

INSPECTION REPORT

JOHN PERRY COMMUNITY PRIMARY SCHOOL

East Acton

LEA area: Ealing

Unique reference number: 101889

Headteacher: Mr Paul Stallman

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 10th – 13th July 2000

Inspection number: 190838

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Long Drive Acton London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Kanu
Date of previous inspection:	11 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G T Storer	Registered inspector	Art Physical education Science	Characteristics Standards Leadership and management Improvement and effectiveness
Mrs H Griffiths	Lay inspector		Attitudes, behaviour and personal development Attendance How well school cares for pupils Partnership with parents Accommodation and resources
Mr D Marshall	Team inspector	Special educational needs English Music Religious education	Curricular and other opportunities Assessment
Mr J Linstead	Team inspector	Equal opportunities Design and technology Information technology Mathematics	Teaching and learning Spiritual, moral, social and cultural development
Mrs R Arora	Team inspector	English as an additional language Under fives Geography History	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John Perryn Community Primary School is situated in East Acton. The majority of pupils are from homes in the immediate locality, although a number comes from further afield. The school faces very challenging social and educational circumstances. Children entering the school come from diverse social and ethnic home backgrounds. A considerable number of families experience hardship in their lives. There are 60 per cent of pupils entitled to free school meals, a proportion well above the national average. The school is becoming more popular with parents but is not yet fully subscribed. There are currently 290 pupils on the school roll. This is bigger than the average primary school. The school serves the traveller community and also takes the children of refugee families. Many of these pupils have experienced disruptions to their education and as a result their attainments are often low. Children's attainments vary widely on entry to the nursery but are well below average. The percentage of pupils identified as having special educational needs (32 per cent) is above the national average, although the number of pupils with statements of special educational need is below average for a school of this size. The percentage of pupils from homes where English is an additional language (49 per cent) is very high and one in every three of these pupils is at an early stage of English language acquisition.

HOW GOOD THE SCHOOL IS

The school is effective. Standards are rising. By the age of 11, most pupils, other than those with special educational needs, are achieving or exceeding nationally expected standards in English, mathematics and science. The school's results are well above average when compared to those of similar schools. The quality of teaching is improving. There is good teaching throughout the school and almost half of the lessons are good or very good, particularly in Key Stage 2. The headteacher provides very good leadership. He receives good support from the governing body and together they have improved aspects of leadership and management. They have a clear view of the way ahead and are committed to school improvement. The school provides good value for money.

What the school does well

- The headteacher and senior staff lead the school very well. They bring very clear direction and purpose to the work of the school.
- Standards in English, mathematics and science are well above those in similar schools.
- Provision for pupils with special educational needs is very good.
- Procedures for promoting good behaviour and the arrangements for pupils' personal, social and health education are very effective. Pupils' behave very well, have very positive attitudes to school life and achieve very good levels of moral and social development.
- The school achieves an impressive degree of racial harmony and integration.
- Procedures for monitoring and improving attendance work very well and attendance rates have improved enormously during the last year.
- The governing body, headteacher and staff are very successful at identifying and meeting targets for improvement.

What could be improved

- There are weaknesses in the teaching of children under five in the nursery that restrict progress.
- Standards in religious education, information technology and design and technology are not high enough by the time pupils leave the school.
- Pupils do not have access to enough good quality books and resources to support some subjects and aspects of their work.
- The spiritual and cultural dimensions of pupils' learning receive insufficient attention and are unsatisfactory.
- Members of the governing body do not inspect the school often enough to identify, assess and deal with aspects of the school's accommodation that could constitute a risk to pupils' safety and well-being.
- The outside toilets and the playground surface beneath play equipment require urgent attention to bring them up to current health and safety standards.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been significant improvements in most major areas of the school's work since the last inspection. Standards in English, mathematics and science have risen considerably in both key stages. Standards are also higher than they were in art, geography and information technology, although in information technology there is still some way to go in order to meet nationally expected standards. The standards of pupil's behaviour and response have improved and attendance rates are rising rapidly. The quality of teaching has improved; there are more frequent examples of good and very good teaching throughout the school and the incidence of unsatisfactory teaching has reduced. The curriculum is better than it was. Current arrangements fulfil the statutory requirements of the National Curriculum. Improvements in curriculum planning ensure that pupils' learning builds more systematically on what they already know. The very effective use of assessment data has led to successful changes to the content, organisation and teaching of English, mathematics and science that contribute significantly to the raising of standards. There have been substantial improvements to the quality of leadership and management. The headteacher, governors and senior staff have a much clearer view of the school's strengths and weaknesses. Planning for school improvement is more coherent and this gives greater direction and purpose to the work of all staff. The monitoring of standards and quality is more rigorous and this contributes to improvements in other areas. Financial management is tighter than it was, with the result that the school provides much better value for money.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	E	C	well above average A above average B average C below average D well below average E
mathematics	E	E	D	A	
science	E*	E	C	A	

In the most recently published National Curriculum tests and assessments at the end of Key Stage 2 in 1999, pupils' attainments were well below the national average in English, below average in mathematics and close to the national average in science. These results compare very well with those found in similar schools, being average in English and well above average in mathematics and science. Since then, standards have been maintained in science and have risen in English and mathematics. In the 2000 tests, pupils' attainments in English and mathematics have improved considerably although there is no published comparative national data available. These results are consistent with inspection evidence. It is also important to see the schools results in their true context. The school serves the traveller community and also takes the children of refugee families. Many of these pupils have had disruptions to their education and, although most make good progress, their attainments in national tests are often low. Of pupils who were on the school's roll from reception to the end of Key Stage 1, 96 per cent attained or exceeded the nationally expected standard in reading, mathematics and science in the 2000 tests. Pupils who completed the whole of Key Stage 2 in the school were close to the previous year's average in English and mathematics and above average in science. These results, which include pupils with special educational needs and pupils for whom English is an additional language, indicate that relative to the school's social and educational context, standards are very high. Results have improved ahead of the national trend and there has been a marked acceleration in the rate of improvement in the last two years. However, pupils' attainments in information and communication technology are below national expectations and standards in religious education are below those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects other than art, where standards are above average and design and technology where standards are lower than they should be. The school has successfully achieved its targets for raising attainment this year. Future targets may need to be revised in order to maintain the pace of improvement or to meet the specific needs of pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are enthusiastic, eager to learn and willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. Most pupils are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils are mature and responsible in their approach to school life. Relationships at all levels are very constructive and there is a high degree of racial harmony.
Attendance	There has been a marked improvement this year, although overall attendance remains below the national average.

Pupils' attitudes, values, relationships and personal development are strengths of the school that have a considerable impact on the quality of their learning and on the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	good

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

The quality of teaching is satisfactory. There are examples of good and very good teaching throughout the school. During the inspection, teaching was satisfactory or better in 93 per cent of lessons. Almost half of the teaching (45 per cent) was good or very good, though this was most evident in Key Stage 2, where over ten per cent of lessons were very good or excellent. Seven per cent of lessons were unsatisfactory. There was a small amount of unsatisfactory teaching in the early years and in both key stages. The teaching of the basic skills of English and mathematics is good throughout the school and standards in these subjects are improving. There is, however, scope for improvement in the teaching of children under five in the nursery, where the teacher's expectations are too low and planning does not always provide well-organised learning experiences for the children. In Key Stages 1 and 2, teachers have high expectations and this reflects in good quality planning for pupils of all levels of attainment. A consistent strength of teaching in both key stages is teachers' effective management of their pupils. Teachers ensure that pupils are interested, concentrate well and become increasingly independent. This improves the quality of their learning. There is evidence that teachers are beginning to adapt daily and weekly plans as a result of their on-going assessments, although this aspect of planning is not yet well developed. The teaching of pupils with special educational needs and of those who speak English as an additional language is effective. They make good progress and achieve satisfactory standards in their work in both key stages. Work for higher attaining pupils is set at a sufficiently challenging level to allow them to attain above average standards in English, mathematics and science, but this does not always extend to other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets National Curriculum requirements, although there is scope for extra-curricular activities to be extended.
Provision for pupils with special educational needs	Very good: it ensures that they are fully integrated into all activities. This ensures that they make good progress in relation to the individual targets set for them.
Provision for pupils with English as an additional language	Provision and support in this area are good. Most pupils make good progress and achieve appropriately high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory: moral and social development are particular strengths and contribute to the school's strong and positive atmosphere for learning, within which the personal development of pupils receives particular emphasis. Pupils' spiritual and cultural development receive too little emphasis and are unsatisfactory.
How well the school cares for its pupils	This is a caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour and attendance are particularly effective, although there are aspects of the school grounds and toilet facilities that are unsatisfactory and pose a possible risk to pupils' welfare in school.

The school works in sound partnership with parents. By giving their support at home and in school, parents contribute appropriately to their children's learning and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very good leadership. They have a view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities	Governors are increasingly involved in the management of the school. They are supportive of the headteacher and staff and effectively discharge most statutory responsibilities.
The school's evaluation of its performance	There is increasingly rigorous monitoring of the quality of teaching and learning by the headteacher, senior staff and governors. This is having a positive impact on the school development process.
The strategic use of resources	The school's priorities are supported through effective financial planning. The school uses its budget and other grant funding effectively. The school provides good value for money.

The school is managed very effectively. The recently appointed headteacher has a strong and positive impact on many aspects of the work of the school. The number of teachers is good and effectively meets the needs of pupils on roll. However pupils' and teachers would benefit from increased provision of classroom support staff.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Their children make good progress.• The teaching is good.• The school expects children to work hard and to do their best.• Parents are kept well informed about how their children are getting on.• The school is well led and managed.• Behaviour in the school is good.• Parents feel comfortable about approaching the school with questions or problems.	<ul style="list-style-type: none">• The consistency with which teachers set homework.• The range of activities available outside lessons.

There were 75 questionnaires (25 per cent) returned and 14 parents attended the pre-inspection meeting for parents. Parents' responses were very supportive of the school and of the quality of education provided for their children. A small number of parents expressed concern over some aspects of the school's work. The inspection endorses the positive views of parents but also supports some of their concerns. There are some inconsistencies in teachers' use of homework. These relate to amounts set and to the range of subjects covered. However, homework generally relates quite well to pupils' on-going work and so contributes appropriately to their attainments. The range of extra-curricular activities is narrower than in many similar schools and so there is scope for the school to extend this aspect of its work.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery class, most display standards that are well below average for children of this age. Children in the nursery make satisfactory gains in all areas of learning and progress improves in the reception classes where most children under five do well. However, by the time that they reach the age of five, most do not fully attain nationally identified levels for their age, though older and higher attaining children are making a start on their work in the National Curriculum, particularly in English and mathematics.
2. The most recently published National Curriculum tests and assessments at the end of Key Stage 1 in 1999 showed that standards, in relation to the percentage of pupils attaining or exceeding nationally expected levels, were below average in reading and science and well below average in writing, mathematics. However, pupils' average points scores¹ were in line with the national average in reading and writing and above average in mathematics. In comparison with pupils from similar schools nationally, attainment in the 1999 tests was very high in reading and well above average in writing and mathematics. These very favourable comparisons are because of the relatively high numbers of pupils who attained at the higher levels. Inspection evidence is largely consistent with the picture of attainment that emerges from the 1999 tests and assessments at the end of Key Stage 1 and is supported by unpublished data from the 2000 tests and assessments. Pupils' current work suggests that standards in relation to the numbers attaining the nationally expected level, though still slightly below average in reading writing and science in comparison to schools nationally, are rising. The school analyses test results more carefully and this has highlighted weaknesses in pupils' reading and mathematics and science. The school's measures to strengthen pupils' understanding and use of letter sounds in reading, their competence at problem solving and mental agility in mathematics and the development of investigative skills in science are bringing about improvements in these subjects.
3. Inspection findings indicate that, by the end of Key Stage 2, pupils' attainments are below national averages in English and mathematics and close to the national average in science. This is not the position indicated by pupils' average points scores in the 1999 national tests. English was well below the national average, mathematics was below average and science close to the national average. However, in comparison with pupils from similar schools, pupils attained results that were average in English and well above average in mathematics and science. Since then, standards have been maintained in science and have risen in English and mathematics. In the tests taken earlier this year, pupils attainment appears to have improved in English and mathematics, where the numbers achieving the higher levels has risen. However, there is no national data available with which to compare the school's results. These results are consistent with inspection findings and are likely to improve further the comparison with similar schools. The successful introduction of the National Literacy and Numeracy Strategies is improving standards in both key stages. Pupils in Key Stage 2 experience a consistently higher quality of teaching. Teachers' expectations are higher and the regular use of problem solving and investigative methods is improving the quality of pupils' learning.
4. In English, mathematics and science, the trend over time is one of standards rising more quickly than results nationally in these subjects. Since 1998, the rate of improvement in Key Stage 2 has accelerated considerably. The school has successfully met its own targets for 2000 for raising standards. Given the current results, targets will need to be revised in order

¹ Average points score – pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

to maintain the pace of improvement or to meet the needs of particular year groups.

5. The school enables pupils to make good progress and to achieve well in the core subjects. This is particularly the case in relation to the factors that affect pupils learning. The number of pupils with special educational needs is above average for a school of this size and the number on the school's register of special educational need is growing. The number of pupils speaking English as an additional language is also high. Taken together, this forms a significant number of pupils in each year group. Despite good levels of achievement, some face quite profound difficulties that result in below average standards by the time they leave school and this affects overall standards as reflected by test results. However, many pupils who experience early difficulties go on to achieve nationally expected standards and this is a significant strength of the school.
6. The school also has a high proportion of transient pupils. Up to 60 or more pupils join or leave the school each year in addition to the normal intake group. This means that at each round of testing there are considerable numbers of pupils that have completed only a small part of their education at the school. Some that are from travelling or refugee families have suffered disruptions to their education. These pupils also do well at the school but again some are unable to attain nationally expected standards in the time available. Taken together, these factors constitute a very challenging social and educational environment and in this context, the standards that the school achieves are sufficiently high.
7. Pupils in Key Stage 1 and 2 achieve good standards of literacy and numeracy in relation to their age and prior attainment. Since the last inspection, the school has improved the performance of higher attaining pupils. In English mathematics and science, the percentage of pupils attaining at the higher levels at the end of Key Stage 2 is greater than it was, and in maths is in line the national average. However, there remains some variation in standards across the curriculum as a whole. By the time that pupils leave the school, their attainments in information technology below national expectations. The school has inadequate resources and, as a result, the use of information computers is not fully integrated into the curriculum as a whole. This reduces the progress that pupils make. Their attainments in religious education are below those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects except for art, where standards are relatively high and design and technology where standards are lower than they should be.
8. There are no significant differences in the attainments of pupils of different gender or background. The majority of pupils with special educational needs make good progress, particularly in personal and social development, literacy and numeracy. This is due to the consistently good specialist teaching they receive and the very good opportunities for integration with mainstream pupils that greatly improve the quality of their learning. Work is well matched to their needs in integrated classes and based securely on detailed assessment of their prior learning or language abilities. Pupils with English as an additional language, attain standards in English that are below average but generally in line with their peers. For pupils who are new arrivals and on stages 1 and 2 of English acquisition, achievement is well below the national average. Pupils with specific learning difficulties and language difficulties are diagnosed early on in their education. All individual educational plans for these pupils are now monitored and evaluated regularly. The quality of targets in these plans is now good and accurately reflect the needs of these pupils.

Pupils' attitudes, values and personal development

9. The school achieves very high standards in relation to pupils' responses to their school life and to the opportunities that the school offers. These findings represent an improvement on that of the last inspection, where attitudes and behaviour were satisfactory.
10. Pupils' attitudes to learning are very good. They are keen to come to school and generally punctuality is good. Participation in extra-curricular activities is good. Pupils are very

interested in their work and concentrate very well. They are enthusiastic and try very hard at their work. Most are keen to ask and answer questions, contribute very well to discussions and listen well to each other and to their teachers. Pupils value the praise of their teachers. They appreciate the rewards and certificates given by the school for hard work and good behaviour. Parents are very happy with the attitudes and values promoted by the school.

11. Behaviour throughout the school is very good. There were two fixed term exclusions last year both relating to the same pupil. The school functions very well as an orderly community. Pupils understand the school rules and feel that they are treated fairly. Behaviour in assemblies is excellent. Pupils are polite to their teachers, to each other and to visitors. They understand the impact of their actions on others and respect their feelings and beliefs. There is no evidence of bullying and parents and pupils feel confident that the school will take appropriate action if bullying should occur. There is an impressive degree of harmony between pupils of different racial and ethnic backgrounds.
12. Pupils willingly take responsibility within the school. There are a good number of opportunities for them to do so. For example, older pupils help with younger ones in the playground and with assemblies. The 'buddy' system works very well, allowing new pupils to be befriended by another pupil from the same ethnic group. Relationships within the school are very good. Pupils do their best to help and support each other. For example, in a Year 5 music lesson, when one of the class had difficulty in expressing himself, the rest of the class listened patiently and then applauded his efforts. Pupils gain in confidence as they grow older. Parents feel that their children gain in self-esteem as they move through the school.
13. Attendance has improved considerably since the last inspection, when authorised and unauthorised absence was very high. The school has succeeded in improving attendance rates so that this year the attendance figure is 92 per cent. In relation to the school's social and educational context this level of attendance is satisfactory. However, this is still well below the national average (95 per cent), despite the school's best efforts. The below average attendance is due to a number of factors; principally the large number of pupils on roll that are from travelling families and the high numbers of transient pupils who enter and leave the school during the year, often without adequate warning. The school stresses the importance of full attendance in its prospectus. It also publishes class 'attendance championship' figures in its weekly newsletters. Parents feel that the school promotes good attendance.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching has improved since the previous inspection. There are more frequent examples of good and very good teaching throughout the school and the incidence of unsatisfactory teaching has reduced.
15. The quality of teaching and the impact of teaching on pupils' learning are satisfactory. During the inspection just under half of the 73 lessons observed were good or better, of which nearly ten per cent were very good or outstanding. The teaching of children under five in the nursery and reception classes is satisfactory overall. However, teaching in the reception classes is more effective than that in the nursery where a small number of lessons was unsatisfactory. In Key Stage 1 nearly half of lessons seen were good while in Key Stage 2 over half were good or better. There were a few unsatisfactory lessons in both key stages and in the nursery class. Teaching is consistently good in English and science in both key stages and in mathematics in Key Stage 2. No overall judgement is made about the quality of teaching in art, design technology or history as too few lessons were seen. In all other subjects teaching is sound although there are some gaps in teachers' knowledge in information technology and design technology. Teachers group pupils according to their attainment for mathematics lessons throughout the school and for English lessons in Key

Stage 2. This allows teachers to match work more closely to what pupils already know and is helping to raise standards in English and mathematics. In science, teachers make good provision for experimental and investigative work. This also contributes to the raising of standards.

16. Teachers' knowledge and understanding of the subjects of the curriculum and of how pupils learn effectively is sound. Recent staff training has focused largely on the teaching of literacy and numeracy. This has been very beneficial and, as a result, the teaching of English and mathematics has improved. However, weaknesses in teachers' subject knowledge, and in some cases in planning and the structuring of lessons contributed to unsatisfactory teaching in individual lessons in the nursery, and in design and technology, information technology and science in both key stages.
17. The teaching of basic literary skills is good in both key stages. The school has used wisely the benefits accruing from being a 'pilot school' in the development of the National Literacy Strategy. Teachers have a good knowledge of phonics, spelling skills and how to increase pupils' vocabularies. For example, pupils in Years 5 and 6 were given good opportunities to practise forming new words from other known words using given letter sounds. Basic numeracy skills are taught satisfactorily and the school is successfully introducing the National Numeracy Strategy and a new scheme of work in mathematics. Pupils are taught how to make mental calculations using rounding, doubling and by splitting larger numbers. Pupils in the older classes successfully add, subtract and multiply large numbers by the use of partitioning or dividing by multiples of ten.
18. The quality of teachers' long and medium term planning is good throughout both key stages, although weaknesses in planning contributed to unsatisfactory teaching in the nursery. Some nursery planning does not clearly identify how staff are to intervene and direct children's learning so that they derive maximum benefit from all activities. However, most lesson plans are very detailed clearly showing the aims of the lesson, what pupils are to do and the different work for different abilities. Teachers make clear to pupils what they are expected to achieve in each lesson and at times during the lesson pupils are reminded of what it is they are trying to learn. This gives the lesson purpose, adds to pupils' motivation and so enhances the quality of learning. Activities provided relate well to the lesson objectives and the capabilities and understanding of pupils. One of the effects of this is that pupils' interest is immediately engaged, they settle to work quickly and quietly and persevere with tasks even when not being closely supervised. For example, pupils in Year 1 became thoroughly engrossed in mapping the route they had devised for negotiating a 'turtle' round a board. At the same time, their classmates were similarly occupied doing the same with an image on a computer screen. As a result, both groups made good progress towards learning the commands needed for the selection of the most efficient route.
19. Teachers throughout the school manage their pupils effectively. Pupils show very positive attitudes to their lessons and maintain high levels of concentration, even when some oral sessions are over-long. In a high percentage of lessons in both key stages pupils' behaviour was good or better. Teachers create a peaceful and industrious atmosphere in many lessons and this enhances pupils' learning since they can concentrate well on their tasks. Teachers treat their pupils with respect, value their responses and offer lots of praise and encouragement. Pupils have been taught the 'rules' of discussion and listen politely to others giving their views. Pupils in Year 2 showed a commendable amount of patience and understanding when trying to help a classmate understand a number operation. Despite the teacher's and the pupil's best efforts this understanding did not come for some time and a great number of strategies had been used. During this time the pupils' behaviour was exemplary as they willed their colleague to succeed.
20. Teachers make good use of questioning to extend pupils' thinking and check on understanding. Pupils' responses are effectively used to make general points that will benefit all pupils. For example, one Year 6 pupil gave a detailed and very clear account of

how to use a conversion graph to calculate speeds not actually shown. This response was used effectively by the teacher to reinforce other pupils' learning.

21. Teachers' use of time varies. Teachers in both key stages usually maintain a brisk pace during lessons and this helps to keep levels of challenge and pupils' work rate high. Most teachers make effective use of time at the end of lessons to check on the extent of pupils' learning and to relate the activities back to the objectives of the lesson. However, in some maths lessons in both key stages, these sessions were too short to be effective or did not take place at all. This was a consequence of introductions being too long and insufficient time being left for group and other activities. Consequently, the quality of pupils' learning and progress were reduced, as they did not get full benefit from all planned phases of the lessons
22. Teachers' use of computers to supplement or extend work in other subjects of the curriculum is unsatisfactory. For example in science, technology is not used to monitor changes during experiments nor is it used in design technology to simulate models. Pupils have opportunities to transfer some of their writing to the computer in English and to construct graphs in mathematics. Pupils in both key stages have produced good examples of stories and poems, illustrated with designs and pictures, using the word processing facilities of the computer. Pupils also use the Internet or CD-ROMs to gather information, for example in history and geography. However, this use is mostly limited to pupils in Key Stage 2 and the school's limited resources also reduce such opportunities.
23. Teachers' use of day to day assessment is inconsistent. There are good examples of on-going assessments in English and mathematics and to a lesser degree in science, where pupils' recent performance is recorded and used effectively to plan suitable tasks in subsequent lessons. However, little evidence was seen of teachers planning lessons on the basis of what pupils had learned in other subjects. Teachers also check on pupils' understanding as lessons proceed. This is often done well, for example in Year 2, where pupils were learning how to divide and in Year 6 with lower ability pupils conducting science experiments. Introductions to numeracy lessons are used by teachers to check on the progress of mental strategies and in plenary sessions generally. Some lessons observed, for example on the life of Muhammad, or designing structures, related well to previous lessons. However, on occasions, teachers rely too heavily on the scheme of work for lesson content rather than on what pupils know, understand and can do. Pupils in one Year 6 class worked hard to complete a worksheet on rotating shapes round a given axis. Completion of the sheet became the focus of the lesson, although it was apparent their needs were to be provided with different strategies to rotate any shape round any given point. When tasks are inappropriately matched to pupils learning needs, the quality of learning and progress is reduced.
24. The specialist teaching for pupils with special educational needs is very good. Teachers have high expectations of pupils' attainment and behaviour. They deal with the pupils, some of whom present behavioural difficulties, in a gentle and supportive manner. Teachers and the special needs co-ordinator use the school's behaviour strategies effectively. This helps most pupils with special educational needs to settle to their work quickly, despite the substantial learning or behavioural difficulties that many have. This is a credit to the professionalism of these teachers and to the good relationships that they establish with pupils.
25. Teaching support for pupils with special educational needs is provided in a variety of ways to suit the differing needs of the pupils. These range from small group teaching with a specialist teacher to individual support for pupils given in lessons by learning support assistants. When pupils are taught in small groups, the teaching is invariably good and as a result, pupils learn well. Tasks are well matched to the individual needs of pupils, lessons move at an appropriate pace and teachers continually assess the progress that pupils

make. A good feature of many of these lessons is the close link with the work that other pupils are doing in the classroom. Learning support assistants work closely with teachers and this makes a valuable contribution to the attainment and progress of pupils with special educational needs.

26. The quality of teaching carried out by specialist staff working with ethnic minority and travelling pupils (EMTAG) is mainly good. It is characterised by teachers' regard to pupils' stage of learning of English. The teacher understands the full range of language needs of the identified pupils and plans effectively. Teachers are clear about what they want pupils to learn and well-matched tasks make good use of interesting and stimulating resources, especially for young learners. The quality of pupils' learning is good and most pupils make good progress over their time in school, due to well-organised in-class, group and individual support. Literacy and numeracy lessons are planned jointly with the class teacher, particularly with regard to the vocabulary and language component of curriculum content. The EMTAG teacher is efficiently deployed during literacy and numeracy hours to make best use of time for targeted pupils. There is an effective partnership between the class teachers and EMTAG staff, in planning, target setting and sharing expertise. EMTAG staff make good use of pupils' first language to support their acquisition of English. Sufficient attention is given to supporting pupils' home languages. However, there is limited evidence of promoting pupils' mother tongue in displays around the school.

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

27. The quality and range of opportunities for learning provided by the school for all pupils are satisfactory. All National Curriculum subjects and religious education are included. The school meets statutory curricular requirements in full, except for certain aspects of information technology and religious education. The school provides an appropriately broad curriculum for its pupils, but it is not well balanced, due to the recent over-emphasis on English and mathematics. This emphasis is understandable in the light of past standards in these subjects and the school's priority to improve the pupils' level of achievement. The school has very successfully managed the implementation of both the National Literacy and Numeracy Strategies.
28. A good, long-term, plan has been adopted for subjects, which provides a framework within which teachers plan their work on a termly basis. Policies and schemes of work have been developed in all subject areas. This represents a considerable improvement on the situation noted at the time of the last inspection. Teachers produce thorough and useful weekly and termly plans and this ensures that pupils receive a broad curriculum, which develops their skills in the different subjects. Teacher's weekly plans for literacy and numeracy are good. They identify aims for their lessons and these form the basis of their on-going assessment of pupils' work.
29. The curriculum promotes pupils' intellectual, physical and personal development of all of its pupils. The curriculum includes sex education. Pupils are also made aware of the dangers of drugs. Curriculum provision for pupils with special educational needs, including their assessment, is very good.
30. The provision for pupils with English as an additional language is satisfactory. The majority have suitable access to the full range of curricular opportunities, including literacy and numeracy. Individual needs, including special needs, are adequately met. A clear distinction is made between pupils with English as an additional language and those with special educational needs. The EMTAG teacher works closely with specialist staff for pupils who also have special educational needs and this increases the extent to which specific needs are met. Support arrangements are well linked by the special needs co-ordinator and class teachers so that work is well matched to targeted pupils. The school uses satisfactorily its grant for raising the achievement of its ethnic minority pupils. However, in Key Stage 2,

although the school differentiates between the needs of pupils with English as an additional language and those from other ethnic minority backgrounds, the amount of support currently available is restricted by the school's failure (despite considerable efforts) to appoint a suitably qualified teacher. This limits the progress of some pupils who speak English as an additional language.

31. The curriculum is enhanced by visits to local and other sites of interest, for example, younger pupils visited Syon Park during the inspection week. Older pupils visit the science centre, a local museum and local gardens. The school does not provide a suitable range of sporting activities for the older pupils. Extra-curricular activities overall are also limited. Though homework is set, especially in English, this is not always effective, as it is not consistently applied and many children have difficulty in completing the set tasks at home.
32. The school makes good provision for pupils' personal, social and health education. The school teaches these issues within the science curriculum, and teachers provide opportunities for pupils to discuss a range of issues in a sensitive and supportive setting in other specifically planned lessons. This has been particularly effective in the Year 5/6 class where there are a number of pupils with behavioural difficulties. Visitors to the school make a contribution and good use is made of visitors in helping with reading. Links with the community are satisfactory and the school itself makes a contribution to local life. Links with other schools are limited, although there are opportunities for staff and pupils to meet before transfer takes place. The school arranges liaison meetings for High School staff, but these are not always well attended, reflecting the increased choices of secondary schools available to children when they leave the school.
33. The school is committed to ensuring all pupils have equal access to the curriculum and that there is a policy of equality of opportunity for staff and pupils at every level. This it carries out successfully enabling pupils with special educational needs or English as an additional or second language to play a full part in school life. Pupils of all abilities are catered for in the planning of lessons. Although the achievements of girls are better than boys at the end of Key Stage 1, this pattern is reversed by the end of Key Stage 2.
34. The school makes satisfactory overall provision for pupils' spiritual, moral, social and cultural development. Arrangements to promote pupils' moral and social awareness are very effective but teachers give too little emphasis to spiritual and cultural development and this is unsatisfactory.
35. The provision for pupils' spiritual development is unsatisfactory. Curriculum planning, schemes of work and policies do not give sufficient emphasis to this aspect of pupils' learning and consequently fail to identify sufficient opportunities for its development. Instances of spirituality are mostly unplanned, as when pupils encountered a crocodile on a wildlife park visit or during the singing of 'Who Put the Colours in the Rainbow?' In religious education lessons, the emphasis is on learning 'the facts' about religions rather than on the spiritual aspects of different teachings and their impact on people's lives. Muslim pupils in Year 6 have a good appreciation of the impact of the teachings of Muhammad (p b o h) on lives of believers today and spoke very knowledgeably in one lesson. However, the teacher did not use this fully to explore issues of belief and experience but became more concerned with the events in the prophet's life. Acts of collective worship afford little time for pupils to reflect on the themes provided, though these are more often of a moral or social nature. The school's code of practice for collective acts of worship advises caution about value judgements when mentioning of God, prayer and in the choice of the vocabulary to be used. In the collective acts observed during the inspection there was an inconsistency in the interpretation of this advice. In two, no mention of any deity was made, whilst God was mentioned in others. The quality of acts of collective worship was unsatisfactory at the time of the last inspection and this remains so, as the spiritual element is weak or missing.

36. The school's provision for moral development is very good. The school has a very caring ethos and the development of moral values has a high priority. Teachers value pupils and their views; responses in lessons are treated with respect. Teachers apply the school's discipline and behaviour policies and practices fairly and consistently and this helps pupils to understand the difference between right and wrong. Throughout the inspection, pupils behaved well or very well, were helpful, friendly and polite. Only odd instances of inappropriate behaviour were noted. Pupils themselves feel that behaviour in school is good and understand the school's code of conduct. The school successfully promotes pupils' moral development reflects clearly in rising standards of behaviour and in a reduction in the incidence of exclusions.
37. The school makes very good provision for pupils' social development through the daily routines in school, educational visits and the personal and social education programme. Teachers encourage pupils to show respect for each other and the views of others. In lessons, pupils listen politely, take turns appropriately and co-operate well when sharing equipment. For example, pupils were scrupulously fair in ensuring equal turns when working in threes using computers in both Year 1 and Year 3 classes. The school draws its pupils from a very wide cross section of the community with pupils from many different religious beliefs, cultures and countries. All pupils are valued equally and pupils from all these different cultures and beliefs get on well together.
38. The school's provision for cultural development is unsatisfactory. At various times in the year, the school acknowledges different religious occasions, such as Ramadan and the Chinese New Year. Assemblies consider these occasions and displays are erected around the school. In art lessons the work of different artists is considered and in music there are opportunities to learn songs from other cultures. Pupils in Key Stage 2 continue to study village life in India, despite much of the evidence they use being out of date. The school does not make sufficient use of the opportunities afforded by its curriculum and cultural backgrounds of its pupils. Thus pupils' understanding of the central beliefs or other faiths, their appreciation of art, music and drama and ways of life of those from other cultures is not sufficiently developed. The provision of multicultural resources is poor. There are few suitable books, religious artefacts, musical instruments or examples of art and images of every-day life from other cultures in school. The social and cultural links with the wider community are limited, although representatives from the Muslim community have been to school and worked with pupils.
39. The spiritual and cultural dimensions of pupils' learning were found to be weak in the previous inspection and should therefore be dealt with as a matter of urgency.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Teachers monitor pupils' personal development effectively through teachers' personal knowledge, informal topic evaluations, on-going notes and through reports. This is satisfactory overall, although there are no whole-school procedures. For example, teachers in Years 3 and 4 have good systems for monitoring their pupils' personal development. In year 4, teachers assess the response of pupils to lessons. This good practice has not been extended to the rest of the school, so that pupils' attitudes can be tracked more systematically to avoid future problems. Pupils with special educational needs are very well supported and their personal development is very carefully monitored. The school has a good system of awards to promote good work and behaviour. However, these are not recorded as part of a systematic monitoring of pupils' personal development. There is effective guidance and support through circle time, personal, social and health education lessons and assemblies. Parents are satisfied with the school's care of their children.
41. The school has effective procedures to ensure the health, welfare and safety of its pupils.

Security has been much improved. A number of health and safety concerns have been communicated to the governors: most of these are outside the school's control, for example, the totally unsatisfactory condition of the school's outside toilets. However, there is no designated governor for health and safety and formal risk assessments have not been carried out this year. The headteacher and the caretaker undertake informal risk assessments. These arrangements need to be strengthened in order to ensure that matters relating to pupils' health and safety in school are promptly identified, evaluated and dealt with. Staff are alert to health and safety matters and there is safe practice in physical education and science lessons. There is good provision for pupils who become ill during the school day and the welfare room is always staffed, often by a person with nursing qualifications. There are three members of staff fully trained in first aid. However, procedures for notifying new or temporary teachers of pupils' medical conditions need to be clarified. Accurate records are kept of accidents and parents are notified. Fire drills and the checking of safety and electrical equipment are carried out regularly and properly recorded. The levels of supervision at lunchtime and playtime are good. Supervisors have had suitable training and know what to do in the event of accidents or inappropriate behaviour.

42. Procedures for child protection are satisfactory. This finding is similar to that of the last inspection. The school has adopted the borough guidelines and the headteacher and the Early Years co-ordinator have been trained. Staff are very aware of child protection issues. Monitoring sheets have been issued to all staff and the headteacher informs teachers informally of children who may be at risk. There are good relationships with Social Services. However, staff have not received formal training nor are there approved guidelines or procedures for staff, although these are included in the school's development plan for next term.
43. The school has developed very effective procedures for promoting good behaviour and for preventing bullying. These are particularly effective in Key Stage 2. The school has very positive approaches to behaviour, which are clearly communicated to parents. There is a good range of rewards and certificates that pupils value and work hard to achieve. Teachers apply the school's agreed behaviour policy, rewards and sanctions consistently; this results in very good standards of behaviour throughout the school. Parents are very satisfied with the school's approach to behaviour.
44. Procedures for monitoring and improving attendance are very good. The headteacher and secretary monitor registers weekly in order to identify patterns of lateness and absence. The computer-generated system is helpful in highlighting those pupils with problems and there is a good system for reminding parents of the importance of notifying the school of pupils' absences. Attendance rates are still below national averages, despite the school's best efforts but most absences are due to circumstances outside the school's control.
45. The effectiveness of the school's assessment and monitoring of pupils' academic performance is good. There are very good procedures in place for assessment throughout the school in the core subjects. Opportunities to use this formal and standardised testing across the whole school, especially in English and mathematics, are very good. Teachers keep satisfactory on-going records, including detailed reading records that show pupils' progress in English, mathematics science, and sometimes other subjects. Pupils have clear targets in English, mathematics and science that are suitable for them. These improvements represent a great advance since the last inspection. The use of assessment in mathematics and English has raised the level of good practice in teaching. This in turn has enabled the pupils to make significant improvements in their levels of achievement over the last three years. The use of assessment information to plan for pupils' next steps in learning in other subjects is limited.
46. Procedures for assessing the attainment and progress of pupils with special educational needs are very good. They are assessed regularly and their Individual Education Plans are

reviewed at regular intervals and the targets set for pupils are specific, realistic and attainable. Targets are set in language, mathematics and behaviour and this helps to ensure that these pupils have full access to a curriculum that meets their needs.

47. Assessment procedures are satisfactory for pupils with English as an additional language. The wealth of data available is analysed but does not currently fully inform decisions about the organisation and management of the teaching and learning for these pupils. This results from the school's inability to appoint suitable staff and from the consequent shortfall in support. Targets for developing specific aspects of language have been identified and individual pupils are targeted to have additional literacy support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' responses to the questionnaire and at the meeting are strongly supportive of the school and what it does for their children. They feel that the school listens to their views and acts on their suggestions. Parents find teachers easy to approach and feel that they are informed very quickly of any concerns. They are very appreciative of the way the headteacher and deputy are always present at the school gates at the beginning and end of the school day and find him very approachable. Some parents expressed dissatisfaction with the range and number of extra-curricular activities provided by the school. The findings of the inspection support these concerns, as the range is very limited. For example, although there are netball and art clubs, there is no choir and no other sports activities. Parents were also concerned about the consistency of setting homework and these concerns are also supported by the inspection. The school issues guidance to parents but the amount and frequency of homework varies from class to class. It does not necessarily increase in quantity as pupils progress through the school.
49. The information provided for parents is satisfactory. Considerable improvement has taken place over the last two years. The prospectus and governors' annual report now comply with requirements and are informative and friendly in tone. The booklet provided for the Early Years children is helpful. There are weekly newsletters and guidance booklets on homework. There is little information on forthcoming topics to help parents become involved with their children's learning. Reports give helpful information on pupils' progress. However, there is no opportunity for parents or pupils to record their own comments. Home / school agreements have been issued and signed by a good number of parents. However, all documentation is provided only in English, which is a barrier to the high proportion of parents, whose first language is not English. Communication with parents of children with special educational needs is good. The school provides three consultation evenings each year so that parents can discuss their children's progress. Workshops on the Numeracy and Literacy strategies were held for parents and were well attended. The school provided crèches for these occasions to enable more parents to be involved.
50. The contribution of parents to their children's learning in school is limited. Many parents hear their children read at home and give their support by ensuring that homework is properly completed. A small number of parents help on a regular basis with reading and other class-based activities. There is good support by parents on school visits. The school parent-teacher association works hard, involving a small number of parents, to provide a good range of social and fund-raising events. Satisfactory sums are raised to enable the school to buy equipment to enhance children's learning. There is, however, considerable scope for the school to enlist help from members of the many ethnic groups within the school's community and in doing so to strengthen the cultural dimension of pupils' learning.
51. Induction procedures for new pupils are good. The school holds meeting for new parents in the term before they are due to start school. The induction booklet helps parents to introduce their children to school life. Large numbers of pupils join the school at other times during the school year and the school takes great care to match

them, through its buddy system, with other pupils of the same ethnic or racial background to help ease their start in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. There have been substantial improvements in the quality of leadership and management since the previous inspection. This is a major contributory factor to the many significant improvements to other aspects of the school's work.
53. The headteacher provides strong and very effective leadership. He has a clear and accurate view of the school's strengths and weaknesses, which he shares with the staff, senior management team and the governing body. The quality of their analysis of data and other indicators gives clear educational direction to the work of the school. The school's well-defined aims focus on the development of pupils' intellectual skills and contain an appropriate focus on pupils' personal development. These aims effectively underpin and are reflected in all aspects of the school's work. The headteacher and staff are firmly committed to ensuring that pupils achieve their full potential. In response to the last inspection findings, the headteacher has strengthened the management structure by redefining the role of the senior management team and of curriculum co-ordinators and by developing the monitoring role of the governing body and of staff with management responsibilities. Recent improvements in planning procedures, particularly in short-term planning, are effective in promoting a team approach and ensuring that teachers plan more carefully what pupils are to learn in each lesson. The success of these initiatives is reflected in the good quality of teaching and learning, for example in English and mathematics.
54. The headteacher enjoys the confidence of the governors, who also share his vision for the future direction of the school. The governing body is supportive, committed and enthusiastic and, through the work of a range of suitable committees, contributes effectively to the management of the school. Most governors are well informed, active and closely involved in aspects of school life. This enables them to take a full part in decision making. The governing body keeps proper oversight of the provision made for pupils with special educational needs and most other statutory responsibilities are fully met. However, there are no formal procedures to enable governors to identify, evaluate and deal with matters that relate to pupils' health and safety in school. Such matters are raised by the headteacher as part of the development planning process, but recently, arrangements for monitoring and up-dating priorities in this specific area have been neglected. Additionally, assemblies observed during the inspection failed to meet statutory requirements for the daily act of collective worship. This was also the finding of the last inspection and should therefore be addressed as a matter of urgency.
55. The school development plan is detailed, thorough and sets realistic targets for improvement. It is constructed after appropriate consultation. In response to the previous inspection report, the headteacher has implemented more formal and rigorous monitoring of the curriculum, which is closely related to the school development plan and staff development. The senior management team, supported by subject co-ordinators, monitors teaching and learning effectively. This planned programme of monitoring is proving to be an effective tool in raising the standard of both teaching and learning in English and mathematics, which have been the focus of attention during the last two years. There is, however, scope for this good practice to be extended to other subjects of the curriculum, where current monitoring arrangements are less rigorous. There have, until recently, been systematic procedures for staff appraisal and outcomes have contributed to the setting of performance targets. New arrangements for monitoring and improving the performance of staff are in line with national guidelines and are set to come into place in the new school year. Arrangements for the induction of new staff are sound and ensure a smooth integration into the school and opportunities for further development.

56. The management of the curriculum is good. The literacy hour is fully established and the implementation of the National Numeracy Strategy is managed well. Development in all subjects is planned and sound progress has been made in developing art, information technology and geography since the last inspection. The headteacher, staff and governors are determined to further improve standards through the setting of realistic targets for groups of pupils. A good start has been made through the new planning procedures and through attempts to match the curriculum to the pupils' different levels of ability in English and in mathematics. This aspect is not always defined sharply enough in other subjects. Planning for the term is good. However, schemes of work that underpin this planning and ensure that work becomes increasingly challenging within some foundation subjects are not up-to-date. The deputy headteacher carries out a very thorough analysis of the schools National Curriculum test results and this is already proving to be a powerful tool in managing the curriculum. This analysis has helped staff to identify strengths and weaknesses in English, mathematics and science and has resulted in changes in content and organisation that are now contributing to the raising of standards. A whole school approach to on-going assessment has yet to be adopted, although a new system for managing these assessments is in the early stages of being introduced.
57. The management of special education needs is very effective. It is very well organised and very good records are kept. The impact of this can be seen in the progress made by these pupils. Provision for pupils with English as an additional language is equally well managed and pupils make very good progress. The staff work very well as a team and both these groups of pupils receive good support within the classroom.
58. Financial planning is good and clearly linked to the school's educational aims and priorities. The headteacher and governing body manage the budget very effectively. The governing body, guided by the headteacher, is fully involved in the decision making after due consultation with staff. Senior staff make financial decisions in line with identified priorities and governors are conscientious in ensuring that these are well founded. The school development plan is detailed and sets clear targets for improvement. It effectively guides spending and this enables targets to be met and staffing to be maintained at a good level. The governors have had to plan very carefully and make hard choices in order to take the school budget out of deficit. They have done this successfully. However, as a result, some areas of spending, such as resources, maintenance and décor have been restricted. Now that the budget is moving into surplus, there are plans to use available funds in support of clearly identified priorities. The school makes effective use of grants allocated for specific purposes, for example, special educational needs, school improvement and ethnic minority support. The governors are aware that their decisions must be as cost effective as possible and they regularly review the criteria for and outcomes of their decisions.
59. Financial control and day-to-day administration are carried out to a high standard. The headteacher and administrative staff use information technology effectively for the administration of the budget. The headteacher manages the budget very well and suitable systems ensure that governors are able to monitor spending closely. The school applies best value principles by gathering information before spending decisions are taken. The school also compares its performance with other schools both nationally and locally.
60. There is a sufficient number of suitably qualified and experienced teachers to meet the requirements of the national curriculum and for religious education. They are deployed well and the roles and responsibilities of staff make sound use of their experience and expertise. There are few additional classroom assistants and given the challenging social and educational environment, all teachers and pupils would benefit from additional support in this area. Staff more recently appointed have received appropriate support. Staff

development is closely linked to the school development plan but also takes account of the individuals' needs. It is effective in improving both teaching and learning. Training for the implementation of the national literacy and numeracy strategies has been successful in providing a structured and effective programme of learning which has a positive impact on both the quality of teaching and learning. Standards in information technology and art have also risen as direct result of in-service training, though there is still a need to raise staff expertise in the planned use of information technology across the curriculum as a whole.

61. The accommodation is extensive and enables the curriculum to be taught effectively. There are specialist rooms for art, music, welfare and computers, as well as two halls. The otherwise drab interior is enlivened by a good number of bright displays of pupils' work. The condition of some parts of the accommodation is poor and provides some health and safety concerns. These have been communicated to the governors. The condition of the outside toilets is disgraceful, despite the best efforts of the school maintenance staff. Playgrounds are adequate in size, but the playground for older pupils is bare and uninviting, and offers little for pupils to do.
62. Learning resources are unsatisfactory for the effective teaching of information technology, music, religious education, English as an additional language, design technology and the under fives. Resources are adequate in history, geography, physical education, special educational needs and science. Basic resources for art are quite good, but the school does not have the necessary tools and equipment to undertake more adventurous projects, though staff have the necessary expertise. The library stock is very low, although a satisfactory number of books has been bought for the Literacy Hour. Spending on learning resources has been seriously constrained by budgetary problems over recent years. Governors have successfully improved the school's financial position and include the provision of additional resources in their outline plan for 2000 - 2002
63. The school has a strong commitment to raising standards of achievement and providing its pupils with a good education in a lively and stimulating environment. Taking into account the school's income, its social and educational context, pupils' standards of attainment and the quality of education provided, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:

- a) Improve the teaching of children under five in the nursery by:
 - ensuring that in-service training helps nursery staff to understand more clearly how young children develop and learn;
 - ensuring that planning provides a better range of structured activities to improve the quality of children's learning;
 - providing better resources for the teaching of children under five so that nursery staff can provide a more stimulating learning environment that is more clearly focused on the required areas of learning.(paras: 1,16, 18, 62, 27, 69, 82)

- b) Raise standards of attainment in Information technology, religious education and design and technology by:
 - providing in-service training to strengthen teachers' knowledge and understanding in these subjects;
 - improving the quality and quantity of resources available to teachers;
 - ensuring that planning for all curriculum subjects identifies and makes provision for the more frequent use of information technology;
 - providing greater support for teachers in the planning and carrying out of design and technology lessons;
 - ensuring that the content of religious education lessons more fully meets the requirements of the locally Agreed Syllabus.(paras: 7, 16, 22, 62, 111, 123, 136, 138, 139, 153, 155, 157, 158)

- c) Improve the spiritual and cultural dimensions of pupils' learning by:
 - ensuring that planning for all curriculum subjects identifies and makes provision for these aspects of pupils' learning and development;
 - improving the spiritual content of school assemblies and ensuring that acts of worship comply with statutory requirements;
 - making greater planned use of the school's rich cultural environment as a resource for pupils' learning.(paras: 34, 37, 50, 54)

- d) Strengthen procedures for securing pupils' health, safety and well being at school by:
 - ensuring the governors and senior staff inspect the school premises more regularly in order to make risk assessments and to identify priorities for action;
 - taking urgent action to improve the standard of the school's outside toilets;
 - providing safety surfaces beneath all outside climbing apparatus;
 - dealing with other more minor safety matters noted during the inspection;
 - ensuring that Child Protection training for all staff takes place as planned.(paras: 40, 41, 54, 61)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Extending the current monitoring and assessment procedures to include all curriculum subjects. (paras: 23, 45, 55, 56)

Extending the range of extra-curricular activities offered to pupils. (paras: 31, 48, 152)

Increasing the provision of classroom support assistants throughout the school. (paras: 60, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	37	48	7	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– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	268
Number of full-time pupils eligible for free school meals	0	161

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	93

English as an additional language	No of pupils
Number of pupils with English as an additional language	185

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	58
Pupils who left the school other than at the usual time of leaving	56

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.4

Unauthorised absence

	%
School data	3.6
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	15	14	15
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	79 (56)	76 (56)	79 (78)
	National	82 (80)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	16	16	16
	Total	24	24	25
Percentage of pupils at NC level 2 or above	School	83 (56)	83 (81)	86 (78)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	14	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	17	16
	Girls	7	6	10
	Total	14	23	26
Percentage of pupils at NC level 4 or above	School	39 (46)	64 (28)	72 (46)
	National	70 (56)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	16
	Girls	6	7	8
	Total	17	20	24
Percentage of pupils at NC level 4 or above	School	47 (44)	56 (34)	67 (42)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	27
Black – African heritage	36
Black – other	0
Indian	18
Pakistani	7
Bangladeshi	0
Chinese	1
White	103
Any other minority ethnic group	36

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	22
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	101

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	25

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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1998 / 99
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	£
Total income	646739.00
Total expenditure	630862.00
Expenditure per pupil	1960.00
Balance brought forward from previous year	-14145.00
Balance carried forward to next year	1732.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	33	1	0	0
My child is making good progress in school.	55	39	5	0	1
Behaviour in the school is good.	51	44	0	0	5
My child gets the right amount of work to do at home.	34	35	20	8	3
The teaching is good.	55	33	1	0	1
I am kept well informed about how my child is getting on.	58	36	3	0	3
I would feel comfortable about approaching the school with questions or a problem.	54	38	3	1	4
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	53	35	9	0	3
The school is well led and managed.	56	36	4	0	4
The school is helping my child become mature and responsible.	52	36	5	0	7
The school provides an interesting range of activities outside lessons.	21	33	20	7	19

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

65. The school has a 56 place part-time nursery for 3 and 4-year-olds. The attainment of children on entry is well below that seen nationally. Many children have English as an additional language and most are at an early stage of learning English. By the age of five, most of the children are still below the expected standards in language and literacy, mathematics and knowledge and understanding of the world. They reach the expected standards in personal and social, physical and creative development. Most children make sound progress during their time in the nursery and in reception classes. Progress of children with English as an additional language is hampered by the rate at which they learn to speak English during their first year in school. Although there is some additional language support for these children, it is insufficient to boost their learning during this initial stage. Children with special educational needs receive good support and make sound progress.
66. The four year-olds from the nursery are admitted to the two Reception classes at the start of the academic year. At the time of inspection, there were 12 children under five in the reception classes who were taught within a broad range of learning experiences consistent with the nationally recommended areas of learning. These were successfully incorporated into the national curriculum programme of study. Most five-year-olds cope well with the demands of the National Curriculum for Key Stage 1 and the literacy and numeracy strategies. The assessment on entry is well established, and this information is used satisfactorily to monitor children's progress and plan future work.
67. The curriculum for the under fives is satisfactory. It is planned according to the nationally recognised areas of learning for children of this age, and takes account of key aspects of knowledge, understanding and skills expected of children by the age of five years. In the reception classes it is extended to embrace the literacy and numeracy strategies. The quality of curriculum planning in the reception classes is good, but nursery and reception teachers do not collaborate effectively enough to plan work that builds on earlier learning. In the nursery, the programme of work in place is not effectively based on the advancement of children's skills, knowledge and understanding related to the key areas of learning. There is a lack of a stimulating range of skilfully planned and well-balanced teacher-led and self-initiated activities. Recently, a number of staff changes have affected the quality and continuity of provision in the nursery. The overall quality of provision for children under five and the standards of children's achievement are sound but have not improved significantly since the last inspection. Some aspects of provision in the nursery are unsatisfactory. The provision for outdoor play in the nursery is limited. The opportunities are not effectively planned to provide structured development of physical skills for both nursery and reception under fives.
68. On arrival to the reception classes, pupils' skills are still well below average when compared nationally with children of a similar age. The baseline assessments carried out during the first few weeks confirm these results. Most children in reception classes make rapid progress but nevertheless attain standards that are below average in language and literacy and mathematics. In most other areas of learning their attainment is as expected by age five.
69. The quality of teaching of children under five is satisfactory overall. It is good in the reception classes. The main weakness in nursery teaching lies in planning that does not result in a well-balanced programme of activities to develop children's skills. Furthermore, there is a lack of direction in children's work. Teachers do not intervene to support children's

learning or provide sufficient explanations to ensure their understanding. The staff work effectively as a team and support one another.

70. By the age of five most children will reach the expected standards in their *personal and social* development. They work both as part of a group and independently, use their initiative in solving problems and seek help only where needed. They enjoy first-hand experiences and purposeful play. They are eager to learn and participate. However, most children in the nursery do not always listen attentively and respond in a suitable way to stories, songs and instructions. Most are able to co-operate, share and take turns. They form positive relationships and show respect for the property and each other. The children are both happy and secure at school.
71. The nursery teacher sets targets and makes on-going notes on children's personal and social development, but there are no suitable procedures for monitoring children's academic progress and planning what they need to do next. In the reception classes, the staff share consistently high expectations of work and behaviour and manage children very skilfully. In the nursery the approach is less consistent in training children to behave well at all times and to show consideration. This reflects in children's responses in group discussion and at story times when many call out all at once and do not always listen to others.
72. By the age of five, most children have not reached the expected standard in *language & literacy*. In the nursery, they are beginning to talk about their experiences and develop new vocabulary through following pictures in big books such as 'A to Z of Toys' and developing recognition of the letters of the alphabet. They willingly talk about the aspects of their work, but many find speaking clearly and in full sentences quite difficult. Most children in the class do not gain satisfactory control in early writing skills. This is mainly due to a lack of suitable opportunities such as tracing own name or shapes or attending to correct orientation left to right. Some children paint with increasing control with cotton buds and paint brushes. Most children do not yet write their own names unaided. Children handle books carefully and treat them with respect. They enjoy stories and take books home regularly. Most do not yet associate sounds with words and letters.
73. The nursery staff have low expectations of pupils. They do not effectively familiarise children with written vocabulary through stimulating activities that focus on key words. There is a lack of active interaction during sessions and children's oral responses are not effectively supported or extended. There are too few opportunities for the teaching of early language skills. For example, the older and the higher attaining are not given planned opportunities to learn the relationship between letters and their sounds. A listening station with taped stories is a regular feature, but children are not sufficiently encouraged to benefit this learning opportunity.
74. Children's progress in *mathematics* is sound, but most have not attained the expected standards by the time they are five. Most children can match, sort and count using every day objects. A few under-fives in the nursery are beginning to count accurately to 10, but the majority does not yet understand the one to one correspondences or recognise any number symbols. Opportunities for practical activities are generally well planned. However, these are insufficient, especially for the oldest in the group, who have few opportunities to make representations, recognise or write the number symbols correctly. A few children recognise basic shapes, gain some knowledge of capacity and weight from practical experiences with sand and water and are beginning to describe objects by position, shape, size, colour and quantity. Children enjoy working with large and small construction equipment and jigsaws.
75. An effective use of number rhymes and songs further enhances pupils learning. However, there is ineffective adult involvement in children's activities in the nursery. Pupils are insufficiently challenged to move forward, through talk and direct teaching. There is insufficient adult involvement to ensure that language skills are consolidated.

76. Most children are not attaining satisfactory standards in *knowledge and understanding* of the world, by the time they are five, but children in the reception classes are making sound progress. Children are interested in the world in which they live and use their senses in activities such as, role-play in the 'home-corner to' support their understanding of self and the family. They learn to name water creatures such as penguin, fish and crab and identify objects related to water transport such as boats. There are opportunities for children to explore with everyday objects of interest and develop skills, such as cutting, joining, folding and building. There are regular cooking opportunities for example, making a tuna salad. Opportunities for children to develop computer skills expected for their age are very limited.
77. Effective adult intervention and encouragement to children to learn the names of ingredients, as well as develop skills in answering questions was observed in one of the nursery activities led by the nursery nurse. Children were effectively supported in their understanding of how to find out how things work.
78. The overall progress in the *physical development* of all the under-fives is satisfactory and they are on course to achieve the standards expected for their age, by the time they are five. They use construction toys and malleable materials with suitable tools, and demonstrate sound hand and eye co-ordination and manipulative skills. They show increasing body control and awareness of space when using outdoor equipment. The outdoor provision lacks a sufficiently wide range of good quality equipment to enhance children's skills in the use of large and small community toys. Children under five in the reception classes have access to the outdoor provision and so have some opportunities for purposeful play. They also have regular access to the school's other facilities for physical education. Most cope well with the challenges offered by these facilities and make sound progress.
79. Nursery outdoor play is not well planned to develop skills progressively. The monitoring aspect of children's safety when engaged in the outdoor activities is unsatisfactory. The fixed play equipment is old, rusty and has no safety surface. The overall quality of outdoor provision is unsatisfactory.
80. Most children in nursery class show sound progress in all *areas of creative learning*, and they are on course to attain the standards expected nationally, by the time they are five. Children sing and clap rhythms and express enjoyment. The children work with sand and freely explore properties of malleable materials, such as play dough and clay. The clay sailing boats and the necklaces of beads made by children are a good example of children enjoying 'hands on' experiences. Children use paint to mix different colours and produce new colours for example mixing blue and white for the water pictures, but cannot yet explain clearly what they are doing.
81. The teaching of all aspects of creative learning is satisfactory. Art activities are sufficiently adapted to children's interests and abilities. Children are praised and encouraged and this results in their good progress.
82. Resources for the under-five are barely adequate and those for children in the nursery are unsatisfactory. The nursery classroom is spacious but not organised into logically defined and visually attractive areas to attract and focus children's attention so enhance their learning.

ENGLISH

83. In the 1999 national statutory tests for pupils aged seven, the proportion of pupils attaining

the levels expected in reading, writing and speaking and listening was well below average in comparison with national figures. However, the results in all these aspects were in line with expectations in comparison with pupils from similar backgrounds.

84. For pupils aged eleven in 1999 the proportion of pupils attaining the levels expected in English were well below the national average but average in comparison with pupils from similar backgrounds. The high percentage of pupils who have English as an additional language or who are on the special needs register and have joined the school at a later stage of their primary education, must be taken into account. It is significant to compare the results of pupils who have been in the school for the full four years of Key Stage 2 with those who have joined the school at a later date. This year's unconfirmed results of the national tests show that 51% of all pupils reached the expected Level 4. However, 62% of those pupils who have been in the school for all four years achieved this level. This level of attainment is well above average when compared to similar schools.
85. Results of tests over the last three years show that the overall trend is upwards. In 1999 just 39% of all pupils reached the average Level 4. In 2000 this has risen to 51%. The inspection findings confirm the upward trend in attainment over time.
86. At Key Stage 1, most pupils listen attentively to their teacher but find it more difficult to listen to the opinions of each other. Some pupils speak confidently to adults and in front of an audience and they enjoy expressing their views. Others, particularly those for whom English is not their first language and who are in the early stages of learning, lack the necessary skills and need constant encouragement. By the end of Key Stage 2, most pupils are able and willing to contribute to debate and discussion, at varying levels and they are beginning to benefit from the increased opportunities presented to them to extend their range of vocabulary, particularly during the literacy hour. They experience speaking to larger audiences participating in assemblies and more recently in school productions. Pupils at both key stages make good progress in speaking and listening skills. This mainly because of the widening range of opportunities offered to them through class or group discussion in many subjects and through the developing role of drama, especially in the Year 5 and 6 class, which enables pupils to extend their skills and gain in confidence.
87. At the end of Key Stage 1, many pupils have acquired basic reading skills. The more able pupils can read independently and are fluent and expressive when reading aloud. There is an emphasis on the development of phonic skills, and so less able readers work hard to improve strategies for reading unfamiliar words. The majority of pupils have a good recall and understanding of stories they have read and some are able to recognise the difference between fiction and non-fiction. However, the standard of reading for a few pupils is poor.
88. By the end of Key Stage 2, many pupils are fluent readers. Most pupils talk with understanding about themes and characters in stories. They are becoming more confident about expressing their own preferences and opinions. The range of reading material for more able pupils is limited and there is little evidence of the effective development of higher order skills. Throughout the school, pupils are encouraged to use wordbooks, dictionaries and thesauri. There is an evident enjoyment of reading and books. Pupils' reading skills are developed effectively through the sharing of whole class texts and through group and individual reading opportunities. Pupils' sight vocabulary is extended through the repeated sharing of the same text. This is particularly effective through the use of "Big Books". Pupils with very limited reading skills benefit from this approach and display confidence when reading together. The higher attaining set of Year 6 pupils made good progress in skimming and scanning text with accuracy, in their lesson based on a non-fiction book. Most pupils show an enthusiasm for books and there is evident enjoyment of reading, particularly in group reading sessions. However, a key factor which limits the school's ability to further raise standards in reading, especially higher order skills, is access to a good school library which would enhance these skills. Most pupils have access to a local mobile library in order

to develop their research skills.

89. Progress in writing is mainly satisfactory at both key stages. At Key Stage 1, pupils gain skills in spelling and simple punctuation, which are closely linked to their reading. Handwriting skills develop through practice of their formations and patterns. Progress for higher attainers is sometimes limited by insufficient opportunities to develop their own creative ideas. At Key Stage 2, children write for different purposes and for different audiences. There are examples of children writing poetry; autobiographical writing; newspaper articles and dialogue in interview situations. Children are familiar with drafting and editing processes through their use of their 'Have-a-Go' books. Pupil's attainment in writing at Key Stage 2 ranges from unsatisfactory to good. Pupils write for a range of purposes in a variety of forms and contexts. When work is good, the content is thoughtful, interesting and uses appropriate vocabulary. This was true of a Year 5 and 6 lesson based on the new recount genre of diary writing where the pupils wrote very well about imagined times away from home. Themes are well developed. Punctuation and grammar are used competently by many pupils. Writing in subjects other than English is satisfactory and there are a few examples of good writing that demonstrate effective research skills.
90. The standard of handwriting throughout the school has improved significantly since the last report. Pupils have the opportunity to practise handwriting skills and many are developing a good, personal style, although at Key Stage 1, some still find it difficult to form letters clearly. However, even when handwriting is good at Key Stage 2, work is often written in pencil which does not enhance the appearance of the work.
91. Throughout the school, attention is paid to spelling development. Pupils are introduced to a variety of strategies, which encourage them to be accurate in their spelling of words. Provision for the teaching of spelling has improved since the last report. Displays in most classrooms reflect a range of written language to stimulate interest and provide examples of useful words.
92. Reading standards are closely monitored and record keeping is efficient and effectively used to ensure progress. This means, in particular, that pupils with special educational needs make good progress in reading and writing as most special educational needs support focuses on the development of language skills. The setting of shorter, clearer targets, that are more readily achievable, has a positive effect on progress.
93. The overall quality of teaching of English is good. In over 84 per cent of lessons observed during the inspection it was good or better. Where teaching is best the aims of the lesson are made clear to the pupils; the pace is brisk; tasks are challenging but well suited to the needs and ability of the pupils and the teachers' expectations are very high. The Year 2 lesson based on the Big Book content of "Beliefs and Sayings about the Moon" was a good example of a lesson that contained all of these elements. The teacher also circulated well to make sure that pupils were always on task and making progress. Teachers are very thoughtful about their lessons and try to develop new and interesting ways to present their lessons. The way that a Year 5 and 6 teacher used his own diaries to inspire the pupils was particularly effective.
94. Teachers' planning encompasses the recommendations in the national framework. The headteacher and the English co-ordinator have managed the implementation well and this is having a positive effect on both teaching and learning. Work during the literacy hour is organised well. There is a good balance of whole class, group and individual work. Effective structures and procedures have been established which allow teachers to focus on individual groups whilst being sensitive to the needs of all pupils. Plenary sessions are generally well used to re-cap and share work and check pupils' understanding. The way that two different teachers in Years 2 and 3 used a glove puppet, and in one case a

different accent, to focus the pupils' attention was especially effective. Some teachers adapt the recommended timing of the literacy hour to suit the needs of pupils and thus maximise learning opportunities.

95. Very effective assessment procedures are in place for all aspects of the subject and are fully used to inform future planning and target setting. This means that the setting arrangements for the Key Stage 2 classes are accurate. Pupils are taught in groups based on their prior attainment in English are provided with suitable challenges throughout. National and many other test results are analysed well and they are also used effectively to inform planning and identify strengths and weaknesses throughout the school.
96. The English co-ordinator is well qualified and brings expertise and enthusiasm to the post, which together with the very good documentation produced, form a very firm foundation on which to support future teaching and learning.

MATHEMATICS

97. Results of the national tests in 1999 at Key Stage 1 show attainment to be well below the national average for all schools but very high when compared to schools with similar characteristics. The attainment of pupils at the higher levels was well above the national average for all schools and for similar schools. At Key Stage 2, attainment was well below the national average for all schools but well above that of similar schools. At the higher levels attainment was well below the national average but broadly in line with that of similar schools. Over the past four years there has been a significant upward trend in attainment at both key stages. Inspection findings reflect the school's results in this year's unpublished national tests. Test results and inspection evidence indicate that the proportion of pupils achieving or exceeding the nationally expected standard is likely to be close to the national average at the end of Key Stage 1 but will remain below average at the end of Key Stage 2. However, more pupils are now attaining at the above average level in both key stages. This will improve the schools average points score and the comparison with similar schools.
98. This position indicates a considerable improvement on that noted at the last inspection, when attainment was well below the national standards at both key stages. The results obtained by the higher attainers in both key stages have improved, most noticeably in Key Stage 1. The improvements since the last inspection are a direct result of the measures the school has taken. These include the successful introduction of the National Numeracy Strategy, the use of a new scheme of work, better monitoring of the subject provision and consequent improvements these measures have brought to the overall quality of teaching and learning.
99. By the end of Key Stage 1, pupils have a good knowledge of number bonds, are accurate in their computations and use a variety of mental strategies to make simple calculations. They identify the correct operations required to solve problems, have a good knowledge of mathematical terms and are familiar with the measuring of time and length. They know the properties of two and some three, dimensional shapes and can represent data in a variety of ways including block and line graphs, 'Venn' diagrams and bar charts.
100. At the end of Key Stage 2, pupils have a well-developed understanding of number operations such as addition, subtraction, multiplication and division. They understand and use different strategies which may be used to make calculating easier and to solve a variety of problems. Pupils successfully use fractions and percentages and are becoming increasingly confident with larger numbers. Pupils construct shapes and figures using co-ordinates, with higher attainers achieving this in all four quadrants. Pupils calculate the surface area and of three-dimensional constructions as well as the area and perimeter of two-dimensional shapes. They accurately construct a variety of graphs and charts and can interrogate data in order to make assumptions and predictions. For example, pupils made pie charts on different aspects of a school visit and analysed cricket statistics. Pupils with

special educational needs reach levels of attainment appropriate to their levels of ability.

101. The quality of teaching is satisfactory overall but in Key Stage 2 it is good, with over three-quarters of Key Stage 2 lessons seen during the inspection being of this quality. This represents a considerable improvement since the last inspection when one third of lessons seen were unsatisfactory. The adoption of a new scheme of work in September 1999 has ensured that all areas of the National Curriculum Programme of Study are adequately covered and gives the mathematics curriculum the breadth and balance lacking previously. There are still too many worksheets as was noted in the previous inspection. On some occasions teachers rely too heavily on these assuming they will be sufficient in themselves to ensure that pupils gain the skills they expect of them. However, when used as a tool rather than as an end in itself, worksheets are used effectively. For example, in Year 6 pupils constructed graphs of speed, guided by data and examples on a worksheet that had been adapted to the needs of the pupils by their teacher. This added considerably to the quality of pupils learning. They were able to quickly learn how to use the information to predict speeds that were not shown on their graphs.
102. The teachers' planning in both key stages is good. It identifies what pupils are to learn and the work for different groups is clearly detailed. In Key Stage 2, the arranging of classes by pupils' ability is especially effective. This enables teachers to plan work closely linked to the capabilities of pupils and to enhance the learning of pupils on a more individual basis. Good lessons in both key stages provide activities that match pupils' abilities but are nevertheless challenging and interesting. For example, in Year 5 and 6 pupils who had learnt how to use data to assign attributes to different people were then given a complicated problem to solve. Although complex, pupils were able to solve the problem by applying the principles they had learnt.
103. Teachers' use of time and the balance of time for particular activities is variable and at times inappropriate in some lessons, especially in Key Stage 1. The pace of the introductory mental strategies is too slow and pupils have insufficient opportunities to practise their mental calculations. In both key stages some plenary sessions at the end of lessons are too short to be effective and pupils are unable to report on what they have done or learned. There were few examples during the inspection of teachers using these sessions to assess the extent of pupils' learning in order to plan ahead. Teachers do however check on pupils' understanding as lessons progress; they give clear directions and ask pupils to explain their ideas and strategies.
104. Pupils' numeracy skills are developed satisfactorily within other areas of the curriculum. For example, in geography pupils compile graphs of 'transport to school' or make plans of classrooms that involve taking measurements. In science lessons, data obtained from experiments is portrayed in graphs or tables and in music lessons in Key Stage 1, pupils practise numbers in some of the songs they sing.
105. Pupils' attitudes to mathematics are good in both key stages. Their behaviour is good and they sustain their attention very well. Pupils settle to their tasks quickly, without fuss and then work quietly. They are keen to explain how they have arrived at their conclusions and listen attentively while their classmates speak. Teachers treat all responses, 'right' or 'wrong' with respect thus giving all pupils the confidence to make an attempt at answering. In a Year 1 and 2 class, pupils and their teacher displayed an infinite amount of patience in helping one pupil decide which number operation had been used to calculate an answer.
106. In some classes, especially those containing significant numbers of lower attaining pupils or of pupils with English as an additional language, the range of pupils' understanding is wide. Pupils in these classes require the help of additional adult support in order to make better progress. Where this is provided, pupils' learning is enhanced by the direct help of classroom support assistants, who explain and encourage on an individual or small group

basis. Not all lessons are able to benefit from this degree of help as the school has few such assistants. Information technology is not used sufficiently and pupils are unaware of the potential offered by this facility. There were very few examples of computer-generated graphs and diagrams observed during the inspection.

107. The school has made considerable improvements to the teaching and learning of mathematics since the last inspection. The co-ordinator is enthusiastic and has been able to monitor the effectiveness of the steps taken. For example, she has observed other teachers in lessons, their short-term plans are monitored and all provision is regularly evaluated. Sound training has been given to teachers in order to introduce the National Numeracy Strategy and this training is on going. The school makes good use of standardised tests to assess pupils' progress as well as using teacher assessment and other tests to determine pupils' learning in the short term.

SCIENCE

108. Standards of attainment in science have improved significantly since the last inspection. In the 1999 National Curriculum tests and assessments, pupils' attainments were close to the national average in both key stages and the Key Stage 2 results were well above those in similar schools. Inspection evidence indicates that this is still the case in both key stages. These findings are supported by the unpublished test and assessment results for 2000, which indicate that the proportion of pupils attaining the nationally expected level in Key Stage 2 has strengthened yet again. However, there is no national data available with which to compare the school's performance in these tests. Pupils of all abilities, including those with special educational needs and those who speak English as an additional language make good progress. A significant number of pupils join the school part way through a key stage. If they have missed important parts of the curriculum, their own test results and those of the whole school are adversely affected. In the most recent unpublished tests and assessments, 96 per cent of pupils who spent the whole of Key Stage 1 at the school and 86 per cent of pupils who spent the whole of Key Stage 2 at the school achieved or exceeded the nationally expected standards for pupils age seven and 11 years old. For a school in such a challenging educational environment, this represents very good achievement at all levels.
109. Pupils in Key Stage 1 receive a good grounding in the skills of scientific investigation. The youngest pupils use their senses effectively to observe phenomena in the natural world. For example, they observe the movement of snails and in doing so begin to notice similarity and difference and to ask simple questions about what they observe. By the end of the key stage, most pupils use these developing skills effectively to conduct simple experiments and investigations. Older pupils in Key Stage 1 carry out tests that require the taking of careful measurements, such as those related to the forces acting on rolling vehicles. They repeat tests and record findings in order to identify materials that are effective sound insulators. They collect quantitative data, display it as block graphs and higher attaining pupils use these to explain and interpret what they have seen. Pupils use simple scientific concepts as the basis for classifications, with higher attainers identifying their own criteria. Most understand the importance of fair testing and higher attaining pupils are beginning to apply this concept in their investigative work on sound. Pupils in Key Stage 1 also gain a good level of knowledge and understanding, particularly in the area of life processes and living things. By the end of the key stage, most accurately name facial features, the external parts of the human body and the major bones in the skeleton. They have examined the human eye and higher attaining pupils recall something of how it works. They know about the life cycle of the frog and describe how creatures, such as snails, move. They know what common animals eat and this provides a basis for work on food chains in Key Stage 2. By the end of Key Stage 1, they also understand the properties of common materials and apply this to a school survey looking at where and why different materials are used. Most

accurately name sources of sound and light, know that the forces of push and pull make objects move and that most metallic objects are attracted to magnets.

110. The good emphasis on developing pupils' investigative skills continues throughout Key Stage 2. By the end of Key Stage 2, pupils take more complex measurements, for example using Newton meters to measure force, as part of their investigations. They make repeated observations of plant growth and the formation of shadows, make accurate measurements and display and interpret results using more complex graphs and charts. They have a good grasp of fair testing and carry out investigations that are increasingly reliable. They know, for example, that in investigating the effect of air resistance, the only variable that can be changed is the shape of the falling object and that all other possible variables must remain constant if their results are to be valid. Most explain what they have discovered and higher attaining pupils relate this to their prior scientific understanding. They gain further insights into the living world. They accurately name the major organs of the human body. They describe the function of human organs and compare them to, for example, the reproductive organs of plants. They effectively discover ways in which environmental conditions affect how living things grow and develop by studying plant growth. They gain further understanding of food chains and use more complex keys to classify living things. In addition they investigate the melting of wax, the dissolving of sugar and the evaporating and condensing of water and in doing so understand how some materials can undergo changes in state and gain insights into reversible and irreversible changes. Pupils apply this understanding effectively by investigating ways of separating mixtures and solutions. Most pupils understand the motion of the earth and how shadows are formed and know that sound travels as vibrations that will pass through different materials.
111. The overall quality of teaching is good. There were examples of effective teaching in both key stages. Teaching has improved since the last inspection. Planning in both key stages is detailed and thorough. This ensures that the content of the curriculum is balanced and that there is a proper emphasis on the teaching of investigative skills. Activities are set at suitable levels in order to allow most pupils to achieve the nationally expected level and to challenge higher attaining pupils. Teachers use effective questioning strategies to develop pupils' thinking, and the positive way in which they relate to pupils results in good behaviour. Most teachers have sufficient subject knowledge to teach science well. For example in Key Stage 2, most teachers are careful to use correct scientific terms and ensure that pupils understand what they mean. However, some teachers lack confidence in science and aspects of knowledge and understanding are weak. They do not give pupils a sufficiently clear understanding of scientific processes, such as magnetic attraction, and this lack of clarity limits pupils' attainment. Sometimes, teachers do not explain clearly and pupils are unsure what to do. Teachers generally use time and resources well to foster learning. However, when the discussion goes on too long, some pupils become restless and the quality of their learning is diminished. There are insufficient opportunities for pupils to use information technology as part of their learning in science, for example they seldom use information handling software to produce graphs and charts of the results of their investigations. Teachers use the plenary session at the end of lessons effectively to consolidate learning; there are good opportunities for pupils to talk about and explain their findings, and so develop their own and others' understanding. This, along with an impressive standard of independent recording of investigations, most notably in Key Stage 2, means that science makes a worthwhile contribution to pupils' developing literacy skills.
112. Pupils have good attitudes to science and they are particularly well motivated by opportunities to hypothesise, investigate and discuss their work and findings. They relate well to one another in their group activities, and generally behave well. This, along with positive aspects of planning and teaching results in a good quality of learning for pupils in both key stages, where pupils of all levels of attainment, including those with special educational needs and those for whom English is an additional language, make satisfactory

progress. This results from consistently good teaching, pupils' positive response and increased opportunities for experimental and investigative work and reflects in improving standards of attainment.

113. The management of the science curriculum is sound. The greatest advance in recent years has come from the analysis of information from statutory assessment tests. This analysis revealed weaknesses in planning and teaching and has resulted in a greater and more consistent focus on planning for and teaching through investigative methods. These developments have improved the quality of teaching and learning and contributed to the raising of standards. Teachers have begun to assess pupils' attainment in the medium and shorter term. It is now time to formalise arrangements so that these assessments contribute to planning throughout the school. Resources for science are barely adequate. However, the budget for science has been increased this year and the co-ordinator has clear plans for its effective use.

ART

114. Standards in art are above average for pupils' age by the end of Key Stages 1 and 2. These findings reflect a considerable improvement in standards since the last inspection. Additional training for staff, a much improved scheme of work, opportunities for pupils to work with a 'real' artist and the introduction of an art club have raised the profile of art in the curriculum and given staff and pupils the opportunity to extend their expertise. This has enhanced pupils' learning and added to the range and quality of the work they produce.
115. In Reception and Key Stage 1, pupils' produce a good range of two- and three-dimensional work that incorporates the use of various media and techniques, including paint, pastels, chalk, pencil, fabric, clay and paper collage. The youngest pupils work effectively with paints, mixing to achieve particular colours and producing strikingly uninhibited representations of daisies, dandelions and seascapes, inspired by the work of Van Gogh. They also use paper collage techniques as part of the same project. They use fabric crayons to good effect when making sections of the Friendship Quilt and experience techniques such as marbling when making eggs. Pupils in Years 1 and 2 learn the importance of careful observation when they make detailed drawings of a tape recorder and of plants, with higher attaining pupils beginning to experiment with techniques for representing light, shade and texture. Pupils develop a sound awareness of pattern and apply this effectively when making tissue paper 'stained glass' windows. They extend this when they make symmetrical patterns using paint and paper folding techniques.
116. Pupils in Key Stage 2 develop their repertoire of skills well. Pupils use familiar media and techniques but undertake more challenging projects and in this way improve their skills and the quality of their work. For example, in Years 3 and 4 pupils use printing techniques to good effect in creating images of enormous elephants and mix complex colours using paints, pastels and coloured tissue to represent the tones and textures of fruit. By the end of Key Stage 2, pupils choose, experiment and combine media confidently to make both small and large abstract works. Their drawing skills are well developed, as shown in detailed and accurate sketches of plants, where their finished work shows considerable attention to detail and quality.
117. Pupils in both key stages are introduced to a range of famous artists and to artistic traditions from other times and other cultures. This is particularly apparent in the current work of pupils in Key Stage 2, where the works of Mondrian, Seurat and Monet have served as effective starting points for pupils' own work. In addition, pupils in Years 3 and 4, extend their awareness of pattern by studying western and non-western influences such as mosaics from ancient Rome and rangoli patterns from India. Similarly, in upper Key Stage 2, designs from the culture of ancient Greece are the stimulus for pottery decorations. In this way, pupils' learning in art makes a satisfactory contribution to their broader spiritual

and cultural development, though there is scope for further development in this area.

118. Although only one art lesson was inspected, the above outcomes indicate that teaching is effective. In the one lesson inspected, the teaching was good. The teacher had secure subject knowledge and used this effectively to help pupils develop their skills. Pupils showed good attitudes to art. This gave rise to a generally calm, working atmosphere, in which pupils worked together co-operatively, used resources sensibly and readily shared equipment. They were proud of their work and talked about it readily. The range and quality of work on display in the school suggests that teachers plan coherently and that pupils experience a rich curriculum in art that successfully promotes high standards.
119. The quality of pupils' learning is good. Teachers have sufficient subject knowledge and understanding to teach art well and guidance on the progression of skills in subject documentation ensures that pupils acquire and consolidate skills through a carefully planned programme. The school has good facilities for the teaching of art and basic resources are quite good. The specialist art rooms allow teachers to undertake projects that would be difficult in a normal classroom. This adds considerably to the quality of pupils learning and to the progress that they make. However, the school does not have the necessary tools and equipment to undertake techniques such as screen-printing and batik that would further extend pupils experience and skills.

DESIGN AND TECHNOLOGY

120. Attainment at the end of both key stages is below the national expectations for pupils of this age. Aspects of teaching and the progress made by pupils of all levels of attainment are unsatisfactory. This reflects the findings of the previous inspection, which also reported that teaching was unsatisfactory, and that not all of the requirements of the National Curriculum programmes of study were being met. The findings of this inspection are that the situation remains very similar and progress made towards improving standards is unsatisfactory.
121. No examples of any pupils' prior work were available and very little current work was displayed. Lesson observations, discussions and scrutiny of pupils' and teachers' plans indicate that pupils' designing and making skills are undeveloped. Plans for making a 'jack-in-the-box' in Key Stage 2 lack detail. They do not indicate measurements or give instructions for assembly and no lists of parts or tools are included. Pupils constructed the box for this model but showed little understanding of techniques for connecting or fixing components. Some higher attaining pupils included 'tabs' for this purpose but the majority simply made liberal use of sticky tape. In a Year 6 class, pupils attempted to make load-bearing constructions without any designs at all and were unaware of which shapes might be strong, flexible or weak. Their ability to comment critically on what they had made was poor. Their responses indicated their lack of understanding and inability to identify good and bad design qualities. Pupils in both key stages have had limited opportunities to evaluate the design and structural qualities of commercially made products. Older pupils speak with little confidence; their observations are superficial and not based on any understanding of how or why a package might be designed for a particular purpose.
122. No overall judgement is possible regarding the standard of teaching as insufficient evidence was available. In the few lessons observed teachers' own knowledge and understanding were the key elements, which determined the quality of learning, taking place. Year 5 and 6 pupils in one class benefited from the expertise of their teacher and his ability to pose questions to help pupils find their own solutions. The activity was well planned and enabled pupils to make and adapt appropriate plans they had made to construct a representation of the school. In a less successful lesson in Key Stage 2, the teacher's subject expertise was weak. Pupils were given few strategies or ideas and group successes and problems were not shared commonly. Consequently, many opportunities were missed to enhance the quality of learning and rate of progress.

123. There is currently no co-ordinator for design and technology and this has a serious impact on the quality of the school's provision. The school has adopted the recent national guidance, but this has not been tailored to the school's needs and therefore does not provide an adequate means for ensuring that appropriate skills, knowledge and understanding are taught in a progressive way. No monitoring of the subject takes place and no assessment of pupils' progress is made. Although the school has a substantial stock of materials, much of this is old and does not reflect the range of construction materials or tools currently available to support pupils learning in design and technology.

GEOGRAPHY

124. The progress made by pupils in both key stages is satisfactory overall. Pupils with special educational needs and those for whom English is an additional language, make sound progress through effective support and tasks well matched to their needs. Pupils in Key Stage 1 develop a satisfactory understanding of the features around the school and the local area. The younger Reception children learn about farm animals and know where products such as milk, cheese, eggs and wool come from. They develop adequate understanding of different seasons and types of weather. Pupils in Year 1 and 2 are developing knowledge about where they live and learn their own address. They begin to understand simple maps and plans. For example, they follow the plan of the school to work out directions to the staffroom. Year 2 pupils confidently use the map to identify route from home to school. They show understanding of the human and physical features in Acton and are developing knowledge of signs and symbols in the local environment.
125. Pupils continue to make satisfactory progress in Key Stage 2, and by the time they are 11, they have learnt about how the rivers are formed and acquired some information about rivers in the British Isles and the rest of Europe. Their river study also includes learning about how a dam and power station power works. As part of their study of a distant locality, pupils in Years 5 and 6 compare the physical and human features in Acton to those in Sedbergh, in the Yorkshire Dales. They also learn about the way of life, food, houses and schools in villages in India and investigate these to outline differences and similarities. They have adequate knowledge and understanding of the use of keys and symbols when using atlases and maps of different scales and know how to use co-ordinates for locating places. Pupils in Years 3 and 4 study the local area in detail. Most pupils however, have limited skills in the use of sources of information, such as books, maps and plans. Opportunities for fieldwork or measuring direction and distances are limited. The use of information technology to promote pupils' geographical skills is inconsistent and does not form a regular part of pupils' learning experience.
126. The quality of pupils' learning and their attitudes to the work in geography are satisfactory. Pupils work with enthusiasm and apply themselves well to tasks that provide appropriate challenge and opportunities for practical work.
127. The quality of teaching is satisfactory. Lessons develop in well-managed stages and at a suitable pace with a tasks that provides sufficient challenge to all pupils. Most teachers have satisfactory geographical knowledge and understanding. Teachers use suitable methods and effective questioning. Praise and encouragement are used to good effect in lessons. Teacher's expectations of pupils are generally high and planning takes account of what pupils of different abilities will learn. The teaching of geography makes sound contributions to literacy and numeracy skills. Effective questioning and encouragement to use appropriate terminology, improves pupils' speaking and listening skills and extends their vocabulary. The use of co-ordinates and graphs to represent data such as the 'traffic survey' and the graph to show the type of houses people live in allow pupils to use their numeracy skills in real contexts.

128. The co-ordinator has clear priorities for the development of subject. There is a long-term overview of topics and the school is currently trialling the national guidance in the subject. There is no formalised assessment in the subject and monitoring role of the subject co-ordinator is not fully developed. Some monitoring of teachers' planning has been carried out but this does not provide a sufficiently clear picture of strengths and weaknesses in the teaching and learning process. This reduces the co-ordinators ability to manage and develop teachers' work in the subject. The resources in geography are sufficient in terms of range and quality of up to date maps of different scales. The school has some reference books and materials, including suitable atlases, globes and large maps. Resources are well maintained and centrally organised. The local area is studied in detail and pupils are able to benefit from visits to places such as the Syon Park and the farm.

HISTORY

129. Due to the arrangement of the school's timetable for this subject, it was not possible to observe any history lessons during the inspection. The evidence for progress is therefore derived from analysis of pupils' work, interviews with staff and pupils and from teachers' planning. The previous inspection reported satisfactory standards across both key stages but also highlighted weaknesses in the overall quality of teaching, which was unsatisfactory. The school has maintained the satisfactory standards and pupils throughout the school make sound progress in history. Due to lack of evidence, no judgement can be made on the quality of teaching. However, the weaknesses in the organisation of the history curriculum, such as the multi-focus approach in Key Stage 1 lessons, have been rectified. There is currently a more coherent long-term overview of topics and the school has recently adopted national guidance that supports teachers' planning more effectively.

130. In Key Stage 1, most pupils are beginning to develop an understanding of the past and a sense of the passing of time. They show this by their ability to sequence events and objects. For example, Year 1 pupils carefully examine some old and new toys to understand how these have changed over a period of time. They make comparisons between their lives and those of others who lived a long time ago. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Through visual sources and topics such as 'growing up' younger pupils discover aspects of the past and compare them with present times. By Year 2, pupils show satisfactory knowledge of the past. They understand that events in history really happened and that some happened a long time ago. They have factual knowledge about Guy Fawkes and the Gunpowder Plot and can draw features of the Victorian room and the Victorian playground.

131. In Key Stage 2, most Year 6 pupils show satisfactory factual knowledge of aspects of history. Pupils in Years 5 and 6 learn about characteristics of the past periods and recognise changes, through the study of life in Victorian Britain, and they have adequate opportunities to develop historical skills related to the use of evidence in history for example, interviews with older people. Pupils in Years 3 and 4 learn about the Celtic queen Boudicca and her fight against the Romans. They find out about the Roman Olympic sports and the role of the Gladiators. Most pupils are confidently using and interpreting historical sources and evidence. They do not however, research, analyse and evaluate information independently. There is an over-reliance on reproduced sheets with little evidence of pupils developing own historical enquiry. Opportunities for pupils to use information technology to support research and investigation in history are also limited. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress.

132. Pupils' quality of learning is satisfactory. Most pupils are interested and inquisitive about the past. Their attitudes and responses in history are positive. They show keen interest in finding out about how people lived in the past and how things have changed over time. The work is neat and contributes adequately to the development of writing and spellings.

133. Resources are insufficient in range and quality. The out of school visits to local places of interest based on class topics and visitors, such as the Chimney Sweep, effectively enhance pupils' learning.

INFORMATION TECHNOLOGY

134. The previous inspection found attainment to be well below national expectations. Although standards are still below expectations, the school has made considerable progress towards raising the levels of attainment and is in position to continue to do so.
135. Pupils in Key Stage 1 are taught keyboard and 'mouse' skills including the necessary function keys in order to be able to load, save and retrieve information stored in a computer. Higher attaining pupils gain sufficient competence and begin to use these skills independently but most still have to rely heavily on adult help. They use the mouse and cursor keys to create simple pictures and patterns, create pictograms and program a floor turtle to travel in different directions. Most can use the computer to write simple sentences or copy text. Higher attaining pupils are able to add capital letters and punctuation.
136. In Key Stage 2, the use of computers is mainly restricted to word processing, although pupils are beginning to use other applications, such as graphic simulations to model aspects of design and technology, geography and history. For example, pupils in Year 5 used the computer to make plans for a classroom and experimented with their layouts before producing a final draft, appropriately labelled and sized. Pupils in Year 3 wrote letters about their 'Day in a Rainforest' inspired by their work in geography, while others in Year 4 created pictures of pyramids from their Egyptian studies. Despite these advances in the use of information technology, pupils' skills remain under developed, with many struggling to load and save work, ignorant of the use of some basic function keys and are slow in using letter keys. Most of the core skills involving editing, cut and paste, combining information such as pictures, graphs and clipart are absent. Pupils' abilities involving modelling, monitoring and control skills are unsatisfactory, with little evidence of them being able to use control boxes to detect changes, for example in light or heat levels or to control models. When given the opportunity, pupils can produce graphs and data. For example, older pupils created frequency, bar and pie charts based on data they had collected on 'favourite foods'.
137. The co-ordinator has made good use of recent national guidance that she has adapted to the school's use. She has produced good medium and short-term plans that enable teachers to provide opportunities and activities for pupils to learn and practise the essential skills. Evidence provided by planning, discussions, work scrutiny and the few lessons observed indicate that teaching is satisfactory. Again this represents an improvement since the last. Each class is now allocated a weekly time when it uses the 'computer room'. This gives teachers the opportunity to use the five networked computers to teach a large group of pupils at the same time. This was used well use during the inspection, when pupils in Years 1 and 2 learned how to manoeuvre a 'butterfly' around the screen. By demonstration, the teacher was able to show half the class at once how to control the image. This considerably speeded up the rate at which pupils were taught and enabled a large group to then practise, with the teacher able to give immediate assistance if needed.
138. Teachers' knowledge and understanding of the subject vary considerably. This is reflected in the confidence with which they teach and has a direct impact on the quality of learning taking place. When this confidence is lacking pupils' progress is adversely affected. For example, in one lesson in Key Stage1, individual groups were set to work without the teacher reinforcing to the whole group methods or strategies that had been discussed in an earlier lesson. Discrete help was then given to individual pupils when the teacher was on hand. However, common misunderstandings and direct instructions were not shared with

the whole class. This did not make appropriate use of the opportunities provided by having a number of computers together, limited the gains that pupils were able to make and so had a negative impact on the quality of pupils' learning. There were very few examples of teachers or pupils making use of the computers in classrooms. They are not routinely used as integral parts of lessons in other areas of the curriculum.

139. The co-ordinator has good plans to continue to improve the quality of the subject through the purchase of further resources and by continuing the successful staff training and the monitoring of lessons. The previous inspection reported that the ratio of computers to pupils was below the national average. Despite recent acquisitions in equipment the school ratio of nearly 20 pupils each computer is unsatisfactory. Despite improvements in teaching and learning, the lack of resources is having a serious impact on the school's ability to develop this area of the curriculum and to raise standards to nationally expected levels. The school is connected to the Internet and pupils are learning how to use this facility for research and to use the school's e-mail address.

MUSIC

140. At the time of the last inspection standards in music were unsatisfactory and provision was inadequate. Now pupils' achievements are at least what should be expected for their age and the school provides satisfactorily for pupils' musical education. This represents a significant improvement on which the school is planning to build.
141. Pupils sing well and successfully attempt two part rounds in class and in singing assemblies. Only when the enthusiasm of the older pupils results in shouting does the sound become less pleasing. Most pupils, both in lessons and assemblies, could pitch accurately and the effect of the singing was tuneful and clear. Many pupils have a good sense of pulse and rhythm, and an understanding of musical notation. In one lesson, three Year 3 pupils were able to work out a lovely rhythm and keep a complicated pattern they had composed, which included the use of rests that they had learned in that lesson. In a Year 5 and 6 lesson, pupils showed good knowledge of different types of music and talked about with real enthusiasm.
142. Pupils concentrate and learn well in music. They clearly enjoy their music making and said so firmly in one Year 5 and 6 lesson. They behave well, many pupils finding the practical activities absorbing. In one lesson where pupils had to wait whilst instruments were given out, they were patient and in all lessons shared instruments sensibly. They try hard in music.
143. The teaching is good, and in one instance, in a Year 5 and 6 lesson, it was excellent. Several teachers sing competently and lead the pupils' singing strongly. Very good general teaching skills characterised by huge enthusiasm and good planning, enabled one non specialist teacher to give the excellent music lesson. A brisk pace, good pupil management and her own excitement kept pupils busy in well-planned, appropriate activities. In another lesson the teacher introduced games, songs and recorded music gradually, building up the sound and keeping pupils interested waiting for the next treat. In all lessons pupils of all abilities can take part and learn.
144. The school has a satisfactory collection of instruments, to which they have added significantly in recent years. However, some of these instruments are not in the best condition and do not encourage pupils to care for resources.
145. During the inspection week, the school held singing assemblies for both Key Stage 1 and Key Stage 2. Both of these events were particularly telling examples of what pupils achieve. The use of three pupils to lead the singing of Kumbaya, in the Key Stage 2 assembly, was very effective. Teachers know their pupils well and are aware of those who have an aptitude in music. There is, however, no formal way of assessing or of recording this

informally gained knowledge of pupils' capabilities to ensure continuity and progress in learning.

146. The subject co-ordinator has enthusiasm for the subject and good expertise that she shares with her colleagues. The careful implementation of a commercial scheme, and her concentration on singing are starting to bring rewards throughout the school. She has made sure that teachers have a secure understanding of why music makes an important contribution to the whole curriculum and have the confidence to teach it. The hard work of the co-ordinator and the Year 6 teacher ensure that the pupils enjoy a better balanced curriculum that includes both composing and listening to a variety of music.

PHYSICAL EDUCATION

147. Pupils reach satisfactory standards in the aspects of the physical education curriculum that were seen during the inspection. This reflects the findings of the previous inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study are covered. Most pupils of all levels of attainment in both key stages, make satisfactory progress.
148. By the end of Key Stage 1, most pupils move confidently. They use space well and are aware of the movements of others. Most develop satisfactory control of movement and balance.. Most pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely; individually, in pairs and in small groups. Older pupils respond expressively to music and to other stimuli. They use movement, gesture and expression effectively to convey feelings and moods, such as the effort of hard work when moving a large (imaginary) object.
149. Pupils in Key Stage 2 have the opportunity to take part in a limited programme of outdoor and adventurous activities such as orienteering around the school grounds. They do this through activities that take place on or around the school site. They also take part in swimming and most attain the nationally expected standard for their age. Pupils in Years 3 and 4 extend their games skills appropriately using the basic techniques needed for rounders and tennis. Pupils in Years 5 and 6 learn more about running and throwing techniques as they relate to athletic events and, in doing so, improve their own performances. They sustain vigorous activities and are aware of the effects of exercise on their bodies.
150. The majority of pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. Older pupils are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example maintaining concentration and effort during a 'chilly' outdoor lesson. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education. The quality of pupils' learning is sound. This results from pupils' positive response and from the range and variety of experiences that the school provides.
151. The teaching of physical education is sound, with examples of effective teaching in upper Key Stage 2. Teachers' planning is satisfactory. It identifies clearly what pupils will learn. When teachers make their expectations clear to pupils, for example in effective athletics lessons in upper Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. Most teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make sound progress. Teachers' awareness of individual pupils is good and results in effective individual coaching that helps pupils improve aspects of their technique. This worked well in the Year 3 and 4 games skills lesson. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour

and response and they use a good balance of praise and challenge. This allows the lesson to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, most teachers use the school's discipline policy consistently and to good effect.

152. The school has satisfactory resources for physical education, including two large halls equipped with suitable gymnastic apparatus and an adequate supply of smaller apparatus. There is, however, no playing field and this restricts the scope of games and athletics teaching and the schools capacity to provide extra-curricular and competitive sports as an extension to the curriculum. Additionally, some gymnastics apparatus is currently out of use, awaiting repair. Current extra-curricular provision is confined to netball. This is much less than most other schools provide and, as such is unsatisfactory.

RELIGIOUS EDUCATION

153. Standards by the age of seven and eleven years do not meet the expectations set out in the locally Agreed Syllabus for religious education. Although religious education contributes to aspects of pupils' spiritual, moral, social and cultural development, it is limited. When the pupils first start school, their overall attainment is well below average. In the early stages, teachers make use of story telling and discussion, and because of this, pupils begin to develop their own ideas. However, this is not built on systematically. Throughout the school, pupils make limited gains in their knowledge and understanding of Christianity and other major faiths.
154. By Year 2 pupils know about a few aspects of Christianity. They draw on the stories they have heard, for example of Moses in the Desert. They know the names of places of worship for the different faiths and some of the rituals and celebrations that take place. The visit to St. Dunstan's church by the reception classes produced some really good work. The pupils in Key Stage 1 make a start to learning about different religions. However, the development is inconsistent and pupils do not develop an understanding of how they can learn from the positive actions of others and the examples set by important religious figures, such as Jesus and the prophet Mohammed (p b o h).
155. By Year 6, many pupils have little knowledge of Christianity and other faiths, such as Islam, Judaism and Buddhism. They are not able to draw on this knowledge to help them make decisions about their own lives and to make sense of what they see about them, which is a requirement of the agreed syllabus. Because of the lack of consistent development of their knowledge and understanding pupils are not able to apply the rules, for example, from different religions to their own lives and understand how rules are important for people to live in harmony. Pupils do have an understanding of how important people in the past helped to shape the way we live today and compare this with the charitable work in which they have been involved. This is because many religious education lessons are really more concerned with the historical content than the religious aspects.
156. The teaching of religious education observed during the inspection was satisfactory. In the lessons, pupils made thoughtful responses because the teachers are skilled at questioning and probing their ideas. Pupils in a Year 5 lesson developed an understanding of the quality of Mohammed (p b o h) as a leader through their teacher's own subject knowledge. In a comparable lesson in a parallel class the pupils learned from the pupils in the class who are Muslims, although many showed little interest in the lesson. However, in both lessons the task of cutting out a picture, sticking it on paper and writing a word relevant to the life of Mohammed (p b o h), for example, 'shepherd', was not sufficiently challenging. This was particularly true for the less able pupils who simply copied words from the board. The pupils show respect for other's religions. This shows in the way pupils talk, for example, a Year 6 pupil in interview said, "Other people's religions are interesting and help you to understand people better."

157. Teachers make some use of resources, but these are very limited. There are some good displays for religious education. However, these do not often contain pupils' work, and some have spelling mistakes. For instance, the interesting display on Muslims and Mecca in the corridor is designed to highlight the importance of pilgrimages, and this word is misspelled.
158. In common with the rest of the curriculum, teachers plan their lessons soundly. When given the opportunity, the pupils are learning the right things for their age and attainment because the teachers' planning provides appropriate tasks. Some teachers show good subject knowledge and they impart this well to the pupils, often through lively discussions and story telling. This inspires the pupils and because teachers expect the most from them, pupils work hard. The pupils are eager to learn about other faiths, older pupils particularly enjoy the chances given for discussion and to share their ideas and the school could enable this more effectively.