

INSPECTION REPORT

CARLISLE INFANT SCHOOL

Hampton, Richmond

LEA area: London Borough of Richmond

Unique reference number: 102883

Headteacher: Mrs Claire McCann

Reporting inspector: Ms Lynne Fardell
21736

Dates of inspection: 10 - 14 January 2000

Inspection number: 191501

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7 years
Gender of pupils:	Mixed
School address:	Broad Lane Hampton Middlesex
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Appropriate authority:	The Governing body
Name of chair of governors:	Mr Graham Bell
Date of previous inspection:	7 October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Lynne J Fardell	Registered inspector	English Art Music	How high are standards? How well is the school led and managed?
Michael H Hudson	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents?
Trevor A Clarke	Team inspector	Science Design and technology Physical education Religious education Special educational needs	How well are pupils taught?
Ann E Kounnou	Team inspector	Mathematics Information technology Geography History Provision for children under five	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Carlisle Infant School is located in Hampton, which is a predominantly residential area in the London Borough of Richmond. Many residents commute to the city for their work. The intake of the school broadly reflects its surrounding area. The school is similar in size to most primary schools, and has 216 pupils on roll. At the time of the inspection there were 49 children aged under five being taught in the mixed-age reception classes. Pupils enter the school either in the September or January of the year in which they are five. Their attainment on entry to the school is above average overall, although this ranges widely. Fifty-nine pupils are identified on the school's register for special educational needs, this is above that usually found. No pupils have statements of special educational needs. Most of the children are from homes where English is the main language spoken, and few speak English as an additional language. The number of pupils entitled to free school meals is broadly average.

HOW GOOD THE SCHOOL IS

The school achieves good standards. Most pupils enjoy their learning and work hard in lessons. Almost all the teaching is at least satisfactory, and much is good or better; some excellent teaching was seen. Most pupils are learning well, but for some of the more able pupils the work presented to them is not always challenging enough. The school cares well for its pupils, particularly those with special educational needs. Parents play an important part in the life of the school and their children's learning. The school has made significant improvements since the last inspection and responds well to new challenges. It is led purposefully, yet sensitively, and is governed well. The school is managed in a cost effective way, providing satisfactory value for money.

What the school does well

- Teaching is good overall.
- The school is led well and managed effectively. Good strategic use is made of available resources.
- The governors have taken a leading role in shaping the direction of the school.
- Standards of work are good in English, science, information technology, art and under-fives.
- Pupils' personal development and relationships are very good.
- Pupils' attitudes to school and their behaviour are very good.
- The quality and range of learning opportunities are good, particularly for children under five. A very good range of extra-curricular activities is offered and the provision for pupils' moral, social and cultural development is good.
- The school cares well for its pupils.
- Parents' impact on the work of the school is very good.

What could be improved

- Teachers do not routinely identify what pupils are intended to learn in their daily planning.
- Subject co-ordinators do not monitor the impact of teaching or the quality of learning and the school does not analyse performance data rigorously enough to change the curriculum where necessary in order to raise standards.
- Standards are not high enough for many more able pupils.

The areas for improvement are outweighed by what the school does well, but will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996 and since that time has worked hard to improve the areas identified in the last report. Teaching has improved significantly, and pupils' attendance is now above average. Schemes of work have been developed and the school now has medium and longer-term planning for a broad and balanced curriculum that builds on what has been taught before. Systems for assessing pupils' progress and attainment have been improved and teachers maintain detailed records. However, the use made of the information gained from assessment is limited. Throughout the school management structures and systems have improved and are now effective, the senior management team meets regularly and delegated responsibilities are clearly understood; the role of co-ordinators is being developed. Provision for the under-fives has improved and is now good. Effective leadership has resulted in very good improvements in the provision for information technology. Standards in science have risen, but there is no evidence of pupils' planning in design and technology, which was an area identified as needing improvement at the time of the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
Reading	A	A	B	B	well above average A above average B average C below average D well below average E
Writing	A	A	B	B	
Mathematics	A	A	B	B	

By the time they are five, children's attainment in all areas of learning is above that usually found. In all three core subjects, pupils' attainment over the last four years has been well above the national average overall. Although pupils' performance in the tests was slightly lower last year, their attainment was still above average and the school achieved its ambitious targets for the number of pupils achieving Level 3 in English and mathematics. Inspection evidence indicates that attainment in English and science is above average, but in mathematics attainment is close to the national average. This may be due, in part, to a lack of challenge for some more able pupils and the older pupils in the work they are offered. As a result, standards are not high enough for many of the more able pupils, particularly in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good.
Behaviour, in and out of classrooms	Good overall.

Personal development and relationships	Very good.
Attendance	Good, this has improved and is now above the national average.

Nearly all pupils behave very well, although a few pupils behave inappropriately at times. Many of these pupils have emotional or behavioural difficulties. Pupils enjoy their learning, they are interested in lessons and are generally eager to please their teachers. Pupils establish effective relationships with other children and with adults around the school. Regular attendance has a positive impact on the standards attained by pupils.

TEACHING AND LEARNING

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

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

Teaching is good overall, and ranges from excellent to unsatisfactory. Teaching was satisfactory or better in 92 per cent of the lessons seen, it was good or better in 47 per cent of lessons and unsatisfactory in eight per cent of lessons. Teaching in English is good and teaching of mathematics is satisfactory overall. Overall, literacy is taught well throughout the school and a sound start has been made to the National Numeracy Strategy. However, in most subjects and in many lessons teachers do not clearly identify in their planning what it is they intend pupils to learn, and activities are not always planned to provide appropriate challenge for higher attaining groups of pupils.

Pupils are enthusiastic learners. Most work hard, concentrate well and are eager to please their teachers. They are given good opportunities to develop independence and to take responsibility within the class and around the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. A good range of experiences is planned for pupils, and provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Very good provision is made for pupils with special educational needs.
Provision for pupils with English as an additional language	Satisfactory provision is made for the few pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good overall. Satisfactory provision is made for pupils' spiritual development and good provision is made for their moral, social and cultural development.
How well the school cares for its pupils	The school takes good care of its pupils.

The school has established very effective partnerships with its parents. The Carlisle Association is thriving and is very active, particularly in raising funds to enhance the provision in school. The work of the association is helped through the parent representatives for each class. A good feature is the training provided by the school for parents who volunteer their time to support pupils' learning in school, particularly in reading and special educational needs. Satisfactory information is provided for parents, but in its current format the governors' annual report to parents does not meet all statutory requirements.

The planned curriculum is broad and balanced. Medium and longer-term planning builds appropriately on what has been taught before. However, the school does not analyse performance data with enough rigour to identify groups of pupils or classes whose performance varies significantly from their peers, or to identify if any changes to the curriculum are necessary.

Good procedures are in place for child protection. Very good supervisory arrangements are in place at breaks and lunchtimes. The school has good systems to promote good behaviour and very good procedures to eliminate any oppressive behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides a clear lead to the work of the school, she is effectively supported by the deputy headteacher and other senior staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They take an active part in shaping the direction of the school.
The school's evaluation of its performance	Satisfactory, the school has a suitable understanding of its main areas of strength, and where improvements are needed.
The strategic use of resources	The school makes good strategic use of resources based on the principles of best value.

The school has an appropriate number of teachers, nursery nurses and experienced learning support assistants for the pupils on roll. The accommodation is very good; it is spacious and maintained well. The range of learning resources available is satisfactory overall.

The school is managed well. The headteacher and deputy headteacher have raised standards in teaching through focused monitoring and evaluation. Additionally the headteacher and governors identify and prioritise appropriate areas for improvement. They share their vision for the school's future effectively with all concerned parties. Although they have a suitable understanding of the school's strengths and where it could be improved, not enough use is made of performance data to help them plan necessary changes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That teaching is good.• That the school is well led and managed.• That they feel comfortable about approaching the school with any questions or problems.• That their children like school.• That the school expects their children to work hard.	<ul style="list-style-type: none">• A wider range of activities for their children outside lessons.• The amount of homework given to their children.• More information about what their children are taught.

The inspection team supports the parents' positive views of the school. The range of activities planned for pupils outside regular lessons is judged to be very good. Inspectors judge the range of homework offered to the pupils to be appropriate and it is judged to be satisfactory. The information given to parents is also judged to be satisfactory, with some good features such as the literacy and numeracy newsletters.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start Carlisle Infant School in the year they have their fifth birthday; they come to school part time until the term after their fifth birthday when they attend full time. They are taught in three mixed-age reception classes containing pupils who are five and children under five. At the time of the inspection 49 children were under five. During their first term in school a baseline assessment is carried out, the result of these assessments indicates that overall children attain levels in each of the recommended areas of learning above those normally attained by children of this age. However, there is a wide spread of ability ranging from children who achieve below the expected levels and those who achieve well above. By the age of five most pupils achieve the Desirable Learning Outcomes.¹
2. Throughout the school pupils achieve high standards in English, science, information technology and art and pupils make good progress in their learning. Standards in reading and writing achieved by pupils aged seven are higher than average and are better than those achieved by pupils in similar schools. Although in tests, pupils' results in mathematics are above average and better than those achieved by pupils in similar schools, inspection evidence indicates that standards are broadly average, and are not as high as they should be. The difference between the test results and inspection evidence is because in too many lessons the same work is planned for all pupils and, as a result, the progress of the more able pupils is restricted. The trend over the past four years has been for pupils to achieve standards that are well above average in English, mathematics and science. The slight dip in the school's results last year may be attributed to the high number of summer born pupils in the 1999 cohort.
3. The school uses National Curriculum test and assessment data to provide information for setting targets for individuals and groups of pupils so that they make the best progress over time. However, it is in the very early stages of analysing these results over time to help plan the most effective curriculum for pupils. For example, in order to raise standards further, the school has not used the information gained from the teachers' assessments in science to adjust how pupils are taught about materials and their properties. This is the aspect in which pupils' results are weakest.
4. In information technology, where teaching is good, standards have risen to above expectations. The co-ordinator has been appointed since the school was last inspected, and has improved the quality of resources and teachers' confidence when using these to teach new skills. The expertise in art shared by many teachers contributes to the high standards achieved. In all other subjects, where there was sufficient evidence to make a judgement, pupils achieve standards that are similar to those found in other infant schools and they make satisfactory progress in their learning.

¹Desirable Learning Outcomes; The Qualifications and Curriculum Authority has produced a set of 'Desirable Learning Outcomes' for children's learning on entering compulsory education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of

learning; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

5. Pupils build on the good start they make in the reception classes as they start work on the subjects of the National Curriculum. Due to good teaching, very good relationships, pupils' interest in their work and their good behaviour, most pupils are on target to achieve above average standards in English and science by the age of seven. However, as teachers do not plan as well for the full range of abilities in mathematics, pupils are on target to achieve average standards in this subject.
6. Pupils demonstrate good skills when speaking and listening. Most read aloud from books, or their own work, clearly and confidently. They contribute well to discussions. They are making the appropriate progress to achieve above standards by the time they leave the school. Many read well and enjoy books, most Year 2 pupils read fluently and accurately. They use different strategies to read unknown words, including the use of phonics and pictures to help them. Many pupils can summarise the plot of their current book, and recall favourite stories read previously. Pupils make steady progress as they move through the school and are on target to achieve above average standards at age seven. Pupils make sound progress in writing. They spell well for their age and develop skills in using punctuation. However, not enough opportunities are planned for pupils to write at length, inhibiting the progress of some potentially higher attaining pupils.
7. Across the school an appropriate emphasis is placed on pupils' skills in literacy. Pupils frequently read for information and pleasure. They are introduced to specific vocabulary in subjects such as mathematics, science, information technology and music. Opportunities are given for them to write as they record their work in other areas of the curriculum such as in topic work and science. Pupils are encouraged to verbalise their experiences particularly in role-play and as they discuss their work in plenary sessions.
8. Most pupils make satisfactory progress in mathematics. The progress made by potentially higher attaining pupils is less satisfactory, as the work they are presented with is not sufficiently challenging. Most pupils are on target to have an appropriate understanding of number and how to apply this knowledge to different tasks by the time they leave the school.
9. Few opportunities for pupils to use their numeracy skills in subjects other than mathematics were observed. Some pupils apply their number skills as they play in the 'shop', but these experiences are not extended appropriately. Opportunities in subjects such as design and technology and geography are sometimes missed.
10. Pupils' learning in science is good overall and current pupils in Year 2 are on target to achieve above the national average by the end of the year. Good levels of skill and understanding of the principles of fair testing are apparent when Year 2 pupils carry out simple experiments. Observations are recorded and conclusions clearly stated.
11. By the age of seven, pupils in Key Stage 1 demonstrate a good range of skills and competencies in all areas of information technology. As a result of good teaching they are on target to achieve above the national expectation by the age of seven. These skills are applied well to many areas of the curriculum such as English, mathematics and geography. There was insufficient evidence available to make a secure judgement on the standard of pupils' work in the other core subject of religious education.

12. Attainment in design and technology, history, geography, music and physical education is similar to that usually found in most infant schools and pupils make satisfactory progress.
13. The provision made for those pupils who have difficulties with literacy is effective and good provision is made for pupils who have a specific learning difficulty in mathematics. This is supported by a group of parents who have been trained by the local education authority special education advisory teacher to offer early intervention support in reading and phonics. As a result of good teaching and the extra support given and the increased time spent on the 'Accelerate' and 'Acceleratewrite' programs a number of pupils are making above expected gains in learning. Additionally, learning support assistants are skilled at giving informed attention in a range of activities and have a positive impact upon the learning that takes place.
14. There are no significant differences between boys and girls in their levels of attainment, and no significant variations in the progress made by pupils from different backgrounds.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to learning are good, as they were at the time of the last inspection. From the time they enter school in the reception class most pupils sustain good levels of concentration and are interested in what they are learning. They show an enthusiasm for work and an eagerness to succeed. Most pupils sustain high levels of interest and concentration that enable them to make good progress in lessons, particularly in English and science. The shared text aspect of the literacy hour is particularly popular and pupils are keen to discuss activities and learning in the plenary sessions.
16. Behaviour is good. Pupils behave well in lessons and around the school. Adults in the school actively promote good behaviour and emphasise self-discipline. This has a positive effect on behaviour, as do the clearly displayed classroom rules. There have been no exclusions in recent years. No incidents of bullying were observed during the inspection and discussions with pupils revealed the belief that any such incidents would be resolved quickly. Pupils are polite, friendly and courteous to visitors. They confidently talk with adults and with each other. Pupils show due respect for their own and others' property. Most parents express satisfaction with the school's standards of behaviour and support its behaviour policy. Good attitudes and behaviour are reinforced by the way examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.
17. Throughout the school the quality of relationships between pupils, staff and voluntary helpers is very good. It is a strength of the school and has a significant impact upon the standards achieved. Pupils co-operate very well in lessons and are often observed helping and supporting each other, particularly in reading and literacy sessions. They listen to each other's ideas and views and are generous in their appreciation of effort, as seen in English lessons. A good feature is the practice of establishing partnerships between classes, giving pupils opportunities to e-mail one another, read together and to present their work to a different audience.
18. Pupils with special educational needs respond well to the additional support they receive. Their behaviour is good and their progress impacts positively on their confidence and self-esteem.

19. The personal development of pupils in school is very good. Pupils are secure and confident about rules and routines and enjoy undertaking responsibility. They are delighted when it is their turn to be the 'special person' for their class that day. When they are required to work in pairs or groups in lessons, many pupils do so very sensibly; they co-operate well with each other and share resources responsibly.
20. Attendance is good. The attendance rate in the last school year was above the national average and similar to that at the last inspection, while unauthorised absence in the same year was below the national average and better than at the time of the last inspection. Registration is conducted promptly and effectively and pupils answer politely. It provides a bright beginning to school sessions. Pupils are generally punctual for school and lessons start and finish on time. Most parents observe the absentee procedures including that relating to holidays taken in term time. Together attendance and punctuality have a positive impact on attainment and progress. Rates of absence are published in both the prospectus and governors' annual report to parents.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching ranges from excellent to unsatisfactory, and is good overall. In nine out of every ten lessons teaching is satisfactory or better and in almost five out of every ten lessons it is good or better. In approximately one lesson in 12 teaching is unsatisfactory. More than one half of these unsatisfactory lessons were observed in one Year 1 class.
22. Teaching of children under five, including the teaching of numeracy and literacy, is never less than satisfactory and in one in three lessons it is good or very good. Staff work well as a team and have good knowledge of the needs of the children. Teachers and support staff set high expectations for pupils' attainment and behaviour. The children benefit from sensitive but firm management and this allows for a smooth introduction to learning to be responsible and learning to follow rules and routines. Planned activities are stimulating and of a suitable range to achieve the Desirable Learning Outcomes for children aged five.
23. Teaching is satisfactory or better in eight out of ten lessons in Year 1, in almost half of the lessons teaching is good and in one lesson an example of excellent teaching was observed. In Year 2, teaching in nine out of ten lessons is satisfactory or better with one in three lessons judged to be good. The few unsatisfactory lessons seen were characterised by poor planning, low expectations and the presentation of activities that lacked challenge and stimulation. However, these examples were far from the norm.
24. Generally teachers have a secure knowledge of the subjects they teach and their ways of working with pupils are good. All teachers were observed using explanation, demonstration and questioning skilfully. This is particularly successful in whole-class sessions for literacy, numeracy and science where pupils' contributions are used well to correct misconceptions, improve understanding and direct learning. In the excellent information technology lesson observed in Year 1, the class teacher made best use of her considerable subject knowledge and technical vocabulary to challenge and inspire her pupils to further understanding. Class activities are well organised with pupils grouped suitably for their varying abilities. Effective use is made of plenary sessions to recapitulate and consolidate

learning in many lessons. Teachers and support staff use their time well. They are careful to ensure that no time is wasted during teaching time. Lessons begin promptly and are conducted at a brisk pace. Resources are used effectively to focus attention, create interest and enhance learning.

25. Teachers' control and management of pupils are good, with effective use of praise and a range of rewards used to motivate and encourage. There are clear routines and each class has its own set of rules. Teachers expect pupils to behave properly, to listen carefully and settle to their work sensibly and they respond well to this. These features contribute to the good ethos observed in all classes and have a positive impact upon pupils' learning. Overall good levels of behaviour are achieved. The relationships between teachers and pupils are very good and there is mutual respect shown.
26. Generally, teachers have a good understanding of the needs of their pupils, but they do not always make the most effective use of assessment information to adapt lesson planning. The scrutiny of pupils' work indicates that most teachers carry out marking regularly, and there are examples of good marking which indicates ways in which pupils' might progress. However, the marking of pupils' work sometimes fails to indicate how it can be improved and simply dates and records completion. This has a negative impact upon learning.
27. With the exception of mathematics, where tasks planned are not always matched well to the varying abilities of pupils, planning is satisfactory overall. Some examples of good planning were seen, particularly in literacy and science. However, many lessons are planned on the basis of activities to be undertaken and not on what teachers expect pupils to have learned by the end of the lesson. As a result learning intentions are not consistently reviewed with the pupils, who consequently do not know how much they have learned, and teachers cannot be sure of the progress made.
28. Teachers make good provision for pupils with special educational needs. Teaching is based upon the sound knowledge and understanding of individual needs as outlined in individual education plans. Carefully focused activities aim to extend pupils' learning, and this has a positive effect on the progress that they make. The classroom partnerships between teachers and support staff are beneficial to these pupils. Learning support assistants are skilled at giving informed attention in a range of activities and have a positive impact upon the learning that takes place. The part-time special educational needs teacher demonstrates considerable patience and much understanding and sensitivity in her teaching. She has a very positive impact upon the learning and self esteem of her pupils.
29. The quality of teaching has improved considerably since the last inspection. The provision of relevant in service training, in-school support and the on-going development of subject policies and schemes of work have impacted well on the quality achieved, as has the implementation of the National Literacy and Numeracy Strategies.

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

30. The overall quality and range of opportunities for learning are good throughout the school. The previous report found that the curriculum was broadly satisfactory, and highlighted the need to develop schemes of work in all subjects to guide teachers planning. The school has worked hard and schemes that are closely linked to the school's longer-term three-year plan are now in place for all subjects. Many subjects are planned around a central theme each term. This term children in the reception classes and older pupils in Key Stage 1 are looking at Africa and throughout the school many lessons have used this exciting theme. In the reception classes jungle paintings are being created and African animals are being counted and sorted in mathematics lessons. In Key Stage 1 older pupils practise African greetings and examine exotic fruit in geography lessons, later on they make careful drawings of the fruit in art lessons. Good medium-term plans have been drawn up to guide planning in many subjects, for example in mathematics clear guidance is provided for teachers to plan a unit of work in each area of the mathematics curriculum for pupils of all abilities. As yet these plans are not used appropriately to guide shorter-term planning and as a result the opportunities provided for many groups of pupils in lessons are not sufficiently challenging, this is particularly the case in mathematics.
31. Pupils with special educational needs are well catered for, very good individual plans have been drawn up to meet their needs. Clear individual targets are identified that pupils can work towards in small measurable steps. As a result these pupils are making sound progress.
32. A very good range of extra-curricular activities is provided for the pupils including a wealth of visitors to the school. All around the school dramatic three-dimensional displays, ranging from seagulls to rockets, are the result of a visit to the school by Eco-Action, and now pupils are preparing for a visit to the school next week by an African Heritage Ceramics group. The school regularly takes pupils out on visits to support its work, a regular visit to Gunnesbury Park has the pupils producing and interpreting maps, and an annual book week brings authors, illustrators, publishers and poets into school. In addition pupils have visited the National Gallery and a primary Shakespeare Theatre company has performed for the pupils. Pupils have regular opportunities to take part in a recorder club, a Kinder Musik club and French club, where they learn simple conversational French. These clubs are well attended.
33. The school makes good provision for personal, social and health education through a well-planned programme for drugs and sex education, which is taught through science lessons, and in personal and social education lessons. The school has not developed a clear policy for making best use of these lessons. For example in one personal and social education lesson the circle of Year 1 pupils watched and waited as the teacher signed certificates for individuals, these were then awarded for personal improvement. Whilst the pupils clearly enjoyed receiving the certificates this was not the best use of valuable time intended to develop pupils' understanding and interest in personal achievement.
34. The school has developed good links with the community and other local schools. For example, the headteacher of the partner junior school regularly visits to take assembly. As a result pupils clearly know the headteacher of their next school well and are confident to ask him questions on their worries about moving up to the junior school. The good partnership that exists between the two headteachers ensures that children and parents make the transition to the next school as smoothly as possible. The school also has good links with the local special school,

and pupils regularly visit and take part in joint activities for example cooking. The wealth of visitors from the community include grandparents working in classrooms, the coastguard and the local vicar, the pupils have been on visits to the church of St James.

35. The school meets statutory requirements by providing a curriculum for children under five that is clearly based on the Desirable Learning Outcomes for children of this age, and by following the requirements of the National Curriculum including the literacy and numeracy strategies. The locally agreed syllabus for religious education guides its work in this area, and the school pays close attention to ensuring that all pupils have equal access to the curriculum. Pupils with special educational needs are withdrawn to good experiences, and frequently returning to their class proudly displaying stickers they have been awarded in their individual or small group lessons.
36. Provision for pupils' spiritual, moral, social and cultural development is good overall. Taking each aspect separately, moral, cultural and social development are good and spiritual development is satisfactory. There is currently no policy or clear planning for these aspects of the curriculum. As a result the school has no secure means of ensuring that appropriate provision is made in all classes. Cultural activities are clearly identified on the longer-term school curriculum plan, but individual subject plans do not yet include guidance on planning each aspect.
37. The school makes sound provision for the development of spiritual awareness. The weekly whole-school assembly is a very special occasion for all the pupils. Older pupils sit proudly on special chairs that have been set out for them. An atmosphere of calm anticipation is created by the gentle music playing as children come into the well-prepared hall where something special is displayed for all to see. This week it was catkins and a very special snowdrop. However collective worship during other assemblies is sometimes routine and opportunities to develop spiritual awareness are missed. Opportunities are regularly missed in lessons, mainly due to the lack of planning to ensure consistent practice in the school. However many good examples occur incidentally, for example in a routine mathematics lesson pupils in Year 1 are awed and thrilled to find real money inside felt purses when they go to their group tables to begin their work. 'Booty' the snail also provided good opportunities for children to reflect upon the wonders of the natural world - but no similar experiences were seen in the other reception classes.
38. Provision for pupils' moral development is good and permeates the life of the whole school. There is a clear and well-understood set of values, which underpins all school activities. Pupils generally respect and take care of the school's resources and are trusted to work with them independently. From the time they enter school children are aware of what is acceptable and unacceptable behaviour. Staff on duty at lunchtime enjoy playing games with the pupils and ensure that the school's policy for discipline is used well. They make good use of the 'Happy and Helpful Playground' book by noting down pupils who have behaved particularly well. During assembly the first four pupils to be entered into the new book this term glowed with pride and pleasure as they collected their stickers.
39. Provision for pupils' social development is good. Most staff provide very good role models and act with consistency and promptness to reinforce moral and social values. Pupils have very good relationships with the staff and with one another, and have some opportunities during the school day to use their initiative; however, planning for this is inconsistent. The school encourages pupils to help one another

and this is particularly evident when new pupils join the school. For example pupils drew a new pupil in Year 1 who speaks very little English into a group and protected her from the questions of outsiders by explaining that she couldn't speak any English yet.

40. Provision for pupils' cultural development is good and the school takes an active approach to this area of the curriculum, weaving many opportunities for pupils to study their own and other cultures into lessons. Throughout the school vibrant displays celebrate the rich cultural diversity of Great Britain and the wider world. Japanese number symbols are displayed, questions about the Chinese New Year and 'Welcome' in many languages greet visitors to the reception area. In some Year 1 registrations pupils choose a language to answer the register. In the reception classrooms delightful children's pictures of Asian dancers are displayed alongside photographs of the Trishul. African groups hold workshops in the school and parents from the ethnic minorities occasionally speak to assemblies. There are books in class libraries that assist the understanding of disabilities, and gender and ethnic issues. Although important celebrations such as Eid and Divali are recognised, the school has yet to establish close links with local non-Christian religious leaders.
41. The school promotes and provides good social inclusion for all pupils. Its policy on equality of access and opportunity meets statutory requirements and is well supported by other policies and by a handbook on racial harassment. The policy is well understood by staff and equality of opportunity is an important feature in all school activities. This has a positive impact on attainment, experience and learning throughout the school. Boys and girls of all ethnic groups work and play easily together and readily take part in the same extra-curricular activities such as basketball. Older age groups show care for younger pupils and those with special educational needs are fully integrated into the school community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Procedures for child protection and pupils' welfare are good, as they were at the time of the last inspection. Staff know the pupils very well and are mindful of their individual needs. Pastoral care is good and pupils' development is actively promoted. The school has a designated welfare officer and procedures for accidents, illnesses and medicines, both in school and on educational visits, are very good. Sufficient staff have first-aid training. The child protection policy is well structured, the child protection officer is designated, trained and known to staff, and links are established with the appropriate agencies. The health and safety policy is good, procedures are properly considered and risk assessments are regularly conducted. Staff receive health and safety training, and show satisfactory awareness of health and safety matters. Pupils feel safe and secure. Hygiene and general cleanliness of the school premises are good. All statutory inspections of appliances and equipment are in-date and hazardous substances are well managed. The school has good fire procedures and emergency evacuations are practised. Security arrangements are being reviewed.
43. The school's procedures for monitoring and improving attendance are satisfactory. The attendance policy is clear and suitable reference is made to the educational disadvantages of family holidays in term time. Several attendance registers show that what the school says are authorised absences are, in actuality, unauthorised, and some do not include total attendance figures. There is close liaison with the

education welfare service about unexplained absences. Contrary to recommended practice, attendance registers are held in classrooms. This has safety implications when late comers are not recorded or the school is evacuated.

44. Procedures for monitoring and promoting good behaviour are good. The school's behaviour policy, which complies with statutory requirements, suitably defines standards and expectations. A balanced range of rewards and sanctions support this, which are implemented by staff with consistency and common sense. Pupils know what is expected of them. The policy is supplemented by a good code of conduct, which is displayed in classrooms and resource areas. The code, to which pupils have contributed, helps to promote tolerance and respect towards staff, visitors and their peers.
45. The school's procedures for monitoring and eliminating oppressive behaviour are very good and a strength of the school. The behaviour policy includes a very good section on bullying and pupils are fully aware that any signs of abuse, harassment or bullying will be dealt with firmly. Supervisory arrangements in and about the school, including lunch and during dry and wet play times, are notably good. The measures work well and no groups or individuals are unfairly treated or disadvantaged.
46. The school's procedures for monitoring and assessing pupils' academic progress and personal development are sound overall. Teachers keep a good range of information about pupils' achievements in their daily planning files, and as a result they have a clear picture of individual attainment in mathematics and English. However, the school does not use performance data to track the progress of groups of pupils or individual pupils and has no secure means to judge the effect of curriculum planning on pupils' attainment. As a result, the school has not changed the curriculum to provide a suitably challenging range of experiences for potentially higher attaining pupils, and has not identified which areas of the curriculum should be targeted in order to raise standards overall. For example, the work in science has not been modified to improve pupils' opportunities to study materials and their properties, and pupils' attainment in this area of the science curriculum does not match the high standards achieved in other aspects of science. Teachers' daily planning is evaluated regularly, but as yet teachers do not routinely identify exactly what pupils are intended to learn in lessons. As a result, they have no effective means of monitoring the effect of their teaching and shorter-term plans are not sufficiently responsive to the needs of individuals or groups of pupils. For example, in some classes when older pupils do not understand addition of three-digit numbers in mathematics, they are given further practice of the same activity rather than an improved activity that focuses on their misunderstanding.
47. Procedures for monitoring and supporting pupils' personal development are good. Policies such as those on drugs and sex are well considered and the programme for personal, health and social education is suitably integrated into the curriculum for science and religious education. Moral and social issues are discussed in lessons as they arise, for example a parent who sleeps during the day is not lazy if he works at night. Environmental concerns receive appropriate attention. Pupils are taught to have respect for personal and school property like computers and books, and from reception onwards they are given responsibilities such as classroom helpers and playground monitors. The school promotes citizenship through the curriculum and in assemblies, and this together with educational visits and involvement in local activities and charities is giving pupils a good sense of community and an understanding of life in Britain today.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are strongly supportive of the school. In discussions during the inspection with parents before and after school and parent helpers in school, they clearly expressed their satisfaction with the quality and effectiveness of the school's overall provision for their children, as did those at the parents' meeting and answering the questionnaire. They consider the school to be well led and managed, that teaching is good, and that their children work hard and make good progress. Parents support the school's attitudes and values, say relationships and behaviour are good, confirm that their children enjoy school and are becoming more mature and responsible. Parents are happy with the relationship they have with the school, are encouraged to be involved in school life and find the staff easy to approach with questions and problems. Parents say the quality of information has improved and they are now kept well informed about school activities and their children's progress. They find the reading diary and newsletters particularly useful. Inspection evidence broadly upheld these views. About one parent out of seven who answered the question commented that there were insufficient extra-curricular activities and others that homework consisted only of reading. Inspection evidence found the range of extra-curricular activities to be very good and it was noted that the school has already taken action to include spelling and tables in homework.
49. The school has maintained its good links with parents since the last inspection. It values the part parents play in children's education and strongly encourages them to be involved in all aspects of school life. They regularly help in classrooms, with administrative tasks such as sale of school uniform, and on educational visits. Parents and pupils contribute to the school development plan. The school association is very active and successful in arranging fund-raising and social events. The association issues an attractive and interesting newsletter and there are parent representatives for each class.
50. The impact of parents' involvement on the work of the school is very good and a strength of the school. Parents contribute substantially to their children's education and their regular presence in school reinforces the home-school partnership. Their help in classrooms and with homework assists teaching and enhances attainment and progress, while their willingness to support educational visits and other activities improves supervision, care and safety. The school has a good procedure for dealing with complaints and parents find it easy to approach staff with questions, problems and suggestions.
51. The quality of information provided for parents, particularly about pupils' progress is satisfactory. As well as communication through regular newsletters and notices, the school issues a useful parent information reading booklet and reading diary. It conducts an annual survey of parents' views, invites them to assemblies and events, and runs workshops to explain new developments in the curriculum such as numeracy. A good guide is available for teachers on how to conduct parent interviews. The prospectus is a helpful, well-structured document that meets statutory requirements. The governors' annual report to parents is a long document, but does not fully comply with statutory requirements. School reports are evaluative and show progress in subjects across the year, but they do not indicate areas for pupils' improvement.

52. The contribution of parents to children's learning at school and at home is good and parents play an important part in their children's learning. Induction programmes for new pupils are well managed and the information pack for parents provides a comprehensive guide to school practices and activities. The home-school agreement and year group information booklets are very good. Parents have easy access to teachers and they use after-school meetings and parents' evenings to follow-up many aspects of their children's education. Parents of pupils with special educational needs are fully involved in drawing up and monitoring their education plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is led and managed well. The headteacher provides a clear lead to the work of the school and the deputy headteacher and other senior staff support her effectively. The staff and governors share a common purpose and a commitment to achieving high standards. Through planned monitoring and careful analysis the headteacher is developing a good picture of the quality of education being provided in the classrooms, and staff are effectively encouraged to build on successful practice.
54. Through focused monitoring and evaluation the headteacher and deputy headteacher have raised standards in teaching. However, subject co-ordinators' involvement in monitoring is limited. This means that they do not have the opportunity to develop a clear picture of how well their subject is taught throughout the school, or the quality of learning that takes place. As part of their role they review medium-term planning whilst the headteacher monitors teachers' shorter-term plans. This lack of a clear programme for co-ordinators to evaluate classroom practice means that they cannot securely measure how effectively written plans are used in classrooms. Nevertheless, in consultation with colleagues the strengths and weaknesses within subjects are examined and good action plans are developed to raise standards further.
55. The provision for special educational needs is managed well. The co-ordinator has two days a week to liaise with teachers and outside agencies and to complete the necessary paper work. The quality of the individual education plans is high. They are compiled jointly by teachers and the special educational needs co-ordinator and contain much information about the learning difficulties of individual pupils and the targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and learning targets modified accordingly. The records kept by the special educational needs co-ordinator are comprehensive and useful. She is in regular contact with all concerned outside agencies and contacts all parents as soon as concerns are noted about their children.
56. Arrangements for the professional development of staff are good. They are overseen by the deputy headteacher and reflect both the identified needs of the school and the professional needs of the staff. Newly qualified staff are supported well by the good induction procedures and by the deputy headteacher acting as mentor. Currently the appraisal procedures are based upon the annual professional interview. However the headteacher and deputy headteacher are soon to attend a course on appraisal and performance management, and subsequently a revised appraisal process will be introduced. Many staff have recently attended relevant professional development courses both externally and in school. These factors have a positive impact upon the quality of education provided by the school.

57. The governors fulfil their responsibilities well. They take an active part in shaping the direction of the school. Each governor has an identified area of the curriculum, in which they have expressed an interest, which they monitor through visiting classes and looking at teachers' planning. Some governors have recently prepared and made presentations to parents on new initiatives in their area of interest, such as the National Numeracy Strategy. Committees and working parties meet regularly: they have clearly defined responsibilities and meetings are recorded. Most statutory requirements are met, although there are a few omissions in the governors' annual report to parents.
58. Governors effectively share their vision for the school's future with all concerned parties. To this purpose a meeting was held for parents to present to them the aspirations of the governors and headteacher for the school's future and to involve them as fully as possible in its development. The headteacher and governors consult widely with staff, parents and pupils when planning for the school's future development and use the information gained to identify and prioritise appropriate areas for improvement in the school development plan. Progress made towards improvements is monitored at regular intervals and their usefulness evaluated.
59. The school has a suitable understanding of its main areas of strength and where improvements are needed. For example, the need for a policy on teaching gifted and talented pupils has been identified. Action has been taken to ensure that teachers will have the appropriate information and expertise to implement the policy once it has been adopted. However, not enough use is made of performance data to help to plan necessary changes. For example, national test results are not used diagnostically to identify the areas in each subject in which pupils excel and those where they are less successful. This means that valuable information is not used effectively to adjust the educational programme so that attainment is raised wherever possible.
60. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. All staff have clear job descriptions identifying their roles and responsibilities. These are discussed with the headteacher periodically and formally reviewed in an annual professional interview. There are co-ordinators for all subjects and special educational needs. Responsibilities are generally well matched to the interests and specialist knowledge of the teachers.
61. The committed and experienced support staff work closely with the teachers and provide good quality support for all pupils, particularly those with special educational needs. The school secretary carries out her administrative duties very effectively and the caretaker maintains the school in very good order. The cleaners, cooks and midday supervisors perform their roles in a friendly, capable way and are all valuable members of the school team. The school has an active involvement with the initial training of teachers attending the Roehampton Institute.
62. The accommodation is very good for the numbers on role and provides a stimulating learning environment for the National Curriculum to be taught effectively. Good use is made of the many specialist areas in the school; such as the special educational needs room and the library. Throughout the school learning resources are satisfactory, with good quality equipment being well stored and accessible. The school makes good use of resources outside the school; for example visits to Bushy Park and the Chiltern open air museum.

63. The school makes good strategic use of resources and financial planning is good; governors are fully involved in this. Expenditure is closely linked to the priorities identified in the school development plan and clearly targeted to improve pupils' standards of attainment and experiences within the school. Governors have an active finance committee that understands the school's financial position and priorities for development. They make good use of available information to plan as far ahead as is reasonable and use the principles of best value to ensure that resources are used well. The main recommendations of the most recent auditor's report have been acted upon. Financial administration is efficient and unobtrusive and ensures that adequate information is available to the headteacher and governors to enable them to fulfil their responsibilities and to make considered decisions. Specific grants given to the school, such as for the implementation of the National Literacy Strategy, are monitored carefully, ensuring that these are used for their designated purposes.
64. The school's ethos is appreciated by the parents, who support the school's aims and values. The involvement of the whole-school community makes a strong contribution to the quality of learning offered to the pupils. It is based on good relationships, mutual respect, hard work and commitment. The positive findings of the last inspection have been built upon and further improved and the quality of the leadership and management is a strength of the school.
65. Given the nature of the school's intake, the high standards of work achieved in English, science and information technology and the quality of education provided, in particular the good teaching and effective leadership and management, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In the context of the school's many strengths, the following areas for improvement have been identified:
- (1) Teachers should routinely identify what they intend pupils to learn in lessons and provide pupils with opportunities to assess how successful they have been by:
 - clearly identifying, and sharing with pupils, intended learning outcomes in lessons;
 - measuring the impact of their teaching through assessing pupils' success in achieving these;
 - providing opportunities for pupils to reflect upon their learning.
 - (2) Improve the impact of subject management on standards by:
 - enabling co-ordinators to monitor and evaluate the quality of teaching in their areas of responsibility;
 - using performance data to identify strengths and weaknesses and, where necessary, to change the curriculum in order to raise standards;
 - regularly analysing pupils' work to ensure that high standards are maintained.
 - (3) Ensure that all pupils are sufficiently challenged in their learning by:

- developing an appropriate policy to guide teachers when identifying and planning for gifted and talented pupils;
- ensuring that the work planned for these pupils is suitably stimulating and challenging.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.6	11.1	38.1	41.3	7.9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	216
Number of full-time pupils eligible for free school meals	n/a	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.3

Unauthorised absence

	%
School data	0
National comparative data	0.1

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	46	46	92

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	36	41
	Girls	42	45	44
	Total	78	81	85
Percentage of pupils at NC level 2 or above	School	85	88	92
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	41	40
	Girls	45	45	44
	Total	82	86	84
Percentage of pupils at NC level 2 or above	School	89	93	91
	National	82	86	87

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	22.3
Average class size	19.6

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	95

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	0	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
	£
Total income	505,753
Total expenditure	484,027
Expenditure per pupil	2,026
Balance brought forward from previous year	24,434
Balance carried forward to next year	46,160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	15	0	1	0
My child is making good progress in school.	44	49	5	0	3
Behaviour in the school is good.	48	46	3	0	4
My child gets the right amount of work to do at home.	30	48	14	5	4
The teaching is good.	53	48	0	0	0
I am kept well informed about how my child is getting on.	40	44	13	0	4
I would feel comfortable about approaching the school with questions or a problem.	70	26	3	1	0
The school expects my child to work hard and achieve his or her best.	48	46	1	0	5
The school works closely with parents.	51	41	6	0	1
The school is well led and managed.	66	31	0	0	3
The school is helping my child become mature and responsible.	54	41	3	0	3
The school provides an interesting range of activities outside lessons.	21	40	14	3	23

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

67. Children start school in the year of their fifth birthday; they come to school part time until the term after their birthday when they attend full time. They are taught in three mixed-age reception classes containing pupils who are five and children under five. At the time of the inspection 49 children were under five. During their first term in school a baseline assessment is carried out, the result of these assessments indicates that overall children attain levels in each of the recommended areas of learning above those normally attained by children of this age. However, there is a wide spread of ability ranging from children who achieve below the expected levels and those who achieve well above.
68. The curricular opportunities provided for children under five are good. These are clearly based on the recommended areas of learning for children of this age, and as a result children make good progress in their learning. The school is wisely preparing for the introduction of Early Learning Goals in September 2000 by continuing to plan work under these headings for pupils who are five. As yet planning for these older pupils is not sufficiently rigorous and as a result the activities are not sufficiently challenging to allow them to continue to make the good progress they do when under five.
69. The previous inspection report judged that teaching was at least satisfactory, with children's attainment satisfactory or better. The quality of teaching has improved overall and is now good, teaching is very good in one out of five lessons, it is good in almost half of the lessons, and satisfactory in a third of lessons, no unsatisfactory teaching was observed. Standards of attainment have also risen and standards are now high in each area of learning. The high priority placed on personal and social development and the effectiveness of mathematical development were identified as strengths in the provision for children under five, and this remains the case. The report drew attention to the lack of a safe outdoor working space, there has been no improvement in this area.

Personal and social development

70. By the end of the school year, children's attainment is on target to be above expectations, and teaching in this area is good. Children make a good start in school, the welcoming atmosphere and good admission procedures ensure that most children settle in very quickly. The school liaises with between 15 to 20 feeder nursery schools and playgroups and pays particular attention to information provided by parents. The positive and encouraging atmosphere increases many children's confidence. They are learning to concentrate at a task, and to take turns fairly. Children have regular opportunities to initiate ideas and to solve simple practical problems. The high priority staff place on this area of development is evident in all classrooms, photographs of the children are used frequently to create charts and books, children reading class books made by the teacher glow with happiness when they get to the page with their own photograph. Children in one class place their photograph onto a chart as they come into school each morning to show whether or not they are staying to lunch. This good opportunity for children to take responsibility increases their independence and speeds up registration each morning so that a prompt start can be made to lessons. Sensitive support, and the

development of good working partnerships between the class teachers and nursery nurses ensures that most children are confident, secure and have high self-esteem.

Language and literacy

71. By the end of the school year, children's attainment is on target to be above expectations and teaching in this area is good. Opportunities for children to develop good skills in speaking and listening are built into many lessons. For example, at the end of mathematics' sessions children report what they have done to the class, and during the special 'Birthday Assembly' children are invited to the front of the hall to speak to all the children. As a result, many children are gaining confidence and are learning to explain themselves more clearly in formal situations, a few are very quietly spoken. Teachers give reading a high priority, literacy sessions are planned which give children many opportunities to develop reading skills. For example, children carefully read the days of the week together, and when reading 'Humpty Dumpty' as a class the teacher demonstrates clearly the phonic sounds of many words. As a result, many pupils use phonic skills to try reading unknown words, a few children read competently and discuss books with aplomb. Most children are familiar with books and enjoy reading and talking about stories, they are beginning to handle books with care, they recognise many letters of the alphabet and know the name and sound of the letter, almost all recognise their own name. In writing, teachers' high expectations, and the exciting activities that are planned in some lessons, help children to become independent writers. For example, in one class children are making a diary to record the travels of a dragon who has been sent abroad, through this activity they have established links with Japan and France. Most children are able to use letters, marks or pictures independently to convey meaning, some are writing at length in sentences, and copying words accurately. A few children can spell simple words unaided. They have frequent opportunities to make up their own stories and create 'pop up' books of their own. Children's opportunities to use their imagination in role play mainly take place in the shared resource area with children from other classes. Whilst these activities provide good opportunities for the children to develop their social skills the sessions generally lack a clear structure and as a result children's work in this area often lacks sufficient challenge.

Mathematics

72. By the end of the school year, children's attainment is on target to be above expectations and teaching in this area is very good. Teachers have high expectations of the children and work at a brisk pace in whole-class work. The activities they provide for the children are interesting, challenging and relevant, for example counting the number of children who are having a school lunch or a packed lunch involves the children counting on from 12 to 21 and on again to 29 using a large number line. A 'special' child is then chosen to use the giant pointing stick to locate the number 29 in a 100 square. In another lesson children use a mathematics floor game they have made themselves, rolling dice, counting the spots and moving their African animals along a trail to get to the water, along the way this involves many imitations of animal noises. This good linking of mathematics to the topic of Africa is continued throughout the week. Partitioning and adding sets of animals, and sorting groups for characteristics are among the interesting activities provided. As a result of this good work most children recognise and write number symbols and are confident at counting to ten. Some pupils count confidently to 30, are confident in manipulating numbers and use their fingers to

count on to ten. A few children correctly find all the pairs of numbers that make five. Children have frequent opportunities to explore number patterns in practical situations.

Knowledge and understanding of the world

73. By the end of the school year, children's attainment is on target to be slightly above expectations and teaching is satisfactory. The lack of detailed planning in this area prevents teachers from providing a structured range of activities to enable children to increase their attainment levels at an appropriate rate. Although a range of good experiences is provided, this is mainly due to the teachers' skills in providing suitable and exciting opportunities for children to learn. Much of the work in this area of learning takes place in the shared resource areas where children generally work at unstructured play activities. Some good opportunities are provided, for example, the children make African musical instruments using a defined range of tools and materials. However, planning does not identify precisely those skills it is intended that children will develop in these sessions and opportunities to raise attainment are sometimes missed. Most children have had a good introduction to computers and use a mouse [an electronic pointing device] to navigate through an adventure program and select which area of Africa they would like to find out about. They understand that the pictures they find can be printed out. As yet, children have too few planned opportunities in school to broaden their knowledge and understanding of the world sufficiently. Shorter-term planning does not yet identify in sufficient detail a range of experiences planned for the children through history, geography, science and design and technology. As a result, teachers are unable to evaluate the effect of their teaching on children's attainment in this area.

Physical development

74. By the end of the school year, children's attainment is on target to be above expectations and teaching is good. The previous report identified the lack of a secure outdoor play area, this remains an area for development and prevents teachers from planning a full range of physical development activities into daily routines. However, opportunities for physical education in the school hall are of good quality and provide children with good opportunities to develop large control skills. For example, children learn to move in a controlled way stopping and starting in response to the teacher's tambourine. They learn to work together as a team moving in and out of a row of markers without touching one another. They learn to throw a bean bag into a box after they have used it as a marker in a movement game. At play times children have opportunities to play on the high quality large climbing apparatus in a beautiful setting. The good range of supervision provided at lunchtime and break times ensures that children are very well supervised in this activity, however these are mainly unstructured play activities and do not build on children's existing skills. In the classroom most lessons include a good range of opportunities for children to draw and write with pencils and crayons, print with sponges and paint, and cut with scissors; most children are beginning to develop good hand control in these activities. A range of large construction toys is available for children to use in the shared resource area.

Creative development

75. By the end of the school year, children's attainment is on target to be above expectations and teaching in this area is satisfactory. Lessons are filled with opportunities for children to use their imagination in writing, in creating pictures together as a large group, and in opportunities for individual work. Classrooms are hung with large colourful displays of children's work, and the children help to create some of the resources they use in their lessons. For example, the mathematics

game described above. Regular music activities are planned where children have appropriate opportunities to sing and play musical instruments. The shared resource area includes a wide range of resources to stimulate children's creative development, however as in other areas of development, planning for use of this area lacks detail.

76. Children make good progress overall. In personal and social development children are making good progress due to the strong commitment in the school to ensuring appropriate behaviour and raising self-esteem. In mathematics and language and literacy the planned opportunities help children to build on their previous work. In physical development teachers work hard to overcome the lack of a safe and secure outdoor play area by providing good opportunities to develop skills in the school hall. However the lack of rigorous planning and a clear purpose for each session prevents children from making good progress in creative development and in their knowledge and understanding of the world.
77. Resources for children under five are satisfactory overall. The provision of two full-time nursery nurses and the high levels of supervision at lunchtime and break times ensure that children have appropriate support throughout the day.

ENGLISH

78. Pupils' attainment is on course to be above the national average by the end of Key Stage 1. In the results of the 1999 Key Stage 1 national tests the percentage of pupils achieving Level 2 or above in reading and writing was above the national average, and the percentage of pupils achieving the higher Level 3 or above was well above average. Pupils' attainment was above average when compared to schools with pupils from similar backgrounds. Over the four years 1996-1999 the trend has been for pupils to achieve well above the national average. Pupils of all abilities make satisfactory progress.
79. Pupils gain confidence in speaking and listening and from an early age many pupils express themselves clearly and listen attentively in lessons. Good progress is made in this aspect of English. At the end of Key Stage 1 most pupils speak clearly and concentrate well as they listen to instructions, information and to stories. They contribute well to discussions, offering opinions and ideas confidently. They enjoy opportunities to read aloud to the class, as in one class where pupils regularly take the role of the 'teacher' and read stories to the class. In other classes pupils share the work they have achieved during literacy sessions.
80. At the end of Key Stage 1 pupils' attainment in writing is above average. They write for a variety of purposes, for example, personal diaries, stories and poems; although limited work is written at length. Punctuation has developed well, most pupils use full stops and capital letters appropriately, and higher attaining pupils are beginning to use other punctuation marks accurately. All pupils are taught phonics regularly. Younger pupils enjoy playing with sounds to name miniature 'Humpty' figures with rhyming names, although some do not yet associate sounds with letters securely. Older pupils use their knowledge of letter sounds to identify syllables within words and compound words. They accurately discriminate between pairs of letters that make the same sound but are spelled differently. Spelling is generally accurate, or is phonetically justifiable. Older pupils learn irregular spellings of plural nouns. Pupils make sound progress in the presentation of their work, moving from copying over and below teachers' writing in the reception year to well-formed letters at the age of seven, by which time many are developing a neat, joined handwriting.

style. When telling and retelling stories their vocabulary increases and they begin to demonstrate an awareness of the varying styles of writing that are appropriate for different purposes.

81. Overall, attainment in reading is above average at the end of Key Stage 1. Nearly all pupils read regularly both at home and school. Most Year 2 pupils read fluently and accurately. They use different strategies to read unknown words, including the use of phonics and pictures to help them. They know that sounds are associated with letters, and many can blend letter combinations accurately to assist them when reading and spelling. Some pupils can summarise the plot of their current book, and recall favourite stories read previously. Other pupils do not always recognise their mistakes, but higher attaining pupils frequently self-correct. Pupils make steady progress as they move through the school. When they reach the end of Year 2 most pupils know the purposes of the library and many use the contents and index pages in reference books, although skills in using the library to locate information varies.
82. Pupils enjoy their English and literacy lessons. They are interested in their work and generally strive to do their best. Most pupils listen attentively to their teachers and each other, although a few are distracted easily. They answer questions sensibly and are eager to please their teachers. Nearly all pupils co-operate and collaborate well with each other. Some good examples of pupils helping each other in their work were observed.
83. Teaching is good overall, it is good in half of lessons and is satisfactory in nearly all others. Work is generally matched to pupils' abilities. However, in shorter-term planning, teachers do not clearly identify what they intend pupils to learn by the end of each lesson or series of lessons in small, measurable steps to assist assessment. Additionally teachers do not routinely discuss with pupils what it is they are intended to learn. As a result, it is difficult for pupils to measure how successful they have been. Teachers' have appropriately high expectations of most pupils. In literacy sessions teachers use the National Literacy Strategy guidelines well to plan their lessons, although in a few lessons not enough time is given to discussing work at the end of sessions. Teachers share their secure subject knowledge effectively with their pupils giving clear instructions and explanations and offering good support to the varying ability groups. Pupils with special educational needs are supported well and due regard is given to individual education plans in preparing work for them. Learning assistants provide good, focused support to these pupils. In many lessons questions are used well to check that pupils understand and to extend their thinking. In most lessons teachers capture their pupils' interest and use a good range of vocabulary, developing their pupils' comprehension of new words. They teach the basic skills of handwriting, spelling and grammar systematically.
84. Throughout the school pupils' literacy skills are applied to other subjects effectively, particularly in topic work and information technology. Pupils regularly use their word- processing skills to produce display copies of their work.
85. The school has a recently revised policy for English with good supporting guidance for teachers when planning. This is used alongside the National Literacy Strategy guidance to provide a suitably broad and balanced range of work for pupils. Classrooms and the library have a good range of books for pupils to use. Parents support their children's learning through helping in school, reading at home and by supervising homework. The subject is managed effectively. The co-ordinator, headteacher and literacy governor have, between them, monitored its delivery

across the school to ensure that the strategy is delivered appropriately. A good action plan has been developed to support the future development of the subject. The school invites authors into school as part of Book Week, arranges visits to the theatre and drama workshops to enrich pupils' experiences.

MATHEMATICS

86. Pupils enter Key Stage 1 with levels of attainment above national expectations. Test results for 1999 show that at Key Stage 1, the percentage of pupils attaining Level 2 was close to the national average. However the percentage of pupils reaching the higher ranges of Level 2 was above the national average, and the percentage of pupils achieving the higher Level 3 was well above the national average. Trends over the three years 1997-1999 show that although there is a slight dip in the results for 1999, pupils achieve above average standards at Key Stage 1.
87. Inspection evidence indicates that current pupils in Key Stage 1 are on course to achieve average standards in mathematics, overall these pupils make satisfactory progress, this broadly reflects the findings of the previous inspection report. However, progress for potentially higher attaining pupils is unsatisfactory. In mental mathematics, most pupils count on, or back, in twos, fives and tens to 100 by the age of seven. Many pupils can explain the value of each digit in a two-digit number, a few pupils can explain the value of each digit in a three-digit number. Most pupils calculate multiples by repeated addition and some pupils have begun to divide numbers by sharing into equal parts. Many pupils halve and quarter numbers to 20, all pupils have practical experience of measuring parts of their body and many have used a minute timer to begin to estimate time. Some pupils identify the properties of two-dimensional shapes and a few have looked at the properties of three-dimensional shapes. A few pupils have completed number investigations, for example finding out how many sums they can create with a given set of numbers. Pupils in some Year 1 lessons use number fans to show the correct answer in mental mathematics, for example they find and hold up the number seven to show the number of days in a week, and quickly find the number between seven and nine. Some pupils use coins to calculate money values up to 40p, a few pupils can calculate the total value of a number of items and work out the change correctly. Throughout Key Stage 1 pupils' recorded work does not always reflect their ability in lessons, in some Year 2 lessons much of the work is competed orally, and generally pupils do not have enough opportunities to record and organise their work.
88. In too many lessons pupils of all abilities work at the same task, as a result potentially higher attaining pupils do not have enough opportunities to work at tasks that are sufficiently challenging. A careful scrutiny of pupils' work and teachers' planning indicates that progress is limited by the range of work that is planned; the rate of work completed; and some unnecessary repetition of work that is understood. Additionally, planning does not effectively identify the needs of different ability groups in each class. Insufficient attention is given to planning work from the full range expected in each area of mathematics at Key Stage 1, the impact of this is that for older and potentially higher attaining pupils standards are not high enough. Pupils with special educational needs, make sound progress towards the targets identified on their individual education plans.

89. Pupils' recording, labelling and presentation of work make a limited contribution to the development of their literacy skills. Speaking and listening skills are developed appropriately through class discussion at the start and end of lessons. An appropriate emphasis is placed on developing mathematical language, but insufficient links are drawn in planning with other subjects. Although there is little reference to information technology skills on teachers' short-term plans for mathematics, suitable information technology programs are used well to support mathematics lessons.
90. Teaching of mathematics is satisfactory overall with wide variation, from unsatisfactory teaching to that which is very good. In Key Stage 1, half the lessons were good or better, with one in six lessons being very good, however, one third of the lessons were unsatisfactory. The main characteristics of the good teaching seen are lively, well-organised lessons that proceed at a brisk pace. Teachers have good control over their pupils and make very good use of praise, as a result pupils are very keen to please and work hard. Questions are directed quickly to individuals or groups and pupils are expected to explain their answers, in response pupils wave their hands in the air keenly and frantically count on their fingers or in their heads trying to get the answer first. Resources are prepared with care; for example, one group of pupils in Year 1 was amazed to find real money their felt purses when they began their main task. They responded very well to this trust, counting the money carefully and showing great pride in their work. In these good lessons pupils concentrate at their tasks throughout and no time is wasted. The clear explanations pupils are given ensure that they understand exactly what they have to do, as a result they make good progress, learning new mathematical ideas or practising and reviewing their skills in different situations.
91. Some lessons are characterised by unsatisfactory features. The lack of an established system for organising the main task results in a consequent waste of time as pupils go to the table to work, many wander round the room seeking further instructions before they can get on. Marking is often very brief and does not help pupils to improve or correct their work. In too many lessons work lacks challenge for some pupils who finish quickly or do not concentrate well, in some lessons no additional mathematics work is planned for pupils who finish early, they are directed to the book box until the lesson draws to a close. Whilst reading is a valuable activity, this does not make the best use of precious mathematics curriculum time. In some lessons there is a lack of control and pupils show little sense of urgency in their work. Most lessons are characterised by brief planning, although the quality of this is variable it is generally inadequate to guide the lesson and make accurate assessments of pupils' learning. Lesson plans do not clearly identify the small steps that pupils are intended to learn in lessons. Too many plans contain the same activity for all three groups of pupils; in other lessons the objectives are frequently taken directly from the clear medium-term plans and do not help teachers to monitor the lesson. For example, teachers are unable to share with the pupils exactly what they should learn, or to assess what pupils have learned today. In some lessons teachers do write a broad target for the lesson on the board, but these are not reviewed at the beginning and end of the lesson. Consequently pupils generally have no means of judging their own success and teachers have no secure means of judging the effect of their teaching.
92. The most significant change in mathematics since the previous report has been the introduction of the numeracy hour in September 1999. The co-ordinator has drawn up a suitable action plan to guide the school through this change and has been well supported by the headteacher and deputy headteacher and the governing body. As

yet there has been no rigorous monitoring of teaching in the numeracy hour, teachers' planning or pupils' work. Teachers' planning has been reviewed but no effective evaluation has been made of the match between what teachers intend pupils to learn and the pupils' achievements. Effective monitoring of pupils' work is further hampered by the lack of dating on each piece of work and the presentation of work on individual pieces of paper held in loose-leaf wallets. This style of recording mathematics makes it difficult for the co-ordinator to track the progress of individual pupils or of groups of pupils, and prevents suitable analysis of the achievements of pupils in different classes. The co-ordinator is a very good practitioner in mathematics, the numeracy lessons in her class are exciting and challenging and proceed at a brisk pace. There have been no planned opportunities for other staff to observe this very good role model.

SCIENCE

93. At the end of Key Stage 1 in 1999, teacher assessments of pupils' attainment show the percentage of pupils who achieved the expected Level 2 to be broadly in line with the national average and the percentage of pupils achieving the higher Level 3 was well above the national average. The schools' results are above average compared with schools with pupils from a similar background. Standards in science have risen since the last inspection, particularly in experimental and investigative science. However, in their studies of materials and their properties pupils do less well. Inspection evidence is that pupils' learning is good overall and current pupils in Year 2 are on target to achieve above the national average by the end of the year. However, higher attaining pupils are not always sufficiently challenged by the work presented to them. Pupils with special educational needs attain standards that are commensurate with their abilities, and the targets set for them.
94. From the early years, pupils are encouraged to observe closely and to think about their observations. At the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and have a sound understanding of life processes and living things. Pupils correctly label the parts of a flower. They are able to sort materials by texture and can list the most appropriate materials for different uses. Older pupils understand that heat changes materials and are aware of the dangers of electricity.
95. In both Years 1 and 2 pupils extend their scientific knowledge well. Work previously undertaken as part of a 'Healthy School Week' has clearly been learned and in discussion pupils show that they are aware of the composition of a healthy diet, and have some understanding of the positive effects of exercise on the body. In a lesson on the human body in a Year 1 class pupils showed very good understanding of the position and function of most major external body parts. They know that the skeleton both supports and protects vital organs and some pupils are able to describe the pumping action of the heart, and talk about the senses. Year 2 pupils understand how to create simple circuits. They have a good command of essential vocabulary, for example switch, contact, batteries etc. and are able to use knowledge gained earlier to establish why some circuits fail. Their understanding of materials is used well to predict which objects would be effective conductors when completing circuits. Good levels of skill and understanding of the principles of fair testing are apparent when pupils carry out a simple experiment to establish the strength of different types of paper. Observations are recorded and conclusions clearly stated.

96. Scrutiny of work, lesson observations and discussions with pupils indicate that the majority of pupils are making good progress in their knowledge and understanding of science and in experimental and investigative science throughout the key stage. This is true for pupils of all levels of attainment including those with special educational needs. Reference to individual learning programmes and appropriate help from teachers and support assistants ensures that pupils with special educational needs make expected gains in knowledge.
97. Most pupils respond well in science and have very positive attitudes to learning. They clearly enjoy science, particularly the practical activities and show good concentration and perseverance, taking a pride in their finished work. Most pupils listen attentively, are eager to answer questions and take part in any discussions. They have good relationships with the adults in the class and with each other, and their behaviour is good. They co-operate well, for example when working in pairs to make an electrical circuit, and share resources and equipment responsibly.
98. The quality of teaching is good overall. Teachers have good subject knowledge. Perceptive questioning is frequently used well to focus pupils' attention on activities and promote scientific thinking. Good use is made of well-briefed, knowledgeable support assistants who help to ensure that all pupils, including those with special educational needs, have equal access to the curriculum. Overall teachers' planning is good. Learning intentions are clearly stated and teachers have high expectations. There are examples of teachers using on going assessment when planning, but there is some variation between classes. The good teaching has a positive impact upon pupils' learning.
99. The curriculum is based upon the Richmond Borough scheme and, supported with materials from the Qualifications and Curriculum Authority, meets statutory requirements. The three-year cycle of topics appropriately covers all aspects of the National Curriculum. This represents a significant improvement on the findings of the previous inspection. Assessments of pupils' attainments are carried out at the end of each topic cycle and a portfolio of work samples is kept up to date. The co-ordinator conscientiously examines teachers' medium-term planning but the lack of appropriately allocated time to monitor the quality of teaching and learning inhibits the further raising of standards. Some informal analysis of teacher assessment at the end of the key stage has taken place and variations in standards between attainment targets noted. However, currently no firm strategies are in place to address these differences in attainment. The school has sufficient resources to support teaching and learning and a number of interactive displays enhance the profile of the subject within school.

ART

100. Standards in art are above those usually found in most primary schools at the end of Key Stage 1 and pupils make good gains in their learning.
101. Much of the work supports learning in other subjects such as English and is also closely linked with class topics. Teachers encourage pupils to use different paints, such as watercolours and poster paints to create the desired effects when emulating the work of artists such as Renoir, Hockney and Trevina. These artists have been selected well to introduce pupils to a range of contrasting styles. They learn how to mix colours accurately, such as flesh tones for their portraits. Pupils use a range of materials and techniques to represent fireworks at Millennium celebrations and Trishul dancers, enhancing these pictures with glitter and sequins.

When drawing, pupils use a range of pencils and pastels. Pupils experiment with mixing colours and making marks, and develop a good sense of pattern. They use pastels to make closely observed drawings of plants and flowers and select carefully from a range of pencils when representing the texture of objects such as pineapples. Their effective use of line is demonstrated in their drawings of bicycles. As part of the African topic some younger pupils have modelled animals from plasticine and further work in textile art with visiting artists is planned.

102. During art lessons a busy atmosphere pervades the classroom, and pupils are industrious. Pupils enjoy their lessons and are pleased to share the results they achieve. In some lessons the teacher's enthusiasm and praise builds pupils' confidence in their abilities. They discuss their work sensibly and at times offer suggestions for improvement to each other. Many pupils co-operate effectively with each other, sharing resources and equipment well. Most teachers expect, and get, good standards of behaviour, independence and responsibility from pupils.
103. Teaching is satisfactory overall, and ranges from good to unsatisfactory. In the most effective lessons pupils are taught directly, a brisk pace is set and pupils understand what is expected from them. Although these lessons are planned clearly, they usually focus on activities and tasks rather than the skills that pupils are expected to learn. Less successful lessons are the result of weak planning, where the teacher is focused on other activities, such as reading, and little direct teaching of art skills takes place.
104. Sound medium and longer-term planning guides teachers when planning their lessons, and many teachers have had specialist training in art. This expertise is shared effectively. The co-ordinator effectively manages the subject through monitoring planning and organising the resources for the subject, which are good.

DESIGN AND TECHNOLOGY

105. Only a few small groups of pupils were observed engaged in design and technology activities during the inspection. However, evidence from scrutiny of pupils' past work, photographs and displays together with discussions with them and consideration of teachers' planning indicates that attainment is similar to that found nationally. Pupils make satisfactory progress through the key stage. Those with special educational needs make sound progress in relation to their prior abilities.
106. Pupils demonstrate sound manipulative and making skills when making simple musical instruments. They learn about structures when designing and constructing houses linked to the Three Little Wolves story. A particularly attractive fabric collage and card-crepe paper gull mobiles linked to the story of the Lighthouse Keepers' Lunch demonstrated pupils' skills in sewing as well as cutting and pasting. Aspects of food technology were covered when designing Christmas cake recipes and currently older pupils are involved in designing and making their own 'Millennium Dome'.
107. Pupils have positive attitudes to learning in design and technology. They co-operate well, concentrate on tasks and are keen to explain and recount what they have been making or have made. Pupils' behaviour in lessons is generally good and this has a positive impact on the progress that they make.
108. Insufficient lessons were seen to form a reliable judgement on the quality of teaching. It is clear from teachers' plans and discussions with pupils that, overall a suitable

range of activities is provided. However, there is little evidence that teachers systematically develop pupils' designing skills.

GEOGRAPHY & HISTORY

109. It was only possible to observe one lesson in history and one in geography during the week of the inspection, and a very limited range of work was available. The school regularly sends individual pieces of work in these subjects home when the work is completed, and therefore very little work remains in school for scrutiny. There is insufficient evidence for a secure judgement to be made about the standards of pupils' work or the quality of teaching.
110. At the time of the previous inspection standards of attainment were in line with national expectations.
111. During the very good lessons that were observed, pupils in Year 1 looked carefully as a class at a book about Africa in a geography lesson. Lots of opportunities were given for pupils to try out and discuss some of the different things they saw, for example they all tried out the greeting of a chief, and shaking hands in the manner of friends, this made them feel very important. Pupils then had the opportunity to touch, feel and smell some of the food that a child in an African village might have for breakfast and lunch, before thinking about their own meals and making comparisons. They were fascinated by the food and asked a lot of questions, which the teacher answered well. As the pupils went off to record their observations a tape of African music was played quietly in the background to set the atmosphere. This good linking of geography with other areas of the curriculum ensured that during this lesson pupils made good progress in their learning.
112. A very good history lesson for pupils in Year 1 involved a parent and her baby; pupils were encouraged to interview the parent to find out how the baby had grown. They learned how to phrase their questions to find out the information they needed. During this interview they were all fascinated by the baby and were careful not to startle him by making sudden movements or noises. In the very good quality discussion that followed, pupils talked about the stages of growth and placed pictures of an extended family onto a time line. Writing prompts that were prepared for each group supported their individual recording of this very well and as a result the pupils each made a good lift-up book showing the stages of life from being a baby to old age. Again, these good links with other curriculum areas ensures that pupils have good opportunities for learning.
113. Pupils in Year 2 are unfamiliar with the terms history and geography. They have no clear recollection of any significant historical events or people, and find it difficult to make any detailed comparisons with their own local area and a different locality. They have experience in making and using maps as a class, but are not sure how to interpret a key. Some pupils can explain how to use books to find out information but cannot describe a situation when they were required to do this.
114. History and geography have not been a high priority for the school during the past two years as the literacy and numeracy strategies have been introduced. No new resources have been purchased and the co-ordinators have not been allocated any time to monitor teaching in the subject. It was not possible to interview the co-ordinator for history during the inspection due to absence. Neither teachers' planning nor pupils' work have been monitored systematically to ensure that appropriate standards have been maintained in either subject. The lack of a clear

system for tracking pupils' progress results in the school being unable to judge the impact of its longer and medium-term planning on standards of work. The very limited range of work available for the co-ordinators to review limits their ability to form a clear view of pupils' attainment against national expectations.

INFORMATION TECHNOLOGY

115. There were limited opportunities for observation of information technology lessons, so judgements have been made from the one lesson observed, the use of information technology in other lessons, discussions with staff and pupils, and a scrutiny of pupils' work. The previous report identified significant underachievement in information technology. The school has made very good improvement in this area of the curriculum. At the end of Key Stage 1 pupils attain standards that are above national expectations, and they make good progress throughout the school. A few pupils attain levels that are well above national expectations.
116. By the age of seven, pupils in Key Stage 1 demonstrate a good range of skills and competencies in all areas of information technology. They use a simple word-processing package to write and display the class rules and to produce information for a web page for each class. They know that the 'shift key' makes capital letters and can delete letters as they write. They use a mouse [an electronic pointing device] to drag and drop text into lists, editing as they go. Pupils have begun to use a simple database to produce pictograms, entering data into the program as a class. Pupils in Year 1 have experience of programming a floor turtle and are learning to control the direction and length it will move by trial and error. Most pupils have used a graphics program to design and create greetings cards and regularly use a CD-ROM dictionary program to find information. In the reception classes young children begin to explore a modelling programme which represents different areas of the world.
117. All pupils have a computer notebook to record their work from their first days in school. The work in these notebooks is monitored thoroughly, teachers note the activity and the level of the work and any other relevant comments. By these means teachers are able to track the progress of all pupils.
118. Only one information technology lesson was observed, however the quality of pupils' work and the use of information technology in other lessons indicates that overall teaching of information technology is good throughout the school. In the excellent lesson that was seen all pupils were completely engrossed by the challenging and stimulating activity. Great excitement and anticipation was tangible as pupils organised themselves into sets by hair colour. The focus of the lesson quickly moved to the computer where pupils were delighted to see how this information produced simple graphs. A precise focus on technological vocabulary and information characterised the teachers' high expectations, no time was wasted throughout the lesson. Her excellent subject knowledge was used very well to explain different concepts to the Year 1 pupils. As a result, the pupils were able to change the fields in a data handling program and enter data from a briskly gathered tally of their own hair colours. They interpreted the pictogram that the package produces correctly, and quickly saw how this programme could be used for other purposes. They suggested putting in *how many people in your family* or the *colour of people's eyes*. Most of these pupils have high self-esteem, are very confident and are making very good progress.

119. Information technology is used well to support English and mathematics. A complementary software program is selected for most lessons, and pupils use resources independently. However, planning for use of information technology in these and other lessons is often very brief. It is not always clear precisely which information technology skills pupils are intended to develop in these lessons. An Internet link has recently been installed and the school has produced a very good web site, including a web page from each class, in addition to an introduction to the school. Each class proudly displays its own web page in the computer corner, some teachers are displaying the web page of their partner class, encouraging pupils to develop a further interest in the web site.
120. The subject is led very well by the enthusiastic and very knowledgeable co-ordinator. She has monitored standards of pupils' work rigorously and has given good support to staff who lack her knowledge and confidence. No central funding has been available for staff training in this area. She has worked in very good partnership with the headteacher, parents and governors and has ensured that the school has suitable resources through fund-raising and collecting vouchers. She has set up a system of e-mail use in the school, children are beginning to send e-mails to each other, and some parents send e-mail to the school for their children to open. Pupils are not encouraged to independently access the Internet and their e-mail. The co-ordinator has a very clear idea of what the school needs to do next to improve still further, and has planned the use of National Grid for Learning funds when they become available later in the year. Staff training will be a high priority.

MUSIC

121. Standards of attainment at Key Stage 1 are broadly in line with those found nationally and have been maintained since the last inspection.
122. Younger pupils listen carefully to tunes and describe which animals are conjured up in their minds. They enjoy moving to music, emulating elephants and tigers. As their teachers clap patterns they echo these with a fair degree of accuracy, and are developing a good sense of rhythm. As part of their topic work they make simple percussion instruments of their own. In Year 1 pupils identify the difference between contrasting tempos. For example when singing 'The Hare and the Tortoise' they change the tempo of their singing well. Their ability to maintain a steady beat grows, and some pupils perform well accompanying the rest of the class using simple percussion instruments. Pupils enjoy adding actions to their singing, such as when learning and performing new songs. Older pupils play selected notes on the xylophone with reasonable accuracy, many maintaining a steady beat to provide the class with an ostinato accompaniment to their class singing. Orchestration is introduced and most pupils follow signals from the 'conductor' well, demonstrating good control when playing instruments.
123. The quality of pupils' singing develops well as they move through the school. Most sing known songs from memory tunefully, with clear diction and good expression. Opportunities to perform to new audiences are planned for, such as the Year 2 class preparing their performance of 'The Elves and the Shoemaker' for their partner class. However, few pupils appraise their own work or learn from listening attentively to recorded works of other musicians to give them an increasing perception of music as an effective means of communication.
124. Most pupils enjoy their music lessons. Good routines have been established. Teachers have high expectations of pupils' behaviour and in most lessons pupils

respond to this well. For example, in one lesson pupils became excited and 'growly' when responding to 'Tiger, Tiger', but this was quickly controlled by the teacher and the lesson continued purposefully. Occasionally pupils are controlled less effectively and this slows down the pace of learning. When the opportunity to play instruments arises, pupils are very keen to be selected, almost bursting with enthusiasm. They generally listen well to each other when performing and most pupils play to the rest of the class confidently.

125. Teaching is satisfactory overall, and ranges from good to unsatisfactory. Many lessons proceed at a good pace and include different types of activity: listening, singing, performing and moving. A pianist's expertise contributes effectively to pupils' learning and she provides a skilful accompaniment to their singing. The very good relationships between teachers and pupils contribute to the co-operative atmosphere that is established. For example in one lesson pupils suggested parts of the body that could be represented in music as part of the new song they were building together. The teacher valued all suggestions and skilfully selected those most appropriate for the lesson's objective. Teaching is less successful when the class's organisation means that the teacher has her back to some pupils at times and they misbehave. This slows the pace of the lesson as activities are stopped and pupils lose interest.
126. The school has a clear action plan to guide the development of the subject; the recently updated policy and scheme of work supports this. Performances in school, such as that of the Trishul dancers provide good opportunities for pupils to widen their musical experience. Resources are accessible, well organised and used regularly. Instrumental lessons on recorders are provided by visiting teachers, and some pupils attend a 'Kindermusik' club.

PHYSICAL EDUCATION

127. At the end of Key Stage 1, pupils achieve average standards in those aspects of the physical education curriculum observed, which were gymnastics and games. They are making expected progress in developing control and co-ordination in travelling, jumping and balancing, and acquiring competence in a range of games' skills.
128. Most pupils in Key Stage 1 have developed sound co-ordination when using whole body movements and they can travel and stop with good control. Year 1 pupils show good learning about tempo and rhythm when creating movement sequences to taped music, whilst Year 2 pupils create sound sequences of linked jumps and balances when using the large apparatus. Pupils demonstrate increasing body control and use previously learned skills to improve the quality and complexity of movement patterns. Pupils with special educational needs are supported well by teachers. They make sound progress and achieve results that enhance their self-esteem.
129. Most pupils enjoy physical education lessons. They are keen, they respond well to guidance and generally their behaviour is good. Pupils change appropriately and they are co-operative and enthusiastic. They work well in individual and group situations, they appreciate each other's efforts, and when given the opportunity, handle apparatus carefully, safely and responsibly. However, at times pupils have to wait because of the inappropriate arrangement of the apparatus, and this restricts the pace of learning.

130. Teaching in physical education is at least satisfactory and sometimes good. The better lessons are characterised by sound teacher knowledge, brisk pace with appropriate tasks set and pupils being given the opportunity to independently practise and refine skills. A small number of lessons tend to be teacher dominated, with little opportunity for pupils to evaluate the actions of others and incorporate positive qualities into their own movements, restricting their progress. Relationships between teachers and pupils and pupils are very good. In all lessons observed teachers' control and management of pupils was at least satisfactory.
131. The recently appointed, physical education co-ordinator is enthusiastic and has overseen the production of a detailed policy document. An appropriate scheme of work is in place, which ensures coverage of all aspects of the physical education curriculum.
132. Physical education is satisfactorily resourced overall, with access to a large, well-equipped hall, adequate outdoor facilities and a good range of small apparatus.

RELIGIOUS EDUCATION

133. During the inspection only one lesson was observed in religious education. Not enough work was available for examination to make a judgement upon pupils' attainment, learning, and response or upon the quality of teaching. Nevertheless, religious education is planned for well and based upon the draft locally agreed syllabus for religious education.
134. Religious education plays an important part in the life of the school and there are strong links with the local church. Pupils' knowledge and understanding of world religions, particularly Christianity, Islam and Judaism are successfully enhanced through assemblies and displays of symbols and texts relating to different religions around the school.