learning resources. Governors are well aware of this, and plan budgets very carefully in order to minimise the effect of this reduction in funding upon standards and support. It is clear, however, that despite these best efforts, the reduction in funding to support English as an additional language is having a negative impact upon the standards the pupils achieve.

60. The school cares very much for the pupils, and makes huge efforts to provide security to the many disadvantaged, sometimes traumatised, pupils that it enrolls. As a result, pupils enter the school with very low standards and often make good progress. Standards are low when compared nationally, but at least in line with those found in similar schools. The quality of relationships is good, and overall, pupils behave sensibly.

61. WHAT COULD BE IMPROVED

- Pupils' attendance and punctuality.
- The use made of classroom assistants.
- The quality of teaching in Key Stage 1, particularly the way that teachers manage pupils' behaviour.
- The information given to parents.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To build on the school's successes, and raise standards further, particularly in English, mathematics and science, the governing body, headteacher and staff should:

- (1) **work with parents and the Local Education Authority to develop more effective ways to improve pupils' attendance and punctuality.** (paragraphs 13,17, 48)
- (2) **make better use of classroom assistants to provide more help to pupils and teachers in the classroom.** (27, 56, 79,88, 94)
- (3) **improve the overall quality of teaching in Key Stage 1, focusing particularly on teachers' effectiveness in managing pupils' behaviour by:**
 - a. monitoring teachers regularly, giving a clear indications of their strengths and weaknesses;
 - b. setting targets for improvement;
 - c. providing regular reviews of teachers' progress towards these targets, and
 - d. giving the headteacher a more active role in this monitoring. (54, 91)
- (4) **Seek ways to provide information to parents in their native language.**

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Provide training for staff in health and safety and child protection matters.(43)

61. **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	41	44	9	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	48	296
Number of full-time pupils eligible for free school meals	21	160

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	20	52

English as an additional language	No of pupils
Number of pupils with English as an additional language	315

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	41

Attendance

Authorised absence

	%
School data	9.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	48	58	106

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	33
	Girls	43	48	44
	Total	76	80	77
Percentage of pupils at National Curriculum level 2 or above	School	72(66)	75(71)	73(64)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	35	32
	Girls	44	43	46
	Total	74	78	78
Percentage of pupils at National Curriculum level 2 or above	School	70(65)	74(61)	74(78)
	National	82(81)	86(85)	87(86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	26
Black – African heritage	86
Black – other	20
Indian	109
Pakistani	37
Bangladeshi	4
Chinese	
White	38
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian	1	
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	21
Average class size	26.9

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24

Total number of education support staff	2
Total aggregate hours worked per week	73

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	893472
Total expenditure	900537
Expenditure per pupil	2596
Balance brought forward from previous year	37786
Balance carried forward to next year	13157

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	24	2	0	11
My child is making good progress in school.	50	39	0	0	11
Behaviour in the school is good.	50	35	2	2	11
My child gets the right amount of work to do at home.	50	33	4	0	13
The teaching is good.	48	41	0	0	11
I am kept well informed about how my child is getting on.	52	24	11	2	11
I would feel comfortable about approaching the school with questions or a problem.	56	30	4	1	10
The school expects my child to work hard and achieve his or her best.	54	31	2	0	13
The school works closely with parents.	54	24	6	2	15
The school is well led and managed.	50	33	2	0	15
The school is helping my child become mature and responsible.	48	31	7	0	13
The school provides an interesting range of activities outside lessons.	46	22	11	2	19

Other issues raised by parents:

Many parents feel that the headteacher is excellent.

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

62. Children's attainment on entry to the Nursery is very low. Very few children in the Nursery have English as their first language, and some of the English speakers have limited language skills. However, from this starting point, children make good progress towards the nationally recommended targets in all of the areas of learning by the time they are five. In their personal and social, creative and physical development, they are on course to meet the expected standard. In their knowledge and understanding of the world, the children are on course to meet the Desirable Learning Outcomes in some parts. In language and literacy and in mathematics, few children attain standards that would be expected of them by the age of five.

64. Children start school part-time in the Nursery when they are three, and move to full-time schooling the following September in the Reception classes. At the time of the inspection, nearly all the children in the Reception classes were under five. The caring nature of the provision ensures that children settle happily into the school. Parents are well informed through home visits and pre-school visits, and an open-door policy allows for both formal and informal discussion between parents and staff. However, the newsletters sent home to parents are not translated for the many parents who communicate in their home language, particularly in Somali.

65. The quality of teaching for children under five is good overall, and has improved from the generally satisfactory teaching reported in the previous inspection. All staff now spend more time talking with children than was previously the case, and the range of experiences they provide is much broader. Teachers in the Reception classes and the Nursery are skilled at helping children from a wide range of backgrounds to settle quickly into school life, and enable them to make a good start at school. The Nursery is staffed with two full-time teachers and two nursery assistants. However, during the inspection, the Nursery teacher responsible for co-ordinating the Early Years was absent as the result of an accident. Two part-time teachers from the main school shared the responsibility for her class. The school provides appropriate levels of assistants, who work part-time to support the four Reception class teachers. Together, the staff for children under five form a positive and knowledgeable team, which provides a suitably broad and stimulating curriculum for the children.

Personal and social development

66. The personal and social development of children under five is average overall. Children settle quickly into the routine of the Nursery, where their personal and social development is given a high priority, and full account is given to their present and past difficulties. These important strengths have a positive impact on their learning, and help to create a happy and purposeful atmosphere. Children quickly become independent, and learn to put on their coats for outside play and their shoes and socks back on after visiting the mini-gym. The teaching in this area is generally good. Staff in the Nursery make good provision for imaginative play, and this enhances the children's co-operative interaction with others. Children soon start to make independent choices about which activity to engage in, and although some are quiet in their play because they do not yet speak English, all adults participate in the activities and engage

the children in conversation. By the time the children are five, most work and play as part of a group, and behave in appropriate ways. However, the organisation, timetabling and methods for teaching the four year olds in Reception are different from the Nursery, and here the children have limited opportunities to play collaboratively and experiment widely. The Nursery and Reception actively recognise the cultural and religious background of the children and celebrate these enthusiastically. Children know that a range of faiths and festivals are celebrated such as Christmas, Diwali and Eid. Most children are eager to explore new learning, enjoy their work and make effective relationships with adults and other children.

Language and literacy

67. Many children enter the Nursery communicating in a language other than English, and originate from a wide range of cultures and ethnic groups. From this starting point, many children make good progress in the development of language and early literacy skills. However, by the age of five, they do not reach the expected levels for their age. This is confirmed by the initial assessment made of pupils in the Reception class. Children in the Nursery are provided with a wide range of practical activities and purposeful free play to support the development of language and literacy. Role-play areas are frequently changed to fit in with current topics, such as Travel Agents or a Post Office, to encourage the children's speaking and listening skills. The quality of teaching is satisfactory overall, and often good in the Nursery. Teachers provide many opportunities for children to 'talk' with an adult while they are undertaking their activities. All staff are good role models for the children, and actively seek to extend their vocabulary. Although some children understand and use essential vocabulary, such as their names and the names of objects, many are unable to use sentences with words in the correct order. Staff make good use of the children's own names at the beginning of the day, to promote instant recognition. Teachers in Reception classes have devised an appropriate range of activities for the daily literacy lesson to increase children's interest, knowledge and understanding.

68. Children enjoy listening to stories and rhymes and have positive attitudes to 'reading'. By the age of five, many children know how books are organised and that words and pictures carry meaning. They begin to associate sounds with letters, but few recognise familiar words in simple text. The teaching of reading has improved from the previous inspection, when pupils were given too narrow a range of strategies to help them read. The teaching is now well structured, and gives children a wide range of experiences, from sharing books, to the more formal learning of words and regular practice of phonic skills. In writing, children know that marks on paper carry meaning and they make attempts at writing. In the Nursery, for example, they 'write' letters to Father Christmas, whilst in Reception, children copy the script of adults when writing about a picture. The teaching of handwriting was a weakness in the previous inspection, but it is now good. Handwriting is now taught carefully, and all staff provide good examples by their own writing. Children are introduced to a cursive style script in Reception, and this gives them a good early start to this skill. Their pencil control is poor, however, and many have difficulty forming the letter shapes.

Mathematics

69. By the age of five, few children reach the expected standards for their age. They match colours and shape with reasonable skill, and are beginning to recognise simple two-dimensional shapes, such as squares, triangles and circles. They count correctly up to 20, and a few

recognise the written numbers one to ten. In general, however, they have a weak knowledge of the mathematical vocabulary involved, such as what number comes before a given number. They develop an understanding of money by matching one penny coins to the number one. The direct teaching of mathematics is sound, and the support given to children ensures that they make at least appropriate progress in their number work. Children in the Nursery are provided with a range of suitable practical experiences for the development of their mathematical skills, and many know simple number rhymes and songs. They learn to fit building bricks together to make a repeated colour pattern and use everyday objects to sort, match and count. However, for many children, their limited understanding of basic mathematical language restricts their learning of basic mathematical concepts.

Knowledge and understanding of the world

70. The children's developing knowledge and understanding of the world around them are in line with expectations for children of this age in some aspects of this area of learning. They make good progress, and the many children for whom English is not their first language respond well to the wide range of experiences provided, both in the Nursery and Reception. In science work, they use their senses well to explore materials and learn new words, such as 'soft' and 'warm' to describe them, and know that if it is raining, they need a coat and umbrella to keep dry. They make sound observations of the changes in fruit over a period of two weeks, and produce accurate descriptions of, for example, a banana as becoming 'soggy' and 'smelly'. Children in the Nursery investigate change in materials with average skill by washing clothes and seeing the effect that water has on different materials. They explore their immediate environment well during walks around the grounds, and make footprints on the frosty grass to watch the effect they make on the ice. They have explored the neighbouring locality with visits to the local park and the fire station. Reception children talk about their own houses with reasonable understanding, and recognise the difference between flats, houses and maisonettes. They draw simple plans of the classroom and of their route from home to school. Nursery children enjoy using the computer, and acquire good early control of the mouse to click on and drag items of clothing on screen to dress the Teddy. In Reception, children respond well to simple programs which reinforce the development of their language. Children in the Nursery use a variety of construction and modelling materials to an average standard in their play, and have regular opportunities to cook. In the Reception, they develop sound making skills by cutting and sticking paper to card to make a collage pattern. Overall, the teaching of this area of learning is good and takes full account of practical experiences that are relevant to the children in the world around them.

Physical development

71. Most children under five control their larger scale movements well. They also develop increasing hand control through cutting and making activities and through fixing jigsaws and manipulating construction toys. Their pencil control, however, is relatively weak. Progress is good, and many children are on course to meet the expected levels by the age of five. Nursery children have a good range of large and small equipment, wheeled toys and balancing and climbing apparatus, which they use with increasing skill. However, although four year old children in the Reception classes have access to the playground at break times, they do not have such easy access to comparable outside facilities or resources as children in the Nursery. This gives them relatively limited opportunities and freedom to experiment with their bodies and develop fitness. In the Nursery, the staff use the mini-gym well to promote the children's

confidence and body control. Reception children make good progress in their physical education lessons, and run, hop and skip in several directions. They produce good combinations of movements such as bending, balancing and turning, which they synchronise, and show a sound understanding of reflective symmetry. Teachers and children work well together in physical education lessons to promote effective learning.

Creative development

72. In their creative development, children make satisfactory progress, and, by the age of five, most attain standards that are appropriate for their age. Purposeful play is a strong feature in the Nursery, and the many imaginative activities stimulate the children's learning. For example, the large variety of play toys, such as trains, farms and small world figures, facilitate exploratory play. Nursery children extend their role-play well outdoors, where they may become fire-fighters or garage attendants. They paint freely and effectively, produce good prints with a variety of objects to make wrapping paper and make reasonable models with dough. Because lessons are timetabled as for Key Stage 1 in the Reception, the children have limited opportunities for role-play, and the play resources that are available are old. These factors limit their creative development. In art lessons, the children develop a sound knowledge of how colour is mixed from primary colours, and combine three colours skilfully to make brown. They experiment well with patterns to make images, and use coloured paper to make realistic pictures of Kipper from their current storybook. In music, they play musical instruments to an average standard for their ages, and use them effectively to accompany their singing. Many children memorise the words of songs well. Teaching in this area of learning is good, and classroom assistants provide valuable support for teachers and children.

ENGLISH

73. Analysis of the national end of Key Stage 1 tests for 1999 and assessments by teachers shows that standards in reading at the expected Level 2 and above, and at Level 3, were well below the national average. In writing, standards at Level 2 and above and at Level 3 were below average. When the end of Key Stage 1 test results of 1999 are compared with 1997 and 1998, they show that standards fell in 1998 in both reading and writing. Although standards in writing rose slightly in 1999, standards in reading remained the same, well below average. However, when the average of the school's test data is compared with that of similar schools, it shows that standards in reading are average, and in writing they are above average. There was no significant difference in the attainment of boys and girls.

74. The findings of this inspection are that standards at the end of Key Stage 1, including those for literacy, are well below the national expectation. This represents a significant decline in standards since the previous inspection in 1996, which reported standards to be sound. The difference is due to the fact that a large percentage of pupils with English as an additional language and those who have special educational needs have joined the school over the past two years. The English co-ordinator and the headteacher have analysed all this data to form an accurate appraisal of the effect this has on the test results at the end of Key Stage 1. It is against this background that, after introducing the National Literacy Strategy, the school identified some aspects that were unsuitable for the many pupils in school who do not have English as their first language. For example, too little time was available for speaking and listening, and the quality of written work was suffering due to insufficient time. All the

suggested guidance for word work, reading and writing has now been appropriately condensed into more easily managed record sheets for each year group, and creative writing has its own individual slot each week. This is considered to be generally satisfactory and is enabling the school to target pupils according to their many varied needs. The school has set appropriate targets for pupils to achieve in the future, and is making steady progress towards them.

75. Standards in speaking and listening are below average at the end of Key Stage 1. Few pupils in Year 2 describe, converse and narrate at levels appropriate for their age. Activities across the curriculum are used well to develop the pupils' speaking skills and extend their vocabulary. However, many pupils have limited vocabulary. A few higher attaining pupils show confidence in putting forward their thoughts, and use a growing vocabulary to convey meaning. After listening to a story of World War Two evacuees, for example, pupils used words such as 'jealousy' and 'excited' to describe the feelings of the characters in the book. Although most pupils listen attentively to stories and respond appropriately, a few find this difficult, and consequently do not make the progress that they should.

76. By the end of Key Stage 1, standards in reading are well below average. The pupils read words reasonably well within a text, but their understanding of what they read, and their ability to describe what happened in a story, or what might happen next, is restricted by their limited vocabulary. Many have difficulty in reading worksheets independently. However, the well-structured reading programme is successful in developing the pupils' phonic skills, and many pupils work out new simple words successfully by splitting them into sounds. By the age of seven, a few read text accurately and confidently from their reading scheme books. They know terms such as 'title', and 'illustrator', but are unable to talk about their favourite author, or the types of books they enjoy. They do not know how to use the school library, or how to locate information from non-fiction books.

77. In writing, by the end of Key Stage 1, standards are below average. Pupils write only very simple phrases and sentences to communicate meaning. They describe personal experiences, organise their writing in lists and write labels for drawings at a very basic level. Their writing lacks the use of descriptive language and the language of time, such as, 'after', 'meanwhile' or 'during'. A few pupils plan their work well with the support of a writing frame, to write a postcard home after listening to the story of 'Kate and Tom'. They create a sentence using simple language to show conversational talk for captions, such as "What's that noise?": "I don't know it's coming from the box." In this, they show an average awareness of speech marks, and add question marks. However, although the majority of pupils show some awareness of simple punctuation, such as capital letters and full stops, which are either only beginning to emerge or are inconsistently applied. By the end of the key stage, pupils spell a suitable range of common words correctly, which they reinforce with practice, and make a good attempt to use new words in their writing. Following the previous OFSTED report, handwriting was given an action plan, and a cursive style of writing was introduced to pupils from an early age. This is showing success, and by the end of the key stage, many pupils are beginning to achieve a neat cursive style in their writing.

78. The quality of teaching in the subject is satisfactory overall. Some lessons have many good features. Only one lesson observed was unsatisfactory. Teachers' knowledge and understanding of literacy are good, and this enables pupils to improve and compensate for the their low starting point. Teachers show competence in teaching the basic skills of handwriting, spelling and phonics, and this builds up pupils' skills systematically. In the best lessons, the

teaching of punctuation skills is given a high priority, and teachers ask pointed questions to ensure the pupils are listening and learning, such as, “ Who can tell me how many sentences there are on the page?” or “ Where would you put the speech marks?”. Lessons, in general, are well planned with clear objectives that state what teachers want the pupils to have learned by the end of the lesson. The work planned is, in most cases, well matched to the pupils’ needs and promotes effective learning. Teachers lead the whole class work at the beginning of literacy lessons well, and make good use of the shared text to promote discussion and extend the pupils’ vocabulary. Teachers use questions such as, “ What do you think will happen next?” and “Who can find a word that rhymes with stairs?” effectively to consolidate the pupils’ knowledge and understanding of reading. This helps pupils with special educational needs in particular, as they gain extra understanding through being encouraged to ask and answer questions. However, not all teachers make full use of the plenary session to consolidate pupils’ learning, and check that pupils understand concepts that have been introduced in the lesson. Teachers use a sound variety of methods to teach reading, and a strong emphasis is given to the teaching of phonics through a suitably structured programme. In general, this is successful for the many pupils who have English as an additional language, and these pupils make good progress as a result.

79. Teachers make good use of praise, and reward pupils well for effort. This motivates pupils, and encourages them to try harder. Pupils are encouraged to spell using a ‘have-a-go’ strategy when writing, and the introduction of the use of writing frames to help pupils plan and structure their writing is working well. Most teachers manage pupils’ behaviour well, and have effective strategies to engage them in effective learning. Where teaching has shortcomings, their classroom control is ineffective, and pupils are allowed to call out. Occasionally, teachers’ weak explanation of the tasks set directly influences the slow rate of learning, and pupils have to wait for further explanation. Teachers pay sound attention to providing appropriate tasks for pupils with special educational needs, but too often, these pupils are withdrawn from class for extra support at inappropriate times, and, consequently, miss important parts of a lesson. Nevertheless, pupils with special educational needs make sound progress in their reading skills. Higher attaining pupils have the opportunity to work together as a group, when they are provided with challenging work. These sessions work well, and are starting to improve the rate of learning for this group. All pupils are given appropriate homework, usually in the form of reading and spelling. However, as many pupils come from a wide range of home backgrounds, many of which do not have English as a first language, this is not always completed.

80. Most pupils have positive attitudes to learning. They enjoy listening to stories, and show real appreciation, as noted when pupils in Year 1, asked for a story ‘Goodnight, Goodnight’ to be read again. They do however, find it difficult to listen for long periods, and struggle to maintain their concentration. Most pupils are keen to answer questions and participate in discussions. In general, they complete tasks set, know what is expected of them and try hard. Although some pupils are able to work independently on individual tasks, many need and seek support. Most pupils behave well in literacy lessons, but a few call out answers to questions, and, when they are unsure of what to do, their behaviour deteriorates, and this limits learning.

81. Literacy has a high profile in the school, and a substantial amount of time and money has been invested in developing this provision. Staff at the school made many visits to a range of centres, and visiting speakers were invited to speak to the staff. These positive steps resulted in a well structured learning programme that meets the needs of the many pupils in the school

who have little English. Literacy is taught daily, and the school's adapted strategy is appropriate. Across the school, the new phonic system and programme of word work, alongside the shared reading with 'Big Books', are used well. The resources are well deployed, and meet the needs of pupils in different year groups. From September 1999, assessment procedures were tightened up, and good tracking systems with regular tests for pupils were put into place. The information from these procedures is now used effectively to divide classes according to ability, and to plan for those pupils who require extension work or extra support. Currently, there is little additional support in school for those pupils who do not have English as a first language. A useful collection of the pupils' work shows examples that illustrate the levels of attainment achieved by the pupils. This is good practice, and helps teachers direct their efforts towards appropriate goals for the pupils. The leadership of English is effective, and much work has been done, by both the co-ordinator and headteacher, to develop the subject in order to meet the specific needs of the pupils in the school. There is clear direction for the subject, and the monitoring of both teaching and learning is generally good.

82. Learning resources for English are generally good, and each year group area is well equipped with a wide range of books to support literacy. The central fiction library contains an appropriate selection of books, including some dual-language books. However, some of these books show signs of wear and tear. The library service supplements both class and library books. The non-fiction library is located in the corridor of the Year 2 classrooms. Although this allows the library to be accessible, it does not lend itself to teaching specific library skills, or encourage private study. The curricular provision is enriched through a range of visitors to the school, such as theatre groups and storytellers and book events. The teaching of English meets the requirements of the National Curriculum.

MATHEMATICS

83. Analysis of the school's 1999 end of Key Stage 1 national test results shows that the percentage of pupils attaining at the expected Level 2 or above was well below that found nationally. The proportion of pupils achieving higher levels, however, was close to the national average. When the average of the school's test data is compared nationally, it shows well below average standards. However, when this average is compared with similar schools, it shows standards to be average.

84. Boys and girls attain similar standards. Over time, the school's results in national tests have fluctuated but have remained below the national average since 1997. Standards were reported to be in line with national expectation at the time of the last OFSTED inspection. When compared with existing standards, this suggests a lack of improvement. There has, however, been a significant change in the school's intake, which has seen an increasing proportion of pupils who do not start their education in the school and who have very limited previous attainment.

85. The findings of this inspection are that the proportion of pupils in the present Year 2 attaining nationally expected levels is well below average. This year group contains a very large number of pupils whose first language is not English. In addition, around 20 per cent of the pupils joined the school recently, and nearly all had poor English when they arrived. This is likely to affect average standards negatively. In contrast, the percentage of pupils working at higher levels is around the present national average.

86. By the age of seven, most pupils count confidently to 100, count in reverse order from 20 and subtract numbers from ten easily. A significant number of higher attaining pupils subtract single digit numbers from two digit numbers quickly, and make up amounts of money accurately using differently valued coins. These pupils demonstrate good skills as they identify the lowest and highest two digit numbers, and halve and quarter numbers to 20. Most pupils name rectangles, triangles, circles and squares accurately, and many do well to name cubes, cuboids, spheres and triangular prisms. Many pupils have weak mental recall of basic number facts, which often results in their working at a slow pace when calculations are required. Pupils illustrate data which they collect about birthdays and favourite colours by drawing good column graphs, and many measure straight lines accurately in centimetres. Many pupils struggle when required to tell the time on an analogue clock. Pupils with little English language find solving mathematical problems difficult because they lack the necessary vocabulary.

87. Overall, the quality of teaching is satisfactory, but ranges from good to unsatisfactory. These findings match those of the previous inspection. Teachers have responded well to criticisms made in the previous report concerning the lack of problem solving exercises they provide. Teachers now give pupils sound opportunities to discover for themselves. For example, in one lesson pupils coloured in answers to multiplication sums, and showed great excitement when a pattern of their results emerged. Teachers all plan their lessons in line with the guidance provided by the National Numeracy Strategy. This works well, and ensures that pupils practise mental mathematics skills, work at a main task and reflect upon what they learn in each lesson. Where this strategy is most effective, teachers encourage pupils to work at a fast pace in mental mathematics sessions, and use imaginative methods to interest and motivate them. This was evident in a Year 1 lesson in which the teacher asked a pupil to select a number of plastic 'teddies', asked the pupils to count the total and then hid some under a plastic pot so that they had to identify the number hidden. This reinforced their knowledge of number bonds to ten effectively, and the pupils clearly enjoyed the session. In the best lessons, teachers manage pupils' behaviour well, there is a calm and purposeful atmosphere in the classroom, and the lesson proceeds at a good pace. Here, pupils learn new work quickly. Where this is not so, as in a practical lesson on shape, teachers spend too much time correcting pupils' poor behaviour, and the pace of learning slows down.

88. A significant strength of the teaching is the good relationships that teachers have with all the pupils, and the way in which they encourage pupils to work together in harmony. This has a good effect on learning, as pupils help each other, and gain from each other's support. This was well illustrated in Year 1 lesson about money. The teacher sensitively encouraged pupils with poor English language skills to contribute in a summary session, and pointed out to other pupils how well they had done. This clearly promoted their self-esteem, and, as a result, they made further efforts to explain how they had grouped different coins to make specific amounts. Many teachers fail to make use of sufficient visual stimulus in order to encourage pupils to develop mathematical vocabulary, or to recognise mathematical symbols. This means that these pupils are sometimes disadvantaged when faced with written instructions, and find it difficult to apply their mathematical knowledge in response to these instructions. Teachers mark work consistently and the best marking tells pupils how to improve, and explains the teachers' expectations clearly. When learning support assistants work alongside pupils in the classroom, teachers use the assistants' skills effectively to help pupils with special educational needs with their work, or to keep an eye on pupils who have difficulty in behaving sensibly.

Teachers set homework regularly to reinforce basic number work and this contributes satisfactorily to the progress that the pupils make. The quality of learning for pupils with special educational needs, and for some pupils who have limited knowledge of the English language, is, at times, unsatisfactory. During some mathematics lessons, these pupils are withdrawn from the whole or part of the session for extra language work. This means that they do not receive the same quantity of mathematics teaching as other pupils, or they are disadvantaged as a result of returning to the lesson after having missed essential introductions or instructions.

89. Many pupils have good attitudes to their work. Many show an enthusiasm for lessons, and demonstrate a pride in improving their mathematical skills and knowledge which is a response to the quality of the teaching. Pupils particularly enjoy gathering together to practise mental mathematics, and to tell their teacher and each other about what they have learnt in their lessons. Considering that a substantial number of pupils have joined the school recently, several of whom have experienced trauma and extreme deprivation, the pupils relate to each other very well, share resources happily when working at practical mathematical tasks, and take turns without fuss. This means that all pupils have an opportunity to play a part in lessons.

90. The mathematics curriculum meets statutory requirements, and numeracy lessons are taught daily. The school pays careful attention to the teaching of basic number facts. This means that the breadth of pupils' mathematical experience is less than is found generally. However, the emphasis on number work is appropriate for a large number of the pupils whose general level of attainment is relatively low. The school now organises the classes into 'target groups'. Most of these are based on the pupils' attainment, although social and behavioural factors also determine the placing of individual pupils. This arrangement has only been in place for a term, and there has been insufficient time for the school to evaluate its effectiveness. On one occasion per week, a selected number of pupils from both sets of targeted groups, in Years 1 and 2, are taught separately from their normal group in order to work at a faster pace. This is part of the school's strategy to ensure that these pupils have the best possible opportunity to achieve the highest attainment of which they are capable. Evidence suggests that these sessions are successful in accelerating the progress that these pupils make, and a significant number achieve high levels in the national assessment tests. In contrast, the school's excessive use of support staff to withdraw pupils who have special educational needs or poor English language skills from mathematics lessons to assist their attainment in literacy results in a lack of help in many classes. Consequently, some pupils are doubly disadvantaged, by missing vital mathematics work, and having too little support in the lessons they take part in.

91. The subject is managed satisfactorily. The co-ordinator is knowledgeable, and very supportive of colleagues when they require advice or resources. There is a concise policy, which provides staff with guidance about the aims of mathematics teaching, how to implement the National Numeracy Strategy, where to find resources and what monitoring will take place. The mathematics co-ordinator has observed all teachers' numeracy lessons. However, the written evaluations of these observations indicate a lack of rigour in identifying weaknesses in teaching. The co-ordinator has analysed both national attainment test and other external standardised test results effectively in order to diagnose strengths and weaknesses in pupils' attainment. As a result, the school also uses National Curriculum statements as criteria to measure pupils' progress, and encourages individual pupils to write down 'I can do' statements to increase their knowledge of their own attainment. Appropriate and challenging targets have

been set for improvement in the subject. There is a wide range of good quality resources to support mental mathematics sessions, basic number work and shape and measurement.

SCIENCE

92. Teachers' assessments of pupils in 1999 were well below the national average, but average compared with similar schools. The previous inspection report judged attainment to be average in most areas of the subject, but below average in investigative and experimental science. The findings of the inspection indicate that attainment by the end of Key Stage 1 is well below the national average. This reflects the teachers' assessments in 1999, but not the findings of the previous inspection report. However, the school has seen many pupils come and go in the past three years, and there has been a considerable influx of refugee children.

93. By the end of Year 2, many pupils have sound scientific concepts, but weak language and literacy skills inhibit their ability to record their observations and findings in worthwhile ways. They find it difficult, for example, to learn the difference between 'hard' and 'shiny'. Most of the pupils observe and describe simple features of objects with reasonable skill, and a few talk knowledgeably about their properties. Higher attaining pupils begin to compare different materials, but most find it difficult to classify these materials into groups according to various criteria. Their English language difficulties mean that many pupils confuse names with properties. They conduct sound investigations into which materials let water through and which are waterproof, and would, therefore, prove better in wet weather. They have an average knowledge of the names of the external parts of the human body.

94. The quality of teaching is satisfactory, and ranges from satisfactory to good. This is similar to the teaching reported in the previous inspection, although some lessons were unsatisfactory at that time. The scientific content of lessons is accurate, and the teachers relate science well to everyday applications, for example, when relating waterproof qualities to clothing. This particularly helps pupils with English as an additional language, who benefit from practical examples of scientific concepts. The teachers include a good amount of practical and investigative work to develop pupils' understanding and observational skills. They emphasise the use of correct scientific vocabulary, such as 'fabric', 'plastic' and 'transparent', and this has a positive impact on the pupils' learning. Teachers provide good opportunities for pupils to talk about scientific concepts, and have class discussions. This is a good improvement since the previous inspection, when teachers were criticised for not extending pupils' learning through discussion. Explanations of scientific concepts are usually clear, and the teachers use open-ended questioning well to enhance learning, and encourage the most able pupils to develop a deeper understanding of science. In a Year 2 lesson, for example, the teacher asked "Do you think the colour of the raincoat is important in keeping you dry?" and this focused the pupils' attention more on the materials' properties, rather than just on its colour. The teachers move around the classroom well, monitoring the pupils' progress carefully. Plenary sessions are generally used well, both to give the pupils an opportunity to listen to what others have been doing, and for the teachers to assess what the pupils have learnt. In a Year 1 lesson, the teacher began this session by asking "Do you think you have learnt something this afternoon?" The teachers mark pupils' work regularly and positively. Where teaching has shortcomings, their control of the class is insecure, and pupils are allowed to interrupt the teacher. This slows down the pace of learning. Teachers generally plan well for pupils with special educational needs, and they make steady gains, but sometimes pupils are taken out of science for extra reading, and miss important parts of the lesson.

95. Most of the pupils behave soundly in their science lessons, and show an interest in their tasks, particularly those of a practical nature. Many listen attentively to explanations and instructions, although a minority does not. Most of the pupils work well together in groups during practical work but, at times, there are disagreements over the sharing of resources. Many willingly help to give out equipment, and tidy away at the end of lessons. Pupils' presentation of work is generally very untidy.

96. The co-ordinator offers sound leadership, and has sought to develop further the teaching of practical and investigative science. She has monitored some teaching, to gain an overview of classroom practice throughout the school, and she has developed a useful collection of pupils' work at agreed National Curriculum levels, in order to help colleagues in the accuracy and consistency of their assessments. There are good learning resources for science, including a wide range of scientific reference books in the school library. Learning is enhanced by worthwhile visits to a local farm, the Science Museum, Litten Nature Reserve and Holland Park Ecology Centre and by effective use of the school grounds. In encouraging the pupils to work together and to develop respect for living things, the subject is making a positive contribution to the pupils' spiritual, moral, social and cultural development.

ART

97. By the time they are seven, pupils' work in art is above average for their age. This is an improvement since the last OFSTED inspection, when standards were judged to be in line with national expectations. Pupils use a wide range of media, including pencil, paint, crayons, pastels, paper, card and clay to create effective collages, landscapes, portraits and observational drawings. Higher attaining pupils paint colourful winter scenes, mixing primary colours well to achieve the effect of snow, frost and bare trees. Most pupils use paint brushes correctly, and many, including pupils with special educational needs, achieve good effects using wax crayons. They have a good understanding of the basic principles of shading, and match colours well when devising patterns. All pupils fold card and crumple tissue paper with good skill to create three-dimensional effects. They cut and stick textiles to card and combine these skilfully with figures they draw and paint to assemble a representation of stories they read. Displays of pupils' work in the school hall, corridors and classrooms indicate that pupils have a good awareness of the styles of such famous artists as Seurat and Van Gogh.

98. The quality of teaching is good overall, and ranges from satisfactory to good. This is an improvement on the findings of the previous inspection, when teaching was satisfactory. Many teachers have a good knowledge of the techniques of drawing and painting, and this is the strongest feature of the pupils' attainment. They demonstrate these techniques in interesting ways, and this encourages pupils to experiment with a variety of media and junk materials in their work. In a good painting and drawing lesson, for example, the teacher stimulated the pupils by showing them photographs and paintings of winter scenes and encouraging them to identify words connected with winter days and the colours associated with them. By carefully explaining that the pupils might use one of three or four media and techniques, the teacher left much of the decision making about how the pictures would develop to them. This ensured that the pupils were very motivated to create their own individual piece of work in their own style. In a Year 1 lesson, the teacher helped lower attaining pupils who were struggling to master techniques in pattern making and creating a collage. By using other pupils' work, she provided exemplars which enabled them all to make good progress. The teachers' effective use of praise

encourages pupils to grow in confidence and be prepared to take risks, to modify work, or change the technique they use, if they are not satisfied with their first attempt. Teaching in clay work is satisfactory, but many teachers lack expertise and confidence with this medium.

99. The pupils' attitude to the subject is good. They thoroughly enjoy painting, drawing and expressing what they see and feel. They are careful with resources, share them well with each other and work cheerfully on joint tasks. Pupils behave well in lessons, listen carefully to instructions and are keen to produce attractive work.

100. The curriculum for art is satisfactory. There is good breadth in two-dimensional work and some aspects of three-dimensional work, but the curriculum includes too little work with clay. The school follows the nationally recommended syllabus, and there is a sound policy, which supports teaching well. The quality of resources is good. Each classroom contains an ample quantity and wide range of paints, crayons, pastels, paper, card, glue and scissors. This enables teachers to provide all pupils with good quality materials with which to ensure that they make solid gains in their learning. The co-ordinator is a very experienced teacher, who has a love of art. She supports colleagues well, and provides good ideas to help in their teaching. She has not monitored the quality of teaching, but does evaluate the quality of pupils' work. Each year, pupils' progress in art is assessed through self-portraits they draw or paint. Annually, Year 2 pupils visit the National Gallery to study works with a particular theme, such as 'water'. This is good practice, and greatly enhances their appreciation of the extent and diversity of artistic styles and work. The subject makes a good contribution to pupils' social and cultural development. However, there is limited evidence in displays around the school, or in work in lessons, of a celebration of the art of a variety of cultures. This is a weakness in the school's provision given the large number of pupils who come from minority ethnic backgrounds.

DESIGN AND TECHNOLOGY

101. Although no design and technology lessons were observed during the inspection, a thorough scrutiny of displays, records, planning and work books indicates that pupils' work in the subject is as expected for their ages. This is similar to the judgement of the previous inspection. By the end of Key Stage 1, pupils have average skills in designing and modelling using a variety of materials and simple tools. A few higher attaining pupils label their designs to a good standard. They make sound investigations into the use of materials for specific purposes and adapt these ideas well to design and make their own models. They make sound use of construction kits, and demonstrate average skills in building houses, cars with axles and bridges for Billy Goat Gruff to cross. Many pupils do well to alter their models, following reflection about the sturdiness of their creation. They are starting to make good evaluations of their work, and talk critically of why certain aspects have shortcomings.

102. Although it is not possible to give an overall judgement about the quality of teaching, the scrutiny of previous lesson plans show that teachers have a secure knowledge and understanding of the subject, as was reported in the previous inspection. Their planning is good and introduces pupils to a varied and increasing range of tools and materials for both designing and making. This helps pupils build their skills systematically through the school. They have appropriate expectations of pupils' performance and encourages them to strive for a good, finished product. Teachers pay good attention to the quality of pupils' designs, and ensure that each element is correctly labelled. Resources are used well, and good management

and organisation of the classroom ensure that they are accessible to pupils. Teachers produce sound assessments of pupils' work, and compile useful photographic collections to illustrate some of the best examples. Teachers' good use of encouragement gives pupils the confidence to use construction kits, both to make structures, and make a pattern of their intended model. This is good practice, and prepares pupils well for further work in design and technology.

103. Pupils enjoy their work in design and technology. They take care to produce a good finished model, and take great pride in showing off their work.

104. The curriculum is balanced and appropriate, and equality of access and opportunity are accorded to all pupils. Planning for the progression of pupils' skills is good, and develops pupils' confidence well as they move through the school. The two subject co-ordinators are also responsible for science and mathematics, and this works well, ensuring that pupils' designing and making skills are utilised in other subjects. The assessment of pupils' work is limited to evaluations by the pupils themselves, brief comments in pupils' files and photographs. There is a sound range of tools, materials and textiles which are well stored, and easily accessible to teachers.

GEOGRAPHY

105. Pupils' work in geography is average for their ages which reflects the findings of the previous inspection report. Many pupils have a sound understanding of geographical concepts, but weak literacy skills inhibit their ability to record accurately. They have a suitable understanding that people in this country live in different types of houses, and they compare this understanding satisfactorily with homes in Africa. Their knowledge of the differences between buildings in British towns and those in the countryside is relatively weak, as few have had much experience of either location. Nevertheless, they make good observations of different buildings in the locality, including shops, petrol station and the iron bridge. These investigative skills have improved since the previous inspection, when they were weak. Higher attaining pupils have a basic understanding of a map, and an aerial photograph as a view from above, and a few use simple co-ordinates to locate features on a map with average skill.

106. The quality of teaching is satisfactory, and is similar to that reported in the previous inspection. It is best where the pupils are given first hand experiences. In two Year 1 lessons, for example, the teachers used visitors to enhance pupils' learning about people in the community who are there to help them, including a policeman and the school crossing patrol. This effective use of 'real' resources gave pupils a good insight into how people help them, and all pupils learned much about their important roles. The teachers use open-ended questions well to make the pupils think, rather than just answer pupils' questions. When the teacher asked, for example, "Where have you seen this lady before?" and "Why do we need a crossing lady?" it encouraged the pupils to come up with their own good ideas. In one of these lessons, the teacher made effective use of role play to develop the pupils' learning about road safety. The pupils, most of whom have English as an additional language, and many of whom have special educational needs, respond well to this lively teaching, and are making sound progress in their learning. They are beginning to use appropriate words, such as 'farm', 'field', 'pavement', 'street lights' and 'bridge', and are steadily developing early mapping skills.

107. Although there is a minority of pupils who display inappropriate, often disruptive, behaviour, most of the pupils show interest in their geography lessons. They are keen to

answer questions and to offer ideas. Presentation of written work and drawings is generally weak.

108. The co-ordinator offers sound leadership for the subject. She monitors samples of work methodically, and thereby gains a sound overview of standards throughout the school, but she has not had the opportunity to monitor the teaching of geography with a view to raising standards. There are adequate resources for learning, with a reasonable range of geography reference books, atlases and globes. Effective use is made of work outside in the grounds and in the locality. The subject contributes well to the pupils' spiritual, moral, social and cultural development, particularly when the teachers emphasise care for the environment, and the need for safety on the roads.

HISTORY

109. Pupils' work in history is average for their ages, and this reflects the findings of the previous inspection report. The pupils have an average understanding of their family tree, and of how things change over time. They make sound comparisons between modern household items and modes of transport with those in the days of their grandparents. A few more able pupils are beginning to understand the concept of a time line. They have an average knowledge of some famous personalities from the past, such as Guy Fawkes and Alexander Graham Bell. The pupils make some good observations of features of the locality, such as the old water pump, and understand their origins. They find it difficult, however, to understand the concept of children being evacuated from Britain's cities during the war, but they nevertheless make good decisions about which items which they would have taken with them as evacuees.

110. The quality of teaching is satisfactory, and is broadly similar to that reported in the previous inspection. The teachers use photographic evidence and other resources well, in order to stimulate the pupils' interest. They make appropriate links with other subjects whenever possible. In a Year 2 literacy session, for example, the teacher encouraged the pupils to write a postcard home, in the style of a wartime evacuee, and this had a positive impact on learning, both in writing and in history. In another Year 2 lesson, the teacher related learning about wartime to the song which the pupils had sung in music the previous day, and this worked well. Teachers have improved their methods since the previous inspection, and far less emphasis is placed on copying work from books. This particularly helps pupils with special educational needs, who make sound progress when using practical activities and their own observations. The teachers use open-ended questions well, in order to draw out ideas from the pupils. In a Year 1 lesson, the teacher asked "Do you think you could write a lot on the slate?" This encouraged the pupils to think more carefully about conditions in a Victorian classroom, and stretched the higher attaining pupils in the class. The teachers' imaginative use of resources means that pupils are learning to observe artefacts and objects in the locality carefully, and to think how they have changed over the years.

111. Pupils have good attitudes to their learning of history. They show interest in the subject, and are keen to offer their views on issues, whilst listening to the ideas of others. They behave well overall, but are often slow to settle after playtimes.

112. The co-ordinator offers sound leadership for the subject. She is due to monitor some teaching shortly, and she offers a satisfactory degree of help and advice to colleagues as necessary. There are adequate resources to support learning, with a sound range of historical

artefacts and historical reference books in the school library. Pupils' learning is enhanced by worthwhile visits within the locality and to places such as Osterley Park, St Mary's Church (Norwood), Gunnersbury Park Museum and Chiltern Open Air Museum. An enjoyable Victorian theme day is held annually, where role play enhances the teaching of history. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Each class, for example, has made a pavement stone which is to be laid in the school's millennium garden.

INFORMATION TECHNOLOGY

113. The attainment of pupils by the end of Key Stage 1 is average for their ages, and significantly better than that reported in the previous inspection. Then, pupils had weak mouse control and keyboard skills, and opportunities for them to develop their expertise were limited. The school has worked hard to address these issues, and pupils' attainment has improved as a result. Nearly all pupils, including those with special educational needs, communicate their ideas soundly on a computer using text and pictures, and their work on the keyboard and mouse is generally good. In word-processing programs, they display average attainment as they negotiate menus capably, produce sound poems with different fonts and edit their text with reasonable confidence. Pupils frame questions with average skill to negotiate simple adventure simulations, and are starting to understand that inappropriate questions yield inappropriate results. They produce sound graphs of their favourite animals using a database, and print their work with help. Their attainment related to control of devices is average, and most pupils control a robot with a sequence of at least two commands.

114. No judgement of teaching was made in the last inspection. In this inspection, only one brief lesson was observed, and this is, again, insufficient to make a judgement. The teachers' planning, sessions observed in the information technology suite and the scrutiny of pupils' work show some significant strengths in the provision. Teachers provide some good opportunities to use information technology to support work in other subjects, especially literacy and mathematics. Teachers use the information technology suite well to enable pupils to work through reading and number programs, and this not only develops pupils' information technology skills, but also provides good support to their learning in other subjects. The use of headphones works well; they help pupils' concentration by cutting out unnecessary noise, and enable them to focus totally on the task. This is especially valuable for pupils with special educational needs, and those who otherwise find it difficult to concentrate for long. The independence that teachers give pupils in the information technology suite encourages them to experiment with computers, and this develops learning well.

115. Pupils enjoy using the computers and appreciate the speed at which changing information is displayed on the screen. Their attitudes to information technology are very positive, and all are especially keen to work in the new information technology suite.

116. The information technology co-ordinator has made a good response to the previous report. The school took informed advice from specialist independent advisors, and visited schools which had a reputation for good practice. Staff were trained in the best use of computers and robot devices, and new computers were leased. These measures had the dual effect of improving the staff's confidence and expertise, and also provided a good supply of reliable, up-to-date computers. As a result, pupils' attainment has improved significantly. The

policy of starting children using computers in the Nursery, and teaching keyboard skills in the Reception classes, is paying dividends, as by the time they begin National Curriculum work, all pupils have a basic knowledge of information technology. The co-ordinator monitors teachers' plans, but provides no formal monitoring of teaching. The curriculum has a sound structure, and ensures that pupils develop appropriate skills as they move through the school. Teachers complete basic assessments, which give a sound picture of pupils' progress. The subject meets the requirements of the National Curriculum.

MUSIC

117. Pupils' work in music is generally average for their ages by the end of Key Stage 1. The standard of their singing is good. This attainment is in line with the findings of the school's previous inspection. Pupils perform and listen to music satisfactorily. They sing a number of familiar songs from memory with a good sense of pitch, melody and rhythm. They use percussion instruments well to accompany their singing, and control their voices and the instruments with reasonable skill to make loud and soft sounds. When clapping to music, they sustain a good rhythm.

118. The quality of teaching is good, as it was in the previous inspection. Music is mostly taught by the two well-qualified co-ordinators, and this arrangement works well, ensuring that all pupils, including those with special educational needs, learn quickly through informed guidance and good demonstration. Together, they take year group singing sessions, when one provides the lead for singing while the other accompanies on the piano. This is effective, as their level of knowledge and understanding of the subject and their own performance skills support the pupils' learning. Relationships with the pupils are good, and this helps to generate great interest and enthusiasm for the subject. The pace of sessions is brisk, and time is used well to good effect. The songs chosen for the pupils to learn are often linked usefully to current topics; for example, the teachers taught Year 2 pupils to sing songs from the Second World War, such as 'Mares eat oats' and 'Run Rabbit Run'. A suitable range of music is played for the pupils to listen to as they enter the hall for assemblies and first thing in the morning when they come into their classrooms, and this helps to give pupils an awareness of different forms of music.

119. Pupils participate with enthusiasm and pleasure when singing. Most listen attentively to instructions, and try hard to improve their performance by putting into practice the advice given. When pupils are in the hall for singing, they behave well and are eager to play the percussion instruments. Their attitudes and response to singing and listening to music are good.

120. The school's policy and scheme are sufficiently detailed to support the development of skills. Although music as a separate subject is not timetabled by individual teachers in the autumn and spring terms, all pupils have the opportunity to participate in singing sessions. In the summer term, class teachers take their own music lessons, with the support and guidance of the music co-ordinators. There are appropriate opportunities for pupils to perform at special assemblies, such as Harvest and Diwali, and in productions at Christmas. For those pupils wishing to extend their singing skills, there is the opportunity to join the choir, and this helps to increase the pace of learning for these pupils. Both co-ordinators are enthusiastic about the subject, and offer good leadership to the school. The subject has good resources, with a comprehensive range of musical instruments which include some that represent different

cultures. Music makes a sound contribution to the spiritual, social and cultural development of pupils when they perform together in singing lessons and assemblies.

PHYSICAL EDUCATION

121. Pupils' work in physical education is average for their ages. This is a similar judgement to that made in the last OFSTED inspection. In gymnastics, pupils travel with sound control when skipping, hopping, running and crawling. They move around safely in space, well aware of other pupils' movements and using leg and body movements with reasonable skill to avoid each other. They balance well on hands, feet and a combination of both. A few higher attaining pupils balance on one hand and one foot with good poise, and understand that balance can be improved as a result of secure hand and foot positions. In one lesson, pupils worked well in pairs to create symmetry by mirroring each other's arm, hand, trunk and foot movements; this represents above average attainment for age. Pupils do not always finish a sequence of movements gracefully, and lower attaining pupils find it difficult to balance for any length of time. In dance, all pupils, including those with special educational needs, move rhythmically to interpret tempo and mood. They use facial expressions and body movements effectively to represent colours such as blue and grey. Although no games lessons were observed during the inspection, some pupils were seen at lunchtimes playing mini-hockey, basketball and relay games. They control a hockey ball well, pass and shoot with some accuracy and conform to simple rules of relay races. Their swimming skills are good; many pupils safely swim ten metres and a few 25 metres.

122. The quality of teaching is satisfactory. All lessons observed were at least satisfactory and some good. Teachers have sound subject knowledge, which enables them to demonstrate appropriate techniques and movements to help pupils improve. This was evident in a gymnastics lesson, when the teacher explained that a flat-handed balance was the most firm. In the best lessons, teachers encourage pupils to demonstrate their performance to others so that they can learn from them or develop their evaluative skills. In a lesson in Year 1, about movement and balance, the teacher encouraged the class to identify which pupils were performing well and why. This worked well, and helped all the pupils to improve their own efforts. A good feature of the teaching is the assured way that teachers manage pupils' behaviour, and encourage them to handle and use apparatus safely. This means that pupils gain in confidence in performing on benches, mats and boxes. Where teachers do not use pupils' efforts as exemplars, or invite them to evaluate each other's performance, pupils make slower progress. Teachers have high expectations of pupils, who respond well to the challenge as when, for example, they have to balance longer, or jump from greater heights.

123. Pupils apply themselves well to physical education, and most concentrate hard on acquiring new skills or improving existing ones. They become increasingly competent in evaluating their own and others' performance. Pupils enjoy physical education lessons, and nearly all behave well and take care to work safely. They work well in pairs, and delight in others' good performance. When necessary, they support each other when balancing or jumping.

124. The physical education curriculum is broad and balanced, and the school offers the enhanced provision of swimming to Year 2 pupils. This is a strength in the curriculum, and provides pupils with a good start in acquiring skills in the water. The quality of resources to

support learning is good. There is a good range of equipment and apparatus to support gymnastics and small team games. The quality of accommodation is satisfactory. The hall is large enough for all classes to operate safely in gymnastics and dance. There is a good-sized grass area for outside games. The school acknowledges the many cultures represented within the school, and has purchased tapes of dance music from many continents to enable pupils to develop different styles of movement in response to music. The subject co-ordinator is knowledgeable, and provides staff with the necessary support to enable them to teach those aspects with which they feel least confident. She has provided good training in the use of apparatus, and taught demonstration lessons, and this has helped staff improve their own teaching. There is a useful policy, which also supports staff and clarifies safety issues. The subject makes a sound contribution to the pupils' moral, social and cultural development when the pupils follow rules for games, work together in pairs and compete in teams and dance to the music of different cultures. There is a daily games club, featuring mini-hockey, basket-ball and other team games. This is well organised by a midday supervisor at lunchtimes, and makes a valuable contribution to the pupils' physical and social development. In addition, the school holds separate sports days for the children in the Nursery and in Key Stage 1. Pupils attend the lunchtime club in good numbers and compete gleefully in the sports days. Pupils' attainment is recorded appropriately in their personal files, and reported annually to parents.

RELIGIOUS EDUCATION

125. By the end of Key Stage 1, standards achieved in religious education are average, and meet the requirements of the locally Agreed Syllabus. This reflects an improvement in the findings of the previous report where, although standards were considered to be in line with those expected of pupils in the Local Education Authority's schools, a key issue was to link the religious education programme to a suitable Agreed Syllabus. The school's policy is now based on the Local Education Authority's guidelines. Most pupils have a good knowledge of the richness and diversity of religious festivals. Pupils in Year 2, including those with special educational needs, talk knowledgeably about the festivals of Diwali, Christmas and Eid. They have a good understanding that some religions have their own prophets. Experiences gained at home by many pupils ensure they know much of this information in detail. They know that major religions celebrate events and undertake acts of worship in different forms. Opportunities for the pupils to share in festive experiences from various cultures and traditions develop the pupils' understanding well. For example, during the inspection, the Imam led a special celebration of Eid. They show sensitive understanding of people who worship in different ways, and respect their faiths. However, very often, pupils' speaking skills limit the ability of many to put their ideas clearly into words.

126. The quality of teaching is satisfactory overall, and similar to that of the previous inspection. Teachers have adequate knowledge to teach the subject, and there is sufficient direct teaching about the religions that are relevant to the pupils. Much of the religious education programme is covered through appropriate stories, which are used to illustrate the commonality of faiths and their moral codes. Pupils are encouraged to talk about and share their own beliefs and practices with others. Through the teachers' sensitive encouragement, pupils quickly develop the confidence to talk about their own religious and cultural lifestyles. Teachers make good use of religious artefacts and visits to places of worship to develop the pupils' understanding of the symbols and buildings that are associated with the religions studied. Acts of collective worship are used effectively to share these experiences and provide time for reflection. In general, teachers have high expectations and good strategies to ensure

pupils concentrate, listen to the stories and to others. However where teachers' class control is insecure, the pace of lessons is slowed down by frequent interruptions to admonish a minority of pupils. Teachers use 'circle' time well to encourage pupils to learn to respect others' feelings, and think how to make their friends happy.

127. Pupils show mostly positive attitudes to religious education. Some of the younger ones are, however, reluctant to offer and contribute to discussions, but, in general, this is due to their limited English. Older pupils talk willingly about their own beliefs and practices and those of others. Not all pupils find listening for a long period of time easy, and, at times, they are inclined to chat to their friends. A few pupils find it difficult to settle, and cause some disruption. Most pupils, however, behave well in lessons, and show a willingness to listen to the thoughts of others. There is good racial harmony within the school community: diversity is a way of life.

128. The clear policy statement, scheme of work and guidelines in place provide a good framework for teaching religious education that is appropriate and meaningful to the school. There is a close link between religious education and assemblies. Because of the small minority of indigenous pupils at the school, with the backing of parents and governors, the school made the decision to develop a modified format for acts of collective worship to meet the needs of all pupils. The subject is well managed by the knowledgeable headteacher, who offers good support to staff. She has clear overview of the subject by not only going into lessons, but very often teaching the subject herself. The subject has good resources, including religious artefacts and reference books, and good use is also made of Brunel University for additional resources. The school maintains good links with local places of worship and their representatives. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.