

INSPECTION REPORT

CRANFORD PARK PRIMARY SCHOOL

Hayes

LEA area: Hillingdon

Unique reference number: 102415

Headteacher: Martin Young

Reporting inspector: Frances Forrester
11590

Dates of inspection: 30 April – 3 May 2001

Inspection number: 193506

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Phelps Way, Hayes, Middlesex
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mark Humble
Date of previous inspection:	March 1997

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18083	Judith Howell	Team inspector	Foundation stage curriculum History	Special educational needs
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cranford Park Primary School is one of the largest primary schools in London. There are currently 761 pupils on roll; this number has grown over the last five years. The school caters for pupils aged three to eleven. The nursery offers part time places for 120 children. There are a high number of pupils who speak English as an additional language, and the main ethnic groups are of Indian and Pakistani origin. A growing number of refugees have been admitted in the last two years, and these are funded through the ethnic minority achievement grant. The main languages spoken, other than English, are Punjabi, Urdu, Somali, and Gujarati. Almost a third of the pupils are entitled to free school meals and a similar number have special educational needs; both these figures are well above average. Six pupils have statements of educational need. The school's admission policy has recently changed so that all children have time in the reception classes. The school has high pupil mobility. Attainment on entry is low; many children do not speak any English when they start school. Their social and emotional development is often poor. The school receives funding from central government for an after-school club to support pupils.

HOW GOOD THE SCHOOL IS

Cranford Park Primary School is a very effective school, which strives hard to help pupils attain good standards. The quality of the teaching is good and there is strong leadership and management from the headteacher and senior management team. The school provides very good value for money.

What the school does well

- Leadership of the headteacher and deputy is outstanding, and the governing body is excellent.
- The quality of teaching is consistently good, and is a great strength.
- Standards in information and communication technology, art and religious education are good.
- Spiritual, moral, social and cultural development are very good.
- Pupils have very good attitudes, and they are enthusiastic about their school.
- There is very good provision in the nursery.
- Very good relationships have been established with other local educational institutions.
- There are outstanding procedures in place for child protection.

What could be improved

- The limited bilingual support and the way support staff are used in some lessons.
- The presentation of work, including pupils' spelling in books and displays of work.
- The use of data, collected to track the progress of the pupils who are learning English as an additional language.
- The library resources and pupils' access to these facilities.
- The levels of pupils' attendance.

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 successfully improved since the 1997 inspection. Management is now more focused on school improvement. Social development is now very good. Governors were criticised for not meeting legal requirements in the last inspection; their role in shaping the direction of the school is now outstanding. Standards of work in several subjects have been improved. The new computer suite has provided pupils with regular opportunities to practise keyboard skills and standards are now good, as are standards in art. Science and religious

education standards have improved in the older classes, and are now good. In science, pupils have improved their ability to investigate. In mathematics, pupils are much more capable of mental calculation and their vocabulary is improved. Better procedures for monitoring subjects have had a significant impact on raising standards. Teaching was good in 1997, but there are now more lessons that are outstanding or very good.

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
	Year-1998	Year-1999	Year-2000	Year-2000
English	D	B	C	B
mathematics	C	B	C	B
science	C	B	B	A

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

The school does well for its pupils by the time they leave at 11, and compared with similar schools, test results are high. The results have improved at about the same rate as other schools. The school carefully analyses its results to monitor trends and strengths and weaknesses; it organises extra support so that pupils achieve as well as they can. The school's ability to improve its results further is impeded because a lot of pupils were admitted later than usual; there are also many pupils who make extended visits to families overseas, which means they have gaps in their education. Although many children start school unable to speak any English, they progress well in the nursery. By the time they move to the reception classes, speech is more fluent and pupils mostly listen well. Six year olds make good progress but remain below average for their age group. The percentage of seven year olds who attained the standard expected nationally for this age group was well below average in reading and science, and below average in writing. The standards of mathematics are broadly average. Improved test results for the 11 year olds show that extra teaching support and booster groups are proving successful. In English, mathematics and science, a higher percentage of pupils attained the expected standards for their age group than in other similar schools. The work that current seven and 11 year olds were doing during the inspection was of a better standard than the previous year's test results and, in most subjects, standards were appropriate for the age group. In English, higher attainers achieve good standards. Throughout the school, pupils have good computer skills. The standard of art is also good. Eleven year olds have good standards in science and religious education. Pupils with special educational needs make good progress and benefit from good support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and are interested in their work.
Behaviour, in and out of classrooms	Pupils are well behaved. They have very good relationships and have great respect for others' feelings, values and beliefs.
Personal development and relationships	This aspect is a great strength of the school's provision and is very good.

Attendance	The school's attendance figures are unsatisfactory.
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Pupils have very good attitudes and relationships, and they are a credit to the school. The school finds it difficult to improve its levels of attendance, although appropriate procedures are in place to monitor and improve attendance.

TEACHING AND LEARNING

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

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

The quality and consistency of the good teaching are great strengths. Seventy one per cent of the lessons observed were good, very good or excellent. All lessons were at least satisfactory. In English and mathematics, teachers always ensure the skills of literacy and numeracy are well taught. They regularly mark pupils' work, although not all teachers insist on good presentation and accurate spelling. Teachers successfully plan their work to make their activities interesting and, in the best lessons, they have an imaginative approach to their teaching and generate fun. The school is totally committed to supporting all pupils and to promoting an understanding of the world's cultural diversity. The good quality of the teaching successfully promotes pupils' learning and helps them to acquire a good knowledge and understanding in all subjects. Teachers manage their classes well and they value their pupils' different cultures and religious beliefs. This is particularly beneficial in religious education lessons, where pupils often voluntarily share their traditions and express their feelings about their family's faith. Pupils who have special educational needs are successfully motivated and they make good progress. The many pupils in the school who are learning English as an additional language have good support. Every opportunity is taken to help them to understand and to make good progress in their acquisition of English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of rich learning experiences for its pupils. Teachers often skilfully link different subjects through lesson topics. In addition, regular cultural experiences enhance the school's provision.
Provision for pupils with special educational needs	Good support is provided for pupils who have special educational needs, and regular praise for effort ensures these pupils are confident.
Provision for pupils with English as an additional language	The school provides good support for pupils who are learning English as an additional language. However, bilingual support, where pupils are helped to understand through translation, could be improved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is fundamental to the school's work, and a great strength. Spiritual, moral, social and cultural development is very good and fostered throughout school life.
How well the school cares for its pupils	The school very successfully makes the safety and protection of pupils a priority. The procedures for monitoring and supporting pupils' personal development are outstanding.

There are no weaknesses in the quality of learning opportunities offered to pupils. The school works hard to achieve a good partnership with parents. All legal requirements are met.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school's leadership and management are very good. The headteacher and senior management have a very clear plan for developing the school further.
How well the governors fulfil their responsibilities	There is an excellent governing body. Governors are very enthusiastic and fully involved with their school. They fulfil their responsibilities exceptionally well.
The school's evaluation of its performance	Key members of staff have successfully influenced the development of their specific subject responsibility. The school has very good systems in place for evaluating its performance.
The strategic use of resources	Very good use is made of the accommodation and resources. The deployment of support staff to classes and small groups is often good and this promotes pupils' learning successfully. In some lessons, support staff do not have enough impact on pupils' learning.

There are very good procedures for monitoring and evaluating the standards of teaching. There are also outstanding procedures for appraising staff performance. Members of staff are totally committed to school improvement, and the school has an excellent capacity to succeed. The school has a very large staff and it gives a generous amount of support for pupils with special educational needs, so that pupils can make the best progress possible. The accommodation is old and requires regular maintenance but it has been well refurbished to provide a number of good specialist rooms. The learning resources are adequate, except in the library where many books need to be replaced. The school very successfully applies the principles of best value to all its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the headteacher knows all the children • The school's improvements • That religious education is very well balanced and reflects the community • That the staff is very approachable • That they are kept well informed • That they enjoy attending school assemblies • That pupils' behaviour is good and that they enjoy school 	<ul style="list-style-type: none"> • They would like to know if the school's behaviour policy is effective • Some parents feel that the school does not give pupils a correct amount of homework • There are not enough extra activities provided out of school

The inspection team agrees with parents' positive views. The school's behaviour policy is working well and the school ensures that all new members of staff are familiar with the policy. This means that the policy is consistent and as a result it is successfully influencing good behaviour. The inspectors do not agree with the parents who feel there is not enough homework. The school provides a good range of homework, which successfully extends pupils' learning. The school arranges an appropriate number of additional activities outside the school day, but it is aware that parents would welcome more.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results have improved at about the same rate as other schools nationally. When the 11 year olds' standards in the National Curriculum tests in 2000 are compared with similar schools, they are high. The school's ability to improve its results further is impeded because a lot of pupils were admitted later than the usual time of admission. There are also many pupils who make extended visits to families overseas, which means they have gaps in their education.
2. Although many children start school unable to speak any English, they progress well in the nursery. This means that, by the time they move to the reception classes, their English is more fluent and they mostly listen well. Children enter the nursery with attainment well below average, and some have poorly developed social skills. Many of the children are learning to speak and understand English because their family speak in another language at home. From this starting point, most children make good progress in the nursery and they broaden and consolidate their knowledge in all areas of learning. By the end of the reception year, most children make good progress and achieve well. They are on course to attain the national recommendations for the end of the foundation stage in their personal, social and emotional development, knowledge and understanding of the world and in their physical and creative development. In communication, language and literacy, and in their mathematical development, their attainment is below average. This judgement differs from the findings of the previous inspection, when the children met the expected levels in all areas of learning. Over the last two years, the local community has changed considerably with many more people moving into temporary accommodation in the area. Many of these families have suffered traumatic experiences in their recent past which have delayed their children's development.
3. Overall, the youngest children show particularly good progress in the development of their personal and social skills. This reflects the skilful teaching in the nursery and reception classes, where children are encouraged to feel confident about what they can achieve. On entry to the nursery, many children find it difficult to socialise. However, by the end of the reception year, most can work as part of a group and they have learnt to take turns and share fairly. Most children dress and undress themselves independently, and learn to manage their own personal hygiene appropriately. Given the children's low starting point in their communication skills, all adults in the nursery and reception classes work very hard to promote successfully the use of language across all areas of learning.
4. Six year olds make good progress throughout the year, although their standards remain below average for their age group. The school's admission procedures have recently changed to make it possible for all pupils to benefit from time in a reception class. The present Year 2 group includes pupils with summer birthdays who had no time at all in a reception class. This has adversely affected the school's results at the end of Key Stage 1. As a result, the percentage of seven year olds who attained the standard expected nationally for this age group in the National Curriculum tests in 2000 was well below average in reading, below average in writing, broadly average in mathematics and well below average in science. The school has improved the standard of test results for the 11 year olds. This shows that the extra teaching support and the booster groups that have been introduced are proving successful. In English, mathematics and science, a higher percentage of pupils attained the expected level for their age group or above than in other similar schools.
5. The work that current seven and eleven year olds were producing during the inspection was of a better standard than the test results for the previous year indicate and, in all subjects, pupils achieve appropriately and their standards are in line with the expectations

for the age group or better. In English, higher attainers achieve good standards because the school has, for instance, introduced ability groups for developing written skills. Throughout the school, pupils have good computer skills and work in art is also of good quality. The 11 year olds also achieve high standards in science and religious education.

6. In the last inspection in 1997, the standards were average in many subjects but information technology was not being covered fully and standards in this subject were below average across the school. In the older classes, mathematics and design and technology were unsatisfactory. The school has significantly improved pupils' computer skills, which are now good and standards in mathematics and design and technology are now average. The school has successfully implemented the National Numeracy Strategy and this has improved pupils' ability to calculate in their heads. The accurate use of mathematical language is also an improvement. In science, older pupils have a much better understanding of investigation work. The standards of art throughout the school are high. Pupils are confident and their drawing skills are well developed. In the last inspection, the standards of religious education were high in some lessons but only average in others. It was noticeable that, in this inspection, older pupils had a remarkable knowledge about several important world faiths. It was clear that the school makes good use of the existence of a multi-cultural community to enable pupils to share their own faiths. This is beneficial to the provision.

7. Overall, pupils with special educational needs make good progress in the light of their previous attainment. This is most apparent in the development of their literacy and numeracy skills. Progress is supported by the use of clear individual educational plans. The plans include well-constructed targets, which provide small steps in the development of key skills. Although pupils' attainment remains below national expectations on account of their special educational needs, there is clear evidence of good achievement, particularly in Years 3 to 6, where pupils progress steadily, as they consolidate their skills with regular practice and work hard on basic communication and speaking and listening skills. By Year 6, many of the pupils with special educational needs are achieving well.

Pupils' attitudes, values and personal development

8. Children settle quickly to the daily routines of the nursery and quickly grow in confidence. They become independent and respond enthusiastically to the activities provided. At the start of the day they enter the nursery happily with their parents, confidently choose from the individual activities on offer and apply themselves wholeheartedly to the chosen activity. Their behaviour is variable, but by the time they leave the nursery it is generally good. However, a few children can display aggressive behaviour when they are not under direct supervision. When working together in the reception classes, most children co-operate well and support one another in their learning. Most children are able to organise themselves well by the time they enter the reception classes. This is because nursery teachers encourage initiative and personal responsibility in learning.

9. Pupils have very good attitudes to school and to learning. When the school was inspected last time, the attitudes were good, so this is an improvement. Pupils are proud of their school and speak highly of it at all times. They talk about their favourite lessons and are confident enough to share what they are good at and what they need help with. The school song, 'Go For It!' was sung with great enthusiasm in an assembly and it perfectly symbolised the school's ambition for its pupils and their own determination to achieve. The school has a strong belief in children's capacity to do well and pupils rise to the challenge with enthusiasm. Pupils are proud of work they produce, which they recognise is of high quality and beautifully displayed. They are keen to point out their own contribution and detail the effort required to produce it. During the inspection, many children were very appreciative of Year 4's assembly on the London Underground, evaluating it with respect and good judgement.

10. Behaviour is good around the school, in lessons, in the dining room and in the school grounds. Teachers can rely on children's co-operation in class, so no time is lost through

misbehaviour. Pupils listen well and work hard, even when not directly supervised. They work well together on tasks when this is required and listen to each other's contributions with good attention. Expectations for good behaviour are very high in class, and pupils respond well because they are given regular targets for improving their behaviour. Pupils understand classroom routines and rules very well and settle into work quickly. Pupils make good progress in their tasks because they cooperate well and are committed to their work. Behaviour in literacy and numeracy lessons is also good. Pupils respond well to teachers' questions. They are keen to accept other pupils' contributions, even when they differ from their own. Pupils behaved sensibly when a classmate was having problems during a physical education lesson, so that they would not hurt his feelings. During an assembly, when a technical hitch held up proceedings, pupils remained quiet and disciplined, waiting for the problem to be dealt with. The level of co-operation was impressive.

11. Pupils take on responsibility for a range of activities with confidence and commitment, for example they cover office duty, answering phones and directing visitors to the school, to allow the school's administrative officer to have lunch. They welcome newly arrived pupils to the school and help them settle into class. Two representatives from each class are on the school council and they take their responsibilities very seriously, including making spending decisions and accounting for their own budget. They are expected to report to the governors and to take advice from, and report back to, the classes they represent. They also organise charity events, for example 'Red Nose Day', and they take care about which charity to support, generally local or child-related. Parents who collected money to buy equipment for an injured pupil to allow him greater mobility demonstrated a good model for this. To ensure the safety and welfare of children, Year 6 pupils take turns to monitor the doors at playtime. On parents' evenings, they escort parents to classrooms and help prepare the hall for class assemblies.

12. While pupils do work independently on homework tasks, for example researching the London Underground project and producing a book for religious education, 'Pharaoh said 'no'', they do not have enough opportunities for personal study in school. The school's ideas for developing the library will address this shortcoming in the future. Pupils are confident enough to draw on previous knowledge to enhance new learning in lessons, for example children in Year 1 demonstrated their skill in adding tens in a maths activity to develop a calculation strategy for two-digit number additions. They are also able to transfer literacy skills to other areas of the curriculum, for example using diary-writing conventions to speculate on the feelings of Henry VIII's brides. For example, they wrote as Ann Boleyn: 'He wants to divorce Catherine of Aragon and marry me. Isn't he sweet!' They also wrote poetry to enhance the display of toys with levers in design and technology. The pupils' very good attitude, behaviour and personal development demonstrate how successfully the school is achieving its overall aims.

13. Although attendance is unsatisfactory, with little improvement since the previous inspection, the school makes commendable efforts to increase attendance, for example with rewards and achievement certificates. Pupils taking extended holidays abroad affect the standards. Pupils' punctuality is good and registers are marked according to requirements. The school's intention to collect attendance data on computer will enable the staff to monitor attendance more efficiently.

14. Pupils with special educational needs have good attitudes to their learning. Both within their own classes and when taken out of their class to work in small groups, they work hard. In general, they accept correction well and are willing to practise areas that have been identified as part of their individual educational plans. Pupils listen well at the beginning of literacy and numeracy lessons and this forms the basis for much of their individual activities during the rest of the lesson. As they mature, they begin to take more responsibility for their own learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. In 71 per cent of the lessons observed, the quality of teaching was good, very good or excellent. All lessons were at least satisfactory. This is an improvement since the last inspection, when only half of the lessons were of good quality. The school suffers from a high turnover of teachers, and less than half of the present teaching staff were working in the school in 1997. The school has outstanding procedures for appraising teachers' capabilities, and this is successful in ensuring that pupils benefit from good teaching and that they learn effectively.

16. In English and mathematics, teachers always ensure the skills of literacy and numeracy are well taught. They have a good knowledge of these national strategies and, in mathematics, this has had a significant impact on pupils' ability to perform calculations in their heads. The school has successfully introduced individual targets for pupils. This is helping them to have a better understanding of their own learning.

17. Throughout the school, teachers prepare their lessons thoroughly by identifying precise learning objectives. The curriculum managers and co-ordinators check that topics are well planned for each year group and that there is a consistent development throughout the school. In the best lessons, planning is in great detail. Teachers group pupils carefully, vary their activities and, where they are most successful, consider the best methods to use. They make good use of resources. They try hard to provide equal opportunities and include all pupils in class discussions and other activities. The lessons proceed at a good pace, which keeps pupils interested and well motivated. These features, together with the teachers' enthusiasm and their commitment to their work, contribute to the good achievement and progress pupils make.

18. An excellent literacy lesson in Year 6 is a good example of imaginative planning to promote independent learning and an appreciation of poetry. The teacher's quiet, sensitive approach and excellent class management led to pupils staying fully engaged throughout the lesson, as they considered the poem 'Giant Winter'. Pupils could express their own ideas about technical features such as positive and negative metaphors and similes, and could recognise examples of personification. The teacher's skilled summary of learning points, at the end of each section of the lesson, proved a valuable way to reinforce pupils' knowledge.

19. In the best lessons, teachers ensure that support staff are fully aware of the aims of the lessons, and they work effectively with them as a team. For instance, in an excellent lesson in a reception class, the teacher and learning support assistant had a dramatic imaginary telephone conversation to demonstrate a two-way discussion based on the plot of a story the teacher had just read to her class. The teacher pretended she was ringing a friend to tell her she was distraught about seeing a dragon, and the children were delighted! The carefully organised follow-up activities were all imaginatively linked to the dragon and included one group making similar imaginary telephone calls to each other. This was a very effective method of developing language skills, particularly with children who are learning English as an additional language.

20. In other lessons however, support staff have very little impact on learning. There is a tendency to for them to sit and listen to the teacher for much of the lesson and then to assist with group work. An example of this was in a good literacy lesson where the teacher extended her questions to challenge the higher attainers in the class. Less able pupils and others who were at an early stage of learning English found it difficult to follow. The class support only acted in a supervisory capacity by gently reminding them to sit quietly, and could have been better used by withdrawing the group to work on an activity more suited to their abilities.

21. Where the teaching was satisfactory, but not good, it was because the lesson lacked pace or because the teacher was not confident in their knowledge of the subject. In some instances, the teacher's questioning lacked challenge, or the teacher dominated the discussion and insufficient time was allowed for pupil discussion. The inconsistent quality of

pupils' work in their books shows that sometimes there is not enough time to complete their work. Often, incorrect spellings go unchecked and presentation is untidy. The quality of marking is inconsistent, and often there are no points given for future development.

22. Teachers work very hard, and they often give up their free time to work with individual children or small groups. The school is committed to giving every pupil the best opportunities possible, and it does all it can to support all pupils and to promote an understanding of the world's cultural diversity. The good quality of the teaching successfully promotes pupils' learning and helps them to acquire a good knowledge and understanding in all subjects. Teachers manage their classes well and they truly value their pupils' different cultures and religious beliefs. This is particularly beneficial in religious education lessons where pupils often voluntarily share their traditions and express their feelings about their families' faiths.

23. Teaching of pupils with special educational needs is good overall, both in lessons and in small group or individual activities. Teaching is sympathetic and, in most cases, challenging to ensure that pupils make good gains in their learning. There is substantial evidence across the school of teachers using a range of methods that enable pupils with special educational needs to learn effectively. Activities are sufficiently varied to match the range of attainment of pupils. Teachers are well informed about their learning needs and, in the best lesson plans, the targets on pupils' individual education plans are used to devise their activities. The organisation into ability groups in mathematics in Years 4 to 6 enables smaller groups of pupils to be appropriately supported. Teachers also provide additional learning opportunities for pupils who are at an early stage of learning English as an additional language. The quality of teaching by the learning support teachers with small groups of pupils withdrawn from the class is consistently high. A very good ethos for learning is established through the relationships between pupils and adults. No time is wasted and the challenges set for the pupils maintain their concentration and reinforce their learning. Class assistants generally appropriately support the pupils. Where the support is most effective, these assistants know their pupils well and contribute much to their learning. However, at times support staff are not always used effectively during the introduction to lessons and their effectiveness is diminished.

24. The support for the many pupils in the school who are learning English as an additional language is generally good, although the amount of bilingual support is limited. Every opportunity is taken to help pupils to understand and to make good progress in their acquisition of English. The school tracks these pupils' progress by regular testing, and a limited amount of bilingual support is given in some languages. Teachers do their utmost to give support. They explain the tasks well, check pupils' understanding and use very good questioning techniques to allow them to develop their understanding. They help them to understand difficult text in literacy lessons by showing them pictures. Teaching assistants do their best to give support but, because there are only a few bilingual staff, there are difficulties in communicating the main ideas of a story to all pupils. This means that pupils who are at an early stage of learning English often have very little idea of the true meaning. This has a negative impact on their achievement. Pupils regularly work together in the classroom, and less experienced bilingual pupils benefit from working alongside English-speaking pupils. This helps them when the language needed to complete the task is set in a meaningful context. Contrast can be seen with the higher levels of attainment achieved in mathematics, where the numeracy curriculum is less dependent on literacy skills, and the more practical and visual elements allow pupils to make good progress. Pupils working on a practical activity with others who are confident speakers in English benefit from hearing the language of the task. While it is not always as easy to provide similar practical and visual activities in English, many of the teachers work very hard to make the meanings of the task as clear as possible.

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

25. The school provides a wide range of learning opportunities for its pupils. The curriculum is well balanced and of good quality, giving coverage of all the National Curriculum subjects and religious education. Statutory requirements are fully met. Since the last inspection, the national strategies for literacy and numeracy have been successfully introduced and there have also been significant improvements in the opportunities for pupils to carry out investigational work in science. The amount of time allocated to the teaching of each subject is appropriate and ensures that there is sufficient teaching time available each year to enable pupils to increase their skills and knowledge in all areas of the curriculum. There are useful schemes of work for all subjects that have been suitably adapted to meet the requirements of the new National Curriculum. These schemes are being used effectively by teachers to plan worthwhile activities for their pupils. Subject co-ordinators monitor the planning to ensure that all aspects of their subjects are being taught in sufficient depth and at an appropriate level for the age and abilities of the pupils. This is a very good improvement since the last inspection when the monitoring of planning was judged to be ineffective.

26. The school's strategies for teaching literacy and numeracy have proved effective in raising standards and, by the age of 11, pupils are attaining standards in line with those found nationally and above those found in similar schools. Literacy and numeracy lessons are well planned, and both subjects are taught effectively throughout the school. The provision for personal, social and health education is good, with a detailed scheme of work in place that includes drugs and sex education as well as citizenship.

27. Overall, the quality and range of learning opportunities for children in the nursery and reception classes are good. The planning is detailed and, although each is slightly different they both take full account of the six areas of learning as recommended in the curriculum guidance for the foundation stage. The planning is well linked to appropriate themes, such as 'Nursery Rhythms', 'Growth and Change' in the nursery and 'Houses' and 'Myself' in reception. A strong emphasis is placed on providing first-hand experiences of quality in the nursery and reception classes, and on helping the children to acquire language skills. There is very good provision for personal and social development. This is a strength of the foundation stage, which prepares children well for their education in Years 1 and 2. The nursery and reception classes work well together as a department and operate effectively as an Early Years unit.

28. Curricular provision for pupils with special educational needs is good. The school has a well co-ordinated approach to special educational needs. It meets the requirements of the Code of Practice and complies fully with the standards of reporting that are required. Pupils have good access to the curriculum and none are withdrawn from the National Curriculum tests. This is achieved by the school's commitment to providing all pupils with the best possible educational opportunities, and the effective support provided for pupils with special educational needs. Support in class and in withdrawal groups is carefully planned and organised to address the targets set out in pupils' individual educational plans so that it is of maximum benefit to all pupils concerned. The special needs co-ordinator maintains good links with the class teachers and learning support teachers to ensure that the curriculum is balanced across the school and that short-term targets for pupils are developed as pupils progress. The needs of pupils with statements of special educational need are met well and their annual reviews provide a good focus for further improvement.

29. All pupils are fully included in the life of the school, enabling them to benefit from the many learning and social opportunities provided. Cranford Park is fully committed to providing equal opportunities for all its pupils. For example, religious education lessons consistently draw on pupils' own cultural and religious backgrounds to share a knowledge and understanding of other faiths.

30. The curriculum is enhanced by a good range of visits to places of interest, which are linked to pupils' work in class. Older pupils have made recent visits to Hampton Court, the Imperial War Museum, the Science Museum, Kew Gardens and Hatfield House. Younger pupils have visited Park Lodge Farm, Heathrow Airport and a local supermarket. Year 6

pupils can go on a residential trip to an outdoor centre in Swanage. This provides them with many good quality educational and adventurous activities as well as many opportunities to develop socially by learning to live harmoniously in an environment away from home. Those pupils not wishing to go away also have a very good programme of activities provided for them. The school welcomes many visitors each year who talk to or work with the pupils. These include leaders from various religious faiths, music and dance groups, animal handlers and representatives from local services such as the Fire Brigade and the Police. The 'Life Bus' visits regularly to teach pupils about health and drug awareness. Through these visitors, the pupils learn a great deal about the outside world. The school provides a range of clubs and out-of-school activities for its pupils. Examples are the After School Club, a 'Net club' in the computer suite, Koran classes, a football club and a Somali support group. Booster classes are held to help Year 6 pupils prepare for the National Curriculum tests. Pupils also have opportunities to represent the school in various competitive sports such as athletics, football, netball, cricket and swimming.

31. There are good links with the local community and businesses. For instance, staff from a nearby company spent a day in the school and completed a number of useful tasks such as hearing pupils read and painting the school dinner hall. The close link with Heathrow Airport led to pupils visiting the airport, and their subsequent artwork has been prominently displayed in one of the terminals. Pupils use the Internet to communicate with children in a primary school in Cornwall and, in this way, they learn about life in a different environment.

32. There are very good links with other educational establishments. There is close liaison with the local secondary school to help ease the transition for Year 6 pupils. Teachers meet with others from nearby primary schools to discuss curriculum developments and share ideas and expertise. The link with Brunel University is very strong and of great benefit to pupils. For example, master classes are held in mathematics for more able pupils to help them achieve higher standards. Many students from the university work in the school as part of their teacher-training course.

33. The school makes very good provision for the spiritual, moral, social and cultural development of its pupils. Spiritual development is very good. Whilst it is mainly fostered through assemblies and religious education lessons, it can also be seen through other areas and aspects of school life. There are good opportunities for pupils to reflect on the wonders of the natural world: for example, when Year 1 pupils walk around the school site in their geography lessons. Pupils show a real respect for others and a mature understanding of those who are less fortunate than them. This reflects the ethos of the school community well.

34. Provision for moral development is very good and is a strong indication of the importance the school puts on this aspect of its pupils' learning. It has a noticeable impact on all aspects of school life and is responsible for the calm, caring and often mature attitudes of the pupils. Through discussion, pupils are very aware of the impact of non-acceptable behaviour in school. One pupil said, 'it's not worth being naughty because then you don't learn!' Pupils are taught right from wrong from the moment they join the school and are actively encouraged to reflect on their behaviour and the impact it has on both adults and other pupils. Members of staff provide very good role models in their dealings with each other and with pupils. School rules, and those negotiated by class teachers with their pupils, are implemented in a consistent and caring manner. The strong moral climate of the school pervades all aspects of its daily life and is actively supported by all members of the school community.

35. Provision for social development is very good. One of the school's aims is: "To create and maintain a happy, secure and disciplined learning environment where respect for every individual is paramount." It achieves this in many ways. There are valuable opportunities for pupils to work collaboratively in class; in numeracy lessons they often work in pairs and in groups with design and technology projects. Social development is encouraged through involvement in Christmas shows, Year 6 Christmas productions and

through working with professional Indian dance groups. The behaviour policy is consistently applied throughout the school, and pupils are clear about the school's expectations of their behaviour. There are opportunities to develop their social skills in the many extra-curricular activities.

36. The provision for cultural development is very good. An appreciation of the culture of this country is carefully established: history and geography topics develop pupils' awareness of Romans in Year 4, Tudor life and people's experiences of World War II in Year 6. Aspects of work in geography, science, art, music and religious education offer a wealth of opportunities to explore other cultures. For instance Year 5 pupils study Aztec Religions, Islam and Year 3 the Ancient Greeks. Art provision allows pupils, having been inspired by a collection of masks from many countries including Africa, to create their own beautiful clay masks. The work of many famous artists such as Kandinsky is used as a stimulus for pupils' high quality art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The care and support of pupils with special educational needs are very good. The whole school ethos is well reflected in the way the school ensures pupils with special educational needs have opportunities to take part in all school activities. Pupils' contributions are valued highly and their achievements well recognised. This is particularly true for those pupils who have statements of special educational needs. Pupils' needs are quickly identified when they enter the school and appropriate arrangements are made for the regular review of their progress. The progress of pupils is assessed against the targets in their individual educational plans, which are regularly reviewed by their class teacher, learning support teachers and the special educational needs manager. The school has introduced a computerised system to monitor and record the progress for pupils with special educational needs on the register. The special needs manager has identified the need to link the tracking system to record the standards pupils achieve as they move through the school. Effective use is made of agencies outside the school to provide help and support for individual pupils.

38. Children in the foundation stage are very well cared for and it is evident that they feel at ease in the nursery and reception classes. Assessment and record-keeping procedures in the nursery are good. Both the nursery teachers and nursery nurses make regular on-going observations of the children at work and play. In the reception classes, procedures are sound. Consequently, teachers have an appropriate overview of the curriculum and recognise the purpose and potential for each activity. Assessment on entry to school is carried out when the children enter their reception class and the results are used to set individual targets.

39. Procedures for the care and safety of pupils are very good. The school provides a very caring environment with effective measures that encourage good behaviour and discourage unacceptable behaviour. Child protection procedures are outstanding. The deputy headteacher is the designated officer. Due to her vast experience she was asked to serve on the committee drafting the local education authority's framework. Another member of staff is to be trained as a deputy child protection officer.

40. All teaching and support staff have very good knowledge of all pupils, and provide them with excellent support. The monitoring of academic performance is very good and the use of assessment to guide curricular planning is good. The school's care of pupils is in line with the high standards recorded in the last inspection report.

41. There is excellent pastoral care provided by all staff, who clearly know all pupils well. In this, they follow the lead set by the headteacher and his deputy who know all the pupils personally. They are both in the playground most mornings before school and during break and lunchtime, mixing well with the pupils and even participating in their games. On one occasion observed, a pupil who was on his own approached the headteacher, asking him to

play football with him. He readily did so and soon afterwards brought other pupils into the game. There are a large number of adults in the playground at break and lunchtime. They are needed to cater for the large number of pupils.

42. The school has a good health and safety policy. The school carries out termly audits and governors are positively involved. Repairs are dealt with promptly. All staff are aware of the policy and they know who the health and safety representatives are. Appropriate training is given on induction and at regular intervals thereafter. There is an experienced welfare officer who is the principal First Aider. Incidents and accidents are recorded and reported appropriately, and these records are regularly monitored. Lists of pupils' specific health needs are held by appropriate staff and regularly updated. Similarly, members of staff know the procedures to follow in specific circumstances. The school works with a wide variety of agencies to promote pupils' welfare.

43. There is a good behaviour policy, which is very well implemented, ensuring good behaviour inside and outside classes. Teachers use a variety of strategies to ensure good behaviour. The school works hard to prevent oppressive and unacceptable behaviour such as bullying and racism. The school involves pupils by consulting with them over issues of inappropriate behaviour through the school council.

44. The school has good procedures in place for assessing pupils' work in most subjects, including religious education. Teachers make sure they regularly monitor pupils' progress and this is particularly apparent when there is a risk of them falling behind their peers. The pupils with special educational needs have regular reviews to check they are making good progress. Their progress towards individual targets is assessed termly. Pupils who are learning English as an additional language are regularly monitored to check their levels of attainment. There are detailed records that include National Curriculum data, and these indicate that the assessments are accurate. However, although much time is given to this process, there are still some pupils who have made no progress and in their case the data does not trigger special intervention work. For example, pupils who are assessed at the same National Curriculum level from one year to the next are not automatically targeted for additional support.

45. The school's monitoring of attendance and its procedures to improve it are satisfactory. Registers are filled in correctly and returned to the entrance hall promptly. Attendance figures for the past four academic years have remained fairly static although the proportion of unauthorised absences has decreased. Class figures are entered on to a computer for analysis and monitoring. The school's administrative officer writes to parents when no reason is given for absences. If no reply is received this is repeated, sometimes a number of times. As the registers are currently not computerised, it is harder to monitor individual cases. The Educational Welfare Officer deals primarily with cases of persistent and long-term absences. The school follows the correct procedures in the few cases of exclusion that it deals with. The school regularly reminds parents about attendance, and certificates are given out for termly and annual full attendances.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Induction procedures for children are very good. Nursery staff undertake home visits before admission so that they get to know the child and its parents. The nursery has established an effective 'settling in' policy that gives all children a happy and relaxed start to school. This process is staggered over three weeks when nursery staff are happy for parents to stay until their child is settled. The information provided for parents by the nursery is very good. A notice board displays information about the nursery routine and a very useful booklet is provided for parents that contains a wide range of information about the nursery and how parents can help at home. Children are provided with relevant tasks to do at home with their parents. On moving into the reception classes, parents are given the opportunity to meet with all the Early Years staff, head teacher, deputy head, welfare staff and the school's

receptionist.

47. The partnership with parents is good. Parents are very supportive of the school. This was shown by the replies to the questionnaire as well as by comments at the inspection parents' meeting. The quality of information that parents receive is very good. The contribution that parents make to their children's learning is good. The partnership with parents remains as strong as in the previous inspection report. Parents are very supportive of the school, feeling that there is a positive attitude and that it gives a good education.

48. The annual pupil reports are very good. They include key stage related tasks for each subject area and an indication of pupils' progress in achieving the task. In English, maths and science the reports give current levels and future targets for learning. The teachers' comments describe what pupils can do in particular subjects. The better quality reports explain what pupils know and understand and give information about other experiences pupil have had, as well as any additional support provided. There is a separate sheet for the pupils to complete a self-assessment. Parents can add comments, but not on the report itself. The report format was created by the school and has since been adopted for wider use by the local education authority. There is also a briefer half-yearly written review for English, maths and science.

49. The governors' annual report includes information about issues raised at previous meetings and action taken. Newsletters are sent out each month. At the beginning of each term, the year manager sends out a newsletter about the curriculum, showing what will be studied during that term. This also gives information about further resources and advice to parents on helping children at home. The school has also produced fairly detailed parent advice booklets, for example on National Curriculum tests and on choosing a secondary school. The school consults parents where relevant or necessary as, for example, over the changes to the length of the school day that also involved changes to break and lunchtimes.

50. Few parents help in the school although they help supervise on educational visits. The school welcomes their involvement and is looking at ways of encouraging this by introducing a training and development programme for parents. Currently a very successful adult literacy scheme is run during school time.

51. Parents can see teachers or members of the senior management team very easily, especially as both the headteacher and his deputy are available outside school most mornings. Parents feel that the school responds well to their needs and concerns. The three meetings each year, which are individual sessions with the teacher, are well attended. The autumn meeting gives parents the opportunity to meet their child's new teacher; the spring and summer ones come after the written reports and are to discuss progress. There are also meetings for parents of specific year groups, as for example when their child moves to a new key stage. Any meeting held during the day is repeated in the evening to ensure that those who work during the day can attend.

52. There is a good home-school agreement that many parents and pupils have signed. Parental involvement in homework has improved partly because of the guidance made available in the termly curriculum information and appropriate parent advice booklets. There is a parents' association whose social events help raise money for schoolbooks and equipment. While there are no formal arrangements to translate letters and other school information into community languages, the school office manager successfully translates for Asian parents and the school relies on help from parents and other bilingual speakers who are staff members.

53. Parents of pupils with special educational needs are appropriately involved in the annual reviews of their child's progress, identifying their needs. Regular consultations are offered to all parents of pupils with special educational needs, and they are encouraged to become involved in their child's support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are very good. The headteacher and his deputy have outstanding leadership skills and a clear vision for the school. The headteacher and deputy make a very good team. Together with the active involvement of governors and the senior management team, they make a positive impact on school improvement and on raising standards. In the last inspection, the school's management was judged to be very strong, but the legal requirements for the curriculum for information technology were not being met. These have now been fully addressed. The school has an outstanding commitment to making improvements.

55. In the last inspection, the management of the curriculum was only satisfactory. This has been much improved, particularly the impact of members of staff who have key roles for the co-ordination of English, maths, science and religious education. These are now having a particularly successful impact on the development of their specialist areas. The school carefully analyses its annual results to monitor trends and strengths and weaknesses. It organises extra support and booster groups, so that pupils achieve as well as they can.

56. The management of the provision for children in the foundation stage is very good. The Early Years manager is very experienced and has a very good knowledge and understanding of the needs of young children. The two nursery teachers successfully support her and, as a team, they bring a wealth of experience to the Early Years department. The quality of relationships is very good. The nursery is adequately staffed with two full time teachers and five experienced nursery nurses, and one bilingual learning support assistant. All have a good knowledge of how young children learn. The four reception teachers are also provided with the daily support from experienced class assistants 2 of whom are qualified nursery nurses.

57. The special educational needs manager carries out her responsibilities effectively and efficiently. She is experienced and provides very good leadership and support for pupils with special educational needs. She has been instrumental in implementing a series of actions that have had a considerable impact on developing staff expertise in meeting the pupils' needs. The management of learning support assistants is good, and in general they are appropriately deployed. There is a large number of support assistants and some are still very new to the post. Those who have been in the school for longer are well qualified and highly motivated. The management guidance for pupils with behavioural difficulties is very good and has a positive effect on the successful learning of those pupils. The newly designated governor is already very involved in the work of the school. Funds allocated for pupils with special educational needs are used to good effect, for example by funding individual support for some pupils.

58. The governing body's effectiveness is outstanding, and it is fully involved in the school. The governors know their school well and they even have a representative who attends school council meetings from time to time. The governors have a very good understanding of the school's strength and weaknesses. The chair of governors has a very good understanding of the importance of good governance. Other governors are most enthusiastic and very anxious to give their full support to the school.

59. The governors have successfully delegated roles and responsibilities, and a good committee structure has been defined. The curriculum committee of the governing body meets termly to approve policies and discuss future strategies and initiatives. There are designated governors for literacy and numeracy who oversee developments in these subjects. Subject leaders give presentations to the governing body to explain any new developments and help governors to assess the impact of their spending decisions on standards attained. The chair of governors regularly visits the school to meet with staff. The governors are very proud of their school and they have a good working relationship with the

headteacher and senior staff. All statutory requirements are very successfully met. The school successfully achieves its aims, and it provides a very good ethos where pupils are made to feel truly valued.

60. Staff and pupils are well motivated and committed to their school. The school's strategy for staff appraisal and performance management is outstanding. Teachers feel truly valued and the school does all it can to promote teaching as a profession. For instance, students receive regular mentoring, and teachers from overseas are well supported and given additional training to help them to understand the National Curriculum. The quality of teaching and learning is effectively monitored and, as a result, this is strong. The school is committed to staff development and ensures there is a good programme of training, which includes local courses. Induction procedures are successfully in place to support newly qualified teachers.

61. There are an appropriate number of teachers and support staff for the number of pupils on roll and for the large percentage of pupils who have special educational needs or who are learning English as an additional language. The school monitors the quality of support staff, including dinner supervisors. Although this has a positive impact on their standard of work, there are still a number of lessons where support staff spend much of their time sitting watching the teacher. There is good coordination of specialist provision for pupils with special educational needs and for those who speak English as an additional language. Results of tests and pupils' ongoing progress are monitored in detail and work is suitably adapted to meet individual needs. However, although much data is collected and pupils' progress is appropriately analysed by gender and ethnicity, there is insufficient intervention when pupils are seen to make very little progress. Although the data shows that some pupils have gained a whole National Curriculum level in one year, some remain at the same stage despite receiving additional support.

62. The school has good accommodation. Most classrooms are of an appropriate size, and many are large and airy. Excellent use is made of wall space for stimulating displays that reflect pupils' learning and achievements. This also effectively promotes pupils' cultural development. Photographs are very successfully used to promote cultural diversity. The school's accommodation has a number of very good features. These include a well-resourced computer suite, food technology room and conference room. There are two adequately sized halls. The building is well maintained, although window frames and external decoration are poor. The school canteen is well away from the main building and this causes organisational difficulties in wet weather. Although the Year 3 classes have ramps, the school building is not suitable for anyone who has difficulty in climbing stairs or requires wheelchair access. Although the nursery is in a building of its own, it is very much a part of the school community. It is a bright, stimulating environment for the children and very well resourced. The outdoor play area adjacent to the nursery provides a secure, well-equipped area that effectively meets the needs of the young children's physical and creative development. Although children in the reception classes do not have their own designated outdoor play area, staff have introduced a suitable alternative arrangement to ensure children have a period of time for planned outdoor play twice weekly. Pupils and staff respect the premises and there are no signs of litter or deliberate damage. The accommodation is very good for teaching, learning and recreation, and the staff use space well.

63. The school's organisation and management of its resources is very good. There is a good range of resources for the children who are in the foundation year and in the nursery or reception classes. Efficient financial management has enabled the school to extend its resource provision, and there is a suitable range of resources in all areas of the curriculum except the library. Classrooms are well stocked with books, but the library stocks are largely shabby and out of date.

64. The school's efficiency is good. The last inspection report said that the school gave sound value for money, and that spending decisions reflected the priorities in the school development plan. Since 1997, the school has greatly improved on this. The school's

administration is excellent and the quality of financial planning is very good. The school has a substantial fund reserve, which has been accumulated because of increased funding from central government. The budget is allocated cautiously so that a high priority can be given to providing additional support for higher attainers and those who are at risk of falling behind their peers. Projected maintenance costs are high, which also encourages the school to retain a sizeable contingency fund. As a result, the amount spent per pupil is lower than the average for outer London, and less than the initial budget allocation per pupil. Specific grants and funds to raise standards are efficiently used and the funding for pupils with special educational needs is used appropriately. The high levels of support provided have a very positive impact on the progress of these pupils.

65. The school analyses the results of National Curriculum tests to make sure it is giving value for money. It provides a very good education for its pupils because of the commitment and hard work of the staff. The budget is successfully used to benefit pupils and provide them with a wide range of opportunities. Taking this into account, the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise the school's standards further, and to improve the good provision for pupils who are learning English as an additional language, the governors, headteacher and staff should:

- review the level of bilingual support to enable the school to provide translation for newly-arrived pupils whose mother tongue is not English; monitor the effectiveness of other class support to check that it is used efficiently and to ensure it has a positive impact on pupils' learning; (*Paragraphs: 24, 67*)
- review the procedures for monitoring the quality of the presentation of pupils' work to ensure that examples are regularly checked in order that work is consistently good throughout the school; (*Paragraphs: 21, 90, 100*)
- analyse existing school data to identify pupils who are at risk of falling behind their peers because they are learning English an additional language and plan intervention work to help them make good progress; (*Paragraphs: 44, 61*)
- review resources in the library in order to ensure that stocks are sufficiently up to date and that pupils have regular access to them; (*Paragraphs: 12, 63, 68, 91*)
- continue to work with parents, carers and community leaders to improve attendance. (*Paragraphs 13, 45*)

PROVISION FOR PUPILS WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

67. A high percentage of pupils comes from bilingual family backgrounds, some being newcomers to English, are learning English as an additional language. Some families are refugees or are seeking political asylum. Often the children have had a very disruptive schooling. This sets an additional challenge to the school to which it responds very positively to ensure that the curriculum is an inclusive one and all pupils benefit from the learning experiences as they acquire competence in English.

68. In the nursery and reception classes, the very rich language environment helps pupils make good progress in spelling and listening. Staff encourage pupils to talk with their classmates in highly visual and practical activities, for example gardening, construction tasks, and a wide range of imaginative role-play. These allow pupils to make good progress in speaking and listening, which, from their very low baseline, is all the more impressive. At Key Stage 1, the standards achieved by pupils who are at an early stage of learning English are generally satisfactory, though there is little evidence of higher attainers achieving their full potential. For example, a pupil reading with accuracy and fluency read 'he reined in his horse

and the tinkle of its harness died.' He found it impossible to understand or deduce the meaning from picture or contextual clues. This more literary language would be difficult for any inexperienced reader but particularly so where the child has little access to this poetic language other than at school. Currently, many of the children are not reading widely enough from the school library, nor do they have access to the public library. This means that bilingual pupils have no opportunities to comprehend the more figurative and idiomatic language of fiction and the range of text types of non-fiction. This is true of writing too, where bilingual pupils need more help to extend their spelling strategies and written composition. The monitoring record is not used to identify children who are not making steady progress over time and will therefore not reach their full potential in reading and writing without additional support at this crucial stage. Currently, there is good liaison between the specialist and the class teacher of supported children. This is generally at the planning stage and there is little opportunity for partnership teaching which would not only benefit the bilingual pupils in class but would offer models of ways of working to other members of staff. In most lessons, very good use was made of the whiteboard to demonstrate calculation in numeracy and to help children understand the methodology. In another class, children were able to build up a chart on the overhead projector to help them classify words with 'ou' spelling into sound categories. Again, this is important for all pupils but essential practice for pupils who may not have the same sound system in their home language.

69. Collaborative learning is well established in the classroom, and this is extremely important where less experienced bilingual pupils are working alongside their English-speaking classmates, particularly where the language needed to complete the task is set in a meaningful context. Contrast can be seen with the higher levels of attainment achieved in maths, the more practical and visual elements of the numeracy curriculum allowing pupils to make better than expected progress. Clearly, pupils working alongside their English-speaking classmates on a practical activity can hear the language of the task in a highly contextualised situation. While it is not always as easy to provide a similar highly visual activity in English, many of the teachers work very hard to make the meanings of the task as clear as possible.

70. Teachers explain tasks well, check pupils' understanding and use very good questioning techniques to allow them to develop their understanding progressively. For example in a lesson where children were talking about the setting of a story, one bilingual pupil had clearly understood the setting to be one of the characters in the story. The teacher was able to identify this misunderstanding and explain fully until the child understood. In another the chosen text was made more humorous because of the main character's misunderstanding of a situation. This irony at the heart of the story was very difficult for pupils who not only had to read at surface level but also had to understand beyond the literal to get at the heart of the stories. Teachers in parallel classes spent time helping all pupils to understand and to decide whether the highly implausible text was real or a dream. Of course this is essential text level work for all pupils, but particularly important in a class with a high level of bilingual pupils. Support staff could help children become aware of this type of literary device and introduce the main ideas of the story in advance.

71. Higher standards in English at Key Stage 1 will be achieved through better support for those children who have difficulty in reading. This will require the use of learning support assistants who will focus particularly on the linguistic demands of the task. Many of the most effective approaches appropriate to multi-lingual classrooms were in evidence, for example in a lesson about 'Jim and the Beanstalk', the teacher had brought in a wig, a pair of glasses and some dentures to capture pupils' interest and to allow them to understand the meaning of the story as it unfolded.

72. The part-time Ethnic Minority Achievement Manager [EMA] monitors progress thoroughly, particularly of those pupils who are at an early stage in their language acquisition. She has provided enormous support for staff, including training. The headteacher and his deputy monitor the work in class, focusing not just on the implementation of the literacy hour but also on the progress of bilingual pupils in class. This is a good development. This has

allowed teachers to have some feedback on their teaching and on the provision for these particular pupils. The EMA Manager and the class teacher work together with groups and individual pupils. They set targets and keep detailed records to chart pupils' progress. Currently these are not always informing planning, and group target records are not consistently kept up to date. The co-ordinator has also undertaken to produce the English language acquisition targets for speaking and listening against National Curriculum English targets. This is a helpful resource for teachers, allowing them to see possibilities for development work in a multi-lingual classroom. The school is aware of the importance of providing bilingual pupils with clear access to meaning, and it is building up a good range of resources to set a more visual context for their learning. There are photographs, artefacts, maps and plans and enlarged texts for shared reading and writing activities, for example. The school is building up stories in different languages. This provision not only acknowledges pupils' full linguistic repertoire but also allows them to be introduced to the central ideas of stories so that later they can use their knowledge in class.

PART C: SCHOOL DATA AND INDICATORS**Summary of the sources of evidence for the inspection**

Number of lessons observed

113

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

28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	22	45	28	0	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)	60	641
Number of full-time pupils known to be eligible for free school meals		194

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register	13	207

English as an additional language

	No of pupils
Number of pupils with English as an additional language	340

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	85
Pupils who left the school other than at the usual time of leaving	80

Attendance**Authorised absence**

	%
School data	6.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	50	42	92

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	39	47
	Girls	32	33	37
	Total	68	72	84
Percentage of pupils at NC level 2 or above	School	74 (74)	78 (92)	91 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	38	38
	Girls	30	33	33
	Total	65	71	71
Percentage of pupils at NC level 2 or above	School	71 (79)	77 (90)	77 (85)
	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	52	84

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	29
	Girls	39	41	45
	Total	61	63	74
Percentage of pupils at NC level 4 or above	School	73 (80)	75 (71)	88 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	22
	Girls	33	39	35
	Total	51	58	57
Percentage of pupils at NC level 4 or above	School	61 (68)	70 (70)	69 (77)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	52
Black – other	3
Indian	222
Pakistani	56
Bangladeshi	4
Chinese	0
White	177
Any other minority ethnic group	26

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	22.1
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	26
Total aggregate hours worked per week	463

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	8
Total aggregate hours worked per week	202.75

Number of pupils per FTE adult	7.5
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000
	£
Total income	1,346,737
Total expenditure	1,280,767
Expenditure per pupil	1,906
Balance brought forward from previous year	65,542
Balance carried forward to next year	131,512

Results of the survey of parents and carers**Questionnaire return rate**

Number of questionnaires sent out	701
Number of questionnaires returned	115

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	23	2	2	1
My child is making good progress in school.	62	37	2	0	1
Behaviour in the school is good.	50	39	4	1	5
My child gets the right amount of work to do at home.	49	36	10	3	2
The teaching is good.	70	28	2	1	0
I am kept well informed about how my child is getting on.	62	32	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	74	21	2	0	3
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	63	33	3	0	2
The school is well led and managed.	63	31	4	0	1
The school is helping my child become mature and responsible.	58	37	2	0	3
The school provides an interesting range of activities outside lessons.	31	37	14	3	15

Other issues raised by parents

- Parents value the school council
- The early years provision is a credit to the school

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

73. There have been considerable changes to the provision for children in the foundation stage since the previous inspection. Since September 1999, the school has admitted children to the reception classes during the year in which they become five. Consequently, younger children aged three are now admitted to the nursery for either a morning or afternoon session. This has required changes to the organisation and curriculum of the nursery and reception classes. Children get a very good start to their education in the nursery. They enter the nursery from a wide variety of backgrounds, with many at an early stage in their ability to communicate in English, and as a result their speaking and language skills are varied. A significant number of children in the nursery have very limited social skills. The well-planned curriculum, in the nursery and reception classes, gives children a wide range of relevant experiences. This together with the consistently good teaching helps them to make good gains in their learning. Staff get to know the children well and ensure that the focused activities are well matched to their individual learning needs. This is especially significant in ensuring good progress for children with special educational needs or English as an additional language. By the time they are ready to start in Year 1, the majority of the children achieve well and are likely to attain the early learning goals in personal, social and emotional development, knowledge and understanding of the world and in their physical and creative development. In communication, language and literacy and mathematical development their attainment is below expectations.

Personal, social and emotional development

74. Nearly all the children enter the nursery class with immature personal and social development; many, for example, have had little experience of playing with other children of their own age. By the time they leave the reception class, they are achieving the early learning goals in this area. This shows very good achievement and reflects the skilful teaching where children are constantly encouraged to feel confident about what they can achieve. Children in the nursery settle quickly in their new surroundings and very quickly begin to explore the variety of activities on offer. Children are given good opportunities to play and work together and adult support is given when needed to encourage them to take turns, share and to show consideration for others. Members of staff have a very consistent approach to encouraging good behaviour, and very good use is made of praise. In the nursery and reception classes, children show interest in the experiences provided for them and increasing independence in selecting and carrying out the activities. There are many children in the nursery who show anti-social behaviour while at play, particularly while outdoors. However, with the firm but gentle response of all adults and the consistent boundaries set, the children learn how to consider the consequences of their actions for themselves. There is a good balance between activities that are directed by staff and those that children choose for themselves. When given the opportunity, children confidently select what they are going to do and many concentrate for acceptable periods of time without adult supervision. By the time the children enter the reception classes, most understand what is right and wrong and play and work together well. They settle quickly to the more structured activities, such as literacy and numeracy, and show ability to concentrate for appropriate periods of time. The children are enthusiastic about their learning, both in the nursery and the reception year.

Communication, language and literacy

75. On entry to the nursery, a significant number of children cannot speak English and use gestures such as nods and shakes of the head to communicate their feelings. They answer questions with simple familiar words. Very few children construct simple sentences. From this slow start, their rate of progress is good so that, by the time the children come to

the end of the reception year, many are approaching the recommended early learning goals in areas such as their knowledge of letter sounds and reading. However, for many children their speaking and writing skills are below expectations by the time they enter Year 1. Throughout all the areas of learning, the nursery and reception teachers, nursery nurses and learning support assistants talk to the children individually and in groups to develop the knowledge and skills necessary to communicate effectively. They show children that they value their efforts at communicating. Activities are planned which encourage children to give verbal responses to questions and also to extend their vocabulary. For example, as part of their literacy work in the reception classes, children are learning the names of different ingredients and tools needed for making pizzas, and the actions needed to make them, such as grating the cheese and rolling the dough. Adults join in role-play activities to extend children's ideas and to develop their language. Children join these activities with enthusiasm. For example, in the nursery they buy and sell products from the 'Garden Centre and Flower Shop' and in reception re-enact the roles of customers and staff in 'Mrs. Wobbles Café'. Both in the nursery and reception classes, the children's interest in language is reinforced well through stories, rhymes and action songs that require them to experiment with words. Most children learn to listen attentively and in the reception classes become more confident in their use of a growing vocabulary when participating in discussions. All children enjoy listening to stories and readily share books with adults. Children in the reception classes quickly learn to hear and say the initial sound in words and that print carries meaning by using the words on the 'word wall' to help them with their writing. Books are well displayed and all adults find opportunities to tell and read stories to the children and help them to acquire the concept of a word by using labels and pointing them out in the environment and text.

76. Elements of the National Literacy Framework are introduced gradually in the reception classes and well used by teachers to meet the needs of the children. A good understanding of letter sounds is developed through the use of a commercially produced scheme, and many children can name and sound letters of the alphabet. Children are provided with many opportunities to write for different purposes whatever their stage of development. Supplies of paper, pencils and crayons are readily available for children to use, both in the nursery and reception classes. Although older children in the reception classes are beginning to successfully use their knowledge of letter sounds when they try to write unaided, many are still at the early stages of ascribing meanings to marks and find it difficult to form recognisable letters.

Mathematical development

77. Children's mathematical abilities are very varied when they start in the nursery, and many have difficulties in using and understanding the vocabulary associated with practical mathematics. Consequently, many children are unlikely to reach the expected standards by the time they enter Year 1. However, in numeracy, many children in the reception year have gained sufficient knowledge to count and add two numbers when solving problems that involve up to ten objects. Good teaching in the nursery and reception classes helps all children to extend their knowledge and understanding and achieve well. In the nursery, good use is made of opportunities in a wide variety of activities to consolidate and extend mathematical skills. For example, a good variety of songs are used to reinforce counting to five and back, such as 'Five Golden Daffodils'. The children are provided with a wide range of practical experiences such as building with bricks, printing simple patterns, counting games, and sand and water play. The more formal activities for mathematics are effectively introduced to the children in the reception class through the framework for teaching numeracy. This area of learning is well taught and, although attainment in mathematics is below expectations by the end of reception, the children make good progress in their number recognition. Most children are beginning to count to 10 and are familiar with the term 'add'. The higher achieving children can say what 'one more' is and relate subtraction to 'taking away' when playing a game. Most children name the simple shapes of triangle, circle, square and rectangle and can recreate a repeating pattern with two colours. However, for many children their use and understanding of mathematical language such as 'more' or 'less' to

compare two numbers, or the use of everyday words such as 'before' and 'after' to describe position, are below expectations for their age. The work is well planned in the nursery and reception classes, and children are encouraged to see mathematics all around them and develop their mathematical ideas through play situations, as in a 'Flower Shop' or 'Mrs Wobbles Café', when for example they handle money. Classrooms are also used effectively to display numbers and give sorting and counting opportunities.

Knowledge and understanding of the world

78. Although most children in the nursery show curiosity in their surroundings, many need encouragement to explore, investigate and ask questions. The good curriculum offers them a wide range of experiences to extend their knowledge of the world around them. Activities are well planned to enable children to explore aspects of the environment and to relate the work to their own experiences. Discussion forms an important part of the work and children are encouraged to be observant and describe what they see. For example, in the nursery the children have been planting and observing the growth of seeds and plants. They learn that plants need water and sun to help them grow, and that tadpoles change into frogs. In the reception classes, children build on this. With support, they investigate different materials by using their senses. A good range of materials is provided for collage work so that the children have the experience of handling different textures. Staff support children well in investigating their immediate surroundings and provide them with many worthwhile visits, not only within the local area, but further afield to places such as a garden centre and Heathrow Airport. Visitors such as the road safety officer and a representative from the Automobile Association are invited into the nursery to help children understand how to be safe on the roads and to recognise road signs. In the reception classes, children develop an appropriate understanding of their own environment, draw a road map entitled, 'What do we see on the way to school?' and draw pictures of how they come to school. They find out about past events in their own lives and change over time by looking at photographs of themselves as babies, toddlers and school children. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models.

79. Children in the nursery show good 'making' skills and, by the time they enter the reception classes, have developed a good sense of how things join together and make imaginative models of such things as a chair for a soft toy and musical instruments. Children learn to operate the computer confidently using the mouse to select items they want. They are given adult help as required. The programs give good opportunities for children to develop and reinforce their skills in a variety of areas. Careful consideration is given to supporting children and deepening their knowledge of the wide range of cultures and religions that are represented in the school, through listening to different stories and by providing resources in role-play that reflect a variety of cultures. The quality of teaching overall is good, lessons are planned well and all adults use good questioning skills to develop children's knowledge and understanding.

Physical development

80. Children in the nursery achieve broadly what is expected for children of this age. They show increasing control and skills when using the wheeled toys outdoors and develop an awareness of space around them. There is a large safe outside play area attached to the nursery which provides a good amount of challenge to enable all children to gain confidence and extend their skills, for example in running, jumping, climbing and balancing. In the nursery, the time outdoors is very well planned as part of the everyday activities provided for the children and, although in general it is a time of free choice, the planned opportunities support the good progress children make in the development of their physical development. In the reception classes, children's physical development is in line with expectations for their age and they continue to make good progress. Although the children do not have their own designated play area outside, staff have introduced an alternative arrangement to ensure

children have a suitable planned period of outdoor play. They also join the older children in the school playground at break times and have physical education lessons in the school hall. In the reception year, children show that they can move with confidence and increasing control on the small apparatus by travelling on different parts of their body in different ways. Good opportunities are provided for the children to develop their finer manipulative skills in both the nursery and reception year, for example, in cutting and sticking paper to make pictures, modelling with scrap materials, threading beads and using different tools for painting. They are also provided with an appropriate range of modelling materials such as play dough. Consequently, by the end of reception, the children demonstrate increasing skill and control in the use of scissors, construction sets and puzzles.

Creative development

81. A good range of activities with well-focused adult support and encouragement mean that children make good gains in learning and most reach the standards expected. Children start from a fairly basic level of skill when they enter the nursery and make good progress through a wide range of experiences in art, music, story making and imaginative play. The children play alongside others who are engaged in the same theme and use props and resources with imaginative skill. For example, during their outdoor play children in the nursery act out the role of a 'lollipop' warden by controlling the 'traffic' and directing other children across the zebra crossing. Adults enthusiastically join in role-play activities and help children to develop their ideas and gain confidence. Children use paint imaginatively and print with different objects such as peppers and their hands and feet to create attractive pictures. They learn to use crayons and pastels skilfully to produce some realistic self-portraits and detailed observational drawings of flowers. In the nursery and reception classes, children create interesting collages using a wide range of well-chosen resources such as fabric, different papers, sequins and pasta. Many children enjoy playing with toys to act out their own stories and show great pleasure when singing nursery rhymes and action songs together. The nursery and reception classrooms provide a stimulating environment for children to work in and this aspect of learning is very well supported by the sensitive intervention of all adults.

ENGLISH

82. In National Curriculum tests in 2000 in English, seven year old pupils attained below average standards when compared with schools nationally. Their results were closer to average in reading and below in writing when compared with schools similar to Cranford Park Primary. Test results for 11-year-olds for 2000 show pupils are broadly in line when compared with schools nationally and slightly above average when compared with similar schools. Inspection evidence indicates that standards across the school are satisfactory and that pupils make good progress at Key Stage 1 and very good progress at Key Stage 2. In the last inspection in 1997, the standards were similar but pupils were not making as much progress. The National Literacy Strategy and the work that the school is doing on assessment and target-setting have contributed to this improvement in standards, particularly by the end of the Year 6. Pupils with special educational needs make satisfactory progress, and are well supported.

83. Standards in speaking and listening are good overall. Though pupils who are learning English as an additional language do not communicate their ideas well, they listen carefully to their teacher and classmates and contribute to the discussions that are a central part of the English curriculum. In Year 2, pupils listen to stories with great pleasure and they anticipate dramatic developments with good judgements. For example in the story 'The Bear' pupils realised the trouble the boy was in when his friend, the polar bear, fell asleep on his parents' bed. In another story, 'Jim and the Beanstalk', pupils rightly judged the giant to be lazy since he got Jim to do all his errands. Higher attaining pupils also understood the implication for Jim of the giant getting new teeth. They discussed the sentence in the story where the giant says, "I like fried boys on toast for supper." Pupils in Year 6 were able to

demonstrate their knowledge of simile and metaphor, using textual detail to argue a case that 'frozen jaw of winter' was correctly identified as a metaphor and not an example of personification because of a later reference in the poem to 'claws'. In the same lesson they discussed the reason why the poet described the arrival of spring as a struggle between the two seasons to overcome winter's dominance.

84. By the time pupils are 11, many reach satisfactory standards in reading. Most love reading and they read with expression, fluency and accuracy. They begin to hold strong views about what they like and do not like to read, and higher attaining pupils read from a wide range of books, including non-fiction as well as fiction. Most children can recognise and use a contents page and index. However, many children have difficulties comprehending the meaning of the text. It is this difficulty which highlights the challenge for children learning to read in a language other than their home language. Many have little opportunity to read widely nor many opportunities to hear the more figurative and idiomatic language of literature in their home settings. Generally, pupils do not have enough practice in reading to help them build up a wide sight vocabulary. Direct assistance with reading, when available, is very effective, particularly in the shared and directed activities of the literacy hour, but many pupils who can read words accurately have only a weak grasp of vocabulary and meaning.

85. Writing standards are satisfactory overall, though there was little evidence of higher attainers realising their potential in the youngest classes. This is due to the high percentage of pupils who are at an early stage of learning English. Pupils are able to compose sentences with effective use of literary devices, for example similes. They are using writing for a range of purposes, for example younger pupils wrote a letter of apology from Goldilocks to the Three Bears and Year 6 pupils demonstrated their ability to write a formal letter to oppose the building of a council tip on parkland. They understand the importance of persuasion in such a task. In the lesson, they planned their arguments well, ranked them in order of importance and used the conventions of formal letters, including 're:' to engage the interest of the implied reader. Pupils understood that persuasion rather than aggressive bullying would have more effect. They also understood the function of a rhetorical question, for example, 'How would you like a smelly council dump next to your house?' Pupils are taught a cursive handwriting style from the reception class onwards, but the high standards they achieve in their handwriting practice books is not always evident in general workbooks.

86. In Year 6, pupils were considering alternative ways of opening a letter of complaint. The teacher had written a number of sentences on the whiteboard to help them make their decision. By writing the different openings, pupils were able to reflect on the two or three versions before deciding on the best option. This was very beneficial for bilingual pupils who would have greater difficulty holding the alternatives in their heads as they tried to identify the subtle nuances of each option. In this way, pupils are also learning how to make critical choices as writers, understanding not only the detail of the communication but also its impact on the reader. Younger pupils also consider alternative endings to stories, for example in Oscar Wilde's 'The Happy Prince', one pupil thought the Happy Prince's goodness should fall into the swallow and bring him back to life. Pupils are beginning to understand the power a writer has of making things happen. Spelling in books is often unsatisfactory, at first and second draft stages. For example, where pupils are required to describe their favourite characters in their book at least the words 'favourite' and 'character' should be correctly spelt. In some books, children repeated their misspellings several times in one piece of writing, which means they remember the wrong spelling rather than practise the correct one. In many instances, spellings show that pupils know their letter sounds, for instance writing "favrot chactee' (favourite character) and "gint' and "gains' (giant). Pupils of all ages are not using key vocabulary lists where they are available to improve the quality of their writing. It also appears that pupils are not expected to correct spellings or to build up their own spelling log to learn individual words.

87. By the time pupils are 11, they use punctuation more confidently within the sentence to indicate possession and expression. They use brackets to communicate at a more

personal level, and use authors' techniques to bring drama to their writing, for example the use of repetition and a row of dots to build up suspense.

88. The quality of teaching in English is generally good, with some lessons very good and excellent. No English lesson was unsatisfactory. Teachers' knowledge of the National Literacy Strategy and its teaching framework is strong, with very good planning and good use of resources used to achieve lesson objectives. There are many signs of strength in the teaching. Teachers know the importance of giving good clear pointers to meaning at every part of a literacy lesson and do so with good effect. They engage pupils' interest and sustain motivation throughout the session by the choice of resources and the excellent use of the whiteboard. Following the structure of the National Literacy Strategy's scheme of work, they use the opening plenary session to establish a common level of understanding and then plan group work to offer appropriate support to pupils of different levels of attainment.

89. In all lessons observed, learning objectives were clear, shared with pupils and recorded on the whiteboards to allow frequent reference during the lesson and good recapping at the end of each session. The good use of enlarged text and overhead projector slides allowed pupils the benefits of regular shared reading and writing activities with very good effect. Teachers made good interventions to help pupils understand and make progress. They ask questions to check their understanding. These strategies have a very positive impact on pupils' learning.

90. Good use is made of classroom learning assistants to support work in classes. They are generally well briefed to contribute to pupils' learning, though this is often at a general level rather than to help developing the linguistic demands of the task for pupils who are learning English as an additional language. Work in books suggests that teachers' expectations for writing is often not high enough to ensure pupils make consistently good progress in written tasks. There appears not to be an expectation for pupils to finish work and check spellings, even when key words for the task are misspelled. In some classes, presentation of work in books is unsatisfactory, and preparing work for display is not always seen as an opportunity to focus on spelling. In some books, teachers' marking is not effective. While evaluations of pupils' work, for example: 'Well done! You are now using paragraphs,' is positive feedback for pupils, it does not offer a pointer for improvement or next steps. In one book, a child was clearly having difficulty in setting out a dialogue. Marking comments could have directed her to look in some books to see how authors do it.

91. Resources for the National Literacy Strategy are very good, including whiteboards, individual writing slates, enlarged books and text posters. Teachers use real objects and cut-out figures to move as stories unfold, and puppets to engage pupils' interest and demonstrate direct speech. This is important for all pupils, particularly bilingual ones. Classroom library stocks are limited, though local education authority topic resources supplement them. The school library is currently used for small group work and the stock is old and poorly displayed. It does not offer a real invitation to read. The school plans to develop the library as a real resource for learning in the next round of school development. This will allow those pupils without books or computers or access to a public library an opportunity to develop their study skills and pursue their own lines of interest and love of reading. Computers in classrooms are used well during English lessons to complement the group work. The school is building up resources in languages other than English and this is an opportunity to celebrate the linguistic diversity of the school.

MATHEMATICS

92. A considerable percentage of pupils throughout the school enter with only a very basic understanding of numeracy. Pupils receive effective teaching and by the time they leave school at 11 standards are broadly average. Last year the standards achieved in national tests taken by pupils of age seven and 11 were average and demonstrate that they make good progress in Key Stages 1 and 2. Furthermore, when compared to schools with a

similar socio-economic background, the pupils at seven years of age achieve well above average standards and those at 11 years achieve above average standards. Inspection evidence shows that it is likely they will achieve average standards by the time they take the seven and 11 year old tests.

93. Since the last inspection in 1997, standards have improved, with a small drop in 1998 caused by a high number of pupils with special educational needs in the year group. There is no significant difference between the performance of girls and boys in this subject. All pupils are suitably included; those with English as an additional language and special educational needs are well supported and make good progress. Pupils achieve well considering the low baseline and the fact that many pupils join the school during the year.

94. By the age of seven years, many pupils have satisfactory knowledge of place value to 100, but there are few opportunities to carry out investigations. They have satisfactory knowledge and understanding of measurement. They know some of the properties of two- and three-dimensional shapes. Many can use measuring instruments accurately; for instance they can find and draw items less than ten centimetres long. They can record the time for o' clock and half past the hour.

95. By the age of 11 years, pupils can carry out mental calculations quickly in their heads using two to ten times tables. The more able pupils can use algebra to solve equations and calculate 10, 15 and 25 per cent of an amount mentally. They understand measurement and shape satisfactorily. Year 6 pupils can calculate the area of complex shapes. Data handling is satisfactorily understood, as Year 6 pupils can construct pie charts. Throughout the school, pupils use their knowledge of number to solve everyday problems carefully. However, pupils have barely satisfactory skills in open-ended investigations. There are many missed opportunities for pupils to carry out open-ended investigations, record their findings systematically and draw conclusions.

96. The quality of teaching and learning is good overall. A number of strengths account for pupils' good progress:

- very well-planned lessons that have clear learning objectives for the mental warm up and main activity, which are often shared with pupils;
- effective learning methods used when the mental warm up develops quick recall of number, for example in a Year 3 class pupils were recalling their number bonds to 10 and 20 at speed and with accuracy;
- teachers use a wide range of resources to interest pupils and focus them on particular aspects of calculations, for instance when pupils display the correct four rules operation card for a given problem;
- open-ended questioning used by the teacher to explore pupils' methods and deepen their thinking when they ask questions such as "How did you work out that 140 doubled was 280?";
- key mathematical vocabulary is explained by staff and there is a high expectation for pupils to use these words, for example "inverse" and "partition";
- where teachers inform pupils how long they have to carry out a task they are effectively utilizing time;
- teachers praise pupils to motivate them and raise their levels of self-esteem, so that pupils' attitudes to the subject are good;
- very good management skills ensure pupils concentrate, behave well and co-operate with each other. This occurred in Year 5 and 6 classes where pupils discussed their ideas with a partner before they shared them with the class.

97. There have been many improvements with regard to the teaching of mathematics. The development of mental mathematical skills and use of key vocabulary is contributing to the drive to raise standards further. The co-ordinator now monitors planning as well as the quality of teaching and learning. Pupils are now assessed formally at the end of each year with additional national tests, which determine the set pupils will be placed in from Year 3

upwards. However, there is no way at present to track pupils' progress from year to year and highlight any pupil who is not making sufficient progress. Teachers set three personal numeracy targets, which are sent to parents and recorded in pupils' books. More able pupils are particularly thoughtfully provided for with ability groups and with "Master Classes".

SCIENCE

98. Attainment in science is similar to that found nationally for pupils aged seven, and above the national average for pupils aged 11. This is an improvement since the last inspection when attainment by pupils aged 11 was judged to be in line with national standards. In 2000, the overall attainment of pupils aged seven, based on teacher assessment, was well below the national average. Inspection evidence indicates that standards for pupils currently in Year 2 are similar to those expected nationally. The 2000 test results for pupils aged 11 showed that attainment was above that found nationally and well above average when compared to similar schools. Throughout the school, there has been a significant improvement in attainment in experimental and investigational work. Pupils are given many well-planned opportunities to carry out their own experiments and learn scientific principles through a practical approach. This is working well to improve their knowledge and understanding of the subject, as well as making the work more interesting, enjoyable and relevant. By the time they leave the school, pupils have achieved well in science with many pupils reaching high levels that are a direct consequence of the good teaching they receive. Pupils with special educational needs, and those with English as an additional language, make good progress as they move through the school. Science makes a good contribution to improving literacy skills through pupils writing well thought out reports. Numeracy is also helped by producing tables and graphs to display the results of experiments. The use of information technology to support science work is an area still to be fully developed, although Year 6 pupils have successfully used sensors to monitor temperature and light in one of their experiments about mould growth on bread.

99. By the age of seven, pupils identify living and non-living things and know a range of criteria to use when making their decisions. For example, they know that living things feed, grow and reproduce. Pupils know the names of the main external parts of plants and the functions of the roots, stem, leaves and petals. In a Year 2 lesson, pupils were looking closely at a selection of different plants and noting the similarities and differences between them. They demonstrated a good understanding of plant structure, and came up with many well thought out reasons for plants having roots and attractive flowers. Pupils know about the properties of a range of different materials. They can identify natural and man-made materials in the world around them. Through their good quality investigations they know which materials are magnetic and, by testing them in a simple circuit, which can conduct electricity well. At the age of 11, pupils have a very good understanding of the need for fairness in their scientific investigations. They conduct a wide variety of experiments and know that only one variable should be changed at a time or the results could be flawed. Pupils are often set challenges to make their work more interesting and make them think scientifically. This was clearly seen in Year 6 pupils' work on constructing burglar alarms. The pupils had constructed their own circuits and made pressure pads to activate the alarm. All the work was of good quality and showed a great deal of careful thought in the planning and making of the alarms which demonstrated a secure understanding of how a circuit works in a real life situation. Pupils have been thoroughly taught all aspects of the science curriculum by the time they leave the school and, with the emphasis on practical activities, develop a questioning approach that deepens their understanding.

100. The quality of teaching is always satisfactory and often good or better. Teachers plan their lessons carefully and share the lesson objectives with their class to enable pupils to focus on the learning intentions. Planning is done jointly by the teachers in each year group to ensure that all pupils have similar coverage of the curriculum. This also means that teachers can share their ideas, knowledge and expertise for the benefit of the pupils. The correct scientific vocabulary is stressed and pupils, from an early age, learn to use it appropriately.

This was most apparent in a Year 6 lesson about forces, where the pupils demonstrated a very good range of relevant vocabulary during a brainstorming session. They also showed a good depth of understanding of scientific principles, talking confidently about the effects of gravity, friction, up thrust and air resistance as well as balanced and unbalanced forces. Teachers manage their pupils well and create a calm and purposeful working atmosphere that helps pupils concentrate on their work without interruption. Many lessons start with a lively introduction by the teacher, which immediately grabs the interest of the pupils and makes them very receptive to the planned learning. A very good example of this was observed in a Year 5 lesson about food chains. The teacher had a number of pupils wearing hats to represent different parts of a food chain and the others had to sort them into the correct order from the producer to the predator. This they did most successfully and with obvious enjoyment. Teachers have a good subject knowledge, which enables them to make useful teaching points and help their pupils learn new concepts securely. Pupils have a mature attitude to their work and are keen to succeed. They respond well to the good teaching and their behaviour in lessons is good. Presentation of work varies in quality and is better in Years 5 and 6 where pupils have dedicated science books to record their experiments and findings.

101. Leadership in science is very good and the school carefully analyses test results to identify any areas for future development. Targets are set for individual pupils to help them improve their progress in clearly defined areas of learning. The provision, including teaching, is monitored regularly. The subject leader has successfully introduced an agreed planning format that is consistently used throughout the school and has a positive impact on learning as lessons are similarly structured.

ART AND DESIGN

102. In the last inspection, pupils' attainment in art throughout the school was only in line with the national expectations. Since 1997, the school has raised its standards so that they are now good and above the national expectation. All pupils, including those with special educational needs and those who are learning English as an additional language, make good progress and achieve well. From their early days in the nursery, pupils are given opportunities to paint and draw, both what they see and what they imagine, using a wide range of materials and media. At Key Stage 1, pupils examine the work of Matisse and they make their own pictures of animals, inspired by his picture L'Escargot. The six year olds incise marks into stiff surfaces to design individual prints. They learn and experiment with colour, for instance painting good quality watercolour pictures based on Rousseau's picture 'Tiger'. In Year 2, pupils examine the work of non-western cultures, for example, they draw African puppets.

103. Older pupils use their knowledge to produce attractive illustrations, often to support their work in other subjects. Year 3 pupils, for example, make collage pictures of Greek urns as part of their study of Ancient Greece. They experiment with various shades, and design frames to enhance their work. Very good portraits of famous historical characters were painted as part of a topic on the Tudors. The quality of observational drawing is a particular strength. Pupils are taught to practise and refine specific techniques using their sketchbooks, and most produce work of good quality, for instance, good drawings of shoes, and pastel pictures of Coca-Cola cans, where they had put good emphasis on light and shade. Fruit and vegetables, insects and other creatures are observed for texture, pattern and form, and then recreated in detail as a drawing, collage or painting.

104. Another strength is pupils' bold and imaginative use of colour. From a young age, pupils are encouraged to experiment with their use of colour and to seek the exact shade to create the desired effect. This was apparent in pictures of buildings silhouetted against the sky, where pupils had explored shades of colour to achieve a twilight effect. The school places high value on art, and pupils' paintings and drawings are displayed everywhere, including staff rooms and staircases. Around the building, every opportunity has been taken

to raise pupils' awareness of famous paintings and artists. A textile project gave older pupils a valuable opportunity to explore Asian and African patterns. Displays around the school include beautiful Indian saris used as wall hangings. The quality of these displays does much to create a rich, colourful environment. Three-dimensional work is also of good quality. For instance, Year 2 pupils have produced attractive models of robots.

105. Pupils' attitudes and their behaviour are good. Appropriate emphasis is given to the enjoyment to be derived from art, and many pupils unhesitatingly name it as their favourite lesson. Pupils are justifiably proud of their work. They try hard, and willingly assist each other when problems arise. They use materials carefully and take time to pack away after lessons. They enjoy working with a range of materials and take pleasure from very detailed pattern work. For instance, pupils' work that is currently displayed at Heathrow Airport is based on colourful designs of aircraft flying over the city. The intricate detail in the designs, and the good use of colour, has prompted travellers to write to the school from as far away as Australia.

106. The quality of teaching varies, but it is always satisfactory or good and, as a result, pupils of all abilities progress well. There is suitable emphasis on the teaching of technique, and pupils are challenged to attempt increasingly demanding tasks. Insistence that pupils observe closely develops skills that are valuable in other subjects, such as science.

DESIGN AND TECHNOLOGY

107. Standards are average for pupils' aged seven and 11 years and result from good teaching. For all pupils, inclusion in the curriculum is suitably achieved; those with special educational needs and English as an additional language achieve satisfactory standards. In Year 1, the teaching promotes effective designing skills. This was evident from the fabric designs for Joseph's coat. Pupils' planning is not recorded in design and technology notebooks in Key Stages 1 or 2. Year 5 draw labelled diagrams of the biscuits they are going to make. However, evidence of pupils' planning was very limited in Year 6.

108. The final products made by Year 3 were of a satisfactory standard and demonstrated accurate measuring, cutting and joining skills. Their beautifully sewn sea pictures incorporated a wide variety of materials such as felt, fabric, sequins and thread. Levers were thoughtfully combined to make moving models in Year 4, to illustrate a poem called 'Jumper' by Michelle Magorian. Working musical instruments were made by Year 5, which incorporated cardboard, string, paper and paint. These demonstrated a wide variety of methods for joining materials. Pupils also make cakes and pizza, but wood is rarely used.

109. The evaluation of pupils' products is a prominent part of the pupils' work in Key Stage 2. There is evidence of pupils writing detailed evaluations of products, for example: "I am pleased with my drum because it sounds how I wanted it to sound. I had problems with the paint because when it dried it went crumbly and came off. I could improve it by making it more colourful because it's only one colour."

110. The quality of teaching seen in most lessons during the inspection was good. The teachers use effective learning methods when they give Year 3 pupils opportunities to construct pneumatic systems before they design their own model monster for a child in hospital with limited hand movement. Other effective features of high quality teaching include:

- basic skills are well developed when pupils learn how to use pieces of card and split pins to incorporate levers into mechanisms;
- pupils are effectively managed when they work with each other co-operatively sharing materials when they create model foods out of plasticene;
- high expectations of pupils mean that they are asked to write a detailed list of foods required for healthy diet;

- classroom assistants are well used when they support the learning of pupils with special educational needs to draw a labelled diagram of a vehicle showing the methods by which it moves;
- effective use of resources enables pupils to combine fabric to create a multi-coloured coat for Joseph which has been sewn together.

111. Pupils enjoy the practical activities in this subject; work sensibly and safely together when they handle tools. Information and communication technology was under-used during the inspection to support pupils in this subject.

112. Since the previous inspection, the school has adopted the national scheme of work. The creation of a long-term plan of topics, linked to fabric and food, means pupils have an opportunity to develop skills appropriately throughout the school.

GEOGRAPHY

113. In both Key Stage 1 and Key Stage 2, attainment is in line with what is expected for pupils of these ages. Additional evidence was gathered in both key stages through the scrutiny of pupils' work and through discussion with pupils.

114. During Key Stage 1, pupils begin to develop geographical skills and awareness of the area around them, through looking at maps and drawing simple diagrams. Pupils in Year 1 walk around the school grounds, observing the signs of spring, and drawing plans of the school. Some higher attaining pupils write letters describing why they want to live in the town rather than the country. Other opportunities for letter writing show good cross-curricular work between literacy and geography. Pupils write letters directed to the headteacher, suggesting how the school playground could be improved. These are of a good standard. Pupils in Year 1 also learn about where Barnaby Bear lives in Chester. They can follow a simple map and identify key features on the map. They can use a simple key successfully when drawing their own maps. Pupils in Year 2 learn about islands. They use a key successfully to represent features of the islands they design. This is satisfactory attainment.

115. Pupils at the end of Key Stage 2 have good knowledge about rivers, and in particular increasing knowledge of the vocabulary and geographical meanings of specific words associated with rivers. For example, pupils can clearly explain the meanings of: 'source' and 'tributary'. Pupils towards the end of Key Stage 2 are taught to use correct geographical terms and can use secondary sources of information well when reading for information. They are able to identify features from aerial photographs and relate them to other copies successfully. Pupils in Year 5 can compare and contrast well between Hayes, an urban area where they live, and Sedbergh, a rural area in the Yorkshire Dales. Pupils show good attitudes to geography lessons and work with obvious enjoyment and interest.

116. The previous inspection found that pupils' attainment was satisfactory overall, and it still remains so. Pupils learn suitable geography skills and make appropriate progress throughout the school. Teaching seen in lessons varies from very good to satisfactory. The very good lessons are well thought out and well planned with all resources needed readily to hand. Teachers give good support to pupils and the use of question and answer sessions to recall and reinforce pupils' knowledge works well. This ensures that pupils meet the learning objective for the lesson. Resources are satisfactory.

HISTORY

117. During the inspection, history was only being taught in Key Stage 2. Together with the observations of lessons in Years 3, 4 and 5, displays, scrutiny of work and discussions with pupils, the evidence indicates that standards in history are average at the end of both key stages. This broadly reflects the findings of the previous inspection. In Key Stage 1, all pupils,

including those with special educational needs and English as an additional language, achieve satisfactorily. Pupils' achievement is good in Key Stage 2. This is largely due to the good teaching, which places a strong emphasis on bringing history alive and as a result motivates the pupils. This leads to good learning and the development of their historical skills.

118. At the end of Year 2, the pupils are achieving at a level broadly in line with their ability and the knowledge and skills they bring with them from Year 1. They have learnt about famous people and events and understand from familiar objects, such as household objects and toys, how some things have changed over time while other things have remained the same. The scrutiny of work and discussion with Year 2 pupils show that they have a good knowledge of the Great Fire of London. They understand how the fire started and why it was so devastating. The written work is just satisfactory and although much of it consists of drawing and labelling pictures, it showed for example that they were able to put the events of the fire into the correct chronological sequence. The artwork, which had been linked to this topic, gave a good impression of the effects of the fire.

119. No lessons were seen in Year 6 but the scrutiny of pupils' work and the lessons seen in other years indicate that the quality of teaching and learning is predominantly good at Key Stage 2. The history books in Year 6 showed that the pupils have a good knowledge of the impact of the Second World War, such as the Blitz, evacuation and rationing. As part of this study they visited the Imperial War Museum and in their writing show an understanding of what the soldiers experienced. They explored the soldiers' feelings and wrote sensitive accounts and diaries in role. Teachers are enthusiastic about history and present the work in a way that pupils enjoy and which encourages them to work hard and develop their some good historical skills. Teachers' questioning help pupils to look carefully at various sources, such as photographs, pictures and books. In this way, pupils see what they can deduce from the evidence. In Year 3, this prompted some good discussion on how Hayes had changed since 1930. In a very good Year 5 lesson to develop pupils' understanding of life at sea in the past, the teacher harnessed their interest well by involving them in using sources of information independently to answer questions about the past. Through a mix of questioning, prompting and explaining, the teacher successfully encouraged the pupils to investigate and find out about the dangers and discomforts of sailors' lives. For example, their living conditions, the food they ate and the diseases they were susceptible to. The learning support assistant helped pupils who find learning difficult well throughout the lesson, particularly during their group work when they learnt a great deal through playing a game about exploration. The teaching motivated the pupils, who applied themselves very well and showed great interest in their work. Similarly in a Year 3 lesson on what it was like to live in Hayes in the past, photographs and pictures were used effectively to stimulate discussion. The pupils' existing knowledge was built on as they enthusiastically discussed the present human and physical features they had observed during their walk around Hayes town centre. The teacher used this opportunity effectively to ask questions and make the pupils' think, such as - 'what might the security cameras be doing; who uses the information and what is this doing for Hayes?'

120. In general, teachers are demanding of pupils in their oral responses, but less so in terms of the quality of their written work. Thus pupils' work did not always show the development of their historical skills, particularly in Years 3 and 4. Good links are made between history and literacy to help pupils develop their skills in research and analysing information.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Attainment is above that expected for pupils at the end of both Key Stage 1 and Key Stage 2. This is a big improvement since the last inspection, where attainment was judged to be below national expectations. One of the main factors contributing to the improvement in standards is the opening of the computer suite 18 months ago. It has already had a significant impact on the attainment of pupils. It allows pupils to have regular structured access to computers. Pupils, including those with special educational needs and those with

English as an additional language, make good progress and there is a good capacity to raise standards in the subject even higher as the school continues to use the computer suite to its full potential.

122. As soon as children enter the school, they are introduced to information technology and use the computer regularly in the nursery and reception classes. At the end of Key Stage 1, pupils can log on, find a chosen program by using the icons and save their work at the end of the lesson. They can choose the correct icon to find sites which they need for their work. They can save their work and log off at the end of a session.

123. Pupils at the end of Key Stage 2 can order sentences correctly, and use word processing successfully to support other areas of the curriculum. Pupils towards the end of the key stage learn how to use spreadsheets. They are able to discuss the merits of spreadsheets and can give good suggestions as to how they can help save time and effort, for example by adding up shopping bills. Information technology is used to enhance other areas of the curriculum very successfully, for example in Year 6 in science, computers are used to help with a science experiment, calculating the amount of mould grown in an experiment. The use of information technology in this way is of a high standard for pupils of this age. Throughout the school, information technology is used to support work in art, for example in Year 4 computer graphics are used to make 'pointillist' effect pictures. In Year 3, pupils use a database to record, interpret and represent information about themselves. This is good attainment for pupils of this age. In Year 5, pupils use the computer suite very successfully to support their literacy work. Pupils can cut, edit, and paste information to support their writing of letters to the Prime Minister asking him to help the large number of sick animals, which the PDSA support. Again this work is of a high standard.

124. The quality of teaching and learning is at least good in both key stages. Teachers have good knowledge, which through regular inset, training and enthusiastic support is growing all the time. This knowledge is used effectively in lessons to help pupils learn to use the equipment confidently and it enhances their progress. Clear instructions from the teacher enable all pupils to commence work without delay and rapidly learn a whole range of new skills in information technology. Most lessons are well planned to extend the learning of pupils of all levels of attainment including those with special educational needs. Pupils with special educational needs and those for whom English is a second language receive good support from their teachers and their peers while working in pairs. Pupils are disappointed when the lessons come to an end, as they are keen to continue to learn as much as possible. They work with genuine enthusiasm and interest. All pupils make good progress in these lessons.

125. The co-ordinator for information technology has only recently been appointed, but has already made a positive and enthusiastic impact upon the subject within the school. The new co-ordinator has many interesting plans for the future that will further enhance the provision. These plans include more training for teachers, and resources. The school is fully committed to raising standards in information technology to the highest possible level and the provision meets statutory requirements.

MUSIC

126. By the end of Key Stage 1, pupils' attainment in music is satisfactory. Pupils towards the end of the key stage understand the meaning of pulse and rhythm. They sing a variety of songs with enthusiasm. Pupils learn to copy simple rhythms through clapping. Whilst they can name a variety of instruments, for example, drum, tambourine, bell, while listening to music, no evidence was seen during the inspection of the pupils having access to or being able to play instruments.

127. By the end of Key Stage 2, pupils' attainment in singing is of a satisfactory standard. They sing with enthusiasm in both lessons and in assemblies. Pupils again can name instruments and are aware how different sounds can be made from individual instruments, for

example, blowing and plucking. However, no evidence was seen of pupils using instruments or learning how to play them during the time of the inspection. Pupils can copy simple rhythms and learn new songs with enthusiasm.

128. All pupils in both Key Stage 1 and Key Stage 2 make satisfactory progress in music. Music enhances the self-esteem of pupils who may have learning difficulties in other parts of the curriculum. Pupils respond appropriately. They are reasonably attentive in music lessons and whilst listening to music when entering and leaving assemblies.

129. The quality of teaching is always at least satisfactory. In the higher standard of teaching seen, teachers are well prepared, with all the resources they need readily available. In the weaker lessons, teachers lack subject knowledge and confidence and pupils do not learn as well during these lessons.

PHYSICAL EDUCATION

130. Standards attained in physical education are as expected for the age and ability of the pupils throughout the school. This is a similar judgement to that made in the last inspection. Lessons in gymnastics, dance, athletics and outdoor activities were observed during the inspection and, from looking at planning, it is clear that both swimming and games are also regularly taught. In fact, the school has succeeded in maintaining the provision of all aspects of the curriculum despite the appropriate focus on literacy and numeracy in recent years. Pupils of all abilities are making good progress as they move through the school.

131. Pupils in Years 1 and 2 understand the need for correct warm up activities and learn about the beneficial effects of exercise on their bodies. In gymnastics and dance lessons they use space well and work safely and carefully. In dance, pupils devise their own movements to match the tempo and mood of the music. This was clearly seen in a Year 2 dance lesson where pupils chose their own African animal to match the music being played. For example they chose lumbering animals when the music was slow and more nimble ones for lighter sections of the music. During the lesson they made good progress in devising their own movements, working well together in pairs. All pupils thoroughly enjoyed the lesson and participated with great enthusiasm and effort.

132. In gymnastics, pupils often work most imaginatively in working out sequences of movements. A Year 1 lesson was a good example of this with pupils putting together a series of tapping movements using different body parts as they moved over and round the apparatus. In Years 3 to 6, pupils further develop their skills in dance and gymnastics by following a well-planned scheme of work. In Year 3 dance lessons they work together most effectively to produce interesting, and often amusing, sequences of movements as clowns. Pupils carefully matched their actions to the music and visibly improved their performance during the lesson. Year 4 pupils take part in outdoor activities on the school field. These take the form of challenges which necessitate them working closely together in teams to have any chance of successfully completing the task. Again, it was possible to observe a great improvement in their attainment during the lesson as they devised sensible ways to carry a variety of objects through a hoop whilst moving along on small mats and not being allowed to put their feet on the grass. The lesson was great fun and pupils learned new skills in a most enjoyable fashion. In gymnastic lessons in Year 6, pupils work in pairs to devise balances with opposing forces. This is cleverly linked to their science work on forces and further reinforces their understanding of the principles involved, especially when the forces have to be balanced to create stillness.

133. Athletics lessons enable pupils to learn to throw the discus and the javelin correctly as well as putting the shot. These techniques are taught by using suitable and safe equipment so that there is no risk to the pupils. Pupils in Year 5 go swimming and, despite the fact that many of them have never been swimming before, reach satisfactory standards with the majority able to swim at least 25 metres and being confident in the water.

134. The quality of teaching is always satisfactory, and often good or better. Teachers manage their pupils well, resulting in time being used effectively to help pupils learn new skills. Lessons always start with a brisk and appropriate warm up activity that is often imaginative and fun. This is followed by the main learning activity that is well planned to build on the prior attainment of all pupils. Pupils have a good attitude to the subject and this has a positive effect on learning, as they remain focused on the learning intentions throughout each lesson. All pupils dress correctly for lessons, and teachers fully address all health and safety issues.

135. The curriculum for older pupils is enriched through a number of extra-curricular activities. These are often representative teams that compete against other schools and teachers and a learning assistant coach the pupils during the lunch break. There are teams for netball, football, athletics, cricket and swimming. The school has three sports days, which are popular and well attended by parents. Pupils in Year 6 have the opportunity to go on a residential visit to an outdoor centre in Swanage where they take part in activities such as abseiling, archery, orienteering and swimming. Those pupils who do not go on the trip are given a similar range of activities, organised by one of the school governors, which include bowling, tennis and ice-skating. Recording of attainment using a video camera is proving most helpful in enabling the subject leader to monitor standards. The good management of the subject is having a positive effect on maintaining and improving the provision throughout the school.

RELIGIOUS EDUCATION

136. Pupils are on course to achieve the standards required by the Hillingdon Agreed Syllabus for religious education by the time they are seven years old and, by the age of eleven, their standards are good. This is an improvement since the last inspection, when attainment was only judged to be good in a fifth of the lessons.

137. The youngest pupils have a developing understanding of several world faiths. They know that the Qu'ran is a special book and that the Arabic call from the minaret is an important part of the daily Muslim prayers. By the age of seven, they have respect for pupils in the class who follow other religions. For instance, a six year old was heard to say, 'all people on the earth are the sons of God'. Pupils have a basic understanding of Christian festivals and stories from the New Testament. They recognize that the Ten Commandments are important rules for life, and they make up rules for their own lives such as, 'Never go off with people you don't know'. They have developing knowledge of the Hindu faith and they consider why candles help to create a spiritual atmosphere.

138. In Years 3 to 6, the good foundation that was established in younger classes is successfully developed. The school community includes pupils from all the major world faiths, and this is proving very beneficial in developing an understanding of religious diversity. For instance, one eight year old remarked, 'Most people believe in one God, but they see Him in different ways'. Pupils willingly talk about their families' religions. They often help the teacher to explain their traditional festivals. They recognize that each faith has important similarities. They recognize different places of worship and attribute them to different religions. They know that the Minaret is the part of the Mosque building which is used to call people to prayer and that the dome of the Mosque represents the heavens. They have a good understanding of the important festivals and traditions of several faiths, for instance, Christianity, Muslim, Hinduism, Buddhism and Judaism. They respect that people have different beliefs and they value each other's individuality. By the time they are 11, they successfully apply the principles of different religions to their own lives. They recognize the qualities of important religious leaders.

139. Pupils are learning well throughout the school. The pupils who have special educational needs are usually well supported. Although their written recording is often very limited, they participate in class discussions because the teachers carefully adapt their

questions to help them understand. They benefit from sharing each other's experiences. Those pupils who are at an early stage of learning English sometimes have difficulty understanding. Teachers often use visual aids and pictures, which helps them to understand the lesson topic.

140. Throughout the school, pupils have positive attitudes to their work, and they are learning well. The youngest classes are curious about each other's points of view. They eagerly listen as Muslim pupils explain their family traditions. For instance, in one class a boy sang in Arabic the 'call to prayer' and the others listened fascinated; they were impressed by his knowledge and his ability to read the Arabic script. Pupils enjoy listening to stories from different religions, and older pupils tackle written tasks thoughtfully, taking the issues raised in lessons seriously. By the time they join Year 6, pupils enjoy collaborating with each other to discuss the impact of religious philosophy on their own lives. For instance, they role-play 'giving and receiving' as part of a lesson on Buddhism. One pupil suggested, 'One gift is friendship', another said, 'You might be thankful that your mother gave you life'.

141. The quality of teaching is always satisfactory, and often good. One lesson in a Year 6 class was very good. Teachers successfully create a climate in which pupils feel secure to reflect on, share and develop their thoughts and ideas. They show respect when they use important religious books or icons. For example, a teacher washed her hands before she took the Qu'ran from its bag. Teachers ask questions that promote pupils to think carefully about important issues. They listen carefully to pupils' responses and they assess pupils' knowledge and understanding. They often draw on pupils' own religious experiences. In the very good lesson observed, the teacher made good use of resources and she skilfully promoted the principles of Buddhism so that pupils could interpret the teaching of Buddha to their own lives. In this way, the pupils benefited from each other's ideas and experiences and it was clear that the class had mutual respect, regardless of culture or creed. In the satisfactory but less effective lessons, there were missed opportunities for pupils to learn from religion to enable them to explore their own ideas. The locally agreed syllabus encourages teachers to promote religious education to make an effective contribution to pupils' spiritual development. In younger classes, teachers often light a candle at the start of a lesson to create an appropriate atmosphere.