

INSPECTION REPORT

**DOWNE MANOR PRIMARY AND NURSERY
SCHOOL**

Northolt, London

LEA area: Ealing

Unique reference number: 101880

Headteacher: Elizabeth McAllister

Reporting inspector: Mr D J Curtis
20893

Dates of inspection: 22nd – 26th January 2001

Inspection number: 192744

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary and Nursery

School category: Community

Age range of pupils: 3 -11

Gender of pupils: Mixed

School address: Down Way
Northolt
Middlesex

Postcode: UB5 6NW

Telephone number: 0208 845 1155

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor F K Impey

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Curtis 20893	Registered inspector	Mathematics Information and communication technology Physical education	What sort of school is it? How high are standards? (results and achievements) How well are pupils taught?
Mrs S McDermott 9173	Lay inspector		How high are standards? (attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs B Darley 22518	Team inspector	English Religious education Equal opportunities	How good are curricular and other opportunities?
Mrs L Thorogood 29988	Team inspector	Design and technology Geography Special educational needs English as an additional language	
Mr J Sharpe 18636	Team inspector	Science History	How well is the school led and managed?
Mrs M Farman 22452	Team inspector	Art Music Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Downe Manor Primary and Nursery School is situated in Northolt in the London Borough of Ealing and takes pupils from the ages of 3 to 11 years. There are 361 pupils on roll in 14 classes, with 181 boys and 180 girls; this is an above average sized primary school. In addition, 50 children attend the nursery on a part-time mornings or afternoons basis. The school takes pupils from a wide range of ethnic backgrounds. There are 122 pupils from homes where English is not the first language. There are 96 pupils on the school's register of special educational needs; this is above the national average. There are three pupils with statements of special educational need. One hundred and sixty-seven pupils are entitled to free school meals; this is above the national average. Children enter school with standards, which are well below average for the local education authority. The school has achieved Beacon Status.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils make very good progress to achieve average standards by the time they leave the school and well above average standards in comparison to those in similar schools. Teaching is good, with a quarter very good. In the Foundation Stage, 80 per cent of teaching is very good. All pupils, including those with special educational needs and those for whom English is an additional language, play a full part in the life of the school; relationships are very good. The management of the school is very good and it is led by an inspirational headteacher. The school gives very good value for money.

What the school does well

- By the age of 11, pupils' standards in art, geography and music are good.
- Pupils' attitudes, behaviour and personal relationships are very good.
- The quality of teaching is good, with 28 per cent very good.
- The provision for and teaching in the Foundation Stage (nursery and reception classes) is outstanding.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The leadership and management of the school are very good.
- The care and welfare of pupils is good.

What could be improved

- Standards in reading and writing in Key Stage 1.
- The quality of accommodation.
- The use of assessment to inform teachers' planning, particularly for more-able pupils.
- Equal opportunities, particularly ensuring that pupils do not miss the same lessons each week when they are taken out of classrooms to be given additional help and support.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in March 1997. Standards in English in Key Stage 2 are now average and well above average in comparison with those in similar schools. Standards in design and technology have improved across the school. The quality of teaching has improved, particularly in Key Stage 2, where 25 per cent was unsatisfactory at the time of the last report. The standard of behaviour has improved and is now consistently good in lessons. The use of assessment to plan pupils' future learning is still not fully addressing the learning needs of more-able pupils. The surface of the playground has been improved, although the quality of the school's accommodation is very poor in many areas.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	D	A
Mathematics	D	B	C	A
Science	D	D	D	B

Key

well above average A

above average B

average C

below average D

well below average E

Inspection findings judge that standards in English, mathematics and science are average and reflect the trend of year-on-year improvement shown in the last four years. Pupils achieve well, taking into consideration well below average standards when they start school. Pupils with special educational needs make very good progress in their learning. Those with English as an additional language make satisfactory progress. In information and communication technology, standards meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, geography and music, standards are good and exceed expectations for pupils of this age. In design and technology, history and physical education, standards meet expectations for pupils of this age. More-able pupils are not always sufficiently challenged and do not achieve the standards of which they are capable.

By the age of seven, standards in reading and writing are still below average. In mathematics and science, standards are average. In information and communication technology, standards meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age.

By the end of the Foundation Stage, children meet the expectations of the Early Learning Goals in their personal and social development, creative development and physical development. In communication, language, literacy, mathematics and their knowledge and understanding of the world, children are unlikely to meet the expectations of the Early Learning Goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy school and work hard in lessons; they take pride in the presentation of their work.
Behaviour, in and out of classrooms	Very good; pupils behave well in lessons, in the playground, at lunchtimes and when moving around the school.
Personal development and relationships	Good; pupils relate well to each other and to all the adults with whom they come into contact; racial harmony between pupils is a positive feature of the school.
Attendance	Satisfactory

Pupils with special educational needs, and those for whom English is an additional language, play a full and active part in the day-to-day life of the school.

TEACHING AND LEARNING

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

During the inspection the quality of teaching was good in 60 per cent of lessons observed, including 28 per cent which were very good; three lessons were excellent. Thirty-nine per cent of lessons were satisfactory, with 1 per cent, one lesson, being unsatisfactory. The improvement in the quality of teaching is a significant strength of the school and has contributed to the raising of standards in the school since the last inspection. In addition, good and very good teaching has a positive impact on the very good attitudes and behaviour of the pupils.

In literacy, the quality of teaching is satisfactory at Key Stage 1 and good in Key Stage 2. One excellent and one unsatisfactory lesson were seen. All teachers have secure knowledge of the literacy strategy. They plan thoroughly, although there are few instances where plans identify clearly how expectations for different abilities are to be met. The quality of teaching in numeracy was good or very good in 60 per cent of lessons, with the remaining lessons satisfactory. Good and very good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy.

Teaching in the nursery and reception is outstanding, with 83 per cent of lessons very good and the remaining 17 per cent being good. This is a significant strength of the school and contributes to the very good progress made by children in the Foundation Stage.

Teaching of pupils with special educational needs and those for whom English is an additional language is good. Teachers and learning support staff work effectively to support their learning, and pupils respond positively to the high expectations required of them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; pupils are provided with a rich curriculum, which includes good provision for personal, social and health education and extra-curricular activities.
Provision for pupils with special educational needs	Very good and a strength for which the school has Beacon Status. The special educational needs co-ordinator, teachers and support staff support pupils very effectively. Individual education plans are very good.
Provision for pupils with English as an additional language	Good; pupils are supported well in lessons by teachers and learning support staff; they make good progress in their learning.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Spiritual development is good; moral, social and cultural development is very good and has a positive impact on the very good attitudes and behaviour of the pupils.
How well the school cares for its pupils	Good; pupils are cared for well on a day-to-day basis. The use of assessment to support the learning of more-able pupils is inconsistent.

The school works hard to involve parents in supporting the school and their children's learning, with limited success. The quality of information sent to parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the headteacher provides inspirational leadership; she is supported effectively by the senior management team and deputy headteacher.
How well the governors fulfil their responsibilities	Governors fulfil all of their statutory responsibilities; they show a good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good; the school has a strong system of monitoring in place, which allows it to identify clearly its strengths and weaknesses. The school meets its targets.
The strategic use of resources	Good, particularly use of specific grants and funding, including those for pupils with special educational needs.

The school has sufficient staff to meet the learning needs of pupils. Although adequate in terms of classrooms and other facilities, the quality of the school's accommodation is very poor. Leaking roofs and flaking paint cause staff great difficulties in maintaining an exciting environment for pupils to learn in.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • The school has high expectations of their children. • They feel comfortable in approaching the school with problems. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • The number of extra-curricular activities. • The quality of accommodation in the school.

Thirteen parents attended the meeting with the registered inspector prior to the inspection and 41 questionnaires were returned.

Inspection findings support the positive views of parents. In relation to extra-curricular activities, findings are that the school provides a good range similar to those found in most primary schools. Inspection findings support strongly parental concerns about the current state of the accommodation in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Foundation Stage

1. Many children enter the nursery with standards that are well below the expectation for their age in most areas of learning. They respond positively to the provision in the nursery and make good progress, particularly in the development of their social skills. In spite of this good progress, children's levels of attainment on entry to the reception classes are still well below the expectation for most children of this age. They make rapid progress in developing their language and number skills in the reception classes. They are, however, unlikely to achieve the skills they need to meet the expectations of the Early Learning Goals¹ in their communication skills, mathematics and knowledge and understanding of the world. All children make very good progress in their personal and social development. Most children make good progress in the development of their creative skills. They make good progress in their physical development.

Key Stage 1

2. The results of the 2000 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics. In comparison with those in similar schools nationally², the results were above average in reading and average in writing and mathematics. Results declined in reading and writing as a result of there being a higher proportion of pupils on the school's register of special educational needs in the 1999 group of pupils in Year 2. In the teacher assessments for science, results were below the national average but average in comparison to those in similar schools. The school's results in 2000 reflect the trend of the previous four years, where standards were below the national average. There is no significant variation in the standards achieved by boys and girls.
3. Inspection findings show that standards are below average in reading and writing, but average in mathematics and science. Standards have risen from being well below average as a result of the successful implementation of the National Literacy and Numeracy Strategies and improvements in the quality of teaching.
4. Standards of reading in Key Stage 1 remain below expectations. Pupils know the mechanics of reading, but few talk knowledgeably about a range of books. The quality of expression in pupils' writing is hindered by a recognised weakness in spelling; there are too few dictionaries and wordbooks in the classrooms. The range of vocabulary used in their written work is below expectations.
5. In numeracy, pupils read, write and order numbers to 100 and they know their 2 times and 10 times tables. They show a good knowledge of two-dimensional shapes and tell time accurately to the half-hour and quarter-hour. In mental arithmetic, they are confident in subtracting, for example 20p from 45p. In science, pupils discuss their work and use simple but appropriate scientific terms to describe their experiences. They learn to use simple equipment to make investigations and how to observe carefully and then record their results in a variety of simple ways.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

² Schools with more than 50 per cent of pupils entitled to free school meals.

- Standards in information and communication technology meet national expectations. In religious education, standards meet the expectations of the locally agreed syllabus. In art and design, design and technology, geography, history, music and physical education, standards meet expectations for pupils of this age.

Key Stage 2

- The results of the 2000 National Curriculum assessments for pupils in Year 6 were average in mathematics, but below average in English and science. Although the proportion of pupils achieving the expected Level 4³ and above was above average in mathematics and average in English and science, the proportion achieving the higher Level 5 was below average. In comparison to those in similar schools nationally, results were well above average in English and mathematics and above average in science. In English and mathematics, the school has improved its results year-on-year at a faster rate than the national trend. In science, results are keeping pace with the national trend.
- Inspection findings judge that standards are average in English, mathematics and science and confirm the year-on-year improving trend in the school. Standards are rising as the result of significant improvement in the quality of teaching within this key stage, particularly since the last inspection. In addition, teachers are effectively implementing the National Literacy and Numeracy Strategies.
- In English, pupils' enjoyment and pleasure in books increase with age and pupils in Year 6 eagerly talk about a range of books and authors. They have positive attitudes to reading and many belong to the local mobile library. Most pupils have sound library skills, but there are few opportunities for them to find information for themselves. In writing, pupils understand the significance of words and they have a wide vocabulary. They show a love of language, which is reflected in the quality of their written work.
- In mathematics, pupils understand the relationship between fractions, decimals and percentages. Mental arithmetic skills and the use and application of times tables are good. Pupils record results of science experiments on carefully drawn graphs. Information and communication technology skills are used effectively in creating spreadsheets.
- In science, pupils demonstrate a wide range of accurate knowledge and understanding of scientific ideas. They know appropriate scientific vocabulary that they use correctly in explaining and describing their various science activities. They interpret data from experiments or from information, including that recorded as tables, graphs or charts, and draw conclusions based on their interpretations of the evidence.
- Standards in information and communication technology meet national expectations. In religious education, standards meet the requirements of the locally agreed syllabus. Standards in art and design, geography and music are good and exceed expectations for pupils of this age. In design and technology, history and physical education, standards meet expectations for pupils of this age.
- Across the school, pupils with special educational needs make good progress in Key Stage 1 and very good progress in Key Stage 2. They achieve well as the result of very effective support from the special educational needs co-ordinator, teachers and learning support assistants. Expectations of what they can achieve are high and pupils respond accordingly. Pupils with English as an additional language make satisfactory progress; teachers and learning support assistants provide them with good support in lessons.

³ It is the national expectation that pupils should achieve Level 4 by the age of eleven.

14. The school has demonstrated that it can meet its targets and this is reflected in the year-on-year improvement in Key Stage 2. Inspection findings confirm that the school has teaching and management systems in place that will allow it to meet its future targets. However, not enough emphasis is given to providing sufficiently challenging targets for more-able pupils.
15. Progress since the last inspection has been good, particularly in raising standards in English at Key Stage 2. This is a direct result of a significant improvement in the quality of teaching in English, which at the last inspection was judged to be 'unsatisfactory'. The school has addressed successfully the key issue to raise standards in English and in design and technology.

Pupils' attitudes, values and personal development

16. Children in the nursery and reception classes quickly develop positive attitudes to learning. They enjoy their work and concentrate for suitable lengths of time. They relate well to each other and to adults. As they move from the nursery to the reception class children increase their ability to become independent, enthusiastic and eager learners. They are sensitive to the feelings of others and respect each other's work.
17. Pupils have very positive attitudes to school. Nearly all pupils arrive punctually in the morning and are ready and keen to start the school day. They know the routines for registration well. Some classes quietly read, others quickly get down to handwriting practice and the younger pupils proudly show past work to their parents. Pupils value being part of the school community. They like school and they chat in a lively way about their clubs and responsibilities. Boys and girls greatly enjoy the football and netball clubs. Pupils from Year 6 spoke in detail about their responsibilities on the school council and were enthusiastic about the recently introduced 'bully busters'. They were keen to point out the colourful posters and badges they had designed to promote the school's stance against bullying. Of particular note were the genuine excitement and joy with which the junior pupils sang extracts from their Christmas production of 'Joseph'. Pupils listened intently as one boy sang a solo with confidence and poise, and then put real vigour into their chorus.
18. In lessons, the response of the pupils was invariably good or very good. In a quiet reading session led by a student on teaching practice, Year 1 pupils were just as productive and quiet as with their normal class teacher. Pupils happily shared their favourite books with the adults. Year 3 pupils who participated in a physical education lesson behaved impeccably. Despite being on an expansive and wind-swept playground, they listened very well and put real effort into perfecting their ball-throwing skills. The very good attitudes of pupils contribute most positively to their learning.
19. The behaviour of pupils is very good. There has only been one exclusion for a fixed period of time in the last year. Pupils respond very well to the clear, consistent messages from all staff on the expected high levels of discipline. In lessons, it is rare to have learning disrupted by inappropriate behaviour. In a few lessons observed, some pupils were easily distracted and were prone to fidgeting and chatting. However, they were soon back on task after a stern word from the teacher. The behaviour in lessons has definitely improved since the last inspection. Pupils are orderly as they move about the school. They file in to and out of assemblies quietly and efficiently. Lunchtimes in the dining halls are pleasant and sociable times. In the playground, some pupils can be boisterous and rough, but the majority make the most of their time in the fresh air to play games or chat with friends. Parents and pupils report that there is very little bullying in the school. Pupils are aware of what constitutes bullying and are not afraid to report any incidents to the Year 6 'bully busters' or to leave a confidential note in the 'bully box'.

20. The relationships between the pupils and all adults are good. They are polite and courteous towards adults. During the inspection week, doors were often held open or a cheery greeting was given to visitors. Most pupils are respectful to adults, whether teachers, office staff or midday meals' supervisors. They feel able to confide in teachers and support staff if they have worries and concerns. Relationships between the pupils themselves are also good. Pupils from many different ethnic and social backgrounds play and work together harmoniously. They show respect for the different beliefs and values of their fellow pupils. At the end of one school day, younger pupils quietly and respectfully listened to the prayers of their Moslem and Hindu friends. Pupils with special educational needs are well included in school life and are not left out in class or play activities.
21. The special educational needs co-ordinator has identified a small number of pupils who suffer from low personal esteem and he works with them on design and technology projects, which enable them to achieve at an exceptionally high level in comparison with other pupils of their age. This results in them developing significantly greater self-confidence as well as providing very good opportunities for the development of basic skills of literacy and numeracy in an environment where they are happy and secure.
22. The personal development of the pupils is good. They have a clear understanding of how their actions can affect the lives of others. They realise that if they misbehave it has a negative impact on the enjoyment and learning of other pupils. Beyond the school, pupils have been involved in fund-raising for charities and for less fortunate children. Many pupils have collected essential everyday items to fill shoeboxes to send to war-torn Bosnia. Pupils are developing good levels of responsibility within the school community. They undertake useful jobs in the classroom and are responsible for drawing up their own class rules. The older pupils have drafted the guidelines for the 'bully busters' and also help around the school by stacking the chairs, working the overhead projector and answering the telephones in the office at lunchtimes. However, pupils are not consistently developing their initiative and personal responsibility for their own learning. They rely too much on being directed by their teacher and are not sufficiently adept at independent research. This is not so in the nursery and reception classes, where pupils are self-possessed and confident in choosing their own activities. These young pupils, who often arrive in the nursery with limited personal development, are soon independent and effective learners.
23. The attendance rate of pupils is satisfactory. It is very creditable that there are hardly any incidents of unauthorised absence. The school is working well to ensure that the vast majority of parents are clear about the meaning of authorised and unauthorised absence. The regular attendance of the majority of pupils is having a positive benefit on their learning.

HOW WELL ARE PUPILS TAUGHT?

24. The previous inspection report judged the quality of teaching to be 'sound overall'. Twenty-five per cent of teaching was found to be 'very good', although 25 per cent was 'unsatisfactory', including a 'small amount' which was 'poor'. This resulted in a key issue to improve the quality of teaching in the school. Teaching in the nursery and for the under-fives was a strength. Weaknesses in teaching were identified in:
 - subject knowledge in design and technology, information technology, art, music and the teaching of English in Key Stage 2;
 - inconsistency in short-term planning and in matching work to pupils' needs; expectations were too low;
 - behaviour management linked to undemanding work;
 - assessment not being used to inform planning.

25. Inspection findings show that the school has addressed the key issue successfully and that the quality of teaching has improved significantly. During the inspection the quality of teaching was good in 60 per cent of lessons observed, including 28 per cent which were very good; three lessons were excellent. Thirty-nine per cent of lessons were satisfactory, with 1 per cent, one lesson, being unsatisfactory. The improvement in the quality of teaching is a significant strength of the school and has contributed to the raising of standards in the school since the last inspection. In addition, good and very good teaching has a positive impact on the very good attitudes and behaviour of the pupils.
26. Examples of excellent teaching were seen in Key Stage 2 in literacy, religious education and physical education. Examples of very good and good teaching were seen in most subjects and in both key stages. Teaching in the nursery and reception is outstanding, with 83 per cent of lessons very good and the remaining 17 per cent being good. This is a significant strength of the school and contributes to the very good progress made by children in the Foundation Stage.
27. The quality of teaching for the children under five is consistently good. This consistently high quality of teaching reflects the level of progress in learning that children make in their early years at school. The teachers, nursery nurses and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. All members of staff use language carefully to develop children's speaking skills. They encourage pupils to work independently and make choices. The quality of teaching is an improvement since the previous inspection.
28. In literacy, the quality of teaching is satisfactory at Key Stage 1 and good in Key Stage 2. One excellent and one unsatisfactory lesson were seen. All teachers have secure knowledge of the literacy strategy. They plan thoroughly, although there are few instances where plans identify clearly how expectations for different abilities are to be covered. Teachers plan effectively for support staff and they give good support to individuals and groups of pupils. Teachers recognise the primary importance of literacy and create effective links between English and its application to other subjects.
29. The quality of teaching in numeracy was good or very good in 60 per cent of lessons, with the remaining lessons satisfactory. Good and very good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. Teachers share the purpose of the lesson with pupils, although time is wasted when they write the 'lesson objective' down in their books. Teachers give clear explanations and set clear targets for the work to be done. In addition, as the result of teachers' high expectations, the quality of pupils' presentation of work is of a very high standard.
30. Good teaching meets the needs of pupils with special educational needs. Learning support assistants assigned to support individual pupils and groups are well trained and carefully briefed, and have positive working relationships with teachers and pupils. Pupils are given work well matched to their needs. Individual education plans are regularly reviewed by the special needs co-ordinator in consultation with parents, teachers and support assistants, and are kept readily available. Learning support assistants contribute to planning for teaching of pupils with special educational needs. Assessment is undertaken regularly and used effectively to plan future learning.
31. In the best lessons, teachers show good subject knowledge, which is passed on to pupils with interest and enthusiasm. The purpose of the lesson is shared with pupils and contributes well to their understanding of their own learning. Teachers use demonstration

and explanation skills well to put across key teaching points. For example, in Year 4 in an excellent physical education lesson, pupils made significant progress as a result of teaching which showed them how to control, dribble, trap and pass with a hockey stick and ball. Lesson introductions are challenging and require pupils to think and give answers to teachers' questions; for example, in numeracy, where they are expected to explain how they find answers to mental arithmetic problems.

32. A significant strength of teaching is the successful management of pupils' behaviour. This is a result of high expectations and pupils knowing exactly what is expected of them. In particular, pupils take great care and pride in their work. Teachers' effective planning means that work is matched successfully to pupils' learning needs and pupils are challenged in their learning. However, more-able pupils could be challenged even further. In addition, expectations of what should be achieved in the lesson are clear; for example, "You have 15 minutes in which to complete this task". Relationships are good, with pupils being confident and secure with their teachers.
33. Teachers use resources well to support pupils' learning. Learning support assistants are used effectively in lessons to support individuals or small groups of pupils; this is a strength in the group work session within literacy and numeracy. The 'IT-Suite' is used well to teach pupils information and communication technology skills and the application of those skills in other subjects. However, the use of computers in classrooms to support pupils' learning is inconsistent.
34. Teachers mark pupils' work thoroughly and guide pupils in their future learning through constructive and helpful comments. Teachers use the results of marking to plan future lessons as well as the assessments they make of pupils' learning. Homework is used well to support the development of pupils' skills, knowledge and understanding.

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

35. The school has maintained a broad and balance curriculum since the last inspection.
36. There is very good provision for pupils in nursery and reception. The curriculum for children in the Foundation Stage of learning in the nursery and reception classes is very good. This is a significant improvement since the previous inspection. The basis for this curriculum is the recently implemented initiative for the Early Learning Goals. The curriculum is very effective in meeting the needs of children in the Foundation Stage. It provides children with a broad and firm base for their work at the National Curriculum in Year 1.
37. The curriculum for Key Stages 1 and 2 had been appropriately adapted following greater use of statistical information available from national tests. The school has successfully implemented national strategies for literacy and numeracy and is effective in teaching basic skills. A strong feature of the curriculum is the focus on English in all classes. This has led to rising standards and clear targets for each year group. A particular strength is the way teachers link aspects of literacy to other subjects such as religious education and music. Teachers make good use of pupils' speaking, listening and writing skills in other subjects. Effective links are made between numeracy and other subjects, particularly science, and design and technology. Information and communication technology is used effectively to support learning when it is taught in the 'IT Suite', but its use to support other subjects in classrooms is inconsistent.
38. The school has responded positively to changes in the curriculum effective from September 2000. The curriculum includes all subjects of the National Curriculum,

religious education and provision for pupils to learn about personal, social and health education. There are appropriate arrangements for pupils to receive drugs and sex education. Collective worship takes place in classrooms within a variety of subjects. This makes reflection and opportunities for prayer a natural part of each day. Pupils learn to understand and respect the rights of individuals to worship in different ways and have different beliefs. These opportunities are not formally recorded in teachers' planning or monitored on a whole-school basis.

39. All co-ordinators have produced clear planning schemes, which provide good support for teachers, who then adapt the plans to meet the needs of their pupils. Not all staff successfully adapt their weekly and daily planning to meet the full range of abilities in their classes. The impact of this is most pronounced for more-able pupils, as little extension work is referred to in teachers' planning. Too often middle and top ability groups are treated the same. This results in insufficient challenge for more-able pupils. On a number of occasions, pupils are withdrawn from the same lessons each week. These include some literacy and numeracy sessions. In some circumstances, pupils are withdrawn from a whole lesson and miss the benefit of class interaction at the start and end of literacy lessons. Rarely is the withdrawal of pupils referred to in teachers' planning or particular provision made to help them catch up with what has happened if they enter midway through a lesson. There was a good example in a Year 4 religious education lesson of a teacher taking time to talk to two pupils returning from music tuition. This ensured that they had a clear understanding of what had already happened and left them well placed to continue with the lesson.
40. There is good provision for pupils with special educational needs. A well-structured policy is in place and individual education plans are revised frequently in consultation with parents. Teaching and support staff, funded through the ethnic minority achievement grant, are effective and give good support to groups of pupils with English as an additional language.
41. Pupils learn about citizenship in a variety of lessons and look at the work of significant world leaders. Resources are carefully chosen to ensure that pupils are presented with positive images of the multi-cultural world in which we live. They develop a strong sense of responsibility through a school council and regular opportunities to think about events around the world in assemblies. They are encouraged to think about others through collections for charities. The curriculum is enhanced by the involvement of leaders in the local community. There is good involvement of successful male role models to work with boys and raise their aspirations, self-esteem and perception of the value of education. A good range of extra-curricular opportunities supports the curriculum. These vary across the year. Currently there is good provision for sport. The school has appropriate links with other schools, which eases transfer from primary to secondary education.
42. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. This is a very significant improvement since the previous inspection. The school values the contribution of each individual within the school community. This makes a positive impact on the development of self-esteem for all members of the school community.
43. The provision for the spiritual development of pupils is good. This reflects the findings of the previous inspection. Children in the Foundation Stage of learning experience a range of activities that give them opportunities to reflect and wonder. They consider how their senses work and think about people who help them. The school provides a range of opportunities for reflection in lessons and in the daily act of collective worship. This enables pupils to think about the spiritual dimension to life. For example, in a religious education lesson pupils explore sensitively the meaning of death. Pupils have

opportunities to reflect during prayers in assemblies and in classrooms. These are valuable opportunities for them to share different beliefs such as Sikhism and Islam. An example of this is when three pupils lead prayers at the end of a lesson and other pupils respond with their own 'amen'. The school incorporates spiritual opportunities naturally into many aspects of its life. An example of this is when pupils discuss the beauty of an almond tree in blossom. They move to admire the tree and spontaneously hold hands as they dance around it. Another example is the respect and value the school places on pupils' work. In lessons on personal and social education, pupils reflect on feelings and emotions. This gives them valuable opportunities to think about their own feelings, actions and needs and those of others.

44. The provision for the moral development of pupils is very good. This is a very significant level of improvement since the previous inspection. The school is very effective in teaching pupils the principles that distinguish right from wrong. This begins on entry to the nursery class and develops very quickly as the pupils progress through the school. There is a strong code of acceptable conduct implicit in all actions. All members of the teaching and support staff provide very good role models. They ensure that all their dealings with issues are firm and fair and they are successful in promoting good behaviour. Pupils have many opportunities to explore and develop moral issues within the curriculum. For example, in a science lesson pupils discuss the moral issues relating to happiness and unhappiness as they explore the possible feelings of a lamppost or a stop sign. Teachers reinforce messages of care and concern for each other in lessons. An example of this is the very successful drug awareness programme that involves the community police. Pupils begin to understand moral issues about property when they look after and tidy away equipment. The school gives pupils many opportunities to realise that they are responsible for their own actions and their consequences. They learn from and respect the adults who work in the school.
45. The provision for the social development of pupils is very good. This represents a very significant improvement since the previous inspection. Children in the Foundation Stage of learning have many opportunities to develop independent attitudes to learning. Pupils have many opportunities to work co-operatively and collaboratively in lessons. In music, for example, pupils work closely together when they compose accompaniments to well-known songs. This encourages very effective development of social skills. The school has a lively school council with representatives from Year 6. This gives pupils the opportunity to play an active part in the life of the school and develop their concept of citizenship. An important part of this activity is the 'bully busters' scheme. The school is a very orderly and well-run community. Pupils have an effective involvement in the wider community. They raise money for a range of local and national charities. Pupils take part in sporting activities and local initiatives such as competitions to design Christmas cards, and give concerts for families and friends.
46. The school makes very good provision for the cultural development of pupils. This is an improvement since the previous inspection. Pupils have many opportunities to develop awareness of their own culture. They visit art galleries and museums and celebrate traditional Christian festivals. They also have opportunities to celebrate important festivals from cultures other than English. For example, during the week of the inspection children in the reception classes prepared and cooked a meal to celebrate the Chinese New Year. There are very good opportunities for pupils to appreciate cultural diversity through the wide range of books, artwork and music within the school. The school invites authors to talk about books and writing from a range of cultures. It makes very effective use of work in religious education, geography, art and music to develop pupils' awareness and understanding of a wide range of cultures, faiths and beliefs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. Downe Manor is a school where every pupil is well cared for and valued. The parents confirmed that the help and guidance given to their children are very positive factors in their schooling.
48. The school has very good procedures for the welfare of the pupils. An impressive number of midday supervisors are qualified in first aid. The senior welfare assistant oversees a very spacious and practical welfare room. Records of accidents and playground incidents are meticulously maintained. Parents are always kept well informed of any bump or graze to their children. As the welfare room is a long way from the infant end of the playground, arrangements have been made for any injured younger pupils to be treated by first aiders in the nursery and reception classes. However, these infant pupils are soon more than confident and keen to bring themselves to the welfare room for care and attention.
49. Procedures for child protection are very good. The school has a very good reputation with the local social services officers for bringing their attention to potential cases of neglect or abuse in plenty of time. All staff are well aware of what they should do if they suspect that a child is not being treated properly. Teaching and support staff are all kept well up to date with recent procedures and maintain the utmost confidentiality at all times.
50. Arrangements for health and safety are satisfactory. The school suffers from accommodation in a poor state of repair. The leaking roofs invariably cause health and safety concerns, which often lead to great disruption. The school management is extremely vigilant and always ensures that the health and well-being of the pupils and staff are paramount, even if this means the shutting of classrooms and the relocation of the pupils. Currently, both the reception classes are being taught in the former infant hall. The governors' site committee keeps a watchful eye on the state of repair of the accommodation and regularly liaises with the local education authority to ensure that the pupils' education and welfare continue to be priorities. The knowledgeable and well-organised site supervisor carefully monitors the building and grounds, and remedies any potential hazard as soon as possible. An infant climbing frame has been carefully cordoned off following an unfortunate accident. A key issue at the last inspection was the unsafe state of the playground. Since then the school has completely levelled and resurfaced the large tarmac area to make it safe and smooth for recreation and sports activities. The school has recently refurbished a spare room to house the new computer suite. The windows are well barred to prevent burglaries, but the school should consult the local fire officers to make sure that the room can be evacuated safely and speedily in the event of a fire.
51. The school has very good procedures for monitoring and improving attendance. Registration is carried out quickly and efficiently at the beginning of the morning and afternoon sessions. The headteacher and office staff check attendance data regularly and are quick to spot if any pupil is having a problem with attendance or punctuality. Parents are frequently and clearly reminded about the need for their children to attend school on a regular basis. Each family has recently been sent an additional letter from the governors on the same theme. The headteacher maintains a close link with the educational social worker to ensure that pupils are not missing education due to attendance problems. On the suggestion of the school council a new certificate for the class with the best attendance in a term has been introduced. The school has high expectations of levels of attendance and is working hard to achieve 95 per cent attendance for this academic year. If achieved, although similar to national averages, it will exceed expectations for schools with similar local factors.

52. Procedures to ensure good behaviour are strong and very effective. All staff are very good role models and the pupils respond well to their high expectations of how to behave. Parents and pupils know and understand the behaviour standards in school. They all receive the 'Behaviour Contract for Little Monsters', which is a simple and straightforward little booklet on the school rules. It was written by the pupils and edited by the Year 6 pupils. The midday meals supervisors play a very important part in behaviour management. They are well trained and have devised their own handbook, so practices are consistent and clear. Incidents are well documented and pupils with frequent entries in the 'Conduct Book' are given good support towards improved behaviour. The school has a good range of rewards to promote and encourage good behaviour and achievement, culminating in the 'Star of the Week' and a mention in the 'Gold Book'. In the last inspection, some inconsistent behaviour management was noted. The school has successfully overcome this concern by careful monitoring and support for all teachers.
53. The school has good procedures for eliminating any bullying or harassment. The headteacher ensures that each term the whole school is reminded about the unpleasantness of bullying. The school council has recently taken on the role of 'bully busters' so that they can support and help both the victim and bully. They have had training from the educational social worker and have been enthusiastic in running their own meetings, making their own badges and displaying posters around the school. The school promotes harmony and good relations amongst all the different ethnic, language and social backgrounds and ensures that all pupils are fully included in all aspects of school life.
54. Procedures for monitoring and supporting the pupils' personal development are good. Children new to the nursery and reception classes are settled into school life very effectively. They are very soon active, independent learners and well able to cope with the daily routines. Pupils are given a good grounding in personal development as they move up the school. They have regular lessons in personal, social and health education, enhanced by the contribution of visiting speakers. During the inspection week, the Year 5 classes learnt about the dangers of drinking and driving in an interesting talk given by local police officers. The older pupils are given effective tuition in sex education and warned about the misuse of drugs. The school gives good support to pupils who are bereaved. In a Year 1 lesson, the teacher sensitively listened to a pupil who was talking for the first time about the death of a family member. Pupils are given good opportunities to take part in community responsibilities. Many pupils have effective individual targets that link their academic achievement with goals for personal development, such as building confidence or taking more pride in their work. However, there is insufficient emphasis given to increasing pupils' responsibility for their own learning, with few undertaking their own research or using the library unsupervised.
55. The Code of Practice⁴ for pupils with special educational needs is fully in place. The school has very effective systems to identify, assess, support and monitor pupils with special educational needs that enable them to make very good progress. Those with individual education programmes are given appropriate and suitably challenging targets, which are reviewed regularly. In planning its provision, the school makes a clear distinction between pupils with special educational needs and those for whom English is an additional language. This enables suitable teaching to be focused on individual needs.
56. The school has very thorough assessment procedures. The assessment co-ordinator has built up an impressive bank of data to inform the school how classes, groups or

⁴ Code of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

individuals are progressing in their learning. The results of the national tests and regular twice-yearly sampling of pupils' work provide a solid foundation for the assessment procedures. Teachers are able to track the academic progress of individual pupils in minute detail to identify at what level they are working and what they should be aiming at. All pupils have their own targets for achievement in English and mathematics. These help them to concentrate on those aspects of their work that will best help them progress. The marking of pupils' work is regular and most teachers follow the school's recommended style. However, some teachers do not show sufficiently high expectations of their pupils and give generous praise rather than suggesting how the pupil can do even better.

57. The use of assessment information to guide the teachers in planning lessons for their particular pupils is unsatisfactory. In many subjects, the teachers adhere to strict planning guidelines, which are not flexible enough to be adapted to the different needs of the pupils in their class from year to year. Often the assessment information carefully collected about individual pupils does not have sufficient impact on what is actually being taught in the classroom. It is not sufficiently used to set challenging work for the more-able pupils.
58. On a day-to-day basis, some teachers effectively use information they have gained on individual pupils from one lesson to help or challenge the same pupils in the next lesson. In a Year 3 numeracy lesson, the teacher made good use of feedback from the previous day to ensure that the lower-attaining pupils were given another opportunity to understand and name basic shapes. However, this good practice is not consistent and means that sometimes lessons are not pitched at an appropriate level for all pupils in the class. The results of the last two years' national tests show that often teachers have underestimated the achievements of their pupils in English, mathematics and science. The results of the teacher assessments of the Year 6 pupils have been consistently lower than the actual test levels awarded. The teachers are growing in confidence in accurate assessment and are setting more realistic targets for the current Year 6 pupils. Assessment features as a priority in the current school development plan and indicates that the school is still tackling the issue of unsatisfactory attainment raised in the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents have positive views of the school and are supportive of the education and care being given to their children. The attendance at the parents' meeting and the return of questionnaires was low. However, those parents who did reply or attend were particularly pleased with the standards of achievement, the positive attitudes, the good teaching and the high expectations made of their children. Many believe that the school is very strong in the care and support of all pupils. The inspection team concurs with these views, although judges that on occasion the more-able pupils are not given sufficient challenge to make the most of their talents.
60. Some parents have concerns about the amount of homework, the state of the accommodation, the number of after-school clubs and the information given to them on their children's progress. The inspectors conclude that the frequency and challenge of homework are appropriate for all pupils and good for those in Key Stage 2. It is regularly marked and parents can track progress by looking in their children's consistently used homework books. It is judged that the adequacy of accommodation is poor and the inspectors agree with the parents' serious concerns. However, the school management is extremely vigilant about safety and is maintaining a good level of education in very difficult circumstances. The school runs a good number and range of extra-curricular clubs, so the report does not agree with those parents who believe there is not enough for their children to do outside lessons. Apart from the football, netball, music and computer

clubs, there is the school council and a good number of other opportunities to become involved in the school community. Parents are kept well informed about their children's progress. The end-of-year reports give a clear message on general progress. Although there is not an individual meeting with the class teacher in the autumn term, the parents have ample opportunity to learn of their child's progress in the spring and summer terms. In addition they can specially arrange to meet the class teacher should they have interim concerns.

61. The school provides a good quantity and quality of information for parents. New parents are given an informative pack of documents, including the 'Behaviour Contract for Little Monsters', which sets expectations on discipline and behaviour. All parents receive a handy and useful date card, giving the major events for the forthcoming year. Reports not only identify how pupils are progressing, but also include the parents in sharing the targets for improvement and allow them to add their comments. Although there is not a standard format or time for newsletters from the headteacher, she ensures that parents are kept well informed about all activities in the school. Letters give a direct message and imply high expectations of the parents on matters of their children's attendance and behaviour. Achievements are well documented and shared proudly with all parents. Parents of pupils with special educational needs are very well involved in their children's education plans. Information about the curriculum is satisfactory. Parents are invited to attend a meeting at the beginning of the year to learn what is going to be taught and how. They also have had the chance to find out about the literacy and numeracy strategies, although these evenings have not yet been extended to other curriculum areas. Translation is arranged for those parents who do not speak English, often via other parents or through community links.
62. The contribution of parents to their children's learning at school and at home is unsatisfactory. Many parents appear not to sufficiently value education and do not put appropriate emphasis on cultivating language and social development at home. Very few parents help in the school with reading or classroom activities. Attendance at most school events is poor, although the school does work hard to encourage as many as possible to come to individual meetings with the class teachers. The exceptions are concerts and celebrations in which their children are performing. Parents turned out in large numbers for the 'Joseph' production last Christmas. On the positive side, there is a small, stalwart group of active parents who work very hard to raise substantial funds for extra resources, such as playground equipment. They produce their own newsletter and run a very well-organised committee. This group of parents has a very positive impact on the work of the school. The school is starting to involve parents more in the working of the school, through the 'Friends Association', the parent governors and the playground committee. In the past there have been open meetings to discuss the school development plan, but these were poorly attended and have since been shelved. Although this is often demoralising, the school works hard to maintain and revive parental interest in education by asking their views on issues such as behaviour, homework or aspects of personal, social and health education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The quality of leadership and management is very good. The headteacher provides very positive, strong and inspirational leadership, which is committed to raising standards. This ensures clear educational direction to the work of the school. She receives very good support from an able team of senior managers. A regular pattern of meetings has been established which involve key personnel in various capacities. Through these meetings, the headteacher is kept well aware of issues affecting the effective functioning of the school in all its aspects.
64. Clear aims and expectations are established and there is a strong sense of shared purpose to the work of the school. The quality of working relationships is good and staff work well together at all levels to contribute towards achieving the declared aims. As a result, the school provides a supportive and effective learning environment appropriate to the needs of all its pupils.
65. The headteacher delegates responsibilities for monitoring teaching and the curriculum to the relevant post holders. Subsequently, she has a significant role in monitoring their performance. Procedures for monitoring are well developed and highly structured. They involve the declaration of detailed intentions and identified targets, and include formal feedback with recording of outcomes. In addition to using the strengths and expertise of senior staff to best advantage for the school, the good delegation measures encourage the development of sound management experience for the individual staff involved.
66. The school has responded positively to national initiatives. A significant curriculum review has been undertaken, and policies and schemes of work have been revised. Core subject⁵ co-ordinators have specific time allocation for regular monitoring of the curriculum and of teaching and learning. School performance data has been analysed and the results drawn together to provide considerable information. Good use of the information is made to inform target-setting procedures and the tracking of the performance of various cohorts or individual pupils. The school has used the interpretation of the analysis to focus on improving short-term lesson objectives. Co-ordinators in foundation subjects⁶ also monitor through a review of teachers' plans and a scrutiny of pupils' work.
67. The school has extensive and effective procedures for monitoring and assessing pupils' long-term progress and attainment. Teachers collect information and maintain very detailed and comprehensive records. However, the assessment information is not consistently used to good effect to inform lesson planning. As a result, some learning activities are not matched to the varying abilities of groups of pupils so that all are challenged and extended.
68. The school has a very good development plan that clearly identifies relevant priorities. The plan is created by an effective process of audit and consultation, which results in an action plan for each area of focus. Targets are established and the success criteria are declared and progress towards completion is monitored by the headteacher. In addition, supplementary monitoring occurs as committees hold regular meetings and report progress to the governing body. Budget proposals and staff development initiatives are closely linked to the school development plan. Monitoring for the impact of expenditure on standards is managed effectively.
69. School governors are diligent and conscientious in support of the school. They work hard to make sure that the school can function as effectively as possible, particularly with

⁵ English, mathematics, science, information and communication technology and religious education

⁶ Art and design, design and technology, geography, history, music and physical education

regard to improvement of the premises and environment. The chair of governors meets regularly with the headteacher and together they share a vision for the school that is firmly based on high expectations of pupil performance. The governing body is properly constituted, and roles and responsibilities are clear. Meetings, which are properly managed and minuted, are regularly held. Minutes are available for external scrutiny. A variety of sub committees oversee different aspects of the school's work. These committees ensure that the main governing body is kept informed of their work through regular reporting arrangements. Individual governors undertake responsibility for specific aspects of the school's work. They visit the school regularly and provide reports for the main governing body, based on their valuable first-hand observation of the school at work.

70. Governors have sound understanding of the overall strengths and weaknesses of the school, but show less confidence in analysing the school's performance independently. As a result, governors' ability to present a robust challenge, for example with regard to holding the school to account for the setting of realistic standards, is not well developed. In addition to information and insight from sub committees and individuals, the governing body is kept well informed by the good quality reports from the headteacher and other senior staff members. As a result, governors can contribute to the making of school policy. The school development plan is a joint endeavour that is agreed following governor scrutiny of the school's draft proposals.
71. School decisions are supported through careful financial management, with budgets delegated to subject co-ordinators in accordance with agreed priorities. The headteacher, with support from the deputy headteacher and others of the senior management team, creates a budget profile, which is submitted to the finance sub-committee for scrutiny before approval by the governing body. Subsequently, the financial sub-committee monitors the budget on a regular basis with good support from the headteacher and school administrative staff.
72. The friendly, helpful office staff manage the arrangements for the daily administration and organisation of the school smoothly and efficiently. Good use of technology supports the school arrangements and ensures that accurate information and sound budget advice are easily available via electronic links with the local education authority. Procedures for the management of the budget and other funds, which are very clearly set out in a financial memorandum, are effective and secure. An efficient system ensures that the procurement of goods or services is properly completed and recorded. Best value is sought by a careful scrutiny of suppliers and a tendering process where appropriate. The finance sub-committee keeps contract arrangements under review. Financial activities are subject to regular external audit, and action to address the auditor's recommendations is initiated promptly. Non-public funds are managed with the same rigour as official funds, and maintained and audited regularly in line with the official requirements. The high degree of effectiveness of the administration arrangements releases the headteacher and others to focus attention on the educational priorities for the school.
73. The school ensures that all specific grants, such as those for pupils with special educational needs and those with English as an additional language, are used appropriately to support the intended provision. Budget holders are accountable to the headteacher for expenditure and, in this way, the funds are related directly to improving pupils' learning.
74. The management of the special educational needs programme and the pupils' individual education plans are good. The special educational needs co-ordinator is well qualified and keen to spread his expertise through the school. He has run in-service sessions for colleagues and learning support assistants, and has encouraged support assistants to

gain recognised qualifications. The management of the learning support assistants is good and meticulous planning ensures that their time is used to the full. The interests of the pupils with special educational needs are well served by the designation of a knowledgeable governor with responsibility for supervision of the area. Her involvement in monitoring policy and procedures is a valuable contribution to the provision for these pupils.

75. The school is satisfactorily staffed by appropriately qualified teachers. There is a good balance of gender, age, experience and service within the school. Teachers are effectively deployed to meet the needs of pupils and the curriculum. In addition, the school employs well-qualified support staff who are used very effectively to give extra help to pupils in a variety of learning situations.
76. Performance management arrangements are in line with statutory requirements. The policy is a development of the good arrangements for staff review previously managed by the headteacher. Review of the headteacher's performance is complete. Staff development is closely linked to the school development plan, but individual staff also have access to development opportunities identified as part of their personal professional training needs. Arrangements for the induction of new members of staff are good. There is a clear policy and a member of staff has this specific responsibility. The school successfully supports the continued development training of newly-qualified teachers and is a contributor to initial teacher training.
77. Despite an extensive site, accommodation for learning is very poor. The school is unable to use some areas because of damage and the poor state of repair. Two classes have had to move from their unsatisfactory classrooms and are currently taught together in the infant hall. This constrains the school's ability to deliver areas of the curriculum such as physical education. The 'IT Suite', which is currently used for teaching information and communication technology, has windows that are barred for security reasons. Currently the room has only one exit. One of the rooms in which the pupils have their lunch is in an extremely poor state of decoration. Flaking paint falling off the walls creates a dilapidated and squalid environment, which does nothing to encourage development of good social skills. Attractive displays of pupils' work are used to good effect to celebrate pupils' attainment and to augment and sustain a bright, purposeful atmosphere within the school. A conscientious, hardworking caretaking and cleaning staff work very hard to keep the premises in a clean and tidy state.
78. Resources throughout the school are adequate to support pupils' learning within the planned curriculum. The school's main priority for spending in recent years has been on the provision for literacy and numeracy. Learning materials and equipment are readily available and accessible when needed. A small number of books in use in some classrooms have become unattractive because they are damaged or dated. This diminishes the intended appeal of the book areas.
79. Taking into account:
- the improvements to teaching since the previous inspection;
 - the very good arrangements for personal development;
 - the very good attitudes of the pupils; and
 - the very good leadership and management;

the school is judged to give very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

79. In order to raise standards and improve the quality of education the headteacher, staff and governors should:
- (1) raise standards in reading and writing by the end of Year 2; (paragraphs 2-4, 91-92 and 94)
 - (2) work with all appropriate agencies to secure the planned rebuilding of the school; (paragraphs 49, 59, 76 and 165)
 - (3) improve the use of assessment to set more challenging targets for pupils' learning, particularly more-able pupils; (paragraphs 7, 14, 27, 31, 56-58, 96, 99, 108, 117, 120, 138 and 146)
 - (4) ensure that pupils who are taken out of class for additional support do not miss the same lessons every week. (paragraph 38)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

74

Number of discussions with staff, governors, other adults and pupils

40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3	25	33	38	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	361
Number of full-time pupils known to be eligible for free school meals	0	167

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	1	96

English as an additional language

	No of pupils
Number of pupils with English as an additional language	122

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	25	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	11	18
	Girls	21	18	23
	Total	34	29	41
Percentage of pupils at NC Level 2 or above	School	71 (78)	60 (83)	85 (77)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	16	17
	Girls	21	23	21
	Total	34	39	38
Percentage of pupils at NC Level 2 or above	School	71 (80)	81 (82)	79 (80)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	21	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	24	26
	Girls	20	18	20
	Total	41	42	46
Percentage of pupils at NC Level 4 or above	School	77 (74)	79 (80)	87 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	22	18
	Girls	17	12	17
	Total	35	34	35
Percentage of pupils at NC Level 4 or above	School	66 (56)	64 (52)	66 (50)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	23
Black – African heritage	16
Black – other	7
Indian	32
Pakistani	7
Bangladeshi	3
Chinese	3
White	241
Any other minority ethnic group	29

This table refers to pupils of compulsory school age only.

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	1	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	19
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	175

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

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

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	837,861
Total expenditure	847,798
Expenditure per pupil	2,019
Balance brought forward from previous year	52,667
Balance carried forward to next year	42,730

Results of the survey of parents and carers

Questionnaire return rate 10.6%

Number of questionnaires sent out	386
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	66	24	10	0	0
Behaviour in the school is good.	44	46	7	0	3
My child gets the right amount of work to do at home.	40	43	11	6	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	54	29	17	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	15	2	0	0
The school expects my child to work hard and achieve his or her best.	85	12	3	0	0
The school works closely with parents.	56	37	7	0	0
The school is well led and managed.	63	24	13	0	0
The school is helping my child become mature and responsible.	61	34	5	0	0
The school provides an interesting range of activities outside lessons.	39	32	18	0	11

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

80. The school admits children to the nursery after their third birthday. Children transfer to the reception class in the September after their fourth birthday. Most children in the reception class attend the school's nursery before they enter full time school. The nursery makes very good provision for the children's all round development and education. The reception class builds very effectively on the work of the nursery. The curriculum for children in the Foundation Stage of learning promotes the Early Learning Goals successfully in all areas of development. There is a secure and specifically designated outdoor area for use by the children in the nursery. The children in the reception classes also have access to this area. The curriculum provision is an improvement since the previous inspection.
81. Teachers in the nursery and reception classes plan together closely. This ensures there is no unnecessary repetition of work. It gives children a firm foundation for their future learning and a smooth transition to work in Year 1 when children begin working to the requirements of the National Curriculum. All members of staff who teach children in the Foundation Stage of learning have a clear commitment to raising standards. They attend in-service training courses to improve their knowledge and skills, plan lessons together and liaise closely with parents. They are building links with the Year 1 teachers in order to continue and develop the current very good practice in the nursery and reception classes. The record keeping system is clear, informative and gives all members of staff a well-informed base to plan work for individuals. They set clear and specific targets for individual children and revise them on a regular basis. The nursery and reception classes provide a good and effective level of support for children with special educational needs. The support for children with English as an additional language is effective in that it enables children to work confidently in group and class lessons. All members of staff ensure that children have full and equal access to the areas of learning.
82. Many children enter the nursery with standards that are well below the expectation for their age in most areas of learning. They respond positively to the provision in the nursery and make good progress, particularly in the development of their social skills. In spite of this good progress, children's levels of attainment on entry to the reception classes are still well below the expectation for most children of this age. They make rapid progress in developing their language and number skills in the reception classes. They are, however, unlikely to achieve the skills they need to meet the expectations of the Early Learning Goals in their communication skills, mathematics and knowledge and understanding of the world. All children make very good progress in their personal and social development. Most children make good progress in the development of their creative skills. They make good progress in their physical development. This is, however, restricted because the nursery and reception classes have to share the nursery's outdoor area. This means both age groups have to work to a timetable and restricts access for the nursery children.

Personal, social and emotional development

83. Children settle quickly into the security of the nursery and make very good progress in developing their personal and social skills. The members of staff encourage parents and carers to stay with the children until they feel confident. This, along with the calm and caring attitudes of the teacher and nursery nurse, makes the children feel secure. They are self-possessed and confident when moving around the nursery and outside. Most children share and take turns happily, for example, when using outdoor equipment. The

children concentrate hard on their tasks; for example, three children shared books together for over 20 minutes. Children clearly enjoy their work in the nursery. They co-operate cheerfully with each other and adults. Children take care of classroom equipment and soon learn to tidy up after themselves. They continue this level of progress in their personal development as they move into the reception class. Children work independently and together. For example, four children worked together to prepare a Chinese meal. All children persevere to finish their tasks and talk eagerly about their work. Children quickly understand the routines of school life and move quietly and confidently around the school. They walk confidently to the main hall for assemblies and play happily together at break times. By the time they are ready to move into Year 1 most children, including those with special educational needs and English as an additional language, are likely to achieve the expected levels in the development of their social skills. The school is continuing to maintain and improve this area of children's development effectively since the previous inspection.

Communication, language and literacy

84. The provision for the development of language and literacy is very good. Many children enter the nursery with low language skills. They make good progress in developing enjoyment of books and stories. All children quickly learn how to handle books correctly and understand that pictures and print convey meaning. They listen to well-known stories and rhymes and join in enthusiastically. Many children have limited language and immature speech patterns. They receive a good level of individual help and support to increase their speaking skills. All children learn to use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This very good rate of progress continues as children move into the reception classes. Children with special educational needs, and those with English as an additional language, continue to receive effective support. The reception class teachers use the literacy strategy very effectively to develop further children's listening, speaking and reading skills. All members of the reception staff extend this effectively through their careful selection of books and stories and their use of precise and clear diction. Children enjoy this work and make rapid progress in learning letter sounds. They have many opportunities for role-play. For example, the Chinese restaurant areas give the children opportunities to increase their speaking and listening skills and to develop their writing abilities. All children in the reception classes listen carefully and attentively to stories. They retell them, enjoy talking about the pictures and join in with familiar sentences. This is a direct result of the enthusiasm and interest that members of staff show. It makes children eager to look at books and try to read them. Most children make very good progress. They are, however, unlikely to achieve the standards necessary to reach the end of the Early Learning Goals by the time they enter Year 1. Standards are similar to those at the previous inspection.

Mathematical development

85. The provision for children's mathematical development is very good. Most children make good progress in consolidating and developing their number skills. They are, however, unlikely to reach the standards necessary to meet the Early Learning Goals by the time they enter Year 1. The members of the nursery and reception staff develop children's early learning skills very effectively through a carefully structured programme of work. This includes the use of construction activities to develop children's control skills. There is a good and effective level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. The support for children with English as an additional language is effective in promoting their ability to count and recognise numbers. In the reception classes, the more-able children count accurately up to and back from 10. All children in the Foundation Stage learn and sing simple number

rhymes. When they enter the reception classes children have a session of structured number work each day. Most children know and recognise the place of numbers on a number line. The more-able children recognise and know how to add on one more to a given number. They use suitable mathematical language to describe processes, such as 'bigger than' and 'smaller than'. Children consolidate, develop and increase their early mathematical experiences in the Foundation Stage. In spite of this rate of progress, most children are unlikely to achieve the outcomes of the Early Learning Goals by the time they begin work at the National Curriculum level in Year 1. The school is continuing to maintain similar standards to those at the previous inspection.

Knowledge and understanding of the world

86. The nursery and reception classes make very good provision for developing children's knowledge and understanding of the world. Children make very good progress throughout the Foundation Stage of learning. They have many opportunities in the nursery and the reception classes to explore the natural and man-made world. For example, children in the nursery investigate their sense of smell and come to an understanding of what their noses are for. Children continue to consolidate and increase their learning as they progress through the reception classes. They develop a sound understanding of how to prepare food and learn the names of previously unknown vegetables. Children use computers and listening centres as a matter of routine. They use a mouse confidently to control movement on the computer screen. This enables children to develop a suitable understanding of how to use a mouse for accurate control. In spite of the very good level of provision, most children are unlikely to reach the expectations of the Early Learning Goals by the time they are five. This reflects the findings of the previous inspection.

Physical development

87. The Foundation Stage classes make good provision for children's physical development and children make good progress. They have access to pencils, crayons, scissors, hammers and glue from the beginning of their time in the nursery. Many experience difficulty in controlling tools on entry to the nursery. The direct teaching of skills enables them to increase their fine control skills, but many are below the expected standard when they enter the reception classes. Teachers continue to develop children's skills and they become increasingly competent. For example, most children cut accurately along a given line when making Chinese lanterns. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for nursery children. Children in the reception classes have access to this area. The school has a suitable selection of large apparatus for children to use in the school hall. Unfortunately there is no access to this because the reception classes are currently occupying the infant hall. This restricts their physical development. Most children are, however, likely to meet the expectations of the Early Learning Goals by the time they enter Year 1. This reflects the findings of the previous inspection.

Creative development

88. The provision for children's creative development is very good. Children make very good progress throughout the Foundation Stage as they learn basic techniques. This enables them to use and control materials effectively. They hold brushes correctly, apply paint to paper with increasing confidence and use printing materials effectively to create repeating patterns. Children mix paint to achieve different colours. As they progress through the reception classes children show a good awareness of shape, pattern and colour. They enjoy experimenting with materials when, for example, they try out wax resist technique to create Chinese dragons. Children sing a variety of songs from memory and show a

suitable awareness of melody and rhythm. Most children are likely to acquire the level of skill necessary to reach the outcomes of the Early Learning Goals by the time they enter Year 1. This reflects the findings of the previous inspection.

89. The quality of teaching for the children under five is consistently good. Eighty-two per cent of teaching is very good. This consistently high quality of teaching reflects the level of progress in learning that children make in their early years at school. The teachers, nursery nurses and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. All members of staff use language carefully to develop children's speaking skills. They speak precisely and clearly. This ensures that all children, including those with special educational needs and English as an additional language, make good progress. All members of staff provide a good balance between the direct teaching of specific skills, such as how to use pencils and scissors, and the promotion of independent learning. They encourage pupils to work independently and make choices. The quality of teaching is an improvement since the previous inspection.

ENGLISH

90. The school has made significant improvement in this subject since the last inspection. Pupils' standards of attainment in Key Stage 2 have risen from below average at the time of the last inspection to in line with the national average during this inspection. Pupils make good progress over time. Staff look carefully at pupils' test results to identify areas for further improvement, which results in changes to the teachers' approach. For example, a weakness in spelling is being remedied by the introduction of a spelling journal and a structured programme of work.
91. Pupils start school with low levels of attainment in English. Standards attained in last year's national reading and writing tests for seven-year-olds were well below the national average. However, the school's test results compare favourably with those of similar schools as they achieve a higher than average percentage of pupils achieving Level 2b or above. In last year's Year 2 national tests, pupils' results were below average due to a higher percentage of pupils with special educational needs. In the previous two years, the school's test results had been in line with national averages and pupils' results were well above those of similar schools. There is an upward trend greater than that seen nationally in Key Stage 2 results, which reflects the good progress evident in pupils' books and standards in line with national expectations during this inspection.
92. During the inspection, standards of pupils' work in Key Stage 1 were below expectations in speaking and listening, but in line with expectations by the end of Key Stage 2. All teachers work hard to ensure they monitor pupils' attention to the lessons and vary their approaches to ensure they capture and hold pupils' interest. In Key Stage 1, pupils' attention wanders more easily and they listen less readily. Consequently, teachers spend more time on behaviour management strategies. By the time pupils have reached Key Stage 2, they concentrate for long periods and take a more active role in sharing their thoughts and ideas. They make good progress and by Year 6 are confident and articulate, expressing their thoughts and feelings well. In a Year 6 lesson on understanding inference, pupils demonstrated very good listening skills and an ability to read between the lines for different levels of meaning when answering the teacher's penetrating questions.
93. Pupils regularly produce assemblies for the school and parents. Pupils gain an understanding of skills required for public speaking and acting, which they do well and

with significant confidence. In a Year 4 class assembly, all pupils acted well, bringing the script to life and emphasising the interesting language. The script was challenging and brought out the very best in some pupils. One pupil confidently recalled the following speech without a moment's hesitation:

"I am a terribly ancient tortoise and I've seen it all before.
I am too old to hurry or scurry or worry.
I've seen it all before
All this grabbing and grousing and gobbling and gabbing
And chopping and changing and whinging and whining and
Lefting and righting and picking and choosing and contemplating and calculating
Wanting, waiting – loving hating
If you want someone with experience I'm the one
There's nothing new under the sun.
Aren't you one of those running around and asking questions things
One of those grabbing and grousing and gobbling and gabbing things
One of those human beings."

94. In the previous inspection, the development of reading skills was unsatisfactory. There has been a clear focus on raising attainment in this area. Reading is a regular part of each literacy lesson and pupils are expected to read regularly at home. Standards of reading in Key Stage 1 remain below average. They know the mechanics of reading, but few pupils talk knowledgeably about a range of books. Pupils' enjoyment and pleasure in books increases with age and Year 6 pupils eagerly talk about a range of books and authors. Key Stage 2 pupils have positive attitudes to reading and many pupils belong to the local mobile library. Most pupils have sound library skills, but there are few opportunities for pupils to find information for themselves on extended projects. The school and parents have worked hard to improve the school library making it a bright and attractive environment from which pupils regularly borrow books. Teachers have tried hard within the confines of the accommodation to establish inviting book corners. These are now satisfactory, but books are not organised to help pupils select particular types of books. Teachers keep regular records when pupils read and most make helpful comments in pupils' reading record books.
95. There is a strong focus on teaching handwriting and pupils have developed a well-written style. In Key Stage 1, the quality of expression in pupils' writing is hindered by a recognised weakness in spelling, which is not assisted by too few dictionaries and words books in the classrooms. The range of vocabulary used in their written work is below expectations. Teachers' expectations and the style of book pupils are given to write in limits the amount of written work produced. Writing books in Year 2 are commonly half blank and half lines, which mistakenly encourages pupils to think that if they have completed the few lines on a page or two this is sufficient. Teachers use the literacy strategy appropriately to encourage pupils to recognise adjectives, but there are too few opportunities for them to engage in extended writing and practise what they have learnt. This is not aided by the few comments from teachers' marking to show how pupils could improve. Older pupils progress well in their learning due to effective teaching in Key Stage 2. Some excellent teaching was seen in Year 6. Very good use of extended vocabulary by the teacher brought the lesson to life and captured pupils' imagination. Very clear explanations of words and their meanings helped pupils to understand the significance of words and a wide vocabulary and gave pupils a love of language, which was reflected in the quality of their written work.
96. The quality of teaching is satisfactory at Key Stage 1 and good in Key Stage 2. One excellent and one unsatisfactory lesson were seen. In the excellent lesson, a clear enthusiasm for the subject coupled with effective teaching strategies ensured pupils had

a rich language experience and gained in knowledge. In the unsatisfactory lesson, too much time was spent on some aspects of the lesson, which were over-directed and limited pupils' response and creativity. All teachers have secure knowledge of the literacy strategy. They plan thoroughly though there are few instances where plans identify clearly how expectations for different abilities are to be covered. There are some references to particular work or support for pupils with special educational needs, English as an additional language or other learning needs, but rarely is their particular work set to extend and expect more of more-able pupils. Teachers plan effectively for non-teaching staff and they provide good support to individuals and groups of pupils. Teachers recognise the primary importance of literacy and create effective links between English and its application to other subjects. In a Year 6 music lesson, pupils' attention was drawn to the meaning of words and they were asked what the opposite of harmony was. "Cacophony" was the confident reply.

97. Management of the subject is good. The current co-ordinator is relatively new, but has established several new initiatives aimed at raising standards. An in-depth analysis of pupils' responses to test questions has been used very effectively to set specific teaching targets for each year group. The weakness in pupils' spellings has been recognised and a spelling system put into place, which is being closely monitored. The co-ordinator has a good grasp of standards, quality of teaching and curriculum and resource needs from astute monitoring of lessons and teachers' planning. The school is aware that resources in the reference library are insufficient and not sufficiently well organised for ease of access.

MATHEMATICS

98. The results of the 2000 National Curriculum assessments in mathematics for pupils in Year 2 were well below the national average. In comparison with similar schools, standards were average. The trend from 1996 to date shows standards to be below average. The proportion of pupils achieving the higher Level 3 is not as high as the national average. Inspection findings show that standards have improved and are now average as the result of good teaching linked to the successful implementation of the National Numeracy Strategy. However, more-able pupils are underachieving as the result of insufficient challenge in teaching; they spend too much time consolidating knowledge, skills and understanding they have already acquired.
99. The results of the 2000 National Curriculum assessments for pupils in Year 6 were average in comparison with all schools and well above the national average in comparison to similar schools. The number achieving the expected Level 4 and above was above average. These results confirm the trend of year-on-year improvement since 1996. Inspection findings are that standards are average although more-able pupils do not achieve as well as they should. Teachers' planning does not take fully into account the learning needs of this group of pupils, with the result that their mathematical understanding is not developed as well as it should be. Standards have improved since the last inspection as the result of the effective introduction of the National Numeracy Strategy and improvement in the quality of teaching.
100. Pupils with special educational needs, and those for whom English is an additional language, make good progress and achieve well. They are supported effectively by teachers and learning support assistants and expectations of these groups of pupils are high. Planning is good and resources are used well to support their learning needs.
101. Pupils make satisfactory use of literacy skills, particularly in reading and understanding mathematical problems. The strong emphasis by teachers on pupils explaining how they find answers to mental problems contributes successfully to the development of speaking

skills. Numeracy skills are used well by pupils in other subjects, especially in science where, for example, accurate and well-constructed graphs are used to show the results of science experiments.

102. Progress in using and applying mathematics in problem solving and investigations is good. In lessons, teachers expect pupils to explain how they find answers to mental arithmetic problems and this develops their mathematical understanding. By Year 2, pupils investigate money problems successfully, for example in finding the least number of coins to make 93p. By Year 4, pupils answer problems accurately involving numbers to 9999 and in Year 6, pupils solve problems using decimals and percentages.
103. Mental arithmetic skills are good as a result of effective teaching in the mental arithmetic session of the numeracy hour. Questions are asked at a quick pace and all pupils are expected to answer questions, not just those who put their hands up. Pupils are confident in explaining how they find their answers. Knowledge and application of times tables in solving problems is good. By Year 2, pupils read, write and order numbers to 100 and they multiply accurately in the 2 times and 10 times tables. By Year 4 pupils read, write and order numbers to 9999 and know, for example, that '7,456 is greater than 7,327'. Skills in the four rules of number are accurate. By Year 6, pupils understand the relationship between decimals, fractions and percentages.
104. In work on shape, space and measures, progress is good. By Year 2, pupils tell the time accurately to the hour, half-hour and quarter past/to. They name and recognise common two-dimensional shapes. By Year 4, pupils show good knowledge of standard units of measurement, including centimetres, metres and kilometres and they apply this knowledge well in solving problems. By Year 6, pupils know the correct geometrical terms to define two-dimensional and three-dimensional shapes.
105. Pupils' data handling skills are developed successfully through links to other subjects, particularly science. Good use is made of information and communication technology to record data on spreadsheets. Pupils draw accurate, well-labelled graphs to show the results of science experiments and they interpret their findings well.
106. During the inspection the quality of teaching was good or very good in 60 per cent of lessons, with the remaining lessons satisfactory. Good and very good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. The result of this effective teaching is that pupils make good progress in their learning. The mental arithmetic session of the numeracy hour is taught well, with pace and challenge. For example in Year 6, pupils were expected to solve mentally '13x21' and to explain how they found the answer although they were told, "Don't be afraid of making a mistake". This resulted in pupils being confident and raising their self-esteem to 'have a go'. Teachers share the purpose of the lesson with pupils, although time is wasted when they write the 'lesson objective' down in their books. Teachers give clear explanations and set clear targets for the work to be done, for example "You have 15 minutes to finish this task". This results in pupils working hard and showing concentration and perseverance in completing their work. In addition, as the result of teachers' high expectations, the quality of pupils' presentation of work is of a very high standard.
107. In lessons, teachers assess pupils' understanding accurately. For example in a Year 6 lesson, the teacher drew the class together when she recognised that many were having a problem in dividing 160 by 4. The teacher stressed to the pupils the importance of the '0' in solving this equation. Plenary or final sessions are used effectively to consolidate pupils' understanding. For example in Year 2, at the end of a lesson in subtracting 10p, 20p and 30p from amounts of money, the teacher gave the pupils more problems to solve mentally so that she could check their understanding.

108. The subject is managed effectively by an enthusiastic and hard-working co-ordinator. She monitors teaching and learning in the subject efficiently and has a thorough understanding of the strengths and areas for improvement in her subject; these are written in a detailed action plan. Pupils are assessed accurately and realistic and achievable targets are set, with the exception of the more-able who could be challenged further. Resources to support pupils' learning are good. However, the use of information and communication technology is inconsistent.

SCIENCE

109. The results of the 2000 National Curriculum teacher assessments for pupils in Year 2 were well below the national average for the proportion of pupils achieving the expected Level 2 and above. The proportion achieving Level 3 was below average. In comparison with similar schools, the performance in science at Key Stage 1 was close to national expectations. The inspection findings show that standards in science are in line with national expectations. The improvement is the result of better teaching linked to a revised scheme of work, which identifies clearly what is to be taught.
110. The results of the 2000 National Curriculum assessments for pupils in Year 6 were close to the national average for the proportion of pupils attaining Level 4 or above, but the proportion of pupils achieving Level 5 was well below the national average. Compared to schools in a similar context, performance in science is well above national expectation for the proportion of pupils reaching Level 4 or above and the proportion of pupils reaching Level 5 is close to the national average. The inspection findings show that attainment in Key Stage 2 is in line with national averages.
111. The previous inspection report judged standards of attainment and progress in science to be in line with national expectations in both key stages. The school has made sound progress in raising standards in Key Stage 1 and in maintaining an improving trend relative to national standards in Key Stage 2.
112. In Key Stage 1, pupils learn to observe and investigate a range of phenomena and events in the world around them. All pupils, including those with special educational needs, carry out simple experiments sensibly and record their results with care. In Year 1, they respond with excitement to explain what happens when a torch is shone on different reflective materials in a dark corridor and they go on to consider the safety implications of being seen at night. They learn about human growth and development and can put correct labels on a diagram to show that they are learning to identify different parts of the body. They learn that features help to make individuals unique and they collect and record data such as shoe size and colour of eyes and hair. They investigate the uses of materials and successfully record their findings in the form of a table.
113. In Year 2, pupils learn about how materials can be changed. They are encouraged to make predictions before investigating the effects of freezing. Observations are recorded as a table from which they are asked to draw conclusions to test their prediction. As pupils explore the use of batteries as a source of power, they learn how to construct a simple circuit. They make satisfactory progress in the practical task and understand that electricity needs to flow through a complete circuit to light a bulb. The results of the activity are presented as a simple diagram.
114. By the end of the key stage, pupils have made sound progress and have enjoyed a range of experiences to find out more about their world. They discuss their work and use simple but appropriate scientific terms to describe their experiences. They learn to use simple equipment to make investigations and how to observe carefully and then record their

results in a variety of simple ways. Pupils with special educational needs are well supported in class and they are able to make satisfactory progress in science.

115. In Key Stage 2, pupils continue to make sound progress as they build on their knowledge and understanding of the scientific world. For example, pupils in Year 3 study teeth as part of a module on eating. They use a model skeleton and each other's mouths to observe that humans have different types of teeth. They learn the reason for the differences and the function of each type of tooth. Their understanding is reinforced as in discussion they try to imagine and explain the consequences of various situations such as not having incisors or canines at a barbecue. Their responses are valid and confirm their understanding. In Year 4, pupils conduct experiments to establish information about the insulating properties of various materials. They work with their teacher, and carefully measure and record the temperature in the different flasks at regular intervals during the lesson. Working in groups, they decide the most appropriate way to record the cooling process. By the end of the lesson, pupils use correct vocabulary in the context of explaining the investigation and reaching a conclusion based on evidence.
116. Year 5 pupils learn about keeping healthy, including the effects of drug, tobacco and alcohol abuse. They know relevant facts about food and the constituents of a healthy diet. They consider the effects of exercise and measure the variation in pulse rate following activity. Pupils in Year 6, in learning about the effects of forces, successfully conduct complicated experiments to investigate the effects of upthrust on a variety of objects when immersed in water. On completion of the activity, they could reach appropriate conclusions and explain their thinking in correct scientific terms.
117. By the end of the key stage, pupils demonstrate a wide range of accurate knowledge and understanding of scientific ideas. They know appropriate scientific vocabulary that they use correctly in explaining and describing their various science activities. They interpret information from experiments or from information, including that recorded as tables, graphs or charts and draw conclusions based on their interpretations of the evidence. Throughout the key stage, pupils extend their understanding of the principles of fair testing, but their teacher directs much of the work and they have insufficient opportunities to select materials or equipment and devise for themselves tests involving controls and variables. As a result, progress is constrained, especially for the more-able pupils.
118. Numeracy and literacy skills are used effectively during science lessons as pupils write to describe and explain the results of their activities and observations. A good range of tables, charts and graphs is utilised to record various forms of data and pupils interpret the findings by scrutiny of the information represented.
119. Boys and girls have good attitudes towards science, which has a positive effect on their progress. They listen carefully and so they know what to do without requiring undue repetition from the teacher. A strong feature of lessons is pupils' ability to work together purposefully to conduct experiments and investigations. They share resources and handle equipment and materials carefully and safely. This means that they use lesson time efficiently to make good use of their learning opportunities. Work is recorded with care and standards of presentation are high.
120. The quality of teaching observed during the inspection was sound. Lessons are thoroughly planned in line with the scheme of work. Joint planning within year groups ensures that pupils cover the same areas of learning. Classrooms are well organised and lessons well managed so that pupils gain maximum benefit from their learning activities. Teachers are confident and have good subject knowledge, which they transfer to pupils through clear explanation and demonstration. A good relationship, which quickly captures pupils' interests and secures pupils' attention, is a feature of most lessons.

Skilful use of questioning and discussion enables teachers to retain the involvement of pupils of all abilities. This in turn encourages pupils to develop their own thinking and extend or reinforce their understanding. Assessment is not used effectively to inform the planning of subsequent learning activities that are sufficiently challenging for all pupils. In some lessons, teachers expect all pupils to complete the same tasks, with the result that not all are challenged and extended and, therefore, they do not progress at a rate that matches their ability.

121. The impact of lessons is reduced where pupils are required to record on the basis of teacher directed work and they have insufficient opportunities to make their own decisions about what to use for an experiment or how an investigation might be conducted. Marking of pupils' work is conscientious and teachers maintain detailed records of attainment.
122. The organisation and management of science is good. The co-ordinator is able to provide good advice and guidance for colleagues in support of their teaching of science. There is a clear policy statement and the scheme of work has recently been revised and amended in line with a national review of curriculum requirements. The co-ordinator has used the results of detailed analysis of performance data to identify particular areas of learning in need of strengthening. Time is used productively to monitor teachers' planning and delivery. The work of pupils is also scrutinised for consistency within age groups. A portfolio of pupils' work matched to National Curriculum levels is maintained for staff reference. The co-ordinator is aware of the need to improve assessment procedures and is currently developing material for internal assessment using both informal testing and commercial tests.
123. Resources for science are adequate to meet the planned curriculum and are well organised and maintained. Use of additional accommodation for science teaching is an advantage as it creates opportunities for science activities without disrupting other classroom learning.

ART AND DESIGN

124. Observation of artwork on display around the school and discussion with some Year 6 pupils form the basis for judgements about standards in art. This shows that standards, by Year 6, exceed those expected for most pupils of similar age. This is an improvement since the previous inspection. The school provides a well-balanced curriculum that covers all elements of the National Curriculum for art. The co-ordinator monitors planning. There are no structured procedures to measure pupils' progress in the development of skills and techniques. This does not give a clear picture of progress. All pupils have opportunities to visit art galleries to enrich their experiences.
125. By the age of seven pupils' standards meet those expected for this age group. They understand the properties of a range of media such as pastels, paint and pencils. The pupils link their work effectively with work in subjects such as geography and mathematics. For example, pupils create a colourful collage to illustrate the island of St. Lucia and make repeating patterns to support work in mathematics. Their work is carefully presented, but does not build sufficiently on the good progress that children make in the Foundation Stage of learning.
126. Standards improve as the pupils progress to Year 3 and through to Year 6. By the age of 11, pupils' standards exceed those expected for this age group. They have direct teaching of skills and techniques, as well as experimenting with materials. This increases their knowledge, understanding and learning. In Year 3, pupils develop their skills in sketching with pencils and illustrate shape poems carefully. Pupils in Year 4 make

effective use of their skills in colour wash and silhouette techniques to create effective desert pictures. By Year 5, the pupils show increasing control in their use of a variety of media. They are confident in their use of paint and collage to illustrate stories such as the *Iron Man*. The pupils create very effective pictures using pastels and paint in the style of Van Gogh and 'Tinga-Tinga' paintings. This work shows a high level of maturity and control. By Year 6 pupils have well-developed observation skills. This is evident in their ability to record observations of the internal parts of flowers. They use their observation skills carefully to create mood in their artwork. This is developed further by the influence of prints of the work of famous artists and by work in English. An example of this is the skilful work to illustrate scenes from *Macbeth*, *Wind in the Willows* and *The Pied Piper*. Pupils talk confidently and with justifiable pride about their work. They have clear understanding of the techniques they use and give increasing attention to detail and accuracy in their work. They draw and paint with confidence. Pupils use computer generated art to produce designs. This aspect of their work is satisfactory.

127. Teachers' planning indicates secure knowledge and understanding of the need to develop skills and techniques steadily. There is no apparent difference in standards between pupils who have special educational needs and those who do not. It is clear that all pupils have opportunities to use a suitably wide range of media and materials. This enables them to make good progress in learning about the properties of materials and in how to use them effectively. Pupils' work shows they find art interesting and stimulating.

DESIGN AND TECHNOLOGY

128. Judgements are made from one lesson seen at each key stage and analysis of work and products displayed in the school. Additional evidence was gathered during discussions with staff and pupils, from teachers' planning and from the school's plans and policy documents. The Key Stage 2 lesson observed was an individual 'one-to-one' lesson for a pupil with a Statement of Special Educational Need. Design and technology is the context in which this pupil receives necessary additional teaching in the basic skills of literacy and numeracy, and is being supported in developing self-esteem.
129. Standards reached by pupils at the end of each key stage are in line with those seen in most schools nationally. This represents a good level of improvement since the last inspection, when improvement in the standards for this subject was a key issue. Satisfactory work completed by pupils from all age ranges is on display throughout the school. Much of this work is shown with all stages of designing and making recorded in diagrams and photographs. There is adequate evidence of thoughtful design work that envisages the finished product and sound evaluation of the results of the projects at both key stages. Key Stage 1 items displayed show sound early construction skills with recycled materials, good planning and products from a paper engineering project and some creatively designed wheeled vehicles, which show evidence that they have been tried out and improved. Products indicate that pupils measure, mark and cut out shapes accurately. They are eager to discuss and evaluate their work. In a Key Stage 1 lesson on food preparation, lower-attaining pupils were helped to improve their skills in handling kitchen equipment by careful analysis of their needs by a learning support assistant. They made satisfactory progress. Pupils learning English as an additional language attained at the same level as others in the class because of sensitive intervention by a trainee teacher. The contribution of additional adults to this work is a significant benefit.
130. In Key Stage 2, pupils extend their designing, making and evaluation skills when they undertake a range of projects including constructing a waterproof shelter, designing and making musical instruments and devising and producing food items. They use a range of materials competently, including wood, fabric and recycled materials, and employ an appropriate range of cutting, joining and construction techniques. A pupil with special

educational needs used a professional quality power drill confidently and carefully, with close adult supervision, to drill holes in metal with an excellent degree of accuracy and close attention to safety matters. The majority of pupils show good understanding of the faults in some of the structures they create. More-able pupils see the implications for construction of testing models. Lower-attaining pupils, although they have weaker construction, manipulative or finishing skills, show a satisfactory awareness of the basic principles of design. There are no differences in attainment between boys and girls.

131. The overall quality of teaching is satisfactory throughout the school. Teaching of individuals with special educational needs is very good at Key Stage 2, resulting in a high level of motivation and enthusiasm and excellent attainment. Skills and knowledge are developed through both key stages by following a well-structured scheme of work, which enables pupils to build upon what they achieved and learned at earlier stages. Pupils of all abilities are encouraged to produce work of which they can be proud. They have a positive attitude to their work and behave well in lessons, sharing and handling equipment sensibly. The time allocated for weekly lessons in Key Stage 1 is short and sometimes does not allow pupils to complete sufficient practical work. However, the blocking of time for design and technology work for some classes at various points in the year is of benefit as it enables projects to be started and completed within a short time-span. Appropriate links are made with mathematics, information and communication technology, science and art when developing these projects.
132. Leadership and management of the subject are sound. The teachers are supported in their work through appropriate documentation and resources including information and communication technology resources. Criticisms and issues raised in the previous inspection have all been addressed appropriately.

GEOGRAPHY

133. During the week of the inspection four lessons were observed in geography. Analysing pupils' work and discussions provided additional evidence of standards being achieved. Standards at the end of Key Stage 1 are satisfactory and similar to the standards reported in the previous inspection. At the end of Key Stage 2 standards are good. This represents an improvement since the last inspection.
134. At Key Stage 1, pupils are beginning to understand the relationship between distance and time taken to travel to school, the differing journeys they have and the features they observe. They begin to develop maps of their journeys and describe characteristics of a local street, noting positive and negative features such as trees and graffiti. Older pupils in Key Stage 1 show understanding of features in a range of environments and compare local climate, vegetation and buildings with those in tropical locations. Pupils' attainment is related to their acquisition of skills in literacy. The more-able and average groups make sound progress and by the end of the key stage their skills in reading, writing, speaking and listening help them to achieve at levels expected. Their presentation of work is satisfactory. Lower-attaining groups, including those with special educational needs, progress well in relation to earlier attainment, but recording of work is often poor. All pupils, including those of lower attainment and those with special educational needs, understand geographical concepts, for example, 'near and far' and 'hot and cold'. Efficient use of learning support assistants in supporting lower-attaining pupils and those who are learning English as an additional language helps to reduce the difference between the highest and lowest levels of attainment at the end of the key stage.
135. At Key Stage 2, teaching is good and this is a significant factor in the positive effects there are on pupils' learning and achievements. Pupils quickly learn new skills, develop new ideas and with the use of associated technical language, improve their

understanding and increase their knowledge. Teachers remind pupils of their language and literacy targets when completing work in geography books, improving presentation and clarity of written work. By the end of the key stage, pupils read maps correctly with an understanding of scale and compare and contrast their environment with a rural one and one in a tropical location such as St Lucia or Egypt. They have a good knowledge of countries and communities in Europe and Africa, and show an understanding of natural physical processes such as flooding. They show a growing awareness of the influence of human beings on the environment and understand that people have different points of view on environmental issues. At Key Stage 2, links are made between geography and other subjects such as history and science. For instance, one lesson focused on the supply of water to homes in contrasting environments and pupils learned about systems for pumping and purifying water, making appropriate links with the science curriculum. Good quality classroom displays of geography and related work give useful evidence of progress in learning and standards achieved by pupils of different levels of attainment. The standard of presentation of work carried out by the majority of pupils is good, including those with special educational needs and English as an additional language, with attention to detail being particularly prominent.

136. The teaching of geography at Key Stage 1 is satisfactory. At Key Stage 2, it is good because of teachers' care with planning for the learning needs of all pupils, provision of relevant and meaningful practical activities, and development of pupil's contributions to discussions in lessons. Management of pupils and the development of basic skills are additional strengths of the teaching. Marking of geography books is good, particularly in the upper Key Stage 2 classes. Helpful comments indicate to pupils how they can improve their work and focus on literacy issues as well as content.
137. The management and co-ordination of geography is satisfactory. A good range of resources is available and has been well organised into topic packs by the co-ordinator, who also monitors planning and teaching. The outdated policy for geography is currently undergoing revision. The curriculum is sufficiently broad and balanced to meet the requirements of the National Curriculum. The use of information and communication technology is an area for further development in geography.

HISTORY

138. Standards in history are satisfactory in both key stages and are consistent with expectations for pupils of this age. This represents a fall in standard in Key Stage 1, which was judged good at the previous inspection. The reduction in attainment results from the fact that pupils of differing abilities often engage in the same learning tasks without appropriate challenge to their differing needs. Pupils, including those with special educational needs, make sound progress as they build on their understanding of time passing and the significance of a range of historical occurrences and events. However, the progress of older and more-able younger pupils is often constrained because of insufficient opportunities to research information independently. They have few chances to make choices with regard to the selection and organisation of their own historical investigation and recording.
139. Pupils in Year1 learn about the lives of Victorian children and make simple comparisons with their own experiences. They show an awareness of change and progress and can offer straightforward explanations of how and why things are not the same as they used to be. In Year 2, pupils reflect on recent history through studying Britain at war. They record factual evidence about ration books and digging for victory. They show understanding and empathy for the plight of evacuees when they are invited to pose questions; such as "What happened to those children whose mummies and daddies were killed?" to be asked of people who experienced the period. Learning is recorded in a

variety of ways after studying information from pictures, photographs and reference books.

140. By the end of the key stage, pupils have simple but sound factual knowledge about the lives of people in earlier times. They understand the concept of the passage of time and know that life in the past was different from life today.
141. Pupils at Key Stage 2 build on their previous knowledge as they study the past in a variety of contexts. They learn about Roman and Egyptian civilisations and in doing so, they develop increased understanding of some of the reasons why these societies were different and why the people conducted their affairs in particular ways. They also study developments in Great Britain over time, for example pupils in year 5 learn about life in Victorian Britain. They know about increasing trade and empire and the important impact of the growth of railways. As part of their studies, they visit Gunnersbury Park Museum where, in addition to viewing buildings, clothing and artefacts of the time, they enjoy the excitement of involvement in role-play and dramatic reconstruction of the period. The subsequent follow-up work, which incorporates the use of word-processing skills, is a strong reinforcement to their historical knowledge and understanding.
142. Pupils in Year 6 demonstrate the extent of their learning when they talk enthusiastically about Ancient Greece. They know the significance of the structure of city states and the consequent constant threat of conflict. They understand the need for expansion and trade and can explain “because of the arid and mountainous land, the Greeks needed to expand their food supplies by trading with or conquering other countries.” They know that democracy today developed from Greek thinkers and visions of peaceful co-existence between the states. They also appreciate the significance of the fact that at that time, unlike today, women did not have the right to vote. History makes a good contribution to pupils’ literacy development when they read about the circumstances, people and events in other times. They write for a specific purpose, for example as they pretend to be Lord Shaftesbury and send letters to the Prime Minister of the day to complain about the appalling conditions surrounding child labour.
143. Pupils learn about the social and cultural issues pertinent to different times. Their awareness of issues such as the use of slavery in Egypt, or the importance of myths and legends to the belief systems of the ancient Greeks, extends their understanding and offers insight into some relevant issues of today, such as the importance of equality of opportunity.
144. The school makes good use of the heritage of the area with visits to places offering insights of historical significance, such as the Egyptian room of the British Museum or Hampton Court. Such excursions give an additional dimension to pupils’ learning through presenting valuable opportunities for them to examine history from primary sources.
145. Boys and girls have good attitudes towards history; they enjoy learning about the subject and are confident to discuss their learning. In all classes, there is evidence of work that shows neat handwriting and careful illustration. In Key Stage 1, exercise books combine recording of history, geography and science topics, which tends to create confusion and fragments the continuity of understanding within the separate subjects.
146. The quality of teaching was satisfactory in the one lesson of history observed during the inspection. Other inspection evidence is consistent with the quality of teaching being satisfactory overall. Teachers in a year group plan work together so that pupils of the same age cover the same work. Lessons are planned carefully to meet the clear objectives of the scheme of work. Teachers maintain adequate records, but the assessment and recording of attainment and progress is not well developed or related to National Curriculum levels. As a result, in some lessons, teachers expect pupils of all

abilities to undertake the same activities and there is a lack of a range of learning tasks sufficient to challenge the abilities of all pupils. Written work is marked conscientiously and the best examples, as well as being supportive and encouraging, include specific comments drawing attention to future learning goals.

147. The subject co-ordinator is effective in her role. Since the previous inspection, the curriculum for history has been reviewed in accordance with national initiatives. A scheme of work, which is suitably broad and balanced, is evolving. The co-ordinator monitors teachers' planning with the purpose of ensuring that year groups are taught a similar content and that learning extends incrementally year-on-year. Detailed lesson plans have been devised and are implemented. The co-ordinator works together with teachers in year groups to evaluate the effectiveness of learning activities by reviewing the success of lessons and amending the plans where necessary.
148. Resources for the subject are adequate and have been improved since the previous inspection with the addition of artefacts and alternative sources of reference. The co-ordinator is aware of the need to enhance the provision of suitable reference material for research and investigation using information and communication technology, as funds become available.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. By the age of 7 and 11, standards meet national expectations and pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning. Standards have improved in Key Stage 1 and are the same in Key Stage 2 as those reported previously. The introduction of a new 'IT Suite' is having a positive impact on the teaching of the subject, although pupils in Key Stage 2 have no computers in their classrooms on which to apply skills taught in the suite. Throughout the school the use of computers to support pupils' learning in literacy and numeracy is inconsistent.
150. When given the opportunity pupils apply successfully their literacy and numeracy skills in, for example, word-processing and the use of spreadsheets. In Year 4, pupils write imaginative poems on the theme of 'Just Me'. In Year 6, pupils use spreadsheets well to record the results of a science investigation into gravity.
151. By Year 2 pupils are confident in using the mouse and keyboard. They use a word-processing program successfully to write their names in a range of fonts and font sizes. Pupils use a programmable toy to program accurately routes for it to follow around the classroom. In Year 3, pupils use the digital camera effectively to record their work in a design and technology project on sandwiches. They combine their pictures with text to evaluate their finished products. Pupils link text and 'clip-art' imaginatively to make posters advertising, for example, home-made cakes. In Year 4, pupils use fonts and layout creatively in presenting their poems on the theme 'Just Me'. In Year 5, pupils apply literacy skills successfully in their word-processing of factual accounts of the visit to Gunnersbury Park Museum. In Year 6, pupils create interesting fact files on the theme of dinosaurs.
152. During the inspection, teaching was satisfactory in three lessons and very good in one lesson, all of which were taught in the 'IT Suite'. Teaching in other lessons is inconsistent, particularly in Key Stage 1 where teachers do not consistently plan for computers to support pupils' learning in all subjects. In the best lessons, teachers show expert subject knowledge, which is passed on to pupils with interest and enthusiasm, which allows them to make good progress. Pupils are supported well with individual attention given to those who require additional support. A strong feature of teaching is the way in which pupils are encouraged and expected to work together in pairs, with the

result that they provide each other with a high degree of mutual support. All pupils take a full part in the lessons with boys and girls working together successfully. Pupils show good application and perseverance, for example, in Year 6 when they discovered that the incorrect entry of data was the reason why they could not produce graphs of the results of their science investigation into gravity.

153. The subject is managed effectively by a knowledgeable and enthusiastic co-ordinator. He has written a detailed action plan with the key priority to train teachers in Key Stage 1 to use the 'IT Suite'. In addition, plans are in place to provide computers for every classroom in Key Stage 2 so that pupils have opportunities to apply skills taught in the suite. Currently, the school is awaiting the introduction of a local education authority initiative to provide a system for monitoring and assessing pupils' progress in the subject.

MUSIC

154. Standards in music, by the age of 11, are above those expected for pupils of similar age. Pupils demonstrate confidence and maturity in their composing and performing skills. This is an improvement since the previous inspection. The scheme of work covers all elements of the National Curriculum and provides clear support and guidance for teachers. The procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music are informal and unsystematic. They do not give enough support to plan for improvement to the curriculum. There is, however, an effective system of pupil self-assessment from Year 3 to Year 6. Pupils sing well, with enthusiasm and enjoyment, in school assemblies.
155. At Key Stage 1 pupils achieve standards similar to those expected for pupils of this age. They have a satisfactory level of voice control, for example, when singing in unison. They maintain accurate rhythm in their singing. Pupils sing enthusiastically in assemblies, but on occasions their singing becomes loud and raucous.
156. At Key Stage 2 pupils achieve standards above those expected for pupils of similar age. Throughout the key stage their singing skills are good. They maintain the correct pitch when they sing and they perform syncopated rhythms accurately. An example of this is when they sing *Jamaican Farewell* to their own instrumental accompaniment. The popular school performances make a positive contribution to this level of skill. All pupils pay attention to posture, breathing, diction, dynamics and phrasing and have good control of their voices. Pupils' composing skills are above those expected for their age. They use graphic notation effectively to devise their own scores and perform to each other with confidence. All pupils understand the need to practise to improve their performance. They play a range of instruments, including steel band drums, proficiently.
157. From the ages of 8 to 11, pupils make good progress in their learning. This reflects the high quality of teaching. All teachers ensure that the pupils consolidate and develop their musical knowledge and skills to a high standard. They teach pupils skills and techniques that enable the pupils to build on their skills of performing and polish them to a suitably high level. The pupils enjoy the challenges that their teachers give them and work hard to improve their skills of composition. They make good progress in producing graphic scores. By the age of 11 pupils have well-developed skills in listening to and critically appraising musical compositions.
158. All pupils show respect for the efforts of others. They have good levels of perseverance and work with determination to produce work of a high quality. They co-operate together in lessons and work collaboratively when necessary. An example of this is in Year 6 when pupils collaborate to produce and perform accompaniments to well-known songs such as *Any dream will do* and *Jamaican Farewell*. All pupils, including those with special

educational needs, have opportunities to consolidate their skills in, and understanding of, music.

159. Teaching throughout the junior part of the school is consistently good. It is not possible to make a judgement on teaching in the infant department. Teachers provide a carefully balanced range of activities, but do not assess pupils' progress systematically. The use of information technology to support work in music is satisfactory.

PHYSICAL EDUCATION

160. By the age of 7 and 11, pupils achieve standards which meet expectations for their age. During the inspection lessons were observed in games. Teachers' planning shows that pupils receive a full curriculum, including the teaching of swimming. By the age of 11, the majority of pupils meet the national expectation of swimming 25 metres unaided. Pupils with special educational needs, and those for whom English is an additional language, achieve well and make satisfactory progress in their learning. They are supported effectively by teachers and benefit from working in small groups and teams where they receive good support from classmates.
161. By the end of Year 2, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. Pupils show a good awareness of space and change of direction when moving around the hall. They show good skills in throwing and catching a bean-bag with two hands. Pupils respond well to the teacher's challenge, "Can you make 20 catches without dropping the bean-bag?" Skills are improved when they learn to throw and catch with one hand, using both left and right. Pupils enjoy the game of 'Piggy in the Middle' where they apply the skills learnt. They play fairly and show good co-operation, particularly at the end of lessons when taking part in team relays.
162. By Year 4, pupils show good skills in hockey, as the result of excellent teaching. Pupils are confident in controlling the ball and in their dribbling skills. In pairs they show good skills in passing and trapping the ball. Skills are applied successfully in five-a-side games where they play fairly and with great enthusiasm. Of particular note is the fact that pupils play a game in which the referee is a classmate, with no arguments or fuss. Pupils in Year 6 benefit from cricket coaching from a member of Middlesex CC. In these lessons, they learn and apply successfully new skills, including bowling and fielding a ground ball before returning it to the wicket keeper.
163. Of the four lessons observed, one was excellent, one very good and the remaining two satisfactory. Strengths of teaching include sustained and rigorous warm-ups in which pupils take part enthusiastically. The emphasis of the lesson is on the development of skills, with teachers supporting effectively individual pupils in the development of skills and techniques. Lessons proceed at a brisk pace, with the focus on activity. Teachers show good subject knowledge and pass on their own enthusiasm and skills to pupils, with the result good progress is made. In satisfactory lessons, teachers do not ensure that pupils respond immediately to the 'stop' command with the result that pupils do not always listen to and follow instructions. This poses a potential health and safety risk.
164. Pupils enjoy and benefit from a good range of extra-curricular activities, including netball, football, athletics, cricket and cross-country. They take part in competitive fixtures in netball, football and athletics. Pupils and parents enjoy the annual sports day, with the infants taking part in skills based events and the juniors in athletics.
165. Standards have been maintained since the last inspection even though the allocation of time has been reduced. Currently, the infant hall is used as a reception classroom due to

problems with leaking roofs; this restricts opportunities for pupils to have indoor lessons. The subject is managed effectively.

RELIGIOUS EDUCATION

166. The previous inspection report said recent progress had given the school a secure basis for the future. An enthusiastic co-ordinator has ensured continued improvements in how the subject is planned, which has resulted in improvement in the quality of teaching. All the satisfactory or better aspects of the subject have been maintained, but systems for recording teachers' assessments of what pupils learn remains underdeveloped.
167. At the age of seven years, pupils' knowledge and understanding of the subject are in line with the expectations of the locally agreed syllabus. They listen to stories from different religions, identify the main message within the story and link it to their own actions. For example, they listen to a story from the Sikh religion and understand how Guru Har Gobind helped the princes. They go on to write about how they help others. By the age of 11 years, pupils have a secure understanding of different religions and beliefs. Year 6 pupils give very thoughtful responses to stories and sensitively question why people make different choices and believe different things.
168. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teaching in Year 6 is excellent and inspires pupils to think deeply about their work. All teachers have a secure knowledge of the subject and prepare their lessons well. They encourage pupils to show respect for differences and understand how there are common values and beliefs in a variety of faiths. This creates an atmosphere of tolerance and understanding in all lessons. By the time pupils reach Year 6 they have gained a high level of confidence in expressing their thoughts and feelings. Very effective teaching helps pupils to apply the skills they learn in literacy to their work in religious education. Through effective questioning, a Year 6 teacher ensured pupils gained insight into the meaning behind the story of Creation. One pupil explained that they thought the phrase 'let us make human beings in our own image and likeness' probably referred to the creation of a 'spirit of goodness in everyone'. Where teaching is most effective there is a quality of deep concentration and respect for what is said by both the teacher and the pupils. At one point a pupil shared her response to the creation story and said, "If God had not given me life I would not be able to see and appreciate the light of day". A ray of sunlight breaking through the cloud fell on the pupil as she spoke and heightened the quality of response from the class.
169. Teachers' enthusiasm for the subject captures pupils' interest and ensures they sustain good levels of concentration. An innovative approach to recording their thoughts helps pupils to capture the key events and leads to an eagerness to develop ideas further. In Year 4, pupils listen carefully to the Sikh story 'Ruthless Sajjam' and create a cartoon strip to show the transformation of a character from evil to good. A strength of the subject is the links made with literacy. In both key stages, pupils record their response to stories, which helps to strengthen their understanding and use their writing skills. They take pride in the quality of their handwriting and presentation while writing freely and creatively. Pupils enjoy their lessons and little time is lost on managing pupils' behaviour.
170. A highly committed and enthusiastic co-ordinator has ensured the school programme of work is appropriately matched to the locally agreed syllabus. Detailed planning for the subject provides good support to teachers and ensures pupils experience a balanced programme of religious education. However, the co-ordinator has not used time made available to her to monitor how the lessons are taught, although she has looked at pupils' books. This means that her experience and expertise is not being fully used to help other

teachers raise the quality of their teaching from satisfactory to higher levels. The school has developed its range of quality resources, but these are insufficient in quantity.