

INSPECTION REPORT

DRAYTON GREEN PRIMARY SCHOOL

Ealing, London

LEA area: Ealing

Unique reference number: 101881

Headteacher: Mr A Reynolds

Reporting inspector: Ms Bogusia Matusiak-Varley
19938

Dates of inspection: 17th - 20th June 2002

Inspection number: 195198

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
Gender of pupils:	Mixed
School address:	Drayton Grove Ealing London
Postcode:	W13 0LA
Telephone number:	(0208) 997 2307
Fax number:	(0208) 566 8738
Appropriate authority:	The governing body
Name of chair of governors:	Mr H Bishop
Date of previous inspection:	2 nd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	English as an additional language Science	The school's results and pupils' achievements How well is the school led and managed?
9519	Sue Pritchard	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19946	Roger Baker	Team inspector	Special educational needs Mathematics Physical education	How well are pupils taught? Special educational needs unit
30695	Geraldine Dinan	Team inspector	Foundation Stage Art and design Geography	
10240	Lesley Jones	Team inspector	Equal opportunities English Information and communication technology History	How good are curricular and other opportunities?
16227	Jim Phillips	Team inspector	Design and technology Religious education	

The inspection contractor was:

PPI Group Limited
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Drayton Green Primary School is an average size school, situated in West Ealing, London. There are 284 pupils on roll, including a nursery which has 40 children attending morning and afternoon sessions. The school has an eight-place primary support base, which caters for pupils with statements of special educational need. The school faces many challenges. Up until this year the headteacher and governing body have been unable to recruit a stable staff and the characteristics of the school have changed significantly since the previous inspection. The school has a good reputation in the area for dealing well with pupils who have behavioural problems and, as a result, many troubled youngsters have recently been admitted to the school. Forty per cent of pupils are on the register of special educational needs; this is well above average. Nine pupils have statements of special educational need; this is also above average. Forty-three per cent of pupils have English as an additional language; these pupils are supported by a full-time teacher funded by the Ethnic Minority Travellers Achievement Grant, 20 per cent of whom are at the very early stages of language acquisition, well above average. Thirty per cent of pupils are of white United Kingdom heritage. Seventy per cent of pupils belong to a range of different ethnic groups; 15 per cent are Somalian, ten per cent are Black Caribbean, 18 per cent are Black African, ten per cent are of Indian origin, five per cent are Pakistani, two per cent are Bangladeshi and ten per cent are of mixed race. The school has recently admitted many refugees. Twenty four different home languages are spoken throughout the school. Many pupils have emotional problems and mobility of pupils, moving both in and out of school, is high (30 per cent). Attainment on entry to school is now well below that expected of nursery children in all areas of learning, but especially in communication, language and literacy, mathematical development and personal and social development.

HOW GOOD THE SCHOOL IS

This is an effective and improving school, which promotes educational inclusiveness well and enables pupils of all capabilities to be successful. Although standards are below national average by the age of 11, overall pupils achieve well in relation to their prior attainment in English, mathematics and science and their achievements in most of the foundation subjects are satisfactory. All groups of pupils are effectively challenged. The quality of teaching and leadership and management of the school are good overall; learning opportunities are sound. In light of the many difficulties this school faces and the outcomes pupils achieve by the time they leave the school, the school provides good value for money.

What the school does well

- All groups of pupils achieve well in relation to their prior attainment in English, mathematics and science; their achievements are very good in physical education and design and technology.
- The quality of teaching is consistently good in the Nursery and Key Stage 2.
- Provision for pupils in the primary support base is very good.
- Provision for pupils in the Nursery, those with special educational needs, those for whom English is an additional language and higher attaining pupils throughout the school is good and these pupils make good progress as a result.
- Pupils' personal development and relationships between staff and pupils are good.
- The school has good assessment procedures in English, mathematics and science.
- The school cares well for its pupils and partnership with parents is good.
- The school is well led and managed by a dedicated headteacher who provides a good role model for his staff and pupils.

What could be improved

- Standards in the majority of subjects and balance of the curriculum.
- Some pupils' unsatisfactory behaviour and attendance.
- Aspects of the quality of teaching, especially for the younger pupils in Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time the characteristics of the school have altered significantly and pupils' attainment on entry is now well below average. As a result, standards are not as high as previously judged. Overall improvement since the last inspection has been good. Most of the recommendations made at that time have been met. Standards in design and technology are now above national expectations and pupils' achievements are very good. Co-ordinators fulfil their duties well and the school has a good range of assessment procedures in most core subjects, but assessments and their use still need to be developed in some foundation subjects.

Behaviour and attitudes to learning are not as good as they were in 1997, but the percentage of good or better teaching has improved. With the present staff appointments, the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E	D	A
mathematics	D	E	E	C
science	D	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

2001 national test results show that, by the end of Key Stage 1, standards in reading, writing and mathematics were well below the national average in comparison with all schools. In comparison with similar schools, standards were in line with the national average in reading and writing and below the average in mathematics. Teacher assessments indicate that standards in science were below the national average. In the end of Key Stage 2 tests standards were below the national average in English and well below average in mathematics and science. In comparison with similar schools, standards were well above the average in English, in line with the average for similar schools in mathematics and below average in science.

Inspection findings show an improving picture due to the high percentage of good teaching seen. In spite of attainment on entry being well below national levels, by the end of the Foundation Stage children attain the Early Learning Goals in personal, social and emotional development, creative development and physical development and their achievements are good. In communication, language and literacy, mathematical development and knowledge and understanding of the world, children do not attain the Early Learning Goals, but their achievements are satisfactory overall. On entry to Year 1, pupils' attainment overall is below that expected of children finishing the Foundation Stage. Pupils' achievement is satisfactory overall, with the best rates of progress made in Year 2 by the end of Key Stage 1. Pupils' attainment is below the national average in speaking and listening, writing, mathematics, information and communication technology, science, geography, history and art and design. In physical education standards are in line with national expectations and in design and technology standards are above the national average.

By the end of Key Stage 2 standards are below the national average in English, mathematics, science and information and communication technology, but pupils achieve well in relation to their prior

attainment and there is evidence to show that standards are improving. In geography, history and art and design standards are below the national average, but pupils' achievements are satisfactory. In physical education standards are in line with national expectations and pupils' achievements are good. In design and technology standards are above national expectations and pupils' achievements are very good. Insufficient teaching of music was seen to be able to make a judgement on standards. In religious education, by the end of both key stages, pupils attain the expectations of the locally agreed syllabus and pupils' achievements are satisfactory overall. Standards are appropriate when considering pupils' very low attainment on entry. Standards at present are poised to rise due to the effective systems for raising achievement the school has in place. The school has consistently exceeded the targets set by the local education authority for literacy and numeracy and this year it has set itself even more challenging targets, which it is well placed to achieve providing that staffing remains stable.

Standards at the end of both key stages are affected by high levels of pupil mobility, a high percentage of pupils with special educational needs, English as an additional language, low attendance levels, aspects of unsatisfactory behaviour, high staff turnover and insufficient opportunities to develop pupils' skills in literacy, numeracy, information and communication technology and subject specific skills in all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. The majority of pupils are keen to work but find it difficult to concentrate for long periods of time.
Behaviour, in and out of classrooms	Unsatisfactory. Behaviour is better in lessons than it is around the school; there is at present no whole school approach to consistent behaviour management. The best behaviour in lessons is in the Nursery, Year 2 and Key Stage 2.
Personal development and relationships	Good. There are good relationships between staff and pupils and pupils are given sufficient opportunities to take on responsibility. The school council offers pupils good opportunities to develop their skills of independence.
Attendance	Unsatisfactory. There are too many unauthorised absences and late arrival to lessons disrupts learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching is good overall. Eighty two lessons were seen during the week of inspection; two were excellent, 14 were very good, 37 were good, 22 were satisfactory and seven were unsatisfactory. With the many barriers pupils experience in acquiring knowledge, skills and understanding, the quality of learning is satisfactory because it takes a long time for pupils to process information. The best teaching is in the Nursery, Year 2 and Key Stage 2, especially in Years 5 and 6. The quality of teaching is good for English and mathematics and basic skills in literacy and numeracy are developed well. Particular strengths in teaching include warm relationships, good use of support staff, good understanding of the needs of pupils with special educational needs, English as an additional language and regular marking of pupils' work. The good quality of teaching overall contributes to the sound gains pupils make in their learning. Children in the Foundation Stage respond well to the secure routines established for them. The quality of teaching in the primary base unit is consistently very good and pupils with statements achieve well in relation to their prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, but insufficient time is allocated to foundation subjects. Opportunities for developing subject specific skills, alongside skills of literacy, numeracy and information and communication technology are not identified fully in schemes of work. Provision for pupils in the Foundation Stage is satisfactory.
Provision for pupils with special educational needs	Good. These pupils are well supported by classroom assistants and their needs are appropriately identified and catered for. They are effectively taught by the special educational needs co-ordinator who takes every opportunity to encourage high self-esteem. Very good provision is made for pupils with statements in the primary base unit.
Provision for pupils with English as an additional language	Good. These pupils have clearly identified targets, which are regularly checked by the very efficient co-ordinator.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, but further emphasis needs to be placed upon formally developing the spiritual, moral, social and cultural dimension of the curriculum through the arts reflecting the diversity of pupils' backgrounds.
How well the school cares for its pupils	The school provides good pastoral care for its pupils, relying heavily on the very good knowledge teachers have of their pupils. Child protection procedures are satisfactory.

Partnership with parents is good but more could be done to develop further links with parents from ethnic backgrounds through the use of interpreters of community languages.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is an inspirational figure who does not give up in face of adversity and passionately believes in equal opportunities for all the pupils in his care. He provides a very clear educational direction for the school and is well supported by his newly appointed senior management team. He monitors teaching very effectively and knows the school's strengths and areas for improvement.
How well the governors fulfil their responsibilities	Good. The governors carry out their voluntary duties very effectively. They demonstrate good knowledge of how to address changes in national education policy. They are professional, well informed and offer valuable guidance in achieving school improvement.
The school's evaluation of its performance	Good. The school undertakes regular self-evaluation exercises and review to determine the progress made on targets in the school development plan. Test results are very carefully analysed each year to determine trends and alter curriculum planning.
The strategic use of resources	Good. Funding is well targeted and very carefully prioritised by the headteacher and chair of finance. Outcomes of spending are not formally evaluated, although this happens incidentally during the financial year.

The school uses the principles of best value well when spending its monies and compares its performance with similar schools. Parents and pupils are consulted about any major changes.

The school is well staffed and accommodation is satisfactory, although access for disabled pupils needs addressing, as does the resurfacing of the playground. Resources are satisfactory overall, though more multicultural resources are needed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The headteacher and staff are very approachable. • Parents are made to feel welcome in the school. • Children enjoy coming to school and like their teachers. 	<ul style="list-style-type: none"> • Behaviour. • More challenge for higher attaining pupils. • Increased amounts of homework and more extra-curricular activities. • The information they receive about their children's progress.

The inspection team agrees with parents' positive views and that pupils' behaviour needs to improve. However, inspectors disagree with parents' views on more challenge being provided for higher attaining pupils and the lack of information on pupils' progress. Higher attaining pupils are effectively challenged in lessons and in group work and the school does provide three parents' meetings a year, where children's progress can be discussed. Parents who require further information can approach the teachers. Inspectors judged provision for homework and extra-curricular activities to be good; this is contrary to the views of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The national test results and teacher assessments show that in 2001, by the end of Year 2, in comparison with all schools, standards were well below the national average in reading, writing and mathematics. In comparison with similar schools, standards were in line with the national average in reading and writing, but were well below the average for mathematics. In science teacher assessments indicate that standards were below the national average. By the end of Year 6, in comparison with all schools nationally, standards were below the national average in English and well below the national average in mathematics and science. In comparison with similar schools, standards were well above average in English, in line in mathematics and below average in science.
2. Taking three years together, in Key Stage 1 and Key Stage 2, the performance of pupils in reading, writing and mathematics fell below the national average for their age group. There was no significant difference in attainment by boys and girls. The trend in the school's National Curriculum overall points for all core subjects was broadly in line with the national trend. In Key Stage 1, too few pupils attained the higher levels in reading, writing and mathematics. In Key Stage 2 the percentage of pupils attaining the higher levels was close to the national average. When interpreting the school's results and achievements, many factors need to be taken into consideration:
 - Since the previous inspection, the school has admitted many children who have special educational needs, emotional and behavioural problems and English as an additional language; the school has also welcomed many refugees; this has resulted in attainment on entry being well below the national average.
 - The high percentage of pupils who have special educational needs (40 per cent) and English as an additional language (43 per cent) need a lot of extra help to access the curriculum.
 - There are high mobility rates of both staff and pupils throughout the school, (30 per cent). The school has data confirming that many pupils who have the potential to achieve the higher levels of the National Curriculum move out of the area; this affects the school's end of key stage scores.
 - Pupils who enter the school at times other than in the Reception Year, often have low attainment in literacy and numeracy.
 - Many pupils have learning difficulties, such as short concentration spans and problems in retaining what they have learnt; they have difficulty in writing down what they know.
 - Some pupils do not have sufficient support from home to do their homework.
 - A large majority of pupils have difficulty in fitting into school routines and, as a result, become restless in lessons and disrupt learning.
 - The headteacher, staff and governors understand the barriers that pupils have in learning and do everything that is possible to accommodate these pupils' needs, but, with staff shortages, it has been difficult to keep the continuity of implementation of the school's effective practices for raising pupils' levels of attainment; this is a further contributory factor as to why standards are low at the end of both key stages.
3. Inspection findings show that, in spite of the many challenges the school faces, standards are rising and that, with the present complement of staff, standards are poised to rise further because of the effective teaching and targeting of groups of pupils. As yet this improvement is not evident in the end of key stage test results. Standards are below the national average in the majority of subjects at the end of both key stages, but pupils' achievements are good overall in relation to their capabilities and prior attainment. All groups of pupils, those with special educational needs, English as an additional language, higher and lower attainers are getting extra support to move them on in their learning. Rates of progress at present are inconsistent throughout the school, largely due to the behaviour problems of a few children in Year 1. The best rates of pupils'

acquisition of knowledge, skills and understanding are in the Nursery, Year 2 and Key Stage 2 with consistently good rates of progress seen in Years 5 and 6. In Year 1 pupils' achievements are affected by the many incidents of bad behaviour; this is because in this year group there are a number of pupils who did not start their education at the school and are unfamiliar with the high expectations of this school.

Inspection findings - Standards attained by the end of the key stages

Early Learning Goals	Standards	Achievement
Personal, social and emotional development	In line – meet the national expectations of children entering Year 1	Good
Communication, language and literacy	Below the expectations of children entering Year 1	Satisfactory
Mathematical development	Below the expectations of children entering Year 1	Satisfactory
Knowledge and understanding of the world	Below the expectations of children entering Year 1	Satisfactory
Creative development	In line – meet the national expectations of children entering Year 1	Good
Physical development	In line – meet the national expectations of children entering Year 1	Good

Overall standards are below expectations of children of similar ages and pupils' achievements are good.

	Key Stage 1 Standards	Key Stage 1 Achievements	Key Stage 2 Standards	Key Stage 2 Achievements
English	Below	Good	Below	Good
Mathematics	Below	Good	Below	Good
Science	Below	Good	Below	Good
Information and communication technology	Below	Unsatisfactory	Below	Good
Religious education	In line	Good	In line	Good
Design and technology	Above	Very good	Above	Very good
Art and design	Below	Satisfactory	Below	Satisfactory
Music	← No judgement →			
Physical education	In line	Good	In line	Good
History	Below	Satisfactory	Below	Satisfactory
Geography	Below	Satisfactory	Below	Satisfactory

4. Inspection findings show that children's attainment on entry to the Reception class is well below that expected nationally in all areas of learning, but especially in communication, language and literacy, mathematical development and personal, social and emotional development. Throughout the Foundation Stage children make satisfactory gains in all areas of learning overall, but they do not attain the Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. However they do attain the Early Learning Goals in creative development, physical development and personal, social and emotional development. Overall pupils' achievements are good in relation to their prior attainment. Rates of progress are better in the Nursery than in the Reception class because the quality of teaching is more vibrant.
5. By the end of Key Stage 1 standards in speaking and listening and writing are below the national average; standards in reading are broadly in line with the national average. In relation to pupils' capabilities, pupils' achievements are good. By the end of Key Stage 2 standards in speaking and listening and writing are below the national average; standards in reading are broadly in line. Standards are rising, especially in writing in Years 5 and 6, but there is a high percentage of

pupils with special educational needs, English as an additional language and below average attainers and this depresses the end of key stage results. In mathematics standards are below the national average by the end of both key stages; pupils make good gains in numeracy, but there are weaknesses in pupils' attainment in shape, space and measurement.

6. In science, whilst standards remain below the national average at the end of both key stages, pupils' achievements are good in all of the programmes of study with the exception of attainment target 1, experimental and investigative science, where they are broadly satisfactory. This is because the school has recognised that pupils were underachieving in the national tests and, as a result, in-service training has focused on developing this aspect. The school lacks an investigative and experimental framework, which systematically develops pupils' skills and teachers are not sufficiently clear as to what to expect of pupils at the end of every year group. This has been recognised by the co-ordinator as an area to be addressed and plans are in place to rectify this weakness.
7. In information and communication technology standards are below the national average, but due to the newly fitted information and communication technology suite, recent staff training and the examples of good teaching seen in Year 5/6, standards are rising, especially in Key Stage 2 and pupils achievements are good. In Key Stage 1 pupils' achievements are unsatisfactory overall because insufficient use is made of computers to support pupils' learning and, whilst some good examples of progress were seen in Year 2, pupils were performing at levels that were below the expectations of seven-year-olds.
8. In religious education pupils attain the expectations of the locally agreed syllabus by the end of both key stages and pupils' achievements are satisfactory, but they could be better if more time was allocated to the subject and if teachers focused more on developing subject specific skills alongside providing further opportunities for pupils to develop their skills of literacy and information and communication technology. Pupils in both key stages know more verbally than they can write. This was confirmed by interviews with pupils who had a good deal of knowledge, relating to religious festivals and places of worship.
9. In all core subjects (English, mathematics, science, information and communication technology and religious education), higher attaining pupils achieve well in relation to their prior attainment and are achieving the higher levels of the National Curriculum level descriptors. This is because teachers know their pupils well and have high expectations of standards that these pupils should attain. In an attempt to raise standards even further, the headteacher regularly has "morning mathematics" sessions, which run before school starts. Higher attaining pupils undertake mathematics challenges and this helps develop their thinking skills. This kind of dedication is apparent throughout the school where teachers give up time during lunch hours to hear their pupils read.
10. In foundation subjects there are inconsistencies in pupils' attainment at the end of both key stages because at present insufficient time is allocated to developing these subjects and assessments whilst satisfactory overall, are not as well developed as those in the core subjects. Teachers' subject knowledge is variable and there has been inconsistency in the execution of co-ordinators' roles and of the co-ordinators seeing through developments in their subjects because of high staff turnover. Some teachers are from overseas and need to become more familiar with National Curriculum requirements. The school has rightly focused on raising standards of literacy and numeracy and has devoted a significant proportion of time to teaching basic skills; this has been effective up to a point, but has resulted in restricted time devoted to other subjects. Opportunities for pupils to use their skills of literacy and numeracy across the curriculum have not been sufficiently developed and pupils do not have the opportunities to practise what they have learnt in English and mathematics lessons. Teachers' knowledge of level descriptors has improved. Last year there was a discrepancy between teacher assessments and National Curriculum test results in English and mathematics. The headteacher identified this as an issue for training and staff are more aware of skills pupils need to attain the higher levels of National Curriculum level descriptors. With the present complement of staff, who generally have good teaching skills, the school is now well placed to undertake a more rigorous approach to raising

standards in the foundation subjects by developing a curriculum which clearly focuses on the progressive development of subject specific skills and identifies further opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology.

11. At present standards at the end of both key stages are below the national average in geography, history and art and design, but pupils' achievements, whilst variable, are satisfactory overall. In physical education pupils' achievements are good and standards are in line with the national average. This is largely due to the good extra-curricular sports activities that are provided for the pupils. In design and technology standards are above national expectations at the end of both key stages. Pupils' achievements are very good. The school has focused heavily on raising standards in design and technology, as this was a key issue in the previous inspection report. Insufficient teaching of music was seen during the inspection so no judgements can be made. The choir sings well and pupils have good performance skills. In assemblies and acts of collective worship pupils sing in tune and keep a steady beat.
12. In Years 1 and 2, standards for those pupils on the school's special educational needs register are still below average, despite the fact that pupils continue to make good progress and achieve well. The needs of all pupils with special educational needs are clearly identified and recorded on their individual education plans and, as a consequence, provision is always appropriate. Additionally, there is sufficient support within these classes from classroom assistants for considerable parts of the week. The withdrawal sessions are well organised and effective, with good links between the support teachers and classroom teachers.
13. In Years 3 to 6, while pupils make good progress, overall standards for pupils with special educational needs are still below average. Pupils with English as an additional language generally make good progress and, by the end of both key stages, many achieve average standards. There are no overall differences in the achievements of different ethnic groups. The school monitors achievement both by gender and ethnicity well.
14. The school has many good systems in place to raise pupils' standards further in all subjects, but as yet these have not had time to impact on end of key stage results. For example:
 - pupils are taught in groups based on prior attainment for mathematics in Year 5/6. This effective system will be applied to English and science in the autumn term;
 - the school now has a stable staff and the quality of teaching is good overall;
 - co-ordinators generally fulfil their duties well and know what needs to be done in their subjects in order to raise pupils' attainment;
 - all groups of pupils are well supported, including those with special educational needs, English as an additional language and higher attaining pupils;
 - performance management targets are rigorously focused on raising pupils' levels of attainment and teachers are receiving good continuous professional development (the only problem with this is that previously the school had invested a lot of time, effort and money in staffs' continuous professional development, but many teachers left and took their expertise with them);
 - end of key stage results are analysed and information is shared with governors, who in turn target financial resources to rectify weaknesses. As a result of this thorough analysis, schemes of work are altered to target weak areas identified; and
 - the headteacher and staff are committed to raising standards, team spirit is good and the school has good capacity to succeed because a very clear educational direction is given by the headteacher.
15. In light of the many challenges the school faces, standards are judged to be appropriate for these pupils. Standards overall are not as high as previously identified in the last inspection, with the exception of design and technology where very good improvement has been made.

Pupils' attitudes, values and personal development

16. Pupils enjoy good relationships in school and have satisfactory attitudes to their learning. The school places a reasonable amount of trust and responsibility in the pupils and, although most revel in it, a few experience difficulty in becoming responsible for themselves. Since the previous inspection, the school has admitted a high number of pupils who have complex personal difficulties or exhibit behavioural problems. This has affected the overall standard of behaviour in school. Not all pupils find it easy to adjust to the daily routines and rules of a new school and all teachers are trying their hardest to accommodate these pupils' needs without the quality of learning being affected for the majority. Children who have attended the Foundation Stage have positive attitudes to learning because of the secure routines established throughout the Nursery and the Reception classes. Since the last inspection, parents have witnessed a decline in the overall standard of behaviour that inspectors agree is now unsatisfactory. Parents are worried about the long term effects this may have on the large majority of pupils who get on with their work, respect their teachers and play happily with their friends. All incidents of unsatisfactory behaviour are dealt with quickly but with varying degrees of effectiveness. For example, at lunchtimes there is a lack of lunchtime supervisors and this results in behaviour in the hall being too boisterous. Before and after school there are too few teachers on duty and some pupils engage in bad behaviour. This could be quite quickly rectified if more staff were visible to supervise pupils onto and off the premises. Pupils' attendance has also declined since the last inspection. This is partly due to the unsatisfactory procedures in place to promote it and to some parents not seeing the value of sending their children to school regularly. This has been taken very seriously by the headteacher and governing body and plans are in place to rectify this.
17. Pupils respond particularly well to the teachers who use a variety of approaches to engage their interest and foster an enthusiastic approach to their learning. They enjoy taking part in well-planned and interesting lessons that challenge their capabilities. They are inspired and motivated by the good and very good teaching and most pupils model themselves effectively on staff who encourage respect and consideration for others. The few instances when attitudes deteriorate usually occur when lessons are unimaginative, when the work set is tediously repetitive, the pace is too slow and teachers do not clearly define boundaries and try to cajole pupils into learning with strategies that clearly do not work.
18. Although most pupils know what constitutes acceptable conduct in a school community, a few do not. A small minority is prepared to test the boundaries of acceptable behaviour and in doing so create problems for others. Some pupils take advantage of the fact that in the same situation, different adults accept different standards of behaviour. Having found they can get away with minor misdemeanours such as throwing leaves at one another in the playground or running and shouting in confined spaces, a determined few will move on to the next level of anti-social behaviour; answering back or refusing to co-operate. This type of conduct irritates those pupils who behave well and who form the majority, but these pupils do understand that, at times, teachers have to deal with the person not the situation and the majority of pupils recognise the need to help and support those pupils who are less fortunate than they are. The school has had problems recruiting sufficient numbers of supervisory staff to reinforce the rules for behaviour at lunchtime. The level of noise and movement in the dining hall for example is hardly conducive to the pleasant and sociable atmosphere pupils should experience when eating with friends. Pupils behave better in their lessons than they do around the school. Nevertheless, a few still rely heavily on the frequent reminders they need to stay at their tables and get on with their work. The school has recognised and identified the need to improve standards of behaviour throughout the school, as at present there are inconsistencies in the way staff manage pupils' behaviour in lessons. The headteacher and governing body are due to implement a rigorous whole school approach to behaviour management and it is very likely that this will prove to be effective. Parents are concerned that most of the incidents of pupils' unacceptable behaviour are before and after school in the playground. At present staff escort their pupils around the school at the start and end of lessons; this is an issue which the headteacher and governing body have acknowledged needs to be addressed.
19. Most arguments in school are short-lived, soon forgotten and sorted out between the pupils themselves. This is borne out by the fact that there was no evidence of bullying in school during the week of the inspection, neither was there evidence of any racial tension. There have been two

fixed exclusions but the school has not resorted to the ultimate sanction of permanent exclusion in recent years and this is a tribute to the hard endeavours of the headteacher and staff in consistently supporting pupils in school.

20. There are, however, frequent instances in lessons where caring and supportive relationships allow pupils to work at their own level without fear of failure. In a very well planned and taught personal, social and health education lesson, Year 5 and 6 pupils soon realised that it is much easier complete a task when working in a team than when working alone. As one pupil commented at the time, *"Many hands make light work"*. Pupils' skills of co-operation are generally satisfactory.
21. Pupils with special educational needs and English as an additional language have satisfactory attitudes to work and generally concentrate well on the tasks they are provided with, particularly when a group is support by a classroom assistant. However, in withdrawal groups pupils display good attitudes as sessions are well organised and groups are small. Children in the Foundation Stage of learning have positive attitudes to learning, they behave well and they are curious about their surroundings. They share their toys and treat resources with respect.
22. Pupils generally feel secure in school and know that they and their opinions are valued. They enter into friendly conversation spontaneously and are very keen to talk about themselves and their learning. Parents are pleased with the way the school operates as an inclusive community where pupils learn to respect cultural diversity. These good relationships do much to enhance the learning opportunities of all pupils.
23. Pupils make good progress in their personal development. Over their time in the school, they gain in maturity and move from requiring constant imposed discipline to relatively self-disciplined members of the school community. Their capacity for independence and initiative is encouraged through educational visits, school clubs and charitable work. These experiences result in most pupils knowing the right thing to do and learning how to resolve difficulties. Pupils are very aware of what is acceptable and unacceptable behaviour and the school has been successful in creating a relatively harmonious community where cultural differences are respected.
24. Pupils make good gains in their personal study skills by organising their free time to complete the homework activities they are given. They make good use of the skills they are developing in using the Internet at home and at school. They appreciate the benefit and ease at which they can locate information for themselves and use it to cover topics in greater depth. They know how to become better learners by the helpful comments teachers make in their exercise books and the targets they are given to improve their work, especially the higher attainers, those pupils who have English as an additional language and those who have special educational needs. They respond well to the efforts teachers make to hold their interests during discussions. Pupils with special educational needs and those with English as an additional language are co-operative and work well when withdrawn to bases for support or extended learning with specialist staff. The success they achieve helps to increase their self-esteem and concentration.
25. By following the democratic process of school council, pupils from across the year groups realise a sense of pride and achievement in seeing their own suggestions taken up by teachers and then developed into actual school practice. This contributes well to their personal development.
26. This academic year, 2001/2002, pupils' attendance and punctuality are unsatisfactory and below those in other primary schools. As was evident at the time of the previous inspection, a significant number of pupils often arrive late for school. This is unsettling for them as it spoils the start of their school day and adversely affects their learning. Holidays during term time contribute to the high level of authorised absence in school as well as disrupting the learning planned for a number of pupils. The procedures to promote good attendance have yet to motivate and appeal to both parents and pupils alike. There are few signs of parents taking notice of the warnings issued. The latest figures show that pupils' attendance this year is even worse than it was last year.

27. Since the last inspection, standards of behaviour have deteriorated but, with the present complement of hard working teachers, this can be easily rectified.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is variable, but it is good overall when taking into account the many challenges the school faces. In spite of the fact that teaching is good, learning is only satisfactory overall. This is because pupils start from a lower than average baseline and many pupils entering the school do not have fully established routines for learning and have to be taught how to learn. Many pupils have low self-esteem and they are not fully motivated to learn in spite of teachers' best efforts. Teachers recognise their pupils' barriers to learning and try their very best to be effective role models and develop a climate of trust and openness. They prepare all groups of pupils for the national tests by analysing previous papers and helping the pupils understand how to interpret questions. However, their best efforts are hampered by many staff leaving for promotion in other jobs, staff illnesses and lack of opportunities for formally planning spiritual, moral, social and cultural experiences in learning. Furthermore, insufficient time is devoted to bringing a creative approach to learning, to identify opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology. Assessment data in foundation subjects is not used rigorously enough to move pupils on in their learning.
29. On occasions learning opportunities do not reflect the wide cultural backgrounds of the pupils, and there is a lack of opportunity for pupils to engage their emotions in learning, as creative teaching approaches are underused and staff have stuck rigidly to implementing national guidelines, not fully evaluating how basic skills could be taught in a creative manner to capture the interest levels of all pupils. Most pupils want to learn but they do not know how to and staff have to teach many pupils very basic skills of logical thinking and appropriate attitudes to learning. This they do well. Higher attaining pupils are very effective role models for their peers and understand their friends' needs. They set good examples of how success can be achieved by persevering on task. In Key Stage 1 the use of puppets in lessons has a positive effect on learning; pupils respond well to "Mr Winkle" (a puppet), who does not like noisy classrooms. In spite of the many difficulties staff face, they do not give up. There is always a welcome smile for pupils, reprimands are followed up with a caring comment and pupils know that staff have their well being at heart.
30. During the week of inspection, 82 lessons or parts of lessons were seen. Two lessons were excellent, 14 were very good, 37 were good, 22 were satisfactory and seven were unsatisfactory. Most of the unsatisfactory teaching was seen in the lower Key Stage 1 classes, which had temporary teachers. In these classes there are many pupils who have behaviour problems and, in spite of teachers' best efforts to manage behaviour, learning was unsatisfactory due to the time that it took to bring pupils back to task. Where teaching has weaknesses teachers do not spend long enough on teaching their pupils the basic requirements for learning such as sitting properly at tables so that full concentration can take place and not giving up when work sets are difficult.
31. The following characteristics were found in the most effective teaching, which took place in the Nursery, Year 2 and Key Stage 2, but especially in the three oldest classes:
- very warm and respectful relationships between staff and pupils which help pupils feel comfortable with challenging work;
 - very effective use of resources which engage pupils' interest and heighten their understanding of the subject (history Year 3/4);
 - good use of support staff who are well briefed and therefore able to ensure that all groups of pupils are effectively supported;
 - high expectations of pupils to think for themselves (Year 5/Year 6 science);
 - very good promotion of subject specific language which enhances pupils' ability to think and communicate effectively; and
 - very good understanding of the needs of young children, enabling them to make a confident beginning to their education.

32. At present there are too few mechanisms set up for staff to improve their teaching by sharing examples of colleagues throughout the school. The effective practice set up for developing the quality of teaching of newly qualified teachers by enabling them to visit other classes could also be extended to other teachers. Relationships between staff and pupils are good. Interaction with pupils is kindly and encouraging. For example praise was used well in a mental mathematics session in Year 2 and helped to build pupils' confidence when counting on in two's. At the beginning of the day staff are very welcoming. They quickly detect if any of their pupils are upset and this supports the positive attitudes to school. This results in pupils feeling secure and prepared to face the challenge of work without being intimidated so that, through a lack of language, or learning difficulty, they might not be able to access the work. This atmosphere is one which particularly supports pupils in all classes, but especially in the Foundation Stage and has a positive effect on pupils' personal, social and emotional development. Support staff in all classes make a positive contribution to pupils' learning.
33. Staff use resources appropriately to engage pupils' interest and to enhance the effectiveness of their work, but more use needs to be made of multicultural resources to make learning even more meaningful to the pupils. For example, there is a lack of multicultural posters to support artwork of ethnic artists and insufficient multicultural texts are used in literacy hour. Generally role-play areas are used well in the Nursery and Reception classes and these help children develop their communication and numeracy skills. Mathematics games in Year 1 allow pupils to consolidate and extend their learning. In science lessons staff use resources well to place an emphasis on the investigative aspect of the subject, but the use of pre-planned experimental worksheets prevents pupils from developing their skills of recording experiments, especially in Key Stage 2.
34. The school has made a positive decision to maintain the good ratio of staff to pupils, despite recent pressures on the budget.
35. The teaching of pupils with special educational needs and English as an additional language is particularly effective in withdrawal groups. Both the special educational needs co-ordinator and the English as an additional language co-ordinator are very effective practitioners who know the needs of their pupils well and use a good range of strategies to involve pupils in learning. In withdrawal groups, pupils follow the same curriculum as all the other pupils, but they work on learning objectives at their own pace. As a result, good gains are made in learning and pupils acquire the necessary skills to access the curriculum. Staff have a good understanding of the needs of their pupils. They are patient, tolerant, give good explanations and expect the pupils to do their best. Behaviour is generally well managed, but some pupils have such troubled backgrounds that it is impossible to predict how well they will react to even the best planned lessons.
36. The teaching of literacy and numeracy is good overall. Teachers generally teach basic skills well; this is seen in the good gains that pupils make in their reading. The school has effectively implemented the literacy and numeracy strategies, together with all of the recent government initiatives for raising standards, such as the Additional Literacy Strategy, Early Literacy Strategy, Progression in Phonics, and Grammar for Writing. Booster classes are proving to be effective and the teaching of pupils who are higher attainers is good. These pupils are consistently well challenged in the core subjects of English, mathematics, science, information and communication technology and religious education and attain appropriate standards. The quality of teaching overall is good in English, mathematics, science, physical education and design and technology. In all other subjects it is satisfactory. Staff have tried very hard to ensure that pupils had the appropriate skills to access the curriculum and, now that the literacy and numeracy strategies are appropriately implemented, staff can concentrate on developing pupils' skills through the foundation subjects. Opportunities for writing across the curriculum could be beneficially increased. Teaching of information and communication technology is good in Key Stage 2, but has weaknesses in Key Stage 1 because insufficient use is made of computers to support pupils' learning. During the inspection the timetable did not allow all subjects to be observed. There was no teaching of music seen.

37. The quality of teaching in the Foundation Stage is satisfactory overall, but it is consistently good in the Nursery. Children receive parity of experiences in the morning and afternoon sessions. In the Reception class the quality of teaching is satisfactory overall with some examples of good teaching in literacy and numeracy. Overall pupils in the Foundation Stage make sound gains in learning and their achievements are good.
38. Pupils in the unit are very well taught and they achieve well in relation to their prior attainment. Staff in the unit are very knowledgeable about managing behaviour. This expertise now needs to be shared with staff in Key Stage 1 and Key Stage 2.
39. Teachers use a broad range of teaching methods, but only a few challenge pupils' creative efforts. This is an area which needs to be further developed, especially in foundation subjects.
40. Teachers' marking is good. Work is marked regularly and pupils are told how to improve the quality of their work; this helps them to make progress. A good feature of teaching is the good use of homework, which is regular, exciting, supports learning that goes on in classrooms and is thoroughly enjoyed by pupils. Good provision is made for those pupils who cannot complete homework at home, so that they do not miss out on consolidating their learning.
41. Most teachers prepare whole class lessons well and provide a graduated set of exercises for all pupils to complete.
42. The differentiation of work in most classes is adequate and has a positive effect on the progress of most pupils on the special educational needs register and those who have English as an additional language.
43. Since the previous inspection the quality of teaching has improved and there is now a higher percentage of good and better teaching. This is largely due to the good monitoring of teaching undertaken by the headteacher.

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

44. Curriculum provision is satisfactory overall and meets the requirements of the National Curriculum. The curriculum is adequately broad and balanced and provides a good range of extra-curricular activities. Schemes of work, based on national guidance, are in place. The appropriateness of the schemes to the needs of the pupils will be reviewed shortly. Provision for English, mathematics and science is good overall. The focus on literacy, numeracy and extended writing is contributing effectively to the progress made by all pupils, including pupils with higher attainment, pupils with special educational needs and those with English as an additional language. Provision for other subjects is satisfactory, although there are some shortcomings in the core subjects of mathematics, science and religious education and in the foundation subjects of art, geography, history, music and physical education which need to be addressed. There is also a shortage of curriculum content which adequately reflects the school's multicultural diversity.
45. A mixed picture is presented in comparison with the previous report where, for example, the curriculum was similarly broad and balanced and met National Curriculum requirements, but provision for design and technology was unsatisfactory, schemes of work were not fully developed and the more able pupils were not sufficiently challenged. The school has made good improvement in all of these areas, but further emphasis needs to be placed on developing schemes of work which enable teachers to capitalise on their pupils' interest levels so that learning is exciting, vibrant and leaves pupils wanting to find out more. Skills progression in foundation subjects needs to be identified alongside opportunities for literacy, numeracy and information and communication technology.
46. Weaknesses in the core curriculum include provision for shape, space and measurement in

mathematics, scientific enquiry in science and inadequate time to deliver the agreed syllabus for religious education to focus on subject specific skills. Whilst the school follows the recommendations of the locally agreed syllabus, further emphasis needs to be placed upon developing learning opportunities which are best suited to the needs of the pupils. For example, a greater emphasis needs to be placed on teaching subject specific skills which enable all groups of pupils to develop their skills of literacy, numeracy, information and communication technology and creative thinking. Weaknesses in the foundation subjects include the teaching of skills in art, the limited range of artists studied in Key Stage 1; the time available for history and geography; the use of recorded resources in music; and the gymnastics aspect of physical education, although, with the purpose built gymnasium, this will be addressed very soon.

47. The school has a clear commitment to educational inclusion and equality of access and opportunity for all pupils. Good procedures for medium and short-term planning and the careful assessment of skills ensures that pupils are grouped appropriately in mathematics lessons. This effective system will be applied to English and science in the autumn term. Extra activities have been carefully planned to meet the pupils' needs and to support their access to the curriculum, for example, clubs to aid learning include English and mathematics extension classes for the more able and clubs to help pupils with their homework and the use of computers. There are additional programmes for developing skills and occupational therapy support for targeted pupils.
48. The overall provision of extra-curricular activities by teachers, parents and outside agencies is good. Clubs to meet pupils' interests include sport, gardening, musical performance and singing. An after school care facility is helpful to working parents. A variety of visits to places of interest and specialist visitors to the school make good contributions to the curriculum. Pupils interviewed remembered very fondly their visits to museums and art galleries. The oldest pupils benefit from residential trips to an outdoor pursuits centre. Links with the community are enhanced by visits to the school by a range of performing groups and visitors. The Parent Teacher Association has been instrumental in unifying the community by holding a multicultural evening in the school which was very well attended by both parents and pupils. The school has sound links with the local primary and secondary schools and is held in high regard and in the community by its provision for inclusive education.
49. The National Literacy and Numeracy Strategies have been successfully implemented throughout the school, with additional time committed to improve pupils' skills. The focus on extended writing in English is effective. There is scope to extend literacy, numeracy, information and communication technology and extended writing experiences across the whole curriculum. Pupils would also benefit from more planned opportunities to promote speaking and listening skills.
50. A good personal, social and health education programme is being developed, following an audit of content and resources. Personal, social and health education includes aspects of citizenship, healthy living, sex education and the dangers of drug abuse with support from the school nurse and the police. Assemblies, personal, social and health education and circle time lessons are used effectively to support pupils' personal development and their understanding of relationships and awareness of others' feelings. Personal, social and health education topics observed included the qualities of a friend, bullying and expressing feelings.
51. The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory. Some aspects are provided effectively through assemblies, religious education, personal, social and health education and some subject lessons, but these have no particular pattern and need planning in a more systematic way.
52. There are some strong features in the provision for spiritual development but it is satisfactory overall. Through personal, social and health education, pupils have good opportunities to understand human feelings and their impact on others. Teaching styles frequently offer pupils opportunities for expressing their thoughts and ideas. A pupil in a Year 4 history lesson described Ann Frank as having "a belief in herself". The school is developing a climate to promote growth through learning, self-respect and respect for others. For example, in "Merit Assembly"

and performance assemblies pupils show pride in what they do and admire the performances of others. In displays such as “Star Qualities”, pupils can celebrate their strengths. Aspects which need further attention include the provision for developing the pupils’ creative response which, while often good in relation to poetry, is weaker in art and role-play. There is also a need to provide more opportunities for pupils to recognise and make connections between aspects of their learning and understand that, at times, comfort zones have to be surpassed so that great things can be achieved.

53. The provision for moral development is satisfactory. The school is successful in promoting some important aspects of moral development. For example, there is a clear and successful commitment to provide equality of opportunity and racial and religious harmony. Adults in the school provide good role models in their interactions and relationships with pupils. A strong moral tone is set by the “Golden Agreement” rules selected by pupils through their school council and the display of codes of behaviour throughout the school. Personal, social and health education and circle time often effectively enhance group identity and mutual care, illustrated, for example, by a pupil fetching a special needs classmate’s chair without being asked. A mathematics lesson concluded with pupils discussing responsibility to oneself and others. While the school rewards good conduct, the instances of unsatisfactory behaviour observed suggest that the moral code is not applied with sufficient consistency across the school. Most pupils are able to distinguish right from wrong, but a number appear unable to translate this understanding consistently into their own actions. These pupils need much clearer boundaries to what is appropriate and inappropriate behaviour.
54. Satisfactory opportunities are provided for pupils to develop their social skills. A sense of community is fostered. There are opportunities to work collaboratively and to exercise responsibility in, for example, the school council and, for older pupils, monitor and mentoring roles. Pupils are helpful and talk confidently to visitors to the school. Break times - but not lunchtimes - are good social occasions. Assemblies also offer a social skills focus. Most children successfully manage interaction and occasional disagreements with their peers. There are social skills and anger management programmes for targeted pupils who find such interaction difficult. Pupils speak of being cared for by the school and know they can seek help from adults. However, some pupils need further help to manage interactions with peers and adults. Younger pupils would also benefit from more opportunities to take responsibility.
55. There is satisfactory provision for pupils’ cultural development. Visitors to the school reflect different cultural heritages in musical, dance, drama and story telling performances. In the subject curriculum, for example, English work is stimulated by writing from a range of cultures and in art pupils designed Muslim prayer mats. There is a French club after school.
56. Visits to places of interest, such as museums, art galleries and residential, also enhance pupils’ cultural experiences. However, the school could reinforce its cultural diversity and values through more effective displays and enhance its stock of resources to celebrate cultural diversity.
57. The school has made an effective start at ensuring consistency of planning and implementation of the National Curriculum, but it now needs to focus on engaging pupils wholeheartedly in their learning by providing more opportunities for pupils to learn through music, dance, drama and art. This would engage pupils’ emotions as well as their intellect and would ensure that learning is more purposeful.
58. Overall, equality of opportunity and inclusion into the whole curriculum are good. The effects on the learning of pupils when they are withdrawn from the classes to attend small groups or individual sessions is monitored and evaluated and pupils, both with special educational needs and English as an additional language, receive good provision.
59. Teachers and other staff continue to work well with pupils who have special educational needs and good attention is paid to the detailed analysis of needs in the formulation of their individual educational plans. The timetabling of provision within the individual educational plans is a good feature of the school. Thus, the targets within the individual educational plans are clear and the

work of teachers effective. Additionally, in most classes there is sufficient differentiation by teachers, to meet individual needs and so fully ensure pupils' progress.

60. The good quality of assessment of needs of pupils with English as an additional language and the clear individual educational plan targets of pupils with special educational needs ensure that the additional provision in the school meets pupils' needs and so they make good progress. The school implements the code of practice well and all annual reviews of statements are properly undertaken, with good involvement of agencies and parents. The review of individual educational plans is frequent and parents are fully involved in these discussions and sign the updated individual educational plans.
61. Overall the learning opportunities offered by the school are satisfactory, but at present there is a lack of a "tingle factor" in learning. Teachers are not fully using their professional expertise in bringing the curriculum alive for these pupils and ensuring that learning opportunities leave pupils craving for more knowledge. Now that staff are generally familiar with the requirements of the National Curriculum, they need to concentrate on providing learning opportunities which will leave these pupils wanting to find out more.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

62. Overall the school cares satisfactorily for its pupils. Certain aspects are better than they were at the time of the previous inspection, notably the good procedures for monitoring and supporting pupils' academic progress. These have proved effective in helping plan the curriculum and setting targets that directly involve the pupils. The school monitors its data effectively by gender, race, ethnicity and pupils with special educational needs. The school is inclusive in all of its practices and places a high emphasis on equality of opportunity. The school has maintained its appropriate measures for child protection and ensuring pupils' welfare and has improved the procedures for first aid. However, procedures for monitoring and promoting pupils' attendance have so far proved ineffective in dealing with an increasing amount of absence from school. This is an issue which must be rectified as it affects the quality of learning and the subsequent standards that pupils attain. The school's informal procedures are better than the formal ones.
63. Procedures that support pupils' personal development are good. They are effective because staff get on well with their pupils, care for them and keep a close eye on their well-being. Parents are comfortable about discussing their children's development with teachers, which helps the school acquire an informed view of a family's personal circumstances. Teachers make appropriate use of the information gathered to enter into a supportive dialogue with the pupils themselves and with the parents about their child's personal progress. The school is quick to notice the pupils who are not progressing as well as they could and target them for additional help and support. This applies to higher attaining pupils as well as below average attainers. Parents are pleased with the strategies the school employs to give their children the ability and confidence to cope with their lessons.
64. Arrangements for children on entry to the school, in Nursery and Reception classes are good and help to ease transition. There are opportunities for children to visit the school with their parents, which help to familiarise the children with school routines. Because of this, parents and children feel comfortable and happy when they start school. Children in the Foundation Stage are very well cared for. This is apparent in their general demeanour and willingness to work and play together. Assessment and record keeping procedures are good. Teachers are skilled at monitoring individual development and this is apparent in their daily lesson plans. In Nursery children are assessed, on a regular basis throughout the year, to trace development, using the early years development record of the borough. In Reception classes they are assessed, using the baseline assessment after a period of settling in.
65. The school is successful in managing the crucial period of transition from home to school. All staff make it a priority to settle children well, beginning with the established and successful pre-school meetings between teachers and parents. Strong emphasis is then placed on furthering

the children's personal and social skills and helping prepare them for the rigours and routines of school life. By the time children leave the Nursery class they are secure and confident in their approach to school.

66. The procedures for monitoring and promoting attendance are unsatisfactory. They have had little effect on the high level of absence in school. Registers are marked promptly and monitored both by the school and the education welfare officer. The school counts all parent-condoned absence as authorised but does not make it sufficiently clear that it is only teachers, not parents, who can authorise absences. Information given to parents misleads them into believing no term time holidays will be authorised, when in fact all requests are, even those for over ten days. The school takes no account in its published figures of the significant amount of unauthorised absence caused by pupils arriving very late for school for no good reason. Although newsletters remind parents about the importance of good attendance, too many families remain unconcerned about the detrimental effect absence and lateness has on their children's progress and attainment. The end of year progress reports, for example, do not always make this clear.
67. Satisfactory systems are in place to promote positive behaviour and eliminate any incidents of bullying or racism. The school follows up any reported incidents immediately by counselling the victim and working with the perpetrator and his/her parents. Midday supervisors provide a reasoned and individual approach to discipline outside the classroom but, like the teachers, they tend to base their methods on what they believe works best from their own experiences. This leads to an inconsistent approach to behaviour management that some pupils are quick to take advantage of, particularly those with behavioural problems.
68. The school makes good use of a specialist teacher to work with selected pupils on an anger management programme. However, due consideration has yet to be given as to how the targets, rewards and boundaries discussed with pupils on a one to one basis link in with the rest of their day, when they return to their lessons or playtime activities. Staff work well with outside agencies, such as educational psychologist and counsellors and, as a result, improve their understanding of pupils' problems.
69. There are satisfactory procedures to eliminate any potential risks to the safety and well-being of all who use the premises. The headteacher, caretaker and governors duly discuss and prioritise for action any work identified by their routine assessments of any health and safety risks evident around the premises. Teachers are careful to ensure a lesson activity does not present a risk to the pupils taking part in it. Pupils are trained to tidy up after them and keep their classrooms free of any unnecessary clutter.
70. Procedures for administering first aid are good, with a good number of staff appropriately trained in first aid procedures. Staff are particularly vigilant when dealing with head injuries. The good links with health and welfare agencies help the school meet the needs of pupils with specific medical conditions. Although there are good systems for keeping an up to date record of accidents and injuries in school, no routine monitoring takes place as to when and where accidents happen. Trained staff offer pupils comfort and treatment, when they are unwell or injured, in a suitably equipped welfare room.
71. Although there is a designated member of staff for child protection issues, some support staff in regular contact with the pupils have only limited knowledge of what to look for or what to do if they have reason to believe a child may be at risk. The headteacher is often around the school talking to pupils about their day and encouraging honesty and friendly conduct. Appropriate curriculum policies for sex and drugs education help raise pupils' awareness of the dangers of abuse and how to look after their bodies. Parents trust the school to provide sensitive and supportive teaching of the issues involved.
72. The school is focused on raising academic achievement and keeps detailed records of pupils who are of ethnic minority origin in helping identify whether there is any significant underachievement by race. Inspection findings show that all ethnic groups perform equally well and a high percentage of higher attainers are from a range of ethnic minority backgrounds.

73. Since the last inspection the school has maintained its overall good levels of support for pupils' personal and emotional issues, but insufficient attention has been paid to continuing to raise pupils' attendance levels. As a result, provision for pupils' care is judged satisfactory overall.
74. The school has good quality, purposeful and effective procedures for assessing and recording pupils' progress in the core subjects of English, mathematics and science. In the foundation subjects assessment is satisfactory. The systems have been substantially improved since the last inspection. The co-ordinator has collated and analysed the data produced, particularly in English and mathematics. The school tracks the development of pupils from entry until they leave the school, in order to monitor progress over time and make necessary adjustments to help pupils to improve their academic performance. In mathematics, this is proving very effective, as data is used to set children, enabling them to receive an appropriate amount of challenge and support to suit their individual needs. Effective tracking is made all the more difficult because of the higher than usual frequency of pupils entering or leaving the school during each term.
75. The use of assessment information to inform teachers' planning is only just satisfactory and could be better. It is beginning to have a positive impact on the way in which teachers plan the curriculum to meet the different learning needs of pupils, though it is not consistently applied by all teachers, or for all subjects. The information is used particularly well for pupils with special educational needs and for pupils who speak English as an additional language. Teachers make every effort to get to know their pupils well. There is an agreed marking policy within the school and there is evidence to show that the majority of teachers are marking work regularly, but the use of personal target setting is inconsistent. For example, pupils with English as an additional language have well structured targets set for them, but these are not fully reflected in teachers' planning. The school does not set personal targets for all pupils. Consequently, they are not always fully aware of what they need to do, to improve further.
76. There are good systems to review pupils' individual education plans regularly and the special educational needs co-ordinator is rigorous in reassessing pupils' progress so that targets are amended to take into account the progress of the pupils or any new concerns.
77. The support services provided by the local education authority make a good contribution to the initial assessment of pupils and provide additional advice when requested. The links with a range of statutory and voluntary agencies are well fostered and are good. For a few pupils, the school makes good efforts to contact various agencies for reports or advice, particularly for those pupils have complex learning difficulties and a statement of special educational needs. The school also organises well the annual reviews of statements and provides extensive reports for this purpose. These meetings are well attended by the head of the unit and other staff in the school who are released from their classes if necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

78. The school's partnership with parents promotes effective links between home and school that enable parents to make a good contribution to their children's learning. Parents have a good view of the school and what it provides for their children. In essence, this reflects the findings of the previous inspection.
79. The majority of the 49 parents responding to the questionnaire and the 22 attending the meeting before the inspection were positive about the school and its work. Parents are comfortable about approaching teachers and believe their children enjoy school and make good progress while they are there. The inspection evidence supports their positive views. However, of the 13 who wrote separately to the inspectors, all but one were concerned about the standard of behaviour in school and its detrimental effect on the learning of others. Their comments were echoed in the questionnaires and the views expressed at the meeting prior to the inspection. Parents linked their concern about behaviour to some concern about the leadership and management of the school. Inspectors agree that pupils' behaviour is unsatisfactory but found that the headteacher provides a very clear educational direction for the school and knows the school's strengths and areas for improvement. The reason that aspects of behaviour are unsatisfactory is attributable to

the fact that teaching staff do not stay long enough at the school in implementing the established behaviour policy. The high turnover of staff has a detrimental effect on pupils' behaviour, especially for those pupils who need consistency of approach because of their turbulent home backgrounds. However, they also found the school could do more to encourage the pupils' prompt and regular attendance.

80. The overall quality of the information available to parents is good. Detailed information on the curriculum accompanies a monthly newsletter promoting school events and activities. Parents have no qualms about approaching teachers and are comfortable in the school environment. Teachers are happy to answer their queries and to deal with their concerns. Special arrangements are made to ensure parents with English as an additional language have equal access to the good range of written information the school provides, but there is room for creating closer links with interpreters of the wide range of community languages spoken at the school. Parents express their views on their children's progress at parents' meetings and consultation sessions. Good use is made of these and other informal opportunities to discuss the factors that may be limiting the pupils' personal progress. Parents of pupils with special educational needs have additional opportunities to work in partnership with the school and to understand the individual steps their children need to take to help them progress.
81. Reporting to parents is good. Parents receive three interim reports each year on their children's progress. Two reports provide 'at a glance' summaries of the pupil's attitude to school and the effort they put into their work. A third report follows towards the end of the summer term, illustrating targets for academic improvement, written in a clear and straightforward style. Many parents respond positively to the encouragement this gives them to work with their children at home. However, the reporting overall tends to emphasise the more positive characteristics of the pupils. For example, the school rarely refers to the detrimental effect absence and lateness has had on a pupil's progress and attainment and formal targets for improvement are not stated. Parents have indicated they would like to see a more honest portrayal of their children's individual strengths and weaknesses to clarify any mismatch of perception between home and school.
82. Governors are keen to promote the school and its successes. Their annual report covers all the information that is statutorily required. The prospectus, supplemented by the home/school agreement, is a useful introduction to the school and its policies but omits to include the right for parents to withdraw their children from religious education and collective worship.
83. The majority of parents make a worthwhile contribution to their children's learning at home and at school. They are keen to see their children succeed and want them to do their best. The school is pleased with the support it receives from most parents on the school's procedures and policies for attendance, discipline and inclusion. However, there is still a small minority of parents who do not help their children with homework. The school ensures that these pupils are supported through participation in homework clubs. Parents expressed a concern over homework and extra-curricular activities but these have been judged as good by the inspectors.
84. The school capitalises on the parents who express a willingness to help with their child's education. Parents provide a level of support that would be difficult to provide from other sources. A small number of dedicated parents spend many hours helping hear readers in school. The Parent Teacher Association has made a significant contribution to the school in improving the learning environment for the pupils. They give of themselves willingly and spend long hours in raising funds so that children can have learning resources. Many give generously of their time and money organising and supporting fun events and social activities for all to enjoy. Their annual summer and winter fetes are successful community events. Careful allocation of funds raised for projects such as the environmental area and pond, sports clubs and playground toys supports both the pupils' academic and social development. Parents' commitment to the school is further reflected by the very good support given to providing planters to improve the outdoor environment of the school and helping to create a wildlife garden.
85. The school relies on its parents to help on special occasions such as school concerts and journeys and to assist generally with jobs around the site; gardening for example. The dedication

they show towards the success of the school assists the provision of an enhanced curriculum and an attractive working environment. Many parents also involve themselves with their children's learning by encouraging counting, reading, spelling and independent research at home. Contrary to the doubts expressed by a number of parents, the provision of homework across the school was seen to be good and beneficial to the pupils' learning.

86. Parents of children with special educational needs and English as an additional language are always fully involved if there are any signs of underachievement. Individual education plans are made available so that they can be fully discussed and agreed by parents who are asked to sign them. The school maintains regular contact with the parents who have children with a statement of special educational needs and links are generally good and supportive. Pupils who have English as an additional language are appropriately supported and the school encourages parents from different ethnic groups to discuss their children's progress. However, the school would benefit from more interpreters for those parents who do not speak English so that they can be involved even more in their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

87. The previous report identified leadership and management of the school as good, but the role of the co-ordinators was underdeveloped. The school has faced many changes since the previous report and has had difficulties in recruiting staff and ensuring that the differing needs of all pupils are adequately met. This the headteacher has managed very effectively. Present inspection findings show that the leadership and management of the headteacher remain good, with some very good features. The headteacher sets a very effective role model for his staff and pupils, he is very well liked by the community he serves and passionately believes in equal opportunities for all of his pupils. He is a very effective classroom practitioner and has managed change very well. In spite of the many challenges the school faces, the headteacher has provided very clear educational direction, through a well conceived school development plan, has supported his staff well through good, continuous professional development, and has created a high performing team which is able to adjust teaching to the differing needs of its pupils. The headteacher is very well liked by his pupils. When several Year 6 pupils were interviewed by the inspectors, one of them went up to the headteacher and jokingly said to him, "Don't worry Sir, I've put in a good word for you". This openness and warmth are just one of the many good features of the headteacher's very good interpersonal skills.
88. The headteacher monitors teaching and learning very well. He knows his staff's strengths and areas for improvement and tackles each area for improvement within a realistic timescale. All groups of pupils are effectively provided for. Pupils' progress is effectively monitored by the special educational needs co-ordinator and the English as an additional language co-ordinator. The headteacher ensures that pupils in the unit are effectively integrated into mainstream and receives very good information on pupils' progress from the teacher in charge of the unit. The headteacher is very ably supported by the recently appointed deputy headteacher and his senior management team. All work very hard at ensuring that every opportunity is taken to raise pupils' standards of attainment. Since the last inspection the role of the co-ordinators has improved and the majority of subject leaders now execute their duties well. Some are new to the post, but are receiving good support from the headteacher. The senior management team analyse data very effectively by pupils' gender, race and ability and the school has put in place the mandatory code on race equality, which permeates the work of the school.
89. The co-ordination of special educational needs, English as an additional language, the special educational needs unit and the Foundation Stage is very good. All data is effectively analysed, individual education plans and language plans are regularly monitored and the school keeps very good records of these pupils' progress. The special educational needs policy is up to date and staff are familiar with its content and subsequent implementation.
90. The school's overall response to the requirements of the code of practice for special educational needs is good and is having a positive impact on standards. The school's special educational needs policy is out of date and requires a full revision; however, provision is well organised and

managed. All teachers are well informed of pupils' needs through the good management of the special educational needs register and the English as an additional language register. All individual education plans contain, in addition to the clear targets, a timetable which shows exactly what provision is being made to meet the needs of the pupils concerned. There is good monitoring of the provision for pupils with special educational needs and their attainment and achievements. Pupils with English as an additional language have good individual learning targets which are shared by staff and which are reviewed regularly. Both in withdrawal groups and in classes, good provision is made for these pupils. The co-ordinator for English as an additional language is knowledgeable, well organised and an effective practitioner. She provides good guidance for staff and manages English as an additional language well.

91. The governing body is very professional and a valuable asset to the school. Many members are very regular visitors. Minutes from committee meetings reveal extensive discussion on matters affecting, for example, the curriculum and the financial security of the school. The governors are well informed of the school's strengths and weaknesses. They manage the school's budget very well and they show good knowledge of all national policy, such as performance management. The governing body meets its statutory obligations well other than informing parents, in the prospectus, of their right to withdraw their children from religious education and acts of collective worship.
92. The school development plan, underpinned by the school's aims, is a good tool for achieving school improvement. Staff and governors are regularly involved in a comprehensive review of their successes in meeting targets. Success criteria are identified, together with strategies for monitoring, but judging cost effectiveness in relation to spending is less well developed. The annual budget plan is clearly driven by priorities for development. The school development plan reflects a thorough analysis of each year's national test results and the school analyses all data by ethnicity and gender.
93. Performance management is well established and this has positive benefits for raising pupils' standards because pupil progress objectives are very clearly defined.
94. The school makes good strategic use of resources and the budget is efficiently and effectively used to raise standards and enhance the learning of all groups of pupils. Specific grants are used well to raise levels of achievement and improve the quality of education for all pupils concerned. For example, the special educational needs funding is successfully targeted at those pupils with additional and complex needs. Educational priorities are effectively supported through efficient financial planning and carefully linked to spending in the school development plan.
95. The governors are experienced in their role and fulfil their duties well. They have good knowledge and the finance committee keeps a watchful eye on the budget as a whole, ensuring it is spent to the full. Consequently, the budget is well managed and finance and budgetary control is good, carefully based on the accurate information available in the school, thus managing well the lack of up-to-date information from the local authority. New technology is used effectively for finance and administration.
96. The school is successfully applying procedures in management and use of resources to get best value. Governors carefully seek ways of obtaining value for money and cost effectiveness in relation to improvements to the school building. Administrative procedures are efficient and the school is well organised to enable teachers to concentrate their efforts on the pupils and the headteacher to effectively manage complex teaching and leadership roles. The quality of education that the school provides is good, standards in comparison to similar schools are average and achievement is good across all key stages for all groups of pupils. Pupils' confidence continues to improve and, by the end of Key Stage 2, some pupils' poor behaviour has been modified. The school is effective and provides good value for money.
97. Up until now the school has had great difficulty in recruiting staff, but staffing levels are now good in relation to the number of teaching staff and teaching assistants. However, the school still has vacancies for lunchtime supervisors. Pupil behaviour in the playground and dining hall is

unsatisfactory as a result. Teaching assistants are effectively deployed. They and the work of volunteers, make a good contribution to standards, especially of pupils with special educational needs and English as an additional language. All staff present a solidly united front and a shared commitment to improving standards in the school. Class teachers are willing to learn new skills to improve their teaching and classroom practice. They meet and work with the headteacher to identify individual and whole school development targets, which are targeted through in-service training. Staff development is good as a result. This is particularly evident in the way teachers now make better use of assessment, helping to raise standards in literacy and numeracy since the previous inspection. Newly qualified teachers are given a good start to their professional careers. They have an individualised programme of support, which includes a mentor and induction procedures are good. Administrative support is good. Effective routines are established. The school's financial administrator has the necessary experience to understand the complexities of her work, which she carries out efficiently.

98. The school has adequate non-teaching support for those pupils who have statements. There is an adequate number of other support staff in the school. Generally, all support is used effectively and staff have undertaken a good range of training.
99. The school has considerable access difficulties and facilities for pupils and parents who have mobility difficulties. Access is unsatisfactory because the playground is uneven and slopes are too steep. There are few ramps into the main buildings and while the school has made a good response to the new disabilities act requirements, this has only highlighted the work to be done and the considerable costs involved. In this respect the school's procedures are inclusive.
100. Overall, resources in school are satisfactory and adequate to support the curriculum. Some, such as the new library stock, have been acquired through the generosity and goodwill of parents. Children in the Nursery and Reception classes have protected access to a range of large play equipment. The quality and range of resources for literacy and information and communication technology are good and have a positive effect on standards. The real shortages are confined to a lack of multicultural resources where the school has very few artefacts for pupils to observe and handle in lessons. Overall, learning resources for pupils with special educational needs and English as an additional language are good, but resources in the Foundation Stage are barely satisfactory. They are well worn in all areas of learning and need replacing.
101. The accommodation is satisfactory and allows the curriculum to be taught appropriately. The headteacher has completed an audit of the access issues into the school in response to the disability act. As it is an old building the school is not without its difficulties in this respect. A report is soon to go to the governors which points out the need for new ramps, a new surface to the playground and access to the upstairs classrooms, the information and communication technology suite and the library. The local authority is to be asked to support the school with funding so that a disabled pupil can get upstairs. The school has already completed some new adaptations to toilets and cloakrooms, but further improvements need to be made as and when funds allow. For example, there is very little carpeted area around the school and this is a reason why noise carries. A computer suite has been added since the last inspection and a new gym is almost complete. However, the old school building is not without its problems. Some teaching areas are cramped. This is particularly noticeable in the unit used primarily for supporting pupils with special educational needs. A programme of refurbishment and repair work to the roof and playground is due to start very soon. The site staff work hard to keep the building clean and presentable when many areas are in need of redecoration. Classrooms are well organised and provide an environment that is conducive to learning. Many areas show the commitment of teachers in providing enticing and attractive displays of pupils work. The outside environment has been improved through the work of the parents who have planted large tubs of flowers and invested £2,000 in building an attractive wildlife area and pond for pupils to investigate. The headteacher and governors have rightly identified the need to resurface the playground area.
102. The role of the special educational needs co-ordinator in mainstream is well established and effectively implemented in all respects, for example in establishing the good links with voluntary and statutory agencies, the organisation of the reviews of individual education plans and the support provided on request for teachers. The head of the special educational needs unit

organises the annual review meetings for the pupils in the unit and maintains the links with various agencies. This work is undertaken well. The unit is very effectively led and managed, but this expertise needs to be shared among the staff, especially the effectiveness of behaviour management.

103. Overall the good leadership and management of the school are contributory factors to pupils' good achievement. With the present complement of staff, the school's capacity to succeed is very good. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

For the purpose of clarity, references to paragraph numbers have only been made to Part B of the report.

104. The headteacher, staff and governing body, in conjunction with the local education authority, now need to:

1. Raise standards in the majority of subjects by ensuring that:

- subject specific skills are taught in all subjects in a progressive manner, so that pupils can build upon their previous learning;
- assessment data is used in foundation subjects to move pupils on in their learning;
- sufficient time is allocated to religious education and all foundation subjects;
- the good setting arrangements for mathematics are extended to literacy and science;
- opportunities for literacy, extended writing and speaking and listening, numeracy and information and communication technology are identified in all schemes of work;
- learning opportunities reflect the multicultural nature of the school and further opportunities are provided for pupils to develop their spiritual, moral, social and cultural awareness through more emphasis on developing pupils' creativity and imaginative responses; and
- more opportunities are provided for pupils to learn through art, music, dance and drama.

(Paragraphs 10, 28, 33, 44, 46, 51, 52, 57, 61, 75)

2. Improve pupils' behaviour by:

- introducing a whole school approach for behaviour management;
- improving playground supervision at midday and opportunities for structured play;
- using the expertise of staff in the special educational needs unit to develop effective practice; and
- ensuring that all staff escort pupils around the school during changeover of lessons and are visible in the playground to welcome and dismiss their pupils.

(Paragraphs 16, 18, 38, 67, 219)

3. Improve attendance by:

- setting up more rigorous procedures for promoting attendance; and
- visiting and learning from other schools in the area who have tackled this issue appropriately.

(Paragraphs 26, 62, 66)

4. Improve the quality of teaching by:

- developing more effective strategies for behaviour management;
- sharing examples of best practice throughout the school; and
- ensuring that basic skills of effective learning strategies, such as posture and deportment in lessons, engaging interest, staying on task, group collaboration and perseverance are systematically taught.

(Paragraph 28)

Minor issues

As and when funds allow, improve accommodation and resources by:

- providing more carpeted areas around the school;
- resurfacing the playground;
- improving resources in all subjects to reflect the multicultural nature of the school; and
- replacing well worn resources in the Foundation Stage of learning.

(Paragraphs 33, 100, 101)

Ensure that the school prospectus includes information for parents of their rights to withdraw their children from religious education and acts of collective worship.

Develop further links with parents by:

- encouraging further participation of all groups of parents in their children's learning by providing interpreters and workshops for them, so that they can become familiar with what is expected of their children in school.

(Paragraph 86)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	37	22	7	0	0
Percentage	2.4	17	45.1	26.8	8.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	21	263
Number of full-time pupils known to be eligible for free school meals		138

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	43
Number of pupils on the school's special educational needs register	3	107

English as an additional language

	No of pupils
Number of pupils with English as an additional language	114

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	76
Pupils who left the school other than at the usual time of leaving	72

Attendance

Authorised absence

	%
School data	6.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	18	19
	Girls	10	13	10
	Total	31	31	29
Percentage of pupils at NC level 2 or above	School	76 (67)	76 (63)	71 (67)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	13	13	13
	Total	33	33	35
Percentage of pupils at NC level 2 or above	School	80 (67)	80 (74)	85 (86)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	13
	Girls	17	8	14
	Total	31	21	27
Percentage of pupils at NC level 4 or above	School	74 (63)	50 (60)	64 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	13
	Girls	14	15	15
	Total	26	29	28
Percentage of pupils at NC level 4 or above	School	62 (67)	69 (63)	67 (77)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	21
Black – African heritage	35
Black – other	5
Indian	18
Pakistani	6
Bangladeshi	1
Chinese	0
White	82
Any other minority ethnic group	54

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)	14.5
Number of pupils per qualified teacher	19.5
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	17
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/2002
	£
Total income	903,463
Total expenditure	903,295
Expenditure per pupil	3,158
Balance brought forward from previous year	4,700
Balance carried forward to next year	5,900

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	33	8	0	0
My child is making good progress in school.	51	41	6	0	0
Behaviour in the school is good.	27	31	27	16	0
My child gets the right amount of work to do at home.	22	39	29	2	0
The teaching is good.	43	47	8	0	2
I am kept well informed about how my child is getting on.	45	35	18	0	2
I would feel comfortable about approaching the school with questions or a problem.	61	33	6	0	0
The school expects my child to work hard and achieve his or her best.	41	47	8	0	4
The school works closely with parents.	37	45	10	0	2
The school is well led and managed.	27	33	27	2	10
The school is helping my child become mature and responsible.	45	43	2	0	4
The school provides an interesting range of activities outside lessons.	22	47	27	2	2

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

104. The school has established good provision for the children in the Nursery and Reception classes. The quality of teaching is consistently good in the Nursery and satisfactory, with some good aspects, in the Reception classes; overall the quality of teaching is satisfactory. The well-organised routines in each of the classes enable all children to feel secure and grow in confidence. There has been good improvement since the last inspection. Since then, requirements have been increased substantially and this improvement represents much dedication, self-evaluation and modification of schemes of work and more rigorous attention to assessment procedures on the part of the co-ordinator for the Foundation Stage. All this change has been managed effectively and shows good understanding of the needs of children at this stage of development.
105. There are two Nursery and two Reception classes. In the Nursery, 40 children attend on a part-time morning or afternoon basis. There are 20 children in each of the Reception classes. On entry to the school, the overall attainment of children is well below average in all areas of learning. This is particularly the case in personal, social and emotional development, communication, language and literacy and mathematical development. Many children speak English as a second language and some, as a third language. Initial baseline assessments, at the start of the Reception Year confirm the earlier judgement of levels of attainment on entry. Given the very high mobility of children into and out of the school, the good start they receive in the Foundation Stage results in children achieving satisfactory levels of progress towards the Early Learning Goals which prepare them for Key Stage 1 and the statutory subjects of the National Curriculum. In mathematical development, knowledge and understanding of the world, and communication, language and literacy, the majority make satisfactory progress in the Early Learning Goals. In physical development, personal, social and emotional development and creative development, they make good progress. Overall children's achievements are good in relation to their prior attainment. By the end of the Foundation Stage, standards have risen from well below average to just below in all Early Learning Goals with the exception of physical development and personal, social and emotional development, where they meet national expectations of children of this age. Given the considerable barriers to learning many children experience on entry, this is a commendable achievement for the children and their teachers. Assessment procedures are good overall. Observations of pupils are undertaken and are linked to the criteria underpinning the Early Learning Goals. Resources in all areas are satisfactory but they are well worn and, whilst plentiful, do nevertheless need replacing as they are not sufficiently attractive to young children.
106. By the end of the Foundation Stage the large majority of children attain the Early Learning Goals in personal, social and emotional development, creative development and physical development, but they do not attain the Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world and their achievements are good in relation to their capabilities.

Personal, social and emotional development

107. By the end of the Foundation Stage the majority of children will have attained the Early Learning Goals in personal, social and emotional development and their achievements are good. Many children enter the Nursery lacking the skills to work, play and communicate with others. Socialising, turn taking and being aware of the needs of others are particularly underdeveloped. The quality of teaching and learning is good. The teacher places great emphasis on providing structure and consistency, through the purposeful planning of learning activities, which are appropriately matched to the variety of learning needs of individual children. A cheerful atmosphere prevails and children learn to cooperate, share and value each other's contributions. Relationships

between adults and children are very good and this promotes confidence in the children, who feel secure and supported. The teacher promotes independence effectively, by allowing children to choose some of the activities, within the established classroom rules. All children can undress for physical education unaided but a few still need help to dress again afterwards. All children can manage their personal hygiene needs well. They treat equipment and books in a sensible way, for example in a music session, children handled and played instruments with care and respect, returning them to the container at the end of the lesson. The majority can concentrate for appropriate periods of time. When they cook chocolate cakes to support their scientific understanding, they find extraordinary reserves of concentration. Few children exhibit difficult behaviour in class because teachers use a variety of skilful strategies to diffuse potential problems.

108. In Reception, children are constantly reassured by teachers and other adults. They are encouraged to feel positive about what they can achieve. Circle time is used very well to promote confidence and self-worth. Personal and social development is promoted as a first priority, in all areas of learning. The quality of teaching is sound. Teachers' planning is thoughtful and thorough. A strong aspect of the quality of teaching is the warm and sympathetic attitude which prevails. All adults are good role models. They treat each other and the children, with courtesy and respect and, as a result, pupils develop good manners. This fosters trusting relationships and helps to develop an awareness of the feelings and needs of others. An appropriate amount of time is provided, to allow children to learn through play and the range of resources to support this is satisfactory. However, books do need replacing because they are well used. Children are friendly and include each other well in games. Playmates are not always the same group at every break-time. On return from a stay in hospital, one child was made extra welcome, coaxed carefully back into nursery routines, regaining confidence and renewing friendships. Overall the quality of teaching is satisfactory, but it is better in the Nursery than in the Reception classes. Teachers have secure subject knowledge and relationships are very good. Clear routines are set up which enable children to settle in well and there is a strong emphasis placed upon appropriate and inappropriate behaviour. The management of children is good; this results in all groups of children understanding the difference between right and wrong.

Communication, language and literacy

109. By the end of the Foundation Stage the large majority of children will not attain the Early Learning Goals in communication, language and literacy, but their achievements are satisfactory in relation to their prior attainment. The quality of teaching and learning is good in the Nursery. The need to improve speaking and listening skills is a high priority for all teachers. For a variety of reasons, many children enter the Nursery or Reception classes unable to communicate clearly. The emphasis is on correcting this situation as quickly as possible. Through careful planning, teachers provide a wealth of worthwhile opportunities to encourage dialogue, either through imaginary play or contrived situations. For example, in the Nursery, as part of their topic on animals, pupils adopt the role of imaginary people and animals in the 'jungle corner', which has been constructed using examples of their own artwork. This environment encourages them to explore a range of voices and animal sounds. The majority of children can name all the animals; a few confuse lions with tigers. In writing, there is a variety of achievement; approximately a third of children can write their own first name legibly and using a correct pencil grip. The rest practise formation skills daily, tracing over their name with developing levels of capability. All know that text stands for meaning. They imitate the conventions of writing, starting from left to right across the page. They space their 'emergent' letter shapes appropriately. Teachers provide good examples of writing on classroom displays, notices and on whiteboards during lessons, this helps children to know what is expected of them.
110. In Reception, the quality of teaching is sound. Teachers extend children's vocabulary, by introducing new words each day, through stories, discussions, songs and poems. When sharing enlarged textbooks, during reading practice sessions, teachers develop children's language and literacy skills by following a similar pattern to the National Literacy Strategy. This prepares children well for more rigorous work on transfer to Key Stage 1. More able pupils, whilst still

placing equal emphasis on drawing and writing, can write full sentences, use capitals and full stops appropriately and produce well-formed, legible handwriting. Work in books is neat and well presented. Children take pride in their finished work and show enthusiasm for learning in lessons. Children with lower capability are well supported and make good progress. A few display cramped handwriting styles and do not yet use simple punctuation. More able readers make intelligent guesses at unknown words, sound out each syllable and use visual and contextual clues. The few readers of lower ability can tell the story in their own words, using illustrations to understand the sequence of the narrative. They often make good sense and use satisfactory levels of vocabulary.

Mathematical development

111. By the end of the Foundation Stage children do not attain the Early Learning Goals in this area of learning, but their achievements are satisfactory in relation to their prior attainment. Children have received a balanced introduction to basic mathematical concepts and have developed sound skills through practical activities. In the Nursery, children can count up to five and backwards again to zero. They do this by singing repetitive songs such as 'Five little Monkeys' counting on their fingers as they sing. This helps them to understand the diminishing number pattern as each monkey disappears. A few children can count to ten with support, whilst a high achieving child easily identifies random numbers between one and 20. Teachers provide challenging levels of work to match these diverse needs. Children use a computer program about Goldilocks and the Three Bears to reinforce number recognition. They enjoy matching objects to the bears, such as two socks or large, medium and small items, which develops understanding of size. Teachers introduce good levels of language for developing mathematical concepts, such as 'how many', 'count', 'compare' and 'the same as'. This area of learning is soundly taught.
112. In the Reception classes, teachers build on these skills and devise interesting activities to help children develop deeper understanding and sharper thinking skills. In a lesson designed to teach concepts of ordinal number, children were organised in lines of five and given the task of choosing the correct card with their place value in the line. Almost all can count from one to 20; only a few need support, but not all of them understand the mathematical make up of the number. Children enjoy number games, they use dice to throw and identify the number, before placing a matching number of small plastic toys into a dish. Most can record their work accurately and neatly. Teachers produce good quality hand drawn work sheets to capture children's imagination and make learning more relevant. This caring attitude permeates all lessons and helps to make school experiences more fun. Children have sound levels of vocabulary such as 'bigger' and 'smaller', which enable them to make comparative judgements. Most can identify pairs of numbers, which add up to ten. Approximately 75 per cent of pupils meet the Early Learning Goals, 20 per cent meet over half of the requirements and five per cent have very little achievement. Children can recognise simple shapes. They can describe their attributes, such as colours and sizes, accurately. For some children, language development presents barriers to communication in mathematics; consequently development occurs at a slower pace initially.

Knowledge and understanding of the world

113. By the end of the Foundation Stage the large majority of children will not have attained the Early Learning Goals in knowledge and understanding of the world, but their achievements are satisfactory overall in relation to their prior attainment. The quality of teaching and learning is good in the Nursery and satisfactory in the Reception classes. In the Nursery, children are able to recall the processes and sequence activities they experience when making 'chocolate nests' (small cup cakes, containing chocolate and breakfast cereal). They become excited and show anticipation for the end product. They can explain clearly how materials change in the melting process. They understand the concepts of warm, hot, cool and cold. They know what happens when melted chocolate cools and sets. Teachers encourage children to talk freely and participate in activities as actively as possible. They manage pupils very well and use structured activities to remind children of the health and safety aspects when handling foodstuffs and hot materials. Children enjoy making kites from a choice of materials and testing them for effectiveness. Children gain an awareness of place when learning about animals and their habitats. They compare the 'homes' of

animals with their own homes. They begin to understand about past and present by comparing their own toys with those of previous generations. This develops an understanding of the passage of time, chronology and events and customs, which define times. Computers are under-utilised in the Nursery. Children seldom use computers to support reading, writing and number work, but some can use the mouse to manipulate text and images on the screen, for example they dress a picture of the bears in suitable clothing, selecting from big, medium and small items. Higher attaining children have more advanced skills and can use the space bar, enter and escape keys to good effect, because they have access to a computer at home.

114. In the Reception classes, children know that electricity comes from two different sources in the home. They correctly identify which appliances use mains supply and those which are battery operated. To reinforce their knowledge, they engage in practical investigations. Great enjoyment is gained when attempting to connect batteries, bulbs and wires to make a successful circuit. Using a trial and error approach, pupils work in pairs, to make a bulb light up. They use specific scientific vocabulary such as the names of components used, 'power' and 'circuit', appropriately and most can accurately describe the steps they take and what modifications are needed, to ensure current flows from cell to lamp. They derive much satisfaction from this activity. Joyful cheers accompany each success. Children develop a sound understanding of locality and how it contrasts with ones further afield, when describing places they have visited. They talk about similarities and differences. Most can write simple sentences to explain their drawings of holiday destinations. Children develop a concept of history by recalling events they have attended in the past, however recent, such as weddings, birthdays and other occasions. Computer skills are underdeveloped in the Reception classes. No evidence was seen of information and communication technology in children's work or in lessons during the inspection.

Physical development

115. The quality of teaching is good throughout the Foundation Stage and, as a result, children attain the Early Learning Goals by the time that they enter Year 1. Pupils' achievements are good in relation to their prior attainment. In the Nursery, children make good progress in developing physical control, mobility and awareness of space, as a result of good teaching. There is a safe and secure outdoor play area, with good quality climbing equipment for the children and a suitable number of large, wheeled toys, which children use sensibly and safely, to develop balance and steering skills with good levels of control and manoeuvrability. Teachers plan well to ensure that children experience a satisfactory range of experiences to develop their physical capabilities. Support staff help children overcome any obstacles.
116. Children in the Reception classes extend their repertoire of physical skills and make good progress. This is because the quality of teaching is good. All reach the Early Learning Goals, gaining good basic control and co-ordination. Their fine motor skills develop well. Children can cut, thread beads and stick collage pictures well. In outdoor lessons, children form groups and work in pairs or alone equally well. They show enthusiasm for tasks, which offer new challenges. Teachers have high expectations, but quickly modify activities if they prove too demanding. When attempting to roll rubber rings in straight lines to a partner, across the uneven playground surface, the teacher substituted 'air flow' balls to improve success. These proved easier for children to control, cut out frustration and ensured a better chance of success. Children discuss their work sensibly, make simple adjustments to style, speed and accuracy and cooperate well by clearing away effectively and cheerfully at the end of the lesson. In both the Nursery and Reception classes, lessons are well planned, objectives are shared with the children and clear routines for behaviour are established. The good accommodation outside provides lots of opportunities for children to develop their language. Teachers take good opportunities to develop children's speaking and listening skills, especially those relating to positional language of mathematics.

Creative development

117. Children make good progress in creative development and, by the end of the Foundation Stage, attain the Early Learning Goals. All pupils make good progress and achieve well in relation to their

prior attainment. The quality of teaching is good and children make good gains in relation to their prior attainment. Teachers provide good opportunities for drawing, painting and craftwork. They teach the skills of colour mixing and application. They ensure that children can use scissors safely and can use a range of methods to join things together, such as spreading glue and using sticky tape. This helps children to express themselves well, using collage and mosaic techniques. A good example of the children's creativity and capability can be seen in the wide range of animal pictures they make to support learning about animals. They make very carefully observed drawings of monkeys, lions, elephants and others, using crayons, pencils, chalks and paints. In addition they use imaginative decorative techniques for decorating a series of larger animals displayed in the 'jungle corner' to promote role-play activities. They make masks from card circles, with smiley faces and use them when singing songs such as 'If you're happy and you know it...'

118. They sing well in unison, with expression and enjoyment. Whilst resources are satisfactory overall, there is nevertheless a shortage of artefacts to reflect and exemplify the rich multi-cultural heritage of the children and provide learning opportunities for all children. Staff take care to provide learning opportunities which reflect the backgrounds of children currently on roll, for example, when celebrating festivals, children are encouraged to talk about how the family prepares and what they enjoy most at home, during Christmas, Eid and Diwali, but more could be done for pupils to develop their multicultural awareness through music and art.
119. In the Reception classes children make good progress overall. They use pencils, pastels and paints with increasing levels of control. They introduce personal symbols, into their pictures, such as hearts to show love and flowers and stars to represent happy times, such as present giving and receiving. They understand that illustrations convey meaning. Many children make their drawings more accessible to others by beginning to develop conventions such as composition and colour harmony. They include more detail to 'tell a story' (narrative drawings) to communicate their message. Teaching is good overall but little teaching of specific drawing skills is evident and this accounts for children still relying on innate skills when depicting ideas and events. Teachers provide good opportunities for children to co-operate on large-scale projects such as a mural of Goldilocks and the Three Bears, but this allows little scope for personal creativity, as the outline is pre-drawn for them. Children know the names of percussion instruments used in lessons and how to handle and beat them correctly. They respond well to instructions, playing loudly and softly as required. Pupils are keen to learn but the pace of some lessons is too slow and they lose interest. They sing songs and rhymes in unison to support learning in mathematical development, which helps them to remember and reinforce new concepts.
120. Since the previous inspection the intake of children into the Foundation Stage has altered considerably, with many more children entering the Foundation Stage with low levels of attainment. Taking this into consideration, improvement since the last inspection is good because standards in personal, social and emotional development, creative development and physical development are in line with the expectations of the Foundation Stage of learning. In communication, language and literacy, mathematical development and knowledge and understanding of the world, pupils do not attain the Early Learning Goals, but their achievements are satisfactory as many of them start from a very low baseline.

ENGLISH

121. Overall, standards in English are below the national average at the end of both key stages and lower than in the previous inspection. This reflects the lower attainment of pupils on entry and the increase in pupils with special educational needs and pupils for whom English is an additional language. However, pupils make good progress overall from very low starting points because additional time is effectively devoted to developing literacy. In the work seen during the inspection, the overall attainment of pupils aged seven was below national expectations, although good progress is made during the key stage, especially in Year 2. At the end of Key Stage 2, a higher proportion of pupils make good to very good progress to achieve at or close to the level expected for pupils aged 11. Pupils with special educational needs and English as an additional language make good progress in relation to their prior attainment. Overall pupils' achievements are good,

but they are better in Key Stage 2 than in Key Stage 1 and higher attaining pupils are achieving the levels of which they are capable.

122. In the 2001 National Curriculum tests for seven and 11-year-olds, the school's results were well below and below the national average for all schools. Too few pupils in Key Stage 1 achieved the higher levels and their performance was well below the national averages in reading and below the national average for writing. By the end of Key Stage 2 this gap narrowed and their performance was close to the national average. Compared with similar schools, the Key Stage 2 results show the school is performing well above the average in English. Results across a six-year period show the school has achieved steady and sustainable improvements, enabling it to review its targets to be nearer to the national targets. There is no marked difference between the performance of boys and girls, ethnic minority groups and pupils with English as an additional language and this was confirmed in work seen during the inspection.
123. All pupils have positive attitudes towards English and like their literacy lessons. The majority work hard and behave well where teacher expectations are high and teachers have effective behaviour management strategies. Tasks are regularly well planned to suit different needs which results in pupils becoming increasingly able to work independently, demonstrating familiarity with classroom routines and taking care with presentation.
124. Standards in speaking and listening are below the national average at the end of both key stages, with the exception of higher attaining pupils who attain standards which are above the national average at the end of both key stages. In the few instances where behaviour is less well managed, some pupils become easily distracted and lose concentration, with time wasted bringing them to attention. Responses to well considered questions are often good and pupils show that they have a sound understanding of what they are hearing. For example, in Year 2 pupils took turns in the 'hot seat' to answer questions as if they were the "Ugly Duckling" character and pupils in Year 4 could express sympathy and understanding of Ann Frank's situation in World War II. Many pupils speak and read aloud clearly and can explain their ideas, although most contributions are brief. Other pupils are more hesitant but make contributions nonetheless. There is strength in the way a number of pupils in both key stages respond to poetry, as they show a developing understanding of rhythms, patterns and emphasis when reciting published poetry or their own work.
125. Attainment in reading is broadly in line with the national average at the end of both key stages by the time pupils reach the age of 11. This marks good progress from a low starting point. By the age of seven, most pupils know the sounds and names of individual letters and use their developing understanding of phonics and blending sounds to test unfamiliar words. Slower readers make good use of illustrations to help them through a story. The most fluent read with sound expression and are able to self-correct if they make an error. More marked progress is made in Key Stage 2. By the age of 11, the most fluent read appropriately challenging texts accurately and expressively, reflecting in their intonation the speech of different characters. They have a good understanding of book conventions such as contents and index pages and the difference between fiction and non-fiction. Pupils with English as an additional language make similarly good progress. There are examples of good to excellent progress for pupils with special educational needs. For example, a Year 1 pupil, who, a year ago, could not tolerate books, now reads simple texts with good expression, sounding out words and responding with a changed emphasis to exclamation marks in the story.
126. Standards in writing are below the national average at the end of both key stages, but there is evidence of sound improvement. Attainment in writing is improving, particularly in Key Stage 2, so that by the age of 11, pupils are close to national expectations. Extended writing lessons are having a positive impact on pupils' progress. Pupils' grammatical knowledge and use of basic punctuation becomes reasonably well established as they progress through the school. The majority produce a good volume of work for a wide range of tasks well suited to their age and capability. By the age of seven, most pupils can write simple stories and descriptions and answer comprehension questions with most everyday words spelt accurately. By the age of 11, higher and average attaining pupils are writing at greater length, with a broad vocabulary and with a good understanding of different purposes. For example, pupils in Years 5 and 6 can use suitable styles

and language when writing reports and formal letters. Poetry is a good feature in both key stages. In Key Stage 1 pupils show an understanding of rhyme patterns and of alternative rhyming words in developing their own poems. In Key Stage 2, the older pupils' work was stimulated by the poetry of Allan Ahlberg. They followed similar patterns to write poems about school dinners. For example, "lunchtime is munch time" and "dreadful things you have to eat, something nasty in the meat". Areas, which need improvement, include the introduction and regular use of a joined handwriting style at an earlier stage to enhance pupils' progress in writing. Also, more attention needs to be given to developing the spelling skills of the average and lower attaining pupils. Higher attaining pupils write well and are developing a love of writing. Their writing shows a good use of adjectives and adverbs and tenses are used correctly. In both key stages pupils with English as an additional language are well supported. They have appropriate targets, which are worked on in withdrawal groups and they follow the same programme as their classmates. As a result, expectations are high, pupils are effectively challenged and make good progress. However, insufficient opportunities are identified in teachers' planning to develop skills of literacy in other subjects as pupils do not have sufficient chances to practice what they have learnt in subjects.

127. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Overall the quality of teaching is good. The National Literacy Strategy has been successfully implemented and is making a marked contribution to improving standards. The thorough assessment and analysis of pupils' progress is a strong feature. This effectively informs planning, so that tasks are very well suited to pupils' interests and needs. In the best examples, teachers have high expectations, show good subject knowledge, pace lessons well and have good pupil management strategies. They explain tasks and lesson objectives clearly and use questions to help pupils reflect on previous learning. Where there are weaknesses, pupil management is unsatisfactory. Pupils with special educational needs, and those for whom English is an additional language are well supported by teachers and assistants in both the class and in withdrawal groups. This is a key factor in the good progress made by these pupils. Good use is made of homework in English for both reading and written work. The marking of pupils' work is regular and often includes helpful comments to aid improvement. In spite of the good teaching, learning overall is satisfactory. This is because the majority of pupils in both key stages have a significant number of barriers to learning and many of them have special educational needs and English as an additional language.
128. The school's provision for English is well managed. The co-ordinator has produced a practical action plan directed towards the right priorities. Standards and quality in teaching are carefully monitored by a range of methods, including classroom observation, work sampling and reviews of teachers' planning. Resources are satisfactory overall, with some good resources for literacy and extended writing work. The library has sufficient volume of books but a number are in a poor condition. The school needs to add to resources which reflect its multicultural context. The use of information and communication technology for the subject is developing well and is poised to improve even more since the installation of the new information and communication technology suite. Although standards are not as high as judged previously, nevertheless pupils' achievement in relation to their capability is good. Overall improvement has been good, the library is better resourced and the quality of teaching has improved especially in Key Stage 1. The school has implemented the various national guidelines and strategies well to raise standards.

MATHEMATICS

129. The national test results for 2001 show that, in comparison with all schools, standards were well below the national average by the end of Year 2. In comparison with similar schools, standards were below average. By the end of Year 6, in comparison with all schools, standards were well below the national average, but, in comparison with similar schools, pupils attained standards that were in line. The percentage of pupils achieving the higher levels at the end of Year 2 was below the national average. By the end of Year 6 the pupils attained standards that were close to the national average for those pupils attaining the higher levels. The school's internal analysis of data shows that some higher attaining pupils left in Year 2 and Year 6 and this depressed the test scores. There were some discrepancies relating to teacher assessments and test results at the end of both key stages and, as a result, staff have received training in identifying skills pupils need

to acquire to reach the higher levels and this is helping to raise pupils' levels of attainment. The school has worked very hard at raising standards in mathematics. There are no differences in attainment, either by gender or ethnicity.

130. Inspection findings show that, overall, standards attained by pupils at the end of Year 2 are below national averages and remain so throughout Years 3 to 6. The school has a high incidence of pupils with special educational needs on entry and many pupils come from backgrounds where English is not their mother tongue and, because of these factors, a significant number of pupils enter the school with mathematical skills which are well below what is expected. Despite making satisfactory progress during the Foundation Stage, a significant proportion fail to reach their Early Learning Goals in mathematics and start Key Stage 1 with underdeveloped mathematical skills. During Years 3 to 6, the percentage of pupils with special educational needs and of pupils from ethnic backgrounds increases as pupils are admitted during this key stage, while, at the same time, more able pupils leave the school. Mobility levels are high and affect standards in mathematics at the end of the key stage. To counter these effects the school has implemented good setting arrangements, which ensure that pupils make good progress. In addition, more able pupils in Years 5 and 6 have opportunities to attend booster and extension classes. Thus, while the results of the SATs for 11- year-olds in 2001 remained stubbornly below the national average, pupils' achievements are good. More able pupils in Years 5 and 6 reach Level 5 and, occasionally, Level 6. Since the last inspection the intake of the school has changed considerably and, in mathematics, the school has responded well to the challenges over the past few years. The subject has made good progress since the last inspection because the headteacher and staff have responded quickly to the challenges they faced.
131. By the end of Key Stage 1, overall standards are below average but pupils' achievements are good. Below average attaining pupils continue to develop basic matching and sorting skills, making sets of similar items, using colours, size, shapes and a wide range of objects. By the end of Year 1, the majority of pupils count in ones and twos and are beginning to understand addition and subtraction of numbers to ten. By the end of Year 2, more able pupils know and use a 100 square for addition and subtraction, counting on and back and doubling numbers. They are beginning to understand place value to 100 and use mathematical symbols to write number sentences such as $12 + 18 = 30$. Most pupils are confident with number bonds to 20 and work with multiples of 2, 5 and 10. They round up to the nearest 10, understand the concepts of more than and less than and they know numbers can be odd or even. Pupils' knowledge of simple multiplication and division is underdeveloped and they do not tell the time confidently to quarter hours, but cope well to the nearest half-hours. Pupils' skills in the use of measures are unsatisfactory and too few opportunities are provided for pupils' knowledge and understanding of shape and space and of measures, to develop well. Pupils find it difficult to measure accurately in centimetres, give change from 50 pence and understand the concept of whole and half. These shortcomings effectively reduce the levels pupils attain. The attainment of pupils in the unit in mathematics is well below average, but all pupils make good progress in basic numeracy. At present there is a behaviour problem in the Year 1 classes and teachers are trying very hard to establish classroom routines. Many of the pupils are on the special educational needs register for both emotional and academic problems. The reason why certain aspects of the mathematics curriculum are underdeveloped is because pupils do not respond well to group activities due to their underdeveloped social skills. Many of them do not know how to share equipment. Both teachers, who are on short-term contracts, are working very hard to rectify these difficulties, but, nevertheless, the slow rates of progress result in standards being below the national average at the end of Year 2 in spite of the very good teaching seen in the Year 2 class.
132. Where there is good management of the class and where lessons are well planned by teachers, the learning environment enables the wide range of pupils' mathematical needs to be met. However, in some classes pupils' behaviour is not well managed and pupils' concentration levels affect their pace of learning. For example Year 1 pupils, when counting in threes, were not all fully involved and some were not concentrating. However, most pupils understood the number system well enough to complete the written task. Suitable challenges are provided to extend more able pupils, but teachers do not always make good use of support assistants to help pupils to concentrate. In some lessons insufficient planning of teaching techniques by the teacher results in much of the teaching being reactive to pupils' behaviour. When there are small group interactions,

- pupils' learning is at an appropriate level, but there is not enough structure to the management of the behaviour to secure confident learning of the lesson objectives. More opportunities for pupils to count at registration, to time themselves on tasks etc would enable the pupils to apply their skills. Overall, the quality of teaching is satisfactory in Key Stage 1.
133. Throughout Key Stage 2, despite the mobility factors, the proportion of pupils with English as an additional language and the intake of lower achieving pupils, achievement is good for all groups of pupils and pupils have a broad knowledge and understanding of mathematics. This is the result of a good system of setting and good teaching overall. Thus pupils with special educational needs and those with English as an additional language, are well catered for and supported and so make good progress overall.
134. Pupils have a secure knowledge and understanding of basic numeracy, including the use of the appropriate mathematical symbols and operations, to solve simple problems in addition and subtraction. However, the process of decomposition is not fully understood. They have a sound understanding of place value to 1000 and simple fractions and complete work on the estimation of lengths correctly. They have a good understanding of perimeters, two and three-dimensional shapes and complete simple problems involving money. Pupils lack confidence in using and applying mathematics and need help to make the necessary links to solve problems quickly. They tally data and use it to produce various types of graphs, but the opportunities to consider the best way to organise and present findings are too few and this affects pupils' ability to interpret data which is presented in graphs, Venn diagrams and charts. The quality of teaching in Key Stage 2 is good, with examples of very good practice, clear lesson targets and good use of well-prepared resources. For example, in a revision lesson on place value, number rods were used to capture interest and actively involve each individual pupil and good use was made of raffle tickets from a bag to record numbers in words and figures to reinforce knowledge of digit order. Good questioning is used to determine the extent of pupils' previous learning, with an emphasis on correct use of mathematical vocabulary and symbols to ensure that pupils confidently and correctly record their work. Good support is generally given to enable less able pupils to understand the fundamental principles of mathematics. On occasions effective use is made of the computer for pupils to practise and extend their mathematics skills, but this practice is not widespread throughout the school. The headteacher has recognised this as an area to be addressed and it is very likely that, with the newly equipped information and communication technology suite, standards will rise.
135. Pupils in the current Year 6 attain standards that are still below average, but their achievements are good. Their good rates of progress are not fully evident in the end of key stage tests to bring standards in line with the national average. It will take some time for the results of the effective teaching to impact on end of key stage standards, but standards are improving and are judged to be below rather than well below national average. The more able pupils in Years 5 and 6 are confident in place value and can use long division or multiplication to solve problems involving decimals. Most pupils in these year groups have some understanding of fractions and their relationship to decimals and percentages. They understand measures of length, weight and capacity, but are less confident in their use of volume. Pupils can tell the time in both analogue and digital formats. They draw plans of gardens and so learn about angles and areas. They have some understanding of symmetry. The most able can solve problems relating to everyday contexts, for example in an early morning extension group they use instruments and geometric drawing to work out how to measure the height of the school. This small minority of pupils often reach high standards.
136. In Years 5 and 6, good teaching is evident, with high expectations and a demanding pace being set in many groups. For example, the mental warm-up sessions are very effective in enabling pupils to become confident in numeracy and skilled in the use of addition, subtraction, multiplication and division, creating competition between pupils. Tasks are well matched to pupils' mathematical development and pupils with special educational needs and those with English as an additional language are given good encouragement and support. The good assessment procedures are used well in planning tasks matched to pupils' needs and in setting a prior attainment. In such a group, pupils in the lowest set showed some skills in estimation and perseverance when challenged with an extension activity, which was difficult. Pupils in the middle sets are given well-structured challenges, which effectively extend learning. For example in a Year

5 lesson, pupils make very good progress when they find out the best way to display football players' names. Such work is effective in developing a good basic knowledge and understanding of mathematical processes. However, work on data handling, probability, conversion, using metres and kilometres and computations of time, still require some extension, as does the planning for the use of numeracy in all subject areas.

137. Overall the quality of teaching is good, but it is better in Key Stage 2 than in Key Stage 1. In both key stages teachers make sure that they help their pupils recall facts and give them plenty of opportunities to discuss any problems encountered with homework. In the mental oral starter, teachers target pupils by their quick firing questions. They have high expectations of their pupils and ensure that their questions challenge their pupils' thinking. Learning intentions are clearly shared and there is generally intensive interaction by the teachers in their pupils' learning. Teachers help pupils identify and resolve errors, helping them to reflect on what they found difficult. As a result, pupils are interested and their attitudes are satisfactory overall. Some good attitudes to learning were seen in Year 5/Year 6. Overall teachers manage pupils well but behaviour in Year 1 needs addressing. Teachers need to identify further opportunities for pupils to develop their skills of numeracy in other subjects in order for pupils to consolidate their learning.
138. Mathematics is satisfactorily co-ordinated. Pupils are provided with broad experiences in mathematics and suitable whole school targets are set and reached. These are more challenging year on year. The headteacher and co-ordinator have analysed the SATs results and have shared their findings with staff. As a result, shortcomings identified in test results have been targeted through adaptations made to schemes of work. The provision for numeracy is satisfactory in Key Stage 1 and, because of the setting arrangements, good in Key Stage 2. Resources for mathematics are good and well organised. Homework is regularly given and has a positive effect on pupils' achievements. Since the previous inspection there has been good implementation of the numeracy hour and assessments have been developed well.

SCIENCE

139. The 2001 test results and teacher assessments showed that, by the end of Key Stage 1 the school's performance in science was below the national average for all schools and for similar schools. By the end of Key Stage 2 standards were well below average in comparison with all schools and were below average for similar schools. The performance of pupils' attaining the higher levels was below the national average at the end of Year 2 and Year 6. Over three years in Key Stage 2 the performance of pupils fell below the national average, with no difference in attainment by gender. The performance of higher attaining pupils in Key Stage 2 was close to the national average.
140. Standards are improving. Pupils with English as an additional language, those of ethnic minorities and those who have special educational needs achieve well in relation to their capabilities. Whilst standards are still below the national average, pupils' achievements are good. This is because the science co-ordinator is undertaking her duties very well and is helping staff raise standards.
141. By the end of both key stages, pupils achieve average standards in life and living processes, materials and their properties, but in all other attainment targets, standards, whilst improving, are just below the national expectations. There are weaknesses in pupils' attainment at the end of both key stages in experimental and investigative science, although some sound examples of good practice were seen in Years 5 and 6. Pupils' achievements overall are good in relation to their prior attainment and they are making good gains in understanding scientific vocabulary and processes.
142. By the end of Year 2 pupils struggle with the concept of fair testing, higher attaining pupils know that, when planning an investigation, "everything has got to be the same and only one thing can be changed", but other pupils have difficulty in grasping this concept. Discussions with pupils in Year 2 reveal that they have a sound knowledge across natural science and study of materials, they know the features of living things and what constitutes healthy eating and the consequences of a poor diet. They understand how different creatures are suited to their environment, but they

struggle with technical vocabulary, such as herbivore, omnivore and carnivore. They can label parts of the body, know the five senses and know how animals move. They know that sounds can be made in a variety of ways and they can explain the life cycle of a butterfly. They can construct simple electrical circuits, but cannot explain how electricity passes through cables. Scrutiny of work reveals that average and below average pupils do not use a significant range of ways to record their experiments and insufficient use is made of tables, charts and graphs to record their findings. Higher attaining pupils are attaining levels that are appropriate for their ability and their predictions in writing up experiments are more detailed.

143. By the end of Year 6, pupils' skills of investigative and experimental science are still below the national average. This is because there is a lack of a scientific framework to develop skills of prediction, observation, conclusion and presenting their findings in a variety of ways, using charts, bars, graph, pie charts and Venn diagrams. The majority of pupils know that nutrition, movement, growth and reproduction are common to all animals, they know that plants need sun and water to survive, they can describe how the heart pumps blood around the body and they know about the harmful effects of tobacco, alcohol and drugs. They experience difficulty in describing food chains and the classification of plants and animals. The majority of pupils can compare the properties of everyday materials, relating these to their use, but many pupils cannot recognise differences between solids, liquids and gases as maintenance of shape, volume and ease of flow.
144. Pupils know that dissolving, melting, boiling, freezing and evaporation are reversible, but struggle with explaining the concept of condensation. Pupils know that switches are used to control electrical devices, but only the higher attaining pupils can explain how series circuits work. Pupils know that balanced forces on objects can change the direction of speed of moving objects and that day and night are caused by Earth spinning on its axis. Many pupils struggle with the concept that, when objects vibrate, the vibrations caused by sound are not always visible.
145. In spite of the focus on developing pupils' skills of experimental and investigative science, there are some shortcomings in pupils' attainment. Whilst pupils can change suggestions into a form of investigation, they have difficulty in considering that anticipation of likely outcomes can be helpful in planning and that changing one variable and gauging its effectiveness is a fair test. Higher attaining pupils can measure accurately, but many pupils struggle with recording their findings. This is because there is a lack of writing frames used to support them in their learning. Insufficient use is made of tables, bar charts and line graphs in presenting results and making comparisons and identifying trends in results and explaining conclusions, using scientific understanding.
146. The quality of teaching is generally good. It is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have secure subject knowledge, which is reflected in accurate scientific content in lessons. In Year 2 effective explanations are given, enabling all groups of pupils to develop an understanding of scientific ideas and concepts. In Year 5/Year 6 science lessons teachers ensure that science taught is related to everyday applications. In a Year 6 class, with many pupils who had learning difficulties, the teacher used practical measuring tasks when explaining how jelly dissolves in hot water. The teacher very clearly picked up on the scientific misconception held by some pupils that melting and dissolving were the same process. Teachers have good questioning skills and extend pupils' thinking by asking questions, such as, "What would have happened if ...?" and "Why do you think that happened?"
147. Achievements of all groups of pupils are generally good due to the good quality of the teaching, especially in Year 2 and Year 5/6. Pupils have satisfactory attitudes to learning. They handle equipment safely and with respect, but, occasionally, they do not persevere on task in a determined effort to find the right answer; this is especially the case in Year 1 where pupils have short concentration spans and are not always eager to take part in discussions. Behaviour is generally satisfactory, but it is good in Year 2 and Year 5/6. Pupils show respect for all forms of living organisms. This was demonstrated by pupils in Year 3/4, who were undertaking studies of mini-beasts.
148. Teachers' planning is generally good, but insufficient emphasis is placed upon developing skills of predicting, observing, testing, sorting and reaching conclusions. The co-ordinator has identified

this as an area to be addressed alongside further identification of planning for literacy, numeracy and information and communication technology in all lessons. Teachers use a broad range of teaching methods, such as whole class explanation, demonstration, practical and recently investigative work. When pupils work in small groups, support staff (in Key Stage 1) and teachers intervene appropriately in lessons and encourage pupils to complete tasks. Higher attainers are provided with additional challenges so that they achieve their full potential, as staff are forever mindful that these pupils are capable of achieving more than their peers. With the exception of Year 1, lessons generally have a good balance of activity work and reflection. In the lessons which had some unsatisfactory elements, pupils were asked to make deductions and observations of similarities and differences in photographs. This objective was too broad and insufficient prompts were provided to keep pupils on task and too many pupils did not complete their work and made unsatisfactory progress; behaviour deteriorated. Generally, teaching is well organised, it is well planned to take account of individual needs and resources are well suited to pupils' age range. Where teaching has weaknesses, tasks are activity based and are not linked to skill development; this is partly due to the fact that the scheme of work does not clearly identify skill progression. This is an area which the newly appointed co-ordinator is rectifying.

149. Overall the subject is very well co-ordinated, taking into consideration that the subject leader has only been in post since January. Good assessments are used to analyse pupils' progress, national test results are well analysed and work is altered accordingly. Resources are good and they are sufficient, both in quality and quantity.
150. Standards are not as high as judged in the previous report; this is due to the high percentage of pupils with special educational needs and English as an additional language and below average attainers in Year 2 and Year 6. However, there has been good improvement in provision since the previous inspection. The quality of teaching has improved from satisfactory to good and the resources are now judged as good.

ART AND DESIGN

151. During the inspection few lessons were seen, due to timetabling arrangements. This was also the case at the last inspection. Additional evidence of pupils' work was drawn from displays, pupils' sketchbooks and teachers' planning. At the last inspection, standards were seen to be in line with national expectations. They are now below average by the end of both key stages. Not enough emphasis is placed on developing pupils' own creative skills in visual art or their knowledge and understanding of artists and cultures worldwide. This is due in part to the school's increased emphasis on developing areas of the core subjects and partly due to staff joining the school with insufficient knowledge of the requirements of the National Curriculum. The school has recognised this as an issue to be addressed as, at present, pupils' rates of progress are inconsistent and insufficient notice is taken of pupils' prior knowledge because the scheme of work does not fully identifying skills that need to be taught progressively.
152. By the end of Year 2, pupils make satisfactory progress, but standards are below national expectations. Pupils experience a sound range of dry drawing media, such as pencils, pastels, charcoal and crayons but are not taught the necessary skills to improve their drawing capability on a step-by-step basis. Consequently, much of their work demonstrates a lack of structure. Some over-directed teaching leads to a lack of originality; the better work relates directly to pupils' own experience. This was seen in Year 1 when pupils made close observational sketches of plants, using chalk pastels, to investigate aspects of science. Many children make carefully considered linear depictions, to express the vitality and other attributes they observe in the plants. A few mix and match colours well. Some use blending techniques to good effect. In Year 2, pupils co-operate when making a classroom mural, based on 'The Rainbow Fish' by Marcus Pfister, following an English lesson. They design their own exotic fishes and decorate them thoughtfully, using cut paper techniques in coloured card. They happily incorporate patterns and textures in crayon, using a wide colour spectrum. They explore three-dimensional effects effectively, by adding folded paper shapes to depict fish scales which successfully gives a low relief sculptural feel to the work. Pupils' development in imaginative work is constrained because too few opportunities are given for

them to develop ideas in a sequential way in sketchbooks. This inhibits continuity of practice and holds back progress.

153. By the end of Year 6, pupils refine earlier techniques of paint mixing and application but not sufficiently well to reach national standards and, as a result, standards are below the national average. Much of the work demonstrates satisfactory levels of innate skills in representation; it is often untutored. There is clear evidence that keen pupils try to help themselves by copying from magazines and other secondary source materials, in an attempt to improve their skills. There is very limited evidence of computers being used to generate imagery. Opportunities are missed to work directly from the immediate environment, using digital recording methods. Teachers rely heavily on a craft tradition to teach art. This was the case in Year 6 when pupils used the Internet successfully to research craft products and their makers in the United States. They used this to inform their own work when designing and making a container. Pupils built upon experiences gained in design and technology lessons when they made moneyboxes from papier-maché and again from clay. Many pupils make imaginative and original sketches. They annotate these with intelligent comments, suggesting possible methods, materials and tools to incorporate in manufacture. Pupils use sketchbooks, which are shared with design and technology. This serves to reinforce the confused impressions held by pupils and teachers, that these two subjects have the same requirements. There are few opportunities offered to build up an appropriate repertoire of drawing, painting or sculpting skills.
154. Overall the quality of teaching is satisfactory but a few teachers lack both confidence and skills to teach the subject well. These teachers do not have sufficient subject knowledge to teach the distinctive elements of the National Curriculum requirements. Some teachers offer few opportunities for pupils to explore painting and drawing as an expressive medium. Skills of close observation, so often well taught in aspects of science, are not transferred into the art lessons. This leaves pupils unsupported, when struggling to make accurate depictions of what they perceive around them. There is little evidence of pupils being able to relate their own work to that of established artists and other cultures. Teachers seldom make meaningful connections explicit or provide opportunities for pupils to use 'pastiche' techniques (a practical study using imitative techniques). In some classes, especially in Year 5 and Year 6, teachers place appropriate emphasis on the correct teaching of skills, but there is insufficient time for this to impact on the end of Year 6 attainment. In the good lessons seen, teachers in Years 5 and 6 keep a steady pace and encourage pupils to see geometrical and natural shapes in ceramics. This results in pupils talking to one another about the differences between certain cultures regarding decorative and visual arts contributing to a positive learning environment and satisfactory attitudes to learning.
155. The newly appointed co-ordinator has sound awareness of what needs to be done, to improve the subject. There is an awareness of staff training needs. There is no portfolio of marked work or photographic evidence retained, to exemplify good practice. Monitoring of teaching and learning is limited because of little non-contact time. The school has adopted a well respected, nationally used, scheme of work for the subject but, as yet, has not adapted it well enough to meet National Curriculum guidelines for a broad and balanced art curriculum based upon the needs of all the pupils, especially those with English as an additional language. The school takes pupils on visits to galleries and museums such as The National Gallery and Tate Modern, where they benefit from specialist expertise from the education sections of each. Pupils enjoy this as it provides enrichment and stimulation and contributes well to pupils' cultural development.
156. Resources for the practical application of the subject are satisfactory, but there is little evidence of reproductions, videos or CD-ROMs to support knowledge and understanding in the subject. There are insufficient good quality artefacts for use in close observational work, especially of a multicultural nature, to develop an understanding and appreciation of the achievements of other cultures and artists' work. Assessments are satisfactory overall, but the use of sketchbooks is underdeveloped. Progress since the last inspection has been satisfactory due to the fact that a scheme of work is now in place, but the identification of subject specific skills needs to be developed.

DESIGN AND TECHNOLOGY

157. There has been a very good improvement in the provision for design and technology since the last inspection when it was an issue for development. Standards attained are now above national expectations at the end of both key stages and pupils' achievements are very good in relation to their capabilities throughout the school. All pupils with English as an additional language and special educational needs achieve well. Very little teaching was seen due to timetable arrangements. Evidence for judging standards was based upon the scrutiny of teachers' plans, pupils' work and interviews with both staff and pupils.
158. In Key Stage 1 pupils make books, cards and buildings and they experiment with hinges and sliders before designing and making houses with opening doors and windows, pop-up cards and toys with moving parts. They investigate a variety of foods, for example different fruits, before designing and making their own fruit salad. By the end of Year 2 pupils achieve good skills in the use of tools and equipment and have a good knowledge of a wide range of materials as a result of focused tasks and products they design.
159. In Year 3/4 pupils continue to achieve good standards. They develop their design and making skills within tasks such as making a three dimensional photo-frame and devise effective mechanisms such as using balloons for pneumatic movement of toys or monsters; for example, moving the jaws of a dinosaur. Research into sandwiches and the possible fillings enables pupils to design and make their ideal sandwich. Good evaluations are made at the end of each project and pupils make sensible comments regarding how they would improve their product.
160. In Year 5/6 good standards are maintained as pupils continue to follow good design and technology procedures to design and make effective products. Pupils in Year 5 demonstrated a good variety of ideas in response to a design brief to design a moneybox. These varied from a basic decorated box with coin slot to one made to look like a miniature television, another based on a football goal game and one with a sliding base for retrieving the money. Pupils use different cutting and fixing ideas to develop their skills and evaluate their effectiveness during their early attempts before deciding on the material and techniques for their final version. Their projects incorporate work on structures such as towers, with clock mechanisms, making moving toys with winding mechanisms and cams or the use of construction kits with electric motors to design moving vehicles. Food technology skills are extended to develop ideas of marketing; for example designing packaging for their particular biscuits.
161. Pupils are enthusiastic and have good attitudes to learning. This is because the school has placed a high priority on developing pupils' design and technology skills by having a full week of intensive activity.
162. The quality of teaching is good with an appropriate emphasis being placed on pupils' skills. Lessons are well planned and prepared with a range of media and equipment to enable pupils to practise their design ideas regarding their choice and use of materials and according to a clear design brief. An open approach challenges pupils to make their own decisions and learn from the outcomes of their own efforts and from each other. The majority of pupils respond well to this and as they work in pairs they collaborate effectively to decide on materials and designs. However, in some lessons, insufficient support for less able pupils results in those lacking in confidence being less motivated and making little effort. Teachers have secure subject knowledge and place an appropriate emphasis on evaluation of design, which has a positive effect on pupils' speaking and listening standards.
163. Provision for design and technology is very well managed and co-ordinated throughout the school. The scheme of work meets National Curriculum requirements and provides for good progression and continuity in pupils' learning within a two-year cycle of topics. The co-ordinator monitors the planning and evaluates the outcomes of each topic during the whole day culmination of the design and make process. Good procedures are in place for assessment based on clear targets for learning in each topic. Provision is supported by the good range of tools and resources and the

previously 'insecure subject knowledge' of staff has been effectively addressed by good, whole-school training. The good assessment procedures are contributory factors to why standards are above national expectations and pupils' achievements are very good because staff are generally clear about what level of support pupils need in order to achieve well.

GEOGRAPHY

164. During the inspection, few lessons were seen due to the school timetabling arrangements. Judgements have been made from examining samples of pupils' work, displays, teachers' planning notes and discussions with teachers and children.
165. By the end of Year 2, standards are below average, but pupils' achievements are satisfactory overall. This is partly due to gaps in some pupils' work, because of frequent absence from school and to the lack of clear identification of subject specific skills in medium-term planning, which interrupt the progression of learning. Furthermore, the school has not yet fully evaluated the impact of its scheme of work on pupils' progress and insufficient attention has been paid to identifying learning opportunities, which clearly reflect pupils' backgrounds. By the end of Key Stage 1, pupils have a sound sense of place, both in their own locality and in destinations further afield. For example, pupils write happily about holiday experiences and make comparisons with home. They use drawings to illustrate written work, showing differences in physical features, weather conditions and local customs. Many are able to tell interesting stories about life in other countries, using titles such as 'I went to Somalia' or 'I visited Grenada'. Teachers do not build upon these experiences sufficiently well to enrich the pupils' geographical understanding. Teachers employ good strategies when focusing pupils' attention on physical features of landscape by using fiction from English lessons to capture imagination and demonstrate the special characteristics of other places. For example pupils in Year 2 are able to identify clearly the differences of life on a remote Scottish island, by reconstructing, in the classroom, a large-scale mural, depicting transport systems, communications features, weather conditions, buildings and rural industries, such as fishing and farming on the imaginary 'Isle of Struay'. They contrast these features well, by comparing them with their own locality, with its accessibility to speedy transport systems, specialist shops, variations in urban architecture and wider industrial base. Pupils can draw simple plans; this develops awareness of aerial views to gain basic map-work skills. However, opportunities for pupils to develop their literacy, numeracy and information and communication technology skills are less well developed. The school has recognised this as an area to address.
166. By the end of Key Stage 2, standards are still below national expectations, for the same reasons given in Key Stage 1, but pupils' progress is satisfactory overall. In interviews with pupils, they were able to explain their knowledge better than their written work suggests. The better quality learning takes place when pupils' practical, investigative and observational skills are developed from first hand experience. A good example would be when pupils in Year 6 visited a settlement in Oxfordshire at Long Wittenham. Pupils make careful studies of the natural and built features, making purposeful comparisons with Ealing. They make good use of computers to plot the journey and were able to deduce sound levels of information from commercially made maps. There is little evidence of pupils' own map-making skills. Pupils' attitudes to the subject are satisfactory overall, more so when taking an active part in investigations, than when completing book-based exercises in class. Pupils show curiosity and real interest in the lives of the villagers in Long Wittenham and are astonished at the small scale of life in the settlement compared with the bustle and urgency of life in Ealing. They note how the villagers had a voice in the planning of their environment, such as petitioning to keep their red telephone box and raising money to buy a play area. This, they feel, contrasts strongly, with their perceptions of Ealing and what they see as a less personalised scale of development.
167. The progress made by all pupils is satisfactory in both key stages. A barrier to learning for many pupils is their lack of language and literacy skills to help them read and write about their developing knowledge and understanding of key geographical themes in the National Curriculum. Boys and girls make equally sound progress, as do children with special educational needs and English as an additional language.

168. The quality of teaching is sound overall with some good features. Teachers display satisfactory levels of knowledge of the subject. Opportunities are missed, to build upon the wider heritage of the school community, to enrich the curriculum. Although resources are satisfactory overall, there is a shortage of interesting and stimulating artefacts to support pupils' learning. Some teachers make purposeful links in learning with other subject areas. In a Year 5/6 class, a science topic on the solar system was effectively used to reinforce learning in geography, literacy and mathematics. Teachers plan well and their learning objectives are clear. When these are shared with pupils, they know what is expected of them. Overall teachers use good questioning techniques and check pupils' understanding well. Support staff make a good contribution to children's learning and ensure that pupils stay on task when explanations are given by the teacher.
169. The subject co-ordinator has made satisfactory improvements to the curriculum in a short period of time in post and has a good idea of what still needs to be done to develop the subject further. The subject policy is under review. A new scheme of work, based on a well-recognised framework linked to National Curriculum requirements, has been adopted, but as yet has not been evaluated. Assessments are satisfactory overall, but as yet data from assessments is not sufficiently well used to challenge pupils even further. The school has recognised this as an area to be addressed.
170. There are sufficient atlases in school, but they are lacking in variety and appropriately progressive content to extend pupils' capabilities in mapping skills and support the development of mathematical skills, such as using co-ordinates. Appropriate vocabulary is developed across all year groups to enrich pupils' language development, but there are insufficient opportunities for pupils to develop a full range of writing skills across year groups and opportunities for pupils to develop their skills of information and communication technology are often missed.
171. Since the previous inspection pupils have maintained satisfactory rates of progress, but standards are not as high as they were previously due to pupils' well below average levels of attainment on entry to the school. Resources have improved. Overall improvement has been satisfactory.

HISTORY

172. Overall, standards in history are below national expectations for seven and 11-year-olds. This marks a reduction in standards, but is a consequence of the change in the pupils' attainment on entry since the previous inspection and the limited time for the subject as the school focuses on developing literacy and numeracy skills. The limited time available means that topics are not always covered in sufficient depth and the pupils' skills for historical enquiry, presenting information in a variety of ways and chronology are not adequately developed and strengthened. However, the overall sound teaching in Key Stage 1 and good teaching in Key Stage 2, with examples of excellent practice seen in Year 3/4, ensure that steady progress is made and, overall, pupils' achievement in relation to prior attainment is satisfactory in Key Stage 1 and good in Key Stage 2. The large number of pupils with special educational needs and English as an additional language make good progress in relation to their prior attainment.
173. History alternates with geography in the curriculum. Judgements in Key Stage 1 are based on very few lessons observed and on a scrutiny of pupils' work. Samples show a limited range of experiences, with short pieces of work on, for example, transport through the ages and the Great Fire of London, where the past is represented through drawings and short sentences. These indicate that the quality of work is below expectations for pupils of all levels of ability, although by the age of seven, pupils show they are beginning to understand the concepts of 'old' and 'new' and the passage of time.
174. In Key Stage 2, while limited time for the subject remains an issue, some themes are developed more fully and there is a broader range of tasks and methods of presentation, including role-play. There is effective work on time lines, where pupils have produced some good illustrations and writing to highlight events over time. There is also sound work on the ancient Greeks and on Britain in World War II. In one excellent example, pupils in Year 4 showed quite a mature understanding and empathy when discussing the diary of Ann Frank in World War II. When asked

to describe her character, pupils suggested words such as “strength” and “faith”. Pupils in Years 5 and 6 showed developing skills of enquiry when gathering evidence on the ancient Greeks from reference books and the Internet. Older pupils themselves confirmed they had opportunities for research. However, the limited time available for the subject does reduce pupils’ opportunities to consolidate their knowledge, understanding, subject specific vocabulary and skills.

175. The quality of teaching is good, with evidence of very good teaching in Key Stage 2. One excellent lesson was seen in Year 3/4. In this lesson the teacher engaged the pupils’ emotions with the plight of Ann Frank by asking very good questions, which enabled all groups of pupils to become fully engaged with the political situation of the time. Good teaching includes thorough planning with clear objectives and introductions to new tasks with reference to previous work. Resources, including artefacts, are satisfactory and are used well and questioning challenges and engages pupils’ interest and develops their listening and speaking skills. Tasks are well suited to pupils’ needs. Classroom assistants are well deployed. These aspects of good teaching lead to pupils, including those for whom English is an additional language and those with special educational needs, responding well and making good effort and progress. Where there are weaknesses, tasks are not well linked to the subject’s objectives and pupils are not well managed. This is mostly the case in the younger classes of Key Stage 1. In both key stages there is a need to develop the subject-specific vocabulary and skills and the contribution the subject can make to pupils’ literacy, numeracy and information and communication technology skills. A system for the regular assessment and recording of pupils’ skills in history is required.
176. The co-ordinator has made a good start to the development of history, including the improvement and accessibility of resources. Overall the co-ordination of the subject is good, but assessment is underdeveloped and unsatisfactory. The scheme of work, based on national guidance, should be reviewed to ensure topics in the programme of study are relevant to pupils’ interests and experiences, particularly in relation to multicultural aspects. With firmer links across the curriculum, such as history themes being used as a stimulus for literacy lessons, pupils will have additional opportunities to develop their skills in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

177. Overall, standards in information and communication technology are below national expectations at the end of both key stages. This marks a lower standard than the previous inspection, but is an outcome of changes over time in the pupils’ attainment on entry and of higher expectations for the subject nationally. Pupils’ achievements are unsatisfactory in Key Stage 1, but are good in Key Stage 2. Following the development of an information and communication technology suite and funded training for teachers, standards in the subject are improving steadily, but it will take time for the sound learning opportunities provided to embed in practice and impact on pupils’ end of key stage attainment. The National Curriculum programme of study, based on national guidance, is being covered. Good teaching and support results in pupils with special educational needs and English as an additional language making good progress in relation to their prior attainment. Boys and girls progress equally well.
178. All pupils have timetabled access to the computer suite. No lessons were seen in Key Stage 1, but planning indicates that they have covered introductory units including, recognising that computers use sound, text and pictures to convey information. There are limited examples of printed work from which to judge achievement, but pupils can use the mouse and keyboard appropriately when using text. While included in planning documents, it was not possible to judge the experience pupils have had of using computers to gather, store and retrieve information, or of exploring the control of devices such as a floor turtle. As a result, achievements in these aspects are judged as weak and unsatisfactory overall.
179. Pupils in Key Stage 2 are becoming more familiar with computers and the range of tasks they can perform to support their work across the curriculum. They are able to save, store and access their work. Pupils in Year 3 could type text relating to their history work and add clip art illustrations. Pupils in Year 5 extended their work in mathematics by testing different types of graphs to find the

best method to present data on football players. They could, for example, recognise and explain the advantages and disadvantages of a bar graph compared with a pie chart. Pupils in Years 5 and 6 used a search engine confidently to find information about contemporary craftspeople and their work on the Internet. Others were observed selecting titles and phrases to search for information on ancient Greece. These pupils show a good understanding of the Internet as a tool and resource for investigative work, are able to save sites to a favourites list and could recognise that they have to sift through information presented by a search to find what they need. Although providing experience of using an e-mail facility awaits some technical upgrading, this evidence indicates pupils make satisfactory progress by the age of 11, even though as yet standards are below national expectations.

180. Direct teaching of information and communication technology was only seen in Key Stage 2. This was judged as good and aided considerably by the improved resources in the information and communication technology suite. Teachers are developing a good knowledge of the subject and its potential across the curriculum. Lessons are brisk, well planned and with clear objectives which are carefully explained to pupils. Pupil pairings are often managed well so that the more able can work with a classmate with less confidence or understanding. Pupils with English as an additional language or those who have special educational needs receive effective support. As a result, pupils show enthusiasm for information and communication technology and its potential to support their learning across the curriculum. However, teachers should plan to use the older classroom computers more effectively to consolidate pupils' skills. Throughout the school, opportunities for using information and communication technology need to be identified in all subjects. The school has recognized this as an area to be addressed and information and communication technology focuses heavily as part of all teachers' performance management objectives.
181. Provision for information and communication technology is very well managed. The co-ordinator has been active in supporting resourcing, training and curriculum development. There is a thoughtful and practical action plan for further improvements, including computer resources to support the music curriculum and the provision of email facilities once a technical upgrading is complete. The monitoring of pupils' work is developing but at present is satisfactory overall. Although various formats are being explored, there is no formal system for assessing and recording the development of pupils' skills and this is unsatisfactory overall. A manageable system should be introduced. Other improvements should include further work on supporting the teaching of numeracy and literacy skills through information and communication technology and extending the range of resources to reflect the multicultural context of the school. A computer club is provided for pupils without computers at home. There is effective challenge provided for higher attaining pupils, for example, the information and communication technology project, led by a parent employed in the broadcast media and plans for the design of web pages. These initiatives have a positive effect on pupils' satisfactory attitudes to learning.
182. The school has a sound policy, which includes guidance to protect pupils from inappropriate Internet access. There is also a language filter to prevent access to undesirable material.

MUSIC

183. It is not possible to make a judgement on the standards and achievements of all groups of pupils at the end of both key stages or the quality of teaching as, due to timetable arrangements, insufficient teaching of music was seen.
184. From teachers' planning and discussions with pupils, it appears that, by the end of Year 2, pupils have listened to the music of Mozart and the 'Carnival of Animals' by Saint-Saens and considered the dynamics of these pieces. They use the wide range of musical instruments available in the school to compose music, particularly focusing on the use of the drumbeat. Pupils make sound gains in their learning and have positive attitudes to learning.
185. In Years 3 and 4, teachers' planning and evaluations show that pupils develop a sense of rhythm and beat and begin to use their voices confidently, choosing suitable instruments to produce

sounds to match and express feelings. Pupils in Years 5 and 6 have composed lyrics for a known song and have listened to a range of modern popular music in order to recognise that lyrics reflect the time and place in which they were composed. They are given opportunities to explore and create their own lyrics, based on newspaper headlines and to compose short musical phrases. Pupils listen to 'The Planets Suite' by Holst and follow up this work by using un-tuned instruments to explore musical texture and tuned instruments, including keyboards, to create different effects. Pupils also learn about musical form and how most songs have simple repeated phrases.

186. Pupils gain musical experiences from a range of opportunities available to them. The school choir rehearses regularly and performs in the school's annual concerts for school leavers and takes part in the local primary schools' music festival. Pupils sing well and can keep a steady tune. Pupils take part in Christmas productions and carol concerts and music is often part of class assemblies. Pupils also learn how to play recorders successfully. At present the school does not employ any peripatetic teachers. The co-ordinator has very good subject knowledge and co-ordinates the subject very well.
187. The time allocated to music is quite low and cannot ensure that skills are covered in sufficient depth. The school has recognised that music needs to be developed further and plans are in place to develop pupils' musical skills. The co-ordinator has ensured that there are good resources for music, although some instruments require attention. The specialist room is an asset and the school is fortunate in having two specialist teachers on the staff, who, when they team teach, as they do with the choir, enhance pupils' musical experiences greatly. This expertise now needs to be developed further.
188. As insufficient music was seen to enable a judgement to be made on standards, comparisons with the previous report cannot be made. The quality of leadership has improved, as the co-ordinator has good subject knowledge and leads the subject well and is well aware of the strengths and weaknesses that need addressing. At present the range of multicultural music that pupils listen to, whilst broadly satisfactory, is limited and does not fully reflect the many cultural backgrounds of the pupils.
189. Assessment in music is satisfactory overall but further use of information gained needs to be used to develop curriculum planning.

PHYSICAL EDUCATION

190. The school has maintained its average standards in physical education, but pupils' achievement has improved. Overall progress since the last inspection is satisfactory. By the end of both key stages standards are in line with national expectations and pupils make good gains in learning, in spite of the fact that, at present, they cannot use the gymnasium because of building works. In Key Stage 1, pupils achieve average skills in games. They improve hand-eye co-ordination as they practise ball skills such as maintaining control over a bouncing ball. They develop passing and catching skills when working with a partner. Good standards are achieved in dance as pupils respond very well to the challenge of expressing feelings of anger, sadness, fear and pride through their movements and combining them into sequences. They co-operate very effectively in pairs to agree expressions and movements in unison. In Year 3/4 pupils continue to make good progress in dance skills. They use a range of movements well to express the mood of the music as well as interpret the events in a story. This link with literacy has a positive effect on pupils' learning.
191. Pupils in Year 5 and Year 6 make very good progress in games lessons when developing their tennis skills. In Year 5, they achieve average standards in racket use to play increasingly long rallies and perform overhead serves. These skills are improved in Year 6 where pupils play good forehand and backhand returns accurately in a simulated doubles format and become increasingly accurate and controlled in overhead serves, achieving good standards. The very good teacher/pupil relationships lead to good behaviour and positive attitudes to learning. Pupils are confident in demonstrating to the class and their good performance is recognised and encouraged by the spontaneous applause of their classmates. When given basic rules for passing and scoring they work well together to devise team tactics and positional play and respond positively to the rules as

they play. As a result of professional coaching during lunchtimes and after school for football and tennis many of the pupils in Key Stage 2 achieve good standards in games skills. Blocks of swimming lessons are included in the programme for pupils in Key Stage 2. Standards achieved are in the average range and by the end of Year 6, pupils can invariably swim 25 metres.

192. The quality of teaching is good overall, but it is better in Key Stage 2 than in Key Stage 1. This is because in Key Stage 1 some unsatisfactory games lessons were seen. They were insufficiently structured to include a suitable warm-up and lacked pace, causing pupils to become inattentive and unruly as they become impatient and want to play. Very good teaching of dance in Year 2 included excellent group management and a well considered programme of challenges to extend and link expressive movements, enabling pupils to achieve good standards. In a Year 3/4 dance lesson, very good links with literacy enabled pupils to interpret episodes in a story by making a range of movement patterns appropriate to a piece of music from Peter Gunn. The pupils were challenged to think about the flow of movements and link them together in a sequence. In Year 5/6 teaching is consistently good and often very good. Lessons are well structured with effective warm-up, progressive activities to promote progress in the development of skills and very good plenary/cool-down sessions. The management of pupils is very good in Key Stage 2 and satisfactory in Key Stage 1.
193. Provision for physical education has been satisfactorily managed and the co-ordination of the subject has recently been allocated to a new member of staff. Good arrangements are established to provide the required range of experiences to develop pupils' skills in gymnastics, dance, games, swimming and athletic activities. This programme is effectively enhanced by the provision of coaching for football, netball, hockey and tennis through local sports associations, lunchtime clubs, dance projects, an outdoor education programme and a Year 6 camp. The games coaching has not only raised standards but also improved playtime behaviour by motivating the majority of pupils to be actively involved in playing games. Teachers monitor pupils' curriculum experiences in physical education with reference to the National Curriculum programmes of study but more detailed assessment of individual achievement is not yet in place. Overall assessment procedures are satisfactory because teachers know their pupils well, but a more formal approach to assessment is needed.
194. The refurbishment of the gymnasium, with a comprehensive range of equipment, will significantly improve facilities. Good playground facilities are in place to meet physical development and play needs of the different age groups, with appropriate large fixed equipment for younger pupils and playground markings for encouraging appropriate games and activities. However, the surface area of the playground is very uneven. Play resources are supplemented by parent teacher association funds, so that at break times they are easily accessible and promote good social skills, physical skills and a sense of responsibility. The adjacent parkland is unsuitable for use as a playing field and consequently there is insufficient opportunity for pupils to take part in school team competitions, although several pupils are members of and play for local clubs. The school recognises these pupils' achievements and plans are in place to develop opportunities further for pupils to take part in sport.

RELIGIOUS EDUCATION

195. Standards in religious education are in line with national expectations identified in the locally agreed syllabus and pupils' achievements are satisfactory in relation to their prior attainment. They could be better if more emphasis was placed on teaching subject specific skills, identifying opportunities for literacy and numeracy and devoting more time to teaching the subject. Furthermore, the lack of monitoring of this subject, due to high staff turnover, has allowed some classes, mainly in Years 3 and 4, to focus upon issues of personal and social education, rather than developing pupils' skills, knowledge, understanding and awareness of beliefs, practices and symbolism. There is little improvement in organisation of religious education since the last inspection as a result of lack of continuity of staff to develop the subject. In spite of all these difficulties, the headteacher has worked very hard at developing the subject and, with a recently

appointed co-ordinator, it is very likely that standards will rise because the headteacher has identified what needs to be done and has provided clear educational direction in raising standards.

196. By the end of Year 2, pupils know what makes a joyful occasion and are encouraged to think about how they would behave in a given situation, such as a christening, marriage or a religious festival. Pupils are introduced to forms of prayer and know how Muslim prayer mats are used. They develop an understanding of Christianity through stories and celebrations and the considerations of such questions as "Why do Christians give gifts at Christmas?" They explore and investigate religious buildings and begin to understand that there are many different religions throughout the school. There is adequate coverage of the requirements of the locally agreed syllabus, although too little time is given over the whole key stage in developing pupils' skills of numeracy.
197. In Years 3 and 4, pupils make sound gains in their learning and consider life in the times of Buddha and compare it with the life of Jesus. They learn, in some detail, the teachings of Buddha as outlined in the Four Noble Truths. They show good respect for other religions and understand that most faiths have a special book and special rituals of prayer and fasting. In other lessons pupils gain knowledge about different types of festivals and places of worship and draw comparisons between them. They explore and gain an understanding of the Christian festivals of Shrove Tuesday, Ash Wednesday, Lent and Palm Sunday. By the end of Year 4 pupils have a good understanding of Sikhism, its symbolism and the differences and similarities between it and Christianity. For example in a lesson in Year 3, pupils explored the concept of prayer and related it to how and where Sikhs pray and compared it with both Christian and Islamic rituals. Additionally, in some lessons the religious content is sometimes confused with elements of personal and social education and too few references are made to religious values or beliefs. The headteacher has recognised this, through his own monitoring, as an issue that needs to be addressed.
198. By the end of Year 6 pupils continue to make satisfactory achievements in religious education when they consider the use of water in daily life and think about the importance of water in baptism. Pupils begin to understand the symbolism of water in religion and show some insights into the difference between various Christian sects in the way they baptise people. Pupils have a good understanding of the various types of places of worship and the various parts of such buildings and their significance. They develop a respect for the Muslim creed and for celebrations such as Diwali. Most lessons observed had a distinct religious content and good reference was made to the faiths of the ethnic minority pupils.
199. The quality of teaching is satisfactory in the majority of lessons. Teachers challenge pupils to think for themselves and to make personal responses to the matters and issues being discussed. As a result, pupils display satisfactory factual knowledge of other religions and discuss their significance. They readily contribute their own knowledge and are familiar with different types of religious buildings and can name some of the ceremonies and festivals that are observed there. Teachers have secure subject knowledge, give good explanations and manage pupils appropriately. They focus on subject specific vocabulary to help their pupils understand words, such as faith, ritual and prayer. Teachers use a good range of resources, such as the Qu'ran, Bible and Torah, to help pupils understand that all religions value the written word. Time is used well in lessons with an appropriate balance between teacher and pupil talk. Pupils feel valued and, as a result, develop satisfactory attitudes to learning. Teachers mark work regularly, giving pupils pointers for improvement. Overall the quality of teachers' marking is good. Assessment is satisfactory overall, but outcomes are not used sufficiently well to plan the next steps of pupils' learning.
200. The scheme of work, derived from the Ealing agreed syllabus, is some three years old. It has a positive effect on pupils' response and achievement, particularly as it provides opportunities for pupils to reflect and consider religious concepts. Religious education makes a satisfactory contribution to the spiritual and moral development of pupils. Resources are satisfactory and pupils' work is displayed well to focus pupils' attention on the importance of prayer.

201. Since the last inspection pupils' standards have remained in line with national expectations and improvement has been satisfactory overall.

SPECIAL EDUCATIONAL NEEDS UNIT

202. The area special education unit at the school provides places for pupils in Key Stage 1. All pupils admitted to the unit have statements of special educational need. At present there are nine pupils in the unit. The local education authority provides transport to and from the school for these pupils.
203. A suitably broad and balanced curriculum is provided for pupils in the special unit and learning targets are drawn from the Early Learning Goals of the foundation curriculum and the National Curriculum appropriate to the needs of the pupils. Pupils are involved in the full range of curriculum subjects with suitable emphasis on literacy and numeracy. The curriculum is very effectively taught through a multi-sensory approach to learning and based on very well planned and progressive real and meaningful experiences.
204. Standards are well below national averages, but pupils' achievements are good. Pupils make very good progress in early reading skills, recognising many words during big book sessions and demonstrating a growing knowledge of letter sounds by using initial sounds to think of other words beginning with the same sound. For example, starting with caterpillar, pupils thought of carrot, cabbage, car and cup and by extending it to the softer sound in circle, they produced cylinder and centipede, linking work in literacy to work the previous day in mathematics (cylinder) and to a science investigation of mini-beasts (centipede). Pupils develop an awareness and understanding of punctuation and use of capital letters, as well as reading skills of word recognition and letter sounds. As a result of the skilled planning and preparation to meet their individual needs, some pupils make excellent progress after a year and a half in the unit. They have become competent readers and enjoy books, having originally been non-readers with an intense dislike of books.
205. They make good progress in mathematics. Pupils use mainly 1 pence coins to 'buy' items from the class 'café' by counting out the correct number of coins to match the listed prices. Some pupils use 2 pence or 5 pence coins correctly, demonstrating their understanding of coin value. More able pupils make different sets of items from a given number and understand that 7 can be made up from 1, 2 and 4. They are beginning to record their combinations in number sentences such as $3+2+3 = 8$ whilst others add them together by re-counting or counting on, using a number line or their fingers.
206. In science and in all other foundation subjects, pupils make good progress. They learn about their bodies, animals and plants and the differences between living and non-living things. By planting seeds and observing them grow, they begin to understand the life cycle of plants. They know about electricity and identify familiar equipment that uses electricity. Their recorded work indicates appropriate learning in history, geography, religious education, art, design and technology and personal, social and health education. They are making good progress through these experiences. For example, in geography, pupils develop a good basic understanding of basic mapping by use of a large plan drawing of a street full of shops and identify different shops according to the things that they sell. In design and technology they sample a range of different fruits before choosing their ingredients for a fruit salad.
207. The quality of teaching in the special unit is consistently very good and sometimes excellent. Pupils' learning is good over time due to the many learning difficulties these pupils have. Examples of very good teaching were seen in mathematics where the teacher followed a very good progression in planned activities to promote skills of counting, counting on and back, understanding basic number bonds to ten and understanding coin value. Teaching ensures that the pupils learn by real and meaningful experiences by well considered use of resources such as number lines and coloured sets of interesting objects to develop pupils' understanding of number to ten and use of money to buy items in the class 'café'. Good use is made of singing and action songs in support of learning.

208. Excellent teaching of literacy was seen, using a big book with props, such as puppets, models and toys, to captivate interest and attention and give a multi-sensory learning experience for pupils. Excellent relationships and knowledge of the pupils' needs, linked to very good use of pictures and symbols as prompts, enabled pupils to behave very well and respond to expectations with rapidly increasing self-control. This expertise in behaviour management now needs to be shared with the rest of the school, especially with teachers in Key Stage 1.
209. Very good teaching of communication and personal and social skills takes place in small group sessions which focus on taking turns, listening to others, sharing things and thinking of something nice to say to someone else. The very good development of relationships with pupils with difficulties within the autistic spectrum was illustrated by a pupil who wanted his support worker to be awarded a merit 'sticker' for his contribution to a group activity. Support staff are used very well and make a valuable contribution to pupils' learning.
210. Pupils' personal development is supported by appropriate staffing levels in relation to their assessed needs in their statements of special educational need. Each pupil has an individual education plan, detailing the areas of need and targets for learning that have been drawn up with advice from involved professionals and in conjunction with parents. These are reviewed and updated termly and full annual reviews are carried out with contributions from all involved. By this process the requirements of the special educational needs code of practice are fully met and the support given to pupils' personal and educational development is very good. Pupils' progress is monitored very well with good use of appropriate criteria such as P scales, as well as National Curriculum attainments, to chart progress from an initial baseline. Records indicate that pupils make very good progress.
211. The unit is very well led and managed by the very experienced and qualified teacher-in-charge. The team of unit staff is very well led and briefed in their roles and they work very effectively as a team to meet the needs of the pupils. The appropriate curriculum is well planned and taught and the small classroom is very well organised to provide a good range of teaching and learning activities. However, these areas are rather cramped, particularly the more social classroom 'café' corner. Outside playground facilities are used well to meet pupils' physical development needs. Good improvements have been made in provision for pupils attending the unit, particularly in the monitoring of pupils' progress and the review of individual education plans to ensure pupils' needs are met.
212. The quality of the accommodation is barely adequate because it is too small and many of the resources for learning are ageing and of poor quality. The out-of-date class computer is now unreliable and limited in supporting pupils' learning. Staff work hard to provide real and meaningful learning experiences for the pupils, but often resort to providing materials at their own expense; for example snack and cooking materials for pupils to enjoy their personal, social and practical activities.
213. Good arrangements are made for the integration of the pupils into the daily life of the school and opportunities are taken as appropriate for pupils to be integrated into their mainstream year groups for lessons where their progress and personal skills make this a positive experience. The unit also provides occasional support for a few mainstream pupils when they find it difficult to cope in class. These arrangements are beneficial to both mainstream and unit pupils.