

INSPECTION REPORT

EDWARD PAULING PRIMARY SCHOOL

Redford Close, Feltham

LEA area: Hounslow

Unique reference number: 102514

Headteacher: Ms Gabrielle Quinnen

Reporting inspector: Derek G Watts
22092

Dates of inspection: 4th –7th February 2002

Inspection number: 195774

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Redford Close
Feltham
Middlesex

Postcode: TW13 4TQ

Telephone number: 0208 831 0841

Fax number: 0208 831 0851

Appropriate authority: The Governing Body

Name of chair of governors: Ms Sharon Crossland

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22092	Derek G Watts	Registered inspector	Science Physical education	How high are standards? Results and achievements How well are pupils taught? How well is the school led and managed?
9883	Brian Silvester	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its' pupils? How well does the school work in partnership with parents?
10270	Sandra Teacher	Team inspector	English Religious education	
1939	Michael Benson	Team inspector	Mathematics Information and communication technology Special educational needs	
15023	Ali Haouas	Team inspector	Music English as an additional language	How good are curricular and other opportunities offered to pupils?
1963	Sibani Raychaudhuri	Team inspector	Geography History Equal opportunities Art and design	
18379	John Kevin Johnson	Team inspector	Design and technology The Foundation Stage	

The inspection contractor was:

Serco QAA Ltd
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edward Pauling Primary School is located in Feltham in the London Borough of Hounslow. The school opened in September 1995 in temporary accommodation. It moved into new buildings in March 1996. At the time of the last inspection in June 1997, there were 148 full time pupils and 26 part time children. The school now has 273 pupils plus 50 children who attend the Nursery part time, 31 in the morning and 19 who attend in the afternoon. The school serves an area where there is considerable deprivation, high levels of unemployment and crime. Approximately 46 per cent of pupils have been identified as having special educational needs and this is twice the national average. Ten pupils have statements of Special Educational Needs and this is above average. Approximately ten per cent of the school population have English as an additional language. The most common languages are Arabic, Urdu, Punjabi and French. Six pupils are at an early stage of language acquisition. Thirty seven per cent of pupils are known to be eligible for free school meals and this is well above average. Children's attainment on entry to the Nursery is well below average.

HOW GOOD THE SCHOOL IS

Edward Pauling is an effective school in many areas. The school is very well led by the headteacher. She is well supported by the deputy headteacher and senior staff. Together, all staff have created an extremely positive and secure climate for all pupils to learn. The school has been successful in establishing very good partnerships with parents and the community. The school's reputation in the community has grown with the school. Teaching is good overall and this leads to good attitudes, behaviour and learning. These factors form a firm basis for further development. Standards are steadily improving. The school currently provides sound value for money.

What the school does well

- The headteacher and staff have created a very positive and secure climate for all pupils to learn.
- Provision for pupils' spiritual, moral, social and cultural development is very good. This leads to high quality relationships, high levels of pupil responsibility and good behaviour.
- Provision for Nursery and Reception children is very good and they make very good gains in their learning.
- A very good partnership with parents and the local community has been established and this contributes considerably to pupils' learning opportunities.
- Extra curricular activities offered are very good and these enhance pupils' development.
- Pupils in Year 2 and 6 attain above average standards in art and design and physical education (PE).

What could be improved

- Standards particularly in English, mathematics and information and communication technology (ICT) and design and technology (DT).
- Attendance

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. The school has addressed most of the key issues recommended for improvement. Governors are now much more involved in planning, policy and decision making. The school has sound assessment procedures for core subjects, however, assessment information is not always used sufficiently well to guide teaching and learning. Policies and curricular plans (schemes of work) have been developed in most subjects. These help to ensure that pupils learn in a steady and systematic way. However, detailed schemes are not yet completed in religious

education (RE) and the scheme for DT is not fully implemented. The school provides plenty of opportunities to develop pupils' speaking and listening skills and these are often identified in curricular plans.

In addition to these improvements, standards in English and mathematics, while still below average, are improving in line with the national trend. The school has further developed successful partnerships with parents and the community. Pupils' attitudes and relationships have improved through the consistent implementation of behaviour policy and a skills development programme. The quality of teaching is better than previously reported. The school now provides very good extra curricular activities and provision in the nursery and reception has improved. Overall, good improvements have been made since the last inspection.

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	E	E*	D	A
mathematics	E	E*	D	B
science	C	D	B	A

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

The similar schools comparison is based on the number of pupils eligible for free meals. Overall, Year 6 test results are steadily improving but there was a dip in this trend in 2000. This was because the school had a higher than usual proportion of pupils with special educational needs. The test results for Year 2 in 2001 were below the national average in reading and well below average in writing and mathematics. When compared with similar schools, results were above average in reading, average in mathematics and below average in writing. While still below average, Year 2 tests results have steadily improved overall although results dipped in reading and writing in 1999. Standards are generally below average because the school has a high percentage of pupils with special educational needs. Overall pupils are achieving satisfactorily in Year 2 and well in Year 6.

Pupils in the current Year 2, are attaining below average standards in speaking and listening, reading, mathematics and science. Pupils are achieving satisfactorily in these areas. In writing standards are well below average and pupils could achieve better. In the current Year 6, pupils are attaining below average standards in speaking and listening, reading and mathematics. Pupils are achieving well in mathematics and satisfactorily in the other areas. Standards in writing are well below average and achievement in this aspect of English is unsatisfactory. Pupils do not have sufficient planned opportunities to develop their writing skills in different subjects. Year 6 pupils attain average standards in science and are achieving well.

In RE, standards in Year 2 and Year 6 are in line with those of the locally agreed syllabus. In ICT standards are below those expected by the end of Year 2 and Year 6. Not all areas of ICT are given sufficient attention. Standards are below those expected in DT because pupils' opportunities to work with a range of materials and tools are limited. Pupils attain above expected standards in Year 2 and Year 6 in PE because of the very good teaching and range of learning opportunities provided. Pupils also attain above expected standards in art and design in Year 2 and 6 due to good teaching and the interesting learning opportunities provided. In geography, history and music standards are average by the end of Year 2 and Year 6.

Pupils with special education needs make good progress because of the good teaching and support they receive. Pupils with English as an additional language receive satisfactory provision and make

sound gains in the acquisition of English. These pupils have full access to the school's learning opportunities. Children in the nursery and reception classes are on course to meet the Early Learning Goals in all areas of learning except in communication, language and literacy and mathematical development. Children receive very good teaching and are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school. They show positive attitudes to learning and participate well in school activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school. They are extremely courteous and polite. Teachers are consistent in implementing policies and strategies which promote good behaviour.
Personal development and relationships	Very good. Pupils take initiative and personal responsibility. Pupils have very good relationships with their peers and adults in the school. This is a strength of the school.
Attendance	Unsatisfactory. Attendance is well below average.

TEACHING AND LEARNING

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

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

During the inspection 63 lessons or part lessons were seen. The quality of teaching is good overall and this leads to good attitudes, behaviour and learning. Teaching quality does vary in the three phases of the school. Teachers set clear learning objectives for lessons and share these with the class. Teachers' instructions are clear and pupils follow these well. A strength of the teaching is pupil management. Effective policies and procedures to promote good behaviour are consistently implemented. As a result, pupils display good attitudes and behave well. Learning resources are well used.

In the best lessons, teachers adopt a lively approach. They use very good explaining and questioning to promote pupils' learning. Expectations and levels of challenge are high. The pupils respond well to these and make very good gains in knowledge understanding and skills. Pupils' needs are carefully assessed and work is well matched to different abilities. Lessons maintain a good pace so pupils are motivated and highly productive. The plenary of the lesson is used effectively to review and reinforce learning. The quality of teaching in English is satisfactory overall, with good teaching seen mainly in Years 3 to 6. In mathematics, teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The National Numeracy strategy has been well implemented and numeracy skills are well taught. Literacy skills are satisfactorily taught but are not sufficiently promoted in other subjects. In some lessons, work is not well matched to pupils' abilities and needs. Pupils particularly the higher attainers are not sufficiently challenged. Investigations are used well to develop science skills and collaborative working. There is an overuse of worksheets in English and science and these can impede pupils' ability to plan and organise their own work. Pupils' writing is a priority for improvement. However, opportunities for pupils to develop writing in subjects such as science are limited. The quality of marking is inconsistent. In the best practice, teachers mark work regularly and comment on why it is good. They also provide constructive comments to help the pupils to improve. Homework is used well to reinforce what is learned in lessons. ICT is generally underused to support teaching and learning.

On the rare occasions when teaching is unsatisfactory, teachers do not make it clear to pupils what they are expected to learn. Introductions are overlong and pupils become restless. The expectations of pupils are low and questioning techniques are limited in providing challenge and checking pupils' understanding. The pace of the lesson is slow and pupils make insufficient gains in their learning. Pupil management is less effective and this results in some unsatisfactory pupil attitudes and behaviour. The teaching of pupils with special educational needs is good and they receive effective support from learning assistants. This enables them to make good progress towards the targets set for them. Teaching and support is sound for pupils with English as an additional language. There is currently no specialist support for these pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good in nursery and reception. Good in Years 1 to 6. The very good extra curricular activities and very good links with the community enhance the curriculum.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets set for them.
Provision for pupils with English as an additional language	Satisfactory. Pupils make sound gains in the acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for moral development is excellent and social development is very good. This leads to very good relationships and pupils' demonstrate high levels of initiative and responsibility. Spiritual and cultural development are good.
How well the school cares for its pupils	Good overall. The school has highly effective procedures to ensure the care and welfare of pupils. Assessment procedures are sound but assessment is not used sufficiently well to guide future teaching and learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. The school's aims and values are very well reflected in its work She is well supported by the deputy and management team. Some subject leaders' roles are not sufficiently developed yet. Leadership and management is good overall.
How well the governors fulfil their responsibilities	Good. The governors are supportive and fulfil their statutory responsibilities. They have a clear understanding of the school's strengths.
The school's evaluation of its performance	Good. The school has effective procedures for monitoring and evaluating its performance. National test results are carefully analysed and the headteacher, deputy and some coordinators carry out classroom observations. However, not all subject leaders are sufficiently involved in this process.
The strategic use of resources	Good. The school makes good use of additional grants. The principles of best value are applied well.

The school has had a high turnover of teachers in recent years and recruitment has been difficult. The school has managed this problem well. However, there are still 2.6 teaching vacancies to fill and this is placing additional responsibilities on the headteacher and deputy headteacher. The accommodation is very good. Learning resources are outstanding in physical education and very good in religious education. Learning resources are good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • The school is approachable. • The school is well led and managed. • Children are expected to work hard and do their best. • Teaching is good. Pupils' behaviour is good. • The extra curricular activities provided. 	<ul style="list-style-type: none"> • Information about how well their children are getting on. • Homework arrangements.

Parents expressed very positive views through the questionnaire and at the meeting prior to the inspection. The school clearly has the confidence of its parents and careers and the inspection team fully supports the strengths identified. Only about 10 per cent of those responding to the questionnaire expressed some concerns about information on their children's progress and homework arrangements. The inspection team's findings are that arrangements for homework and providing information about how well children are doing are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school offers nursery provision for children. Children's attainment on entry to the nursery is well below average particularly in social, language and numeracy skills. Children in the nursery and reception follow the Foundation Curriculum and they make good progress towards the Early Learning Goals. By the end of the reception year most children are meeting the Early Learning Goals in creative development, knowledge and understanding of the world and personal, social and emotional development and physical development. However, despite very good teaching, many children are not meeting the Early Learning Goals in communication, language and literacy and mathematical development. Although children are making good progress in these areas their starting point is at a very low level. Overall, most children are achieving well in all areas of learning. The very good teaching and the very good learning opportunities provided contribute significantly to children's good achievement.
2. In the National Curriculum tests for Year 2 pupils in 2001, the school's results were below the national average in reading and well below in writing and mathematics. When compared with similar schools, the results were above average in reading, average in mathematics and below average in writing. Test results in reading, writing and mathematics have steadily improved since the 1997 although results in reading and writing dipped in 1999 but recovered in 2000. The inspection findings are that by the end of Year 2, pupils are attaining below average standards in speaking and listening, reading and mathematics and are achieving satisfactorily. Standards in writing are well below average and pupils could achieve more in this area of English. The school's high percentage of pupils with special educational needs contributes to the generally below average standards attained.
3. In the National Curriculum tests for Year 6 in 2001, results were below the national average in English and mathematics. When compared with similar schools, results are well above average in English and above average in mathematics. Test results in English and mathematics have improved since the last inspection however, results dipped in 2000 because this Year 6 group had a higher than usual number of pupils with special educational needs. The inspection findings are that pupils are attaining below average standards in speaking and listening and are achieving satisfactorily. Pupils have plenty of opportunities for speaking and listening. These are identified in curricular planning. Standards in reading are also below average and pupils achieve satisfactorily. Standards in writing are well below average and pupils are not achieving as well as they should in this area of English. Pupils tackle a range of spelling, grammar and handwriting exercises but these are not sufficiently transferred to independent writing tasks. There is an overuse of worksheets and this impedes the development of writing skills. There are insufficient planned opportunities to develop writing in other subjects such as science, ICT and RE. By the end of Year 6, standards in mathematics are below average but pupils are achieving well. Achievement is good because of the good quality teaching and the successful introduction of ability setting in Years 3 to 6.
4. Pupils' application of literacy skills are underused in other areas of the curriculum. There are few examples of detailed and extended writing in subjects such as science and geography. Pupils use their numeracy skills satisfactorily across the curriculum. For example, numeracy skills are applied in science investigations. Pupils make appropriate measurements and older pupils produce clear line graphs of their results
5. In science in the 2001 statutory teacher assessments for Year 2, the percentage of pupils who attained the national standard of level 2 or above was below the national average. When compared with similar schools, these results were above average. The percentage of pupils who attained the higher level 3 was well below the national average. When compared with similar schools, these results were average. In the 2001 National Curriculum science tests for Year 6, the school's results were above the national average. When compared with similar schools,

these results were well above average. The 2001 test results represent a significant improvement as results were below average in 1998 and 2000, and average 1999. The overall trend is one of improvement. Results fell in 2000, because the Year 6 group had a higher than usual proportion of pupils with special educational needs. The findings of the inspection are that by the end of Year 2, standards in science are below average. Pupils' achievement is satisfactory. By the end of Year 6, standards are broadly average and most pupils including those with special educational needs are achieving well.

6. The school is committed to raising standards particularly in English and mathematics and the overall trend in the test results is one of improvement at Year 2 and Year 6. However, results are likely to fluctuate because the proportion of pupils with special educational needs varies from year to year. In consultation with the local education authority, the school has set appropriate and sufficiently challenging targets for English and mathematics. The school is making sound progress towards these targets.
7. In ICT pupils' attainment is below average by the end of Year 2 and Year 6. Most pupils are attaining average standards in communicating information and data handling. Standards are below average in controlling mechanisms and finding information as provision in these areas is planned for but not yet fully implemented. Overall, pupils are achieving satisfactorily in this subject. At present ICT is not effectively used to support teaching and learning in other subjects.
8. In RE, standards by Year 2 and Year 6 are in line with those of the locally agreed syllabus and pupils are achieving satisfactorily. Standards in geography and history are broadly average by the end of Year 2 and Year 6. Most pupils are achieving satisfactorily in these subjects.
9. By the end of Year 2 and Year 6, standards are above average in art and design and pupils are achieving well in this subject. This is due to good teaching and the wide and interesting learning opportunities provided.
10. In music pupils are attaining broadly average standards by the end of Year 2 and Year 6. Most pupils are achieving satisfactorily. Provision for singing is good and assemblies are used to promote this. Provision for pupils learning musical instruments is good and pupils achieve well in this area.
11. Standards in DT are below average by the end of Year 2 and Year 6. Pupils are not achieving as well as they should because of the limited contact with the subject. Opportunities for pupils to work with a range of materials and tools are limited. This restricts the development of pupils' designing, making and evaluation skills.
12. In PE, pupils are attaining above average standards by the end of Year 2 and Year 6. Pupils are achieving well in this subject. This is because of the good and very good teaching they receive. The school's PE programme is enhanced by a very good range of extra curricular activities and inter school sports. The school has outstanding facilities and equipment for PE which are well used.
13. Pupils with special educational needs make good progress overall and good progress against the specific targets set for them in their individual education plans. This is due to the good provision provided by teachers and teaching assistants. Pupils, with special educational needs, are integrated well into the school. This gives every pupil full access to the curriculum and opportunities to learn and achieve.
14. Pupils with English as an additional language make sound progress in the acquisition of English. However, the needs of such pupils are not consistently identified in teachers' planning and this means that their achievement is not systematically maximised particularly as the school does not benefit from any specialist support.

Pupils' attitudes, values and personal development

15. Pupils are keen to attend the school and play a full part in its life including the very good range of extra-curricular activities. They have a good attitude to their work. Pupils are very courteous in class, listen to their teacher and are keen to learn. They respond enthusiastically to the tasks they are given. Pupils obey class rules, like raising their hand to answer a question. They take a pride in their work, some of which is displayed around the school. There is no variation in the attitude of the various groups in the school. Only a few pupils display unsatisfactory attitudes and this happens on the rare occasions that teaching is unsatisfactory. These pupils do not organise themselves well, call out, go off task and distract others.
16. The behaviour of the pupils, in class and around the school, is good. Almost all the parents who responded to the parental questionnaire, prior to the inspection, agreed with this judgement. Pupils are very polite and willing to be of assistance to visitors to the school. Behaviour and attitudes are positive, due to a consistent implementation of the effective behaviour policy, which is well understood by the pupils, and a social skills programme that is taught regularly. Bullying and racial incidents are infrequent, but, when they do occur, they are dealt with in accordance with the school's policies, and proper records are kept. At the time of the previous inspection, there had been one fixed term exclusion in the year before. In the year before this inspection there had been three fixed term exclusions.
17. Relationships, between pupils and between pupils and adults are very good. Pupils of all ages work and play together well. Older pupils take a caring approach to the younger ones. They work well in pairs and in groups; for example, pupils put up the PE equipment together and consider others when using it. Parents are very pleased at the way pupils are supportive of each other. Teachers have a very caring relationship with the pupils.
18. The personal development of the pupils is very good. They respond well to opportunities given to take responsibility. Pupils from the reception class to the Year 6 class serve on the school council and play their part in improving the school. Years 3 to 6 pupils apply to be part of the 'meaningful work programme' involving lunchtime duties. Pupils produce a termly magazine and take responsibility for equipment at playtime. Year 6 pupils act as 'buddies' for the reception children in the autumn term. Good citizen awards and 'employee of the week' awards are given out at the Friday assembly. Pupils show initiative by participating in the school's recycling scheme and organising fund raising for charities like Comic Relief.
19. Attendance in 2000/01 was 92.4 per cent which is well below the national average and unsatisfactory. Unauthorised absence in the same year was broadly in line with the national average. The level of attendance has improved every year in the last three years. The main reasons for non-attendance are illness, some condoned absences by parents, term time holidays and difficult domestic situations. Most pupils are punctual but, on some days, a significant minority arrives late. Overall, the level of punctuality has improved since the previous inspection. The unsatisfactory attendance and punctuality have a detrimental impact on the learning and progress of the pupils concerned.
20. In the previous inspection report it stated that there were high standards of behaviour and positive attitudes. This is still the case. Attendance was reported to be satisfactory but is now unsatisfactory, although it has improved over the last three years.
21. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are highly motivated, keen to learn and this significantly contributes to the progress they make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching at Edward Pauling is good overall and this has a positive effect on pupils' attitudes behaviour and learning. During the inspection, 63 lessons or part lessons were seen from the nursery through to Year 6. Of these lessons, 4 were excellent, 16 were very good, 26

were good, 15 were satisfactory and only 2 were unsatisfactory. The quality teaching has improved since the last inspection. The proportion of very good and better lessons has improved considerably and the proportion of unsatisfactory teaching has been reduced. This forms a solid basis for raising standards further. However, there are variations in the quality of teaching from the nursery to Year 6.

23. The quality of teaching in the Nursery and reception classes is consistently very good and sometimes excellent. Teaching in these years is never less than good. This leads to very good learning by the children in this age range. During the inspection, 13 lessons were seen in the Foundation Stage. Of these nearly a quarter were excellent, and almost three quarters were very good. The quality of teaching is very good in all areas of learning.
24. The quality of teaching in Years 1 and 2 is satisfactory overall. Pupils make satisfactory gains in the acquisition of knowledge, understanding and skills. Teaching ranges from very good to unsatisfactory. Eighteen lessons were seen in Years 1 and 2. Of these, 1 was very good, 7 were good, 9 were satisfactory and 1 was unsatisfactory. The quality of teaching in Years 1 and 2 is good in art and design, science, and PE. It is satisfactory in English, mathematics, music and RE. During the inspection, there was insufficient evidence to make an overall judgement about the quality of teaching in DT, ICT geography and history.
25. In Years 3 to 6, the quality of teaching is good overall. This results in pupils making good gains in their learning. Teaching ranges from excellent to unsatisfactory. Thirty two lessons were seen. Of these, 1 was excellent, 6 were very good, 18 were good, 6 were satisfactory and 1 was unsatisfactory. The quality of teaching in Years 3 to 6 is good in art and design, science, mathematics, geography, music, and PE. It is satisfactory in English and RE. During the inspection, there was insufficient evidence to make an overall judgement about the quality of teaching in DT, history and ICT.
26. The National Numeracy Strategy has been well implemented and the teaching of numeracy skills is good. The teaching of literacy skills is satisfactory in English lessons but literacy skills are not sufficiently developed in other subjects. ICT is generally underused by teachers in supporting teaching and learning.
27. Most lessons have clear learning objectives and these are usually shared with the class. Pupils are clear about what they are expected to learn. Teachers' instructions are clear and pupils follow these well. Explanations, demonstrations and questioning are used effectively to promote pupils' learning. Pupils make good gains in knowledge, understanding and skills. The school has good learning resources and these are generally well selected and used to support teaching and learning. In a number of lessons, there is an over reliance on worksheets which can restrict pupils' ability to think, plan and organise their own work. Many worksheets require limited written responses from pupils and this restricts the development of writing skills.
28. The school has wisely identified improving pupils' writing as a priority. While teachers are focused on this area and additional time has been given to it, the school is not utilising other subjects sufficiently as a means to develop writing skills. Pupils currently have insufficient opportunities to write at length to a range of audiences and for different purposes in subjects such as science, history and religious education. Furthermore, word processing is not being effectively used as a powerful tool for pupils to draft and redraft writing. Teachers are now providing more planned opportunities to develop pupils' speaking and listening skills.
29. In an excellent, mathematics lesson for Year 5 and 6 pupils, the teacher used very good questioning and modelling techniques to develop pupils' knowledge and understanding of how to convert percentages to fractions. The teacher's expectations of what pupils could do were high. The lively and informative approach challenged the pupils and encouraged them to think. They rose to the challenge, were highly motivated and were keen to explain and illustrate their answers. The teacher's management of pupils was outstanding and pupils displayed very good attitudes and behaviour. Pupils' abilities had been effectively assessed by the teacher, and targets and tasks were very well matched to these abilities. This helped to ensure that all pupils

were appropriately challenged for maximum learning. The plenary of the lesson was used very well to review and reinforce the work and pupils showed a very good knowledge of their learning. The lesson was well structured and maintained a brisk pace. Pupils were highly productive and make excellent gains in knowledge, understanding and skills.

30. In some lessons, work is not well matched to pupils' abilities and needs as pupils often pursue the same task. While the teacher or assistants support pupils with special educational needs effectively, higher attaining pupils are not sufficiently challenged. In science, pupils' different needs are met well when they are given interesting investigations to plan and carry out. The pupils make good gains in acquiring scientific skills and collaborative working is promoted well. Teaching and learning in science is less effective when all pupils in the class tackle the same over directed task.
31. A consistent strength of the teaching at Edwards Pauling is teachers' management of their pupils. Teachers are consistent in applying the school's policy and procedures to promote good behaviour so pupils know what is expected. Very good relationships have been established in most classrooms and a supportive and positive climate for learning has been created. As a consequence, pupils are enthusiastic about learning and participate well in the activities provided. Pupils' relationships between adults and peers are very good. Most pupils show good skills in collaborative working. During the inspection, the 'stop and think, make a good choice' approach was effectively employed to keep some pupils engaged in their tasks.
32. The marking of pupils' work is inconsistent across the school. In the best practice, work is marked on a regular basis and comments are made stating why a piece of work is good. Praise is used well to motivate pupils and develop their confidence. Constructive comments are also made to help pupils improve. In other cases, marking is irregular and not sufficiently diagnostic to guide future learning. The use of homework is used satisfactorily to reinforce and extend what is learned in lessons. Homework is used well to promote further learning in Years 3 to 6.
33. On the rare occasions that teaching is unsatisfactory, the lessons had the following characteristics. The learning objectives were unclear and so pupils were not sure what they were expected to learn. The introduction to the lesson was overlong and pupils became restless. The teachers' expectations of pupils' work were too low. The teacher's questioning technique was limited and did not encourage pupils to think and provide well thought out answers. Illustrations used were too small for pupils to see. The main task set was not sufficiently challenging and did not meet the need of different pupils in the class. The pace of the lesson was slow and pupils were not sufficiently engaged and made unsatisfactory gains in their learning. Pupils were not managed sufficiently well and this led to some unsatisfactory behaviour.
34. The teaching of pupils with special educational needs is good and this leads to good learning. Learning support assistants are well deployed and they make a significant contribution to pupils' learning. They work closely with the class teacher and are aware of the need of pupils in their care. Good relationships between pupils and staff are in evidence. As a consequence, pupils have positive attitudes and behave well. A support teacher withdraws groups of pupils on a regular basis to help with their specific learning difficulties. Much of this work is focused on literacy and numeracy. This specialist support is effective but it is likely to be only a temporary arrangement.
35. The quality of support provided for pupils with English as an additional language is satisfactory overall. Pupils benefit most when they are carefully targeted both in whole class presentations and when they are working on independent activities. However most of the support is either through volunteer helpers or peer support when activities are planned to enable pupils to work collaboratively for instance when they conduct science investigations. Teachers' planning does not always show how the language demands of tasks and the opportunities for language development are to be exploited to achieve the learning objectives.

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

36. The quality and range of learning opportunities for children in the nursery and reception classes is very good and is based appropriately on the specified areas of learning for children of this age. The Foundation Curriculum is carefully planned and this ensures that the youngest children in school have full access to a wide range of suitable and stimulating experiences. Children are very well prepared for their National Curriculum studies.
37. The quality and range of learning opportunities for pupils from Year 1 to Year 6 is good overall. The curriculum is broadly based and relevant. Statutory requirements for all National Curriculum subjects and the requirements of the locally agreed syllabus for religious education are met. For most subjects, the school has adopted the Qualifications and Curriculum Authority's (QCA) guidance for its long and medium term curricular planning. The national literacy and numeracy strategy frameworks have been adopted for long and medium term planning in English and mathematics. This planning helps to ensure that pupils learn in a steady and systematic way as they move through the school. This is an improvement since the last inspection. However, there are some weaknesses in the balance of the curriculum. Some aspects of ICT are currently given insufficient attention. For example, finding information and control and monitoring. Also, ICT is not sufficiently used to support learning in other subjects. The units in DT are not fully implemented so pupils are not experiencing a full range of materials, tools and techniques. These factors are having an adverse effect on the standards attained in these subjects. Schemes of work for RE are not yet in place. Furthermore, much of the units for this subject are not taught in Year 6 until the summer term.
38. The school has implemented the National Numeracy Strategy well. As a consequence, the strategies for the teaching of numeracy are good. The National Literacy Strategy has been implemented satisfactorily. The development of literacy across the curriculum is under developed and so other subjects are not making a full contribution in developing pupils' reading and writing skills. Opportunities to develop speaking and listening skills are identified in the school's long and medium term curricular plans. This was a key issue for improvement after the last inspection and this has been effectively addressed.
39. Pupils with English as an additional language are fully involved in all activities on offer. The positive relations the school have with parents means that teachers get to know the pupils well and information linked to their cultural and linguistic backgrounds is reflected on display around the school. Where appropriate and often to affirm pupils' identity, teachers enable pupils to draw on their linguistic backgrounds in their work. Positive examples of this are the bilingual writing of refugee pupils during a residential journey and when they write their autobiographies in English lessons.
40. The school's provision for extra curricular activities is very good and is one of its distinctive strengths. There is a wide range of additional sporting opportunities from football and netball to short tennis and tag rugby as well as regular opportunities for pupils to take part in competitions in conjunction with other schools. Regular coaching is provided for almost all year groups in football. Other activities include a choir that meets every week and a homework club. Many pupils learn to play a musical instrument including guitar, keyboard and woodwind instruments. The provision for extra curricular activities has improved since the last inspection. The curriculum is equally enriched through a range of visitors who provide further opportunities for pupils to extend their knowledge and skills from a theatre group to workshops in science and design and technology. All activities are open to boys and girls and the rate of participation is good. Year 5 and 6 take part in a residential visit where outdoor pursuits are promoted and opportunities used to enhance pupils' literacy skills for instance when they write a diary to record their experience.
41. All pupils including those with special educational needs and English as an additional language have equal access to the learning opportunities provided. The provision for special educational needs is good and fulfils the requirements of the Code Of Practice. Pupils receive good support

both in the classroom and in small groups outside the classroom. As all work is related to the curriculum in the mainstream, these pupils do not miss any aspects of it. There is no specialist support for pupils with English as an additional language, the class teachers or learning support assistants support these pupils. The quality of this support is sound and pupils make satisfactory progress. In planning and in lessons, work is not always well matched to the needs of higher attaining pupils, particularly in English and science and so these pupils are not sufficiently challenged. The school has begun to identify its gifted and talented pupils. All pupils are well integrated into the life of the school. There is a recognition and celebration of the diversity amongst pupils, while developing a sense of belonging to the school community.

42. Provision for personal, social, and health education including drug misuse and sex education is good. A scheme called 'Project Achieve' focused on developing pupils' social skills is effectively used and results in improved behaviour and a positive response from pupils. Citizenship education is promoted through the school's council with an emphasis on developing pupils' sense of responsibility and decision making. This is well exemplified in the organisation of elections to the council and the range of ideas pupils bring to discussion, for instance when they take the initiative to raise funds for charities or when they nominate their peers as 'Citizen of the Week' with awards given during assemblies. The school is a member of the healthy schools scheme and pupils are encouraged to develop healthy exercise, for instance by skipping, with those who have taken part in training coaching their peers.
43. The school maintains a range of positive links with the community to enrich pupils' learning. These include a scheme of family literacy where parents are enabled to become more involved in their children's education and links with partner secondary schools who provide workshops for pupils on a range of subjects. Pupils also benefit from the link the school has with the local sports association and its facilities to promote participation in sport. There is a good range of visits which enhance the curriculum in a number of subjects, for instance to local mosques and temples and in science and DT. The school maintains constructive relationships with its neighbouring secondary schools with shared days organised collaboratively.
44. Overall, the provision for spiritual, moral, social and cultural development is very good. This has been maintained since the previous inspection. Personal development is a priority at Edward Pauling and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care, respect and the difference between right and wrong. These are shown both materially inside the building, through the use of flowers and plants, in displays and intrinsically through the caring relationships between adults and pupils and their peer groups. Discussions about thoughts and feelings also permeate through the use of the 'Project Achieve'.
45. The provision for spiritual development is good. The school provides opportunities for spiritual awareness through assemblies, time for reflection and the consideration of prayers. Stories are read from the religious scriptures such as the Sikh story of Guru Nanak's travels. This is related to the theme of co-operation that is emphasised throughout the week. Pupils are willing to think about the values and beliefs of the world around them, and in some classrooms and the school foyer, this is displayed well. There are very good opportunities in assemblies for pupils to reflect upon the matters that have been discussed, including religious festivals. Religious education lessons give pupils good opportunities to reflect on the beliefs and practices of all the major world faiths. Spirituality is fostered in some lessons, for example, Year 6 pupils were inspired to write imaginative poetry in English based on the work of the artist Paul Klee. The school environment has the potential to encourage pupils to develop an awareness of natural beauty, and pupils plant seeds and watch them grow. In the main, planned opportunities for spiritual development in lessons are limited.
46. Provision for moral development is excellent. The consistent implementation of the behaviour policy by all staff and the way pupils are encouraged to make choices about their behaviour and actions has a positive effect on pupils' attitudes and behaviour. The school uses easily remembered maxims to help reinforce moral principles, such as 'Stop and Think', and these are discussed and reflected on in many classrooms. The use of moral themes, such as the

importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund raising events for charitable causes. On occasion, moral issues are considered within subjects, for example, in geography and science as part of studies on pollution and other environmental issues. There is a thriving recycling programme, run by the pupils themselves with an informative magazine. Within religious education and the 'Project Achieve' lessons, moral issues are discussed in relation to respect and friendship for example, where pupils discuss the qualities of a special person in their class, and study aspects of citizenship.

47. Provision for pupils' social development is very good. The school is successful in fostering the social development of its pupils and has succeeded in creating a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school. Older pupils are reminded to look after younger ones. They receive regular opportunities to take part in organised social activities, such as plays, music concerts and carol singing. Older pupils apply for monitoring roles, receive interviews and run the school council through the 'Meaningful Work' programme. There are good opportunities for pupils to take on more responsibility. For example, the school council is taken very seriously, and pupils are proud to be members of it. Within the school council, older pupils take a suitable leading role, and set a good example to others. Pupils help to keep the library tidy and are keen to tidy up their classes after each lesson. They like school, and take a pride in the building.
48. The school's provision for cultural development is good. Pupils are made aware of their British heritage. For example, through their work in dance, local history and geography. Pupils are taught to appreciate their own and other cultural traditions through assemblies, art, music and religious education lessons. This gives them direct experience of the underlying values of other cultures and also of their enjoyable aspects, such as the celebrations and dance related to the Hindu festival of Diwali. The school's supportive and inclusive ethos is enhanced by this work. The range of artistic style studied in art provides a good introduction to European culture, as well as opportunities to enjoy African stories and music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The procedures to ensure the pupils' welfare, health and safety are very good. The teachers know their pupils well, recognise their needs and give them very good support and guidance and this is effective in helping to raise attainment. The school has a good health and safety policy and a drug education policy. The health and safety governor, the headteacher and the caretaker carry out an annual review of the buildings and grounds. Any safety concerns are reported to the premises and community committee and the governing body. Risk assessments are carried out before school visits are undertaken. The school has a first aid policy and several fully trained first aiders. The school nurse visits regularly and the school participates in initiatives like 'school safety', 'healthy school' and 'walk to school week'. The breakfast club ensures that the pupils involved have a good start to the day and the club also assists attendance and punctuality. The school pays considerable attention to caring for its pupils and supporting them to become confident and independent.
50. The school has an appropriate child protection policy with three designated teachers responsible for its implementation who have received the necessary training. All staff, teaching and non-teaching, know the procedures to adopt if they have any concerns and have received training on child protection. There are daily briefings for staff and, if necessary, child protection issues are raised at these meetings.
51. The school's procedures for monitoring and supporting the pupils' personal development are very good. Pupils' personal development is effectively monitored by class teachers and other staff. Personal development records are kept and reference is made to the pupils' personal development in their annual reports. Pupils receive regular lessons in social skills and teachers

can record progress in these lessons. The opportunities the school gives for the pupils to show initiative and take responsibility supports their personal development well.

52. The school's procedures for monitoring and improving attendance are satisfactory. Attendance is monitored in accordance with the school's attendance policy by the class teachers, the headteacher, the administrator and the school secretary. If a pupil is absent without any known reason, parents are often telephoned that day to find out why. If there are any concerns about patterns or length of absence, parents are contacted. The educational welfare officer (EWO) visits fortnightly and makes home visits. The school provides certificates and rewards on a class and pupil basis for good attendance, and awards for improved attendance have recently been introduced. As a result of the school's procedures, attendance has improved over the last three years but not yet sufficiently to bring it up to the national average.
53. The schools' procedures for monitoring and promoting good behaviour are excellent and a strength of the school. There is an excellent behaviour management policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. Project 'Achieve' is part of the policy. Under the project pupils are taught to take ownership of their own actions. They are constantly being challenged to 'stop and think' and to make the right and not the wrong choice in what they do. The social skills lessons play an important part in the maintenance of the good behaviour in class and around the school. Pupils are involved in the drawing up of the school's behaviour policy and they are very familiar with its content and use.
54. In the previous inspection report it stated that there was a clear behaviour policy, rules were prominently displayed and there was an effective rewards and sanctions system. This is still the case and there have been improvements in pastoral care, child protection and the monitoring of attendance and punctuality.
55. The school's well developed care system benefits pupils who are refugees and helps them to settle quickly and enables them to feel secure and confident. However, there is no established system of initial assessment for English as an additional language pupils', especially as there is no specialist teachers to provide for this. Ongoing assessment is not used in the case of individual pupils, especially those in the early stages of English acquisition to record how they are coping with the demands of the curriculum and to inform planning.
56. Assessment arrangements and the monitoring of pupils' progress were found to be unsatisfactory at the last inspection. Since then, the school has developed its procedures and regular termly assessment tasks have been developed in English, mathematics and science. On the basis of these, teachers identify and record achievement against the National Curriculum levels of attainment. Staff have started to meet to discuss examples of assessed work and develop portfolios exemplifying attainment at different levels. However, the findings from these assessments together with the collection of samples of work are not used sufficiently to inform curriculum planning and the match of work to the range of abilities in the class. Assessment in the foundation subjects is informal and insufficient use is made of levels of attainment to inform the progress pupils make. The school has no agreed procedures or a designated coordinator responsible for the initial assessment of pupils with English as an additional language.
57. The school has developed a system for tracking pupils' progress over time and has begun to use it for target setting. Targets are appropriately related to predicted levels of attainment but are not sufficiently broken into steps and shared carefully with pupils and parents and therefore their impact on progress are not yet well developed.
58. The assessment and referral procedures for pupils with special educational needs are good and comply fully with the Code of Practice. Assessment information is used well to guide future planning, teaching and learning. Individual education plans are detailed, show clear and specific targets and strategies to help pupils' learning. Progress against the targets is reviewed and monitored on a regular basis and new goals are set.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents are very supportive of the school and the links between the school and parents have a very positive impact on the pupils' learning. The quality of information provided is very good. Regular information letters are sent out and very good use is made of the space around the school to display notices and leaflets on how parents can assist their child's learning and on the life of the school. Weekly planning is displayed on classroom windows and the termly curriculum is shared with parents. Pupils' annual reports tell parents what their child knows, understands and can do in each subject and some targets for improvement are given in English and mathematics. Parents and pupils are asked to contribute to the report. There are termly opportunities for parents to discuss their child's progress with the class teacher. Home visits are made to parents with a child about to start in the nursery or reception class. The home link book contains information on academic progress, pupils' attitudes and social and behavioural development. It is also a source of communication between home and school. Pupils in Year 6 also have a homework diary to help prepare them for their next stage of education. The school's provision of homework is good and parents are generally happy with the work provided. The annual governors' report to parent's 2000/01 does not contain information on the progress of the implementation of the action plan from the previous inspection.
60. The parents' views of the school are very good. The school's links with its parents are effective and their involvement has a very good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. The school has worked hard to build a very good partnership with its' parents.
61. The partnership between parents with children with special educational needs and the school is generally good. Parents are involved in the assessment and referral process from the beginning. There are regular meetings with parents and teachers to review progress towards the targets in the individual educational plans.
62. The school is part of the local Single Regeneration Budget (SRB) project. This project funds a community teacher who is very active in organising a wide range of courses for parents and the wider community. For example, family literacy and numeracy classes assist parents to help their child at home. A crèche is available three times a week. The Family Library of Activity and Games (FLAG) is part of the scheme and is supported well by parents. The Friends of the School is active in organising fund raising events and the monies raised supports the pupils' learning. It is used to buy resources and equipment for the school. There is a home/school agreement, which has been signed by a high percentage of parents. Parents are well supported by the headteacher and the community teacher in times of stress. There is at least one parental representative for each class who act as a link between parents and the school. Parents are encouraged to help in class and over 30 help on a regular basis. They hear readers, help in class and assist on trips. Parents are invited to special events like religious celebrations, assemblies and sports day. Parents collect vouchers to obtain resources for the school.
63. The school carries out an annual parental questionnaire to find the views of parents about the school. The school supports parents as well as pupils in building confidence and knowledge. In the parental questionnaire, prior to the inspection, the parents' views on the school were extremely positive and the inspection evidence confirms this view. There has been a substantial improvement in the school's partnership with parents since the previous inspection in 1997.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The headteacher provides very good leadership and clear educational direction for the school. Since her appointment to this school she has been particularly successful in working with all staff in creating an extremely positive school ethos. Ethos refers to the climate for learning, attitudes to work, relationships and a commitment to high standards. The school has also worked hard to establish highly effective partnerships with parents. The headteacher is well supported by the deputy headteacher and a management team. The school's aims, philosophy and values are very well reflected in the day-to-day life of the school. An attitude of caring and learning to succeed together pervades the school. Over the years, as the school has grown and developed, so too has its reputation and standing in the community.
65. The positive climate created, the successful partnership with parents and the community and good teaching forms solid a foundation for further development. Standards are steadily improving and the school recognises the need for this trend to continue. However, standards are likely to fluctuate as the proportion of pupils with special educational needs varies from year to year.
66. The headteacher adopts a high profile around the school. She leads by example and has gained the confidence and respect of pupils, staff, governors, parents and the local community. For example, her assemblies are informative, uplifting and reflect the school's aims and values of caring, sharing and succeeding together very well. She knows the pupils well, demonstrates effective teaching and very good management of pupils.
67. All staff including teachers, learning support assistants and mid day supervisors are actively involved in developing and maintaining the school's positive and purposeful ethos. Learning support assistants and mid day supervisors have received relevant training and this enables them to be effective in their roles.
68. The school has had considerable difficulties in recruiting teachers and supply teachers recently. There are currently two point six teaching vacancies. The school has managed teacher and supply teacher shortage problems well through effective delegation and deployment. However, both the headteacher and deputy headteacher have had to take on additional responsibilities. The headteacher is currently acting as a special educational needs coordinator. While she is effective in this role, this is a demanding task for a headteacher of a large school with a high percentage of pupils on the special needs register. The deputy headteacher has taken on a greater teaching commitment and pupils benefit from his very good teaching. During the inspection, lessons taken by a regular supply teacher were of good quality.
69. Subject coordinators are released to review and develop their subject area. They monitor curricular plans and view samples of pupils' work. Some coordinators are new to their post and have not yet had time to make a make a positive difference. At present not all coordinators are sufficiently involved in the monitoring and evaluation of the school's performance and it is recognised that training and support will be needed for this. For example, not all have had the opportunity to observe and support teaching and learning in the classroom. Overall, the leadership and management of the school are good.
70. The governing body are effective and much more involved in the life and working of the school than since the time of the last inspection. They meet on a regular basis and there is an appropriate range of committees. The chair of each committee and the headteacher form a strategic committee for long-term planning for improvement. The chair meets with the headteacher on a regular basis so the governing body are well informed of all developments and issues. The governors have good understanding of the strengths of the school and are aware of the need to continually raise standards. The governing body fulfil their statutory requirements and are appropriately involved in planning, policy making and decision making. A key issue from the previous inspection was that governors were not sufficiently involved in agreeing, monitoring and evaluating strategic planning. This has now been effectively addressed.

71. The school has good systems in place for the monitoring and development of teaching. This has contributed to the high proportion of high quality teaching seen. The headteacher, deputy headteacher and coordinators of the Foundation Stage, English, mathematics and PSHE have carried out classroom observations and provided constructive feedback to teachers. Procedures for performance management are good and teachers' targets are appropriately linked to raising pupils' achievements. New teachers are welcomed into the school and are provided with good support. They are assigned to a mentor and have opportunities to observe teachers in the school and those in other schools.
72. The school improvement plan is clear and outlines appropriate priorities for three years which include raising standards in English and mathematics, the new code for special educational needs, ICT in service training, inclusion, pupils' self assessment and target setting and coordinator release time. Detailed actions plans stem from this. Coordinators and governors have clear responsibilities in implementing the plans. There is no action plan for English. The coordinator is new and the school plan to use the findings of the inspection to inform planning in this subject. Some aspects of the plan are not due to be addressed for a while. The review of a scheme of work for RE and the organisation of the teaching of library skills on a regular basis need more urgent implementation in order to improve standards.
73. Good financial planning supports the school's educational priorities. Specific grants such as special educational needs and training grants are used well to support teaching and learning. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for staff training and for the purchase of resources. As the number of pupils with English as an additional language increases, the school is aware of the need to designate a responsibility for coordinating this work. The local educational authority financial audit was carried out in 1999. The recommendations have been addressed. The school applies the principle of best value well. It ensures value for money in its major purchases by obtaining and evaluating a number of quotes. The use of new technology to improve efficiency in management procedures is currently under developed. The school's funding per pupil is high but school is providing sound value for money.
74. The accommodation is very good. The modern building is spacious, well designed and has been well maintained. It is kept clean and tidy by the caretaker and team of cleaning staff. Much thought has gone into the decoration and furnishing. It is attractive, bright and a pleasant learning environment which reflects the school's aims and values in creating a positive climate for all pupils to learn. Pupils' artwork, artefacts, plants and stimulating displays enhance the building. Pupils show considerable care and respect for the school's property. The accommodation includes a large sports hall that can be partitioned into two, a computer suite and a designated library area. The facilities in the nursery and reception are very good. Playground areas and sports pitches are also very good.
75. Learning resources are outstanding for PE and very good for RE and the foundation curriculum. They are good in all other subjects and sufficient to meet the demands of the primary curriculum. The school has effectively increased the quantity of its learning resources as the school population has grown.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue the good work of the school and to raise standards further, the headteacher, staff and governors should effectively address the following areas:

- (1) Continue to raise standards particularly in English, mathematics, ICT and DT by (see paragraphs 3, 5, 11, 78, 83, 87,101,102, 104, 105, 109, 110, 118, 131 and 146):
 - providing planned opportunities for writing across the curriculum (see paragraphs 4, 26-28, 38, 108, 120, 139, 143, and 168);
 - using assessment data more effectively to plan future teaching and learning so that work is more carefully matched to pupils' differing abilities (see paragraphs 30, 33, 56, 57, 106, 113, 122, 124, 130, 134, 140 and 145);
 - ensuring that all aspects of DT and ICT are effectively taught (see paragraphs 7, 11, 37, 131, 132, 146 and 147);
 - increasing the use of ICT throughout the school to support teaching and learning in other subjects (see paragraphs 7, 26, 37, 106, 116, 129, 133, 144, 148, 158 and 168);
 - improving the consistency of good teaching throughout the school (see paragraphs 22, 24, 30, 33, 106, 111, 115, 122, 132, 150, 163 and 166);
 - providing training and opportunities for subject leaders to effectively monitor and evaluate their areas (see paragraphs 69, 124, 134, 145 and 158);
 - improving consistency in marking so that teachers' identify why a piece of work is good and provide guidance for improvement (see paragraphs 32, 107, 115 and 123).

- (2) Continue to improve levels of attendance. (See paragraphs 19 and 52.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	26	15	2	0	0
Percentage	6	25	41	24	3	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 points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25.5	273
Number of full-time pupils known to be eligible for free school meals		82

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	6
Number of pupils on the school's special educational needs register	5	126

English as an additional language

	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	7.3

Unauthorised absence

	%
School data	0.3

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	26	16	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	22
	Girls	15	15	13
	Total	35	33	35
Percentage of pupils at NC level 2 or above	School	83 (78)	79 (68)	83 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	21
	Girls	15	13	15
	Total	35	35	36
Percentage of pupils at NC level 2 or above	School	83 (73)	83 (81)	86 (73)
	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	17	11	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	16
	Girls	9	6	11
	Total	19	18	27
Percentage of pupils at NC level 4 or above	School	68 (36)	64 (40)	96 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	5	5	11
	Total	15	17	25
Percentage of pupils at NC level 4 or above	School	54 (n/a)	61 (n/a)	89 (n/a)
	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	2
Black – African heritage	5
Black – other	2
Indian	4
Pakistani	1
Bangladeshi	0
Chinese	1
White	193
Any other minority ethnic group	16

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)	13.6
Number of pupils per qualified teacher	20
Average class size	25

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27
Total number of education support staff	3
Total aggregate hours worked per week	105
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	2.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Financial information

Financial year	2000/2001
	£
Total income	744,560
Total expenditure	695,392
Expenditure per pupil	2,609
Balance brought forward from previous year	-24,545
Balance carried forward to next year	24,623

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	3	0	0
My child is making good progress in school.	61	32	3	1	3
Behaviour in the school is good.	47	47	1	3	1
My child gets the right amount of work to do at home.	49	40	8	1	0
The teaching is good.	74	21	4	0	1
I am kept well informed about how my child is getting on.	63	26	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	82	14	3	0	0
The school expects my child to work hard and achieve his or her best.	75	21	1	1	1
The school works closely with parents.	60	33	7	0	0
The school is well led and managed.	75	21	3	0	1
The school is helping my child become mature and responsible.	63	33	4	0	0
The school provides an interesting range of activities outside lessons.	62	32	1	0	5

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

76. The overall provision for children in the nursery and reception classes has improved since the last inspection. Teaching throughout the Foundation Stage is better than previously reported.
77. When children start in the nursery, their standards are well below those expected for their age. Communication skills, mathematical understanding and social development are very weak and they have limited experience or knowledge of the world in which they live. Many children are leaving parents or carers for the first time.
78. The quality of teaching children receive throughout the Foundation stage is consistently very good, and at times, outstanding. This enables children to make rapid progress in their development and achievement is good. Teachers and nursery assistants are particularly skilful in helping children develop their social skills. This is an important feature of teaching, because children can then take part more confidently in other areas of learning. Teachers have very high expectations of children so their thinking as well as their social skills are continually challenged. There are varied and interesting activities planned which are very well supported by the teachers' imaginative use of space and learning resources. Despite this, because of their very low attainment when they begin the nursery, standards in reading, writing and mathematics are below expected levels when they leave the reception class. In all other areas of learning, children attain about the levels expected of them.
79. A very good range of relevant and worthwhile experiences is planned for the children. This ensures that learning builds on what children already know and can do. Teachers and nursery nurses are very good at monitoring and assessing children's progress. The information they gather is used effectively to plan the next stages of learning.
80. Leadership and management by the Foundation Stage coordinator is highly effective. The quality of teaching is regularly evaluated in order to maintain the high standards. Relationships and the quality of teamwork in planning and provision for learning are excellent.

Personal, social and emotional development

81. When children first start the nursery, many are still very reliant on adults for direction and to make choices for them. A few take longer than usual to leave parents and carers confidently. This area of learning is very well taught in nursery and reception classes. As a result, children quickly develop the confidence to become independent and curious learners. Very good relationships are established between foundation stage staff, children and their parents. Consequently, parents feel encouraged to discuss any concerns they have and children feel secure and settle more quickly.
82. Nursery children arrive promptly and quickly settle on the carpet to wait for their teacher. They are confident about selecting activities and generally work sociably along side one another. Opportunities for dressing up or building with large construction sets are used to encourage social behaviour. In reception classes children work happily alongside one another when solving problems. In nursery and reception, children tidy up when they have finished an activity. Teaching is consistently very good and sometimes outstanding. The courtesy and teamwork demonstrated by staff make them excellent role models for the children. Teachers set very high standards, insisting on 'please,' and 'thank you' to encourage good manners. Some children have specific targets such as learning to take turns, which teachers and nursery assistants focus on during activities. Children are taught to share during 'snack time' for example, when a bowl with pieces of fruit is passed around. During these times teachers engage children in conversations in order to build their communication skills. As a result of the very good quality of provision, children quickly begin to establish close friendships. By the time they leave the reception class, they share resources amicably and help one another with their work. They

begin to understand relationships in a wider context, for example by learning about celebrations within different cultures on of how they are important to those people.

Communication, language and literacy

83. Children make very good progress in this area of learning. However, because of their very low attainment levels when they start the nursery, many children are still struggling to read and most are below the expected level in writing skills when they leave the reception class. Most children reach the expected level of development in speaking and listening. Due to the very good teaching they receive, children become increasingly confident in speaking to adults and to one another. Nursery children have very good opportunities to build their speaking skills when playing in the dressing up area. There are similar opportunities in the reception classes when children are able to set up a 'hospital' and carry out operations on one another. Children learn to listen well during story times and during times of quiet reflection as part of their personal social development. Teachers are very skilful at encouraging children to speak. They talk to them continuously, asking questions such as "Tell me what you have made," or "How does it work?" This prompts children to describe their work, so helping language development.
84. Children in the nursery develop an interest in books because teachers read them exciting stories frequently and encourage children to look at books on their own. The children know how books work and sometimes turn pages one at a time "pretending" to read. In reception classes children are introduced to some elements of the literacy strategy. They learn to recognise "Title" and "Author" and learn letter sounds to help them begin reading simple words. Children can tell the story by recognising the pictures in books, and a few are beginning to read simple words.
85. Early writing skills are practiced well in the nursery. Children learn to hold pencils correctly and are encouraged to make marks on paper before tracing and copying their first names or sentences written by teachers. In reception classes, children begin to develop a joined style of handwriting. In one lesson, a variety of methods, such as making letters with plasticine, finger-painting letters on plastic and copying sentences were used very effectively to encourage children to write. In nursery and reception classes there is always a very good range of paper, pencils and pens available to children should they choose to practise their emergent writing independently.
86. Teaching in this area of learning is very good and, at times, outstanding. Teachers in the nursery encourage children to make marks with pencils, pens and brushes, and model writing by writing down what the children want to say. Lessons become more structured in the reception classes and are carried out at a lively pace, which challenges the children and helps them to sustain concentration. Teachers know how to captivate the children's interest so that they listen and learn more eagerly. Activities are punctuated by conversations when adults in the classrooms question and encourage children to talk about what they are doing.

Mathematical development

87. Children have very limited understanding or knowledge of shape and number when they start nursery. They make very good progress because of the very good teaching provided. However, standards are still below expected levels when they leave reception class. In the nursery every opportunity is taken to raise children's awareness of number. For example they count the number of children in their groups and work out how many are absent. They count, sort and match objects and begin to learn mathematical language such as 'bigger' 'smaller' and 'more' or 'less'. Songs and number rhymes are used to help consolidate children's learning. In reception classes children recognise numerals and write numbers in the correct order. They learn the 'o'clock' times and sometimes use computers to help them learn about shapes. They become more aware of every day uses of mathematics when engaged in buying and selling in the 'bakers shop' set up for role-play. During one lesson in a reception class the teacher put up the price of all 'breads and cakes' by one pence so children had to work out the new prices.

88. Teachers use attractive resources very effectively to help children learn in a practical way. For example nursery children learned to distinguish between 'big', 'middle-sized' and 'small' because the teacher provided toy animals, teddies and other objects for them to sort. Children were then asked to select the right number to place beside the objects.

Knowledge and understanding of the world

89. Children have very limited knowledge of the world around them when they start nursery. As a result of the very good teaching and learning opportunities provided, children progress very well and show expected levels of curiosity and understanding when they leave the reception class.
90. The curriculum is enriched for nursery children when they learn about Kew Gardens or Richmond Park because those locations are different from where they live. They gain a sense of 'place' and 'direction', for example, by building maps with three-dimensional materials to show 'Goldilocks' route through the forest. Reception children become aware of places further away. They look at large colourful atlases and find out about different breads such as naan, bagel and pitta and their countries of origin. They begin to understand how the past was different by learning about windmills and how they are sometimes used to produce flour.
91. Children's scientific knowledge and understanding developed through exploration of materials, to see if they sink or float. They learn about the seasonal growth of plants and plant seeds of their own. Reception children begin to distinguish between 'living' and 'dead' objects.
92. In nursery and reception children approach computers very confidently. They use their skills of mouse control and 'click and drag' very well to help them consolidate learning about letters or shapes. They explore simple programmes that require them to make choices. Large and small construction sets, sand and water play and making models such as windmills, with recycled materials, contribute well to children's knowledge and understanding of how things work. Children gain awareness and an increasing understanding of celebrations and festivals such as Diwali, Hannukah and Easter.
93. Teaching in this area is consistently very good throughout the Foundation Stage. Teachers and nursery nurses plan a rich variety of learning experiences. Adults skilfully question children by asking such questions as 'Why do you think that?' 'What do you think might happen if?' in order to test children's thinking.

Physical development

94. Children's ability to run and climb on apparatus is about average for their age when they start nursery. They are less skilful at keeping their balance and some do not have the necessary co-ordination to pedal tricycles unassisted. Their ability to handle small tools and implements is usually below that expected. They make very good progress so that by the time they leave reception their skills are meeting expected standards.
95. Throughout the nursery and reception classes teachers encourage children to manage finer movements and handle equipment safely. This is due to the very good range of activities planned and the way adults expect children to 'have a go' and experiment with cutters, rollers, and other implements for shaping materials. In the nursery there are daily opportunities for children to climb, balance and control large wheeled toys in the outside area. Their co-ordination and control is built on very well in reception classes through movement and dance lessons in the hall. Children explore the freedom of a larger space and learn to control their movements in response to different ideas.
96. The teaching of physical development is very good. Teachers are very skilful at motivating and challenging children in order to build their confidence and self-esteem. Throughout nursery and reception classes, adults work alongside children. Consequently they feel well supported and this increases their willingness to try.

Creative development

97. Again many children lack the creative experiences expected of them when they first come to school. They achieve well because of the high quality opportunities provided for them and the very good teaching. As a consequence, most children reach expected levels in creative development by the time they leave reception.
98. Teachers are very good at setting up role-play situations where children can play creatively. A popular choice in the nursery was the 'castle' with dressing up clothes, crowns and tiaras to stimulate children's imagination. Teachers and nursery nurses offer a flow of comments and questions and children quickly respond with suggestions of their own.
99. There are many opportunities for nursery and reception children to explore colour in a wide range of media. Children create collage using different types and colours of paper and explore many possibilities of paint and pastel. Reception children for example use finger painting as a means to practise writing and experiment with pastels when creating 'Monet' pictures while nursery children paint portraits of their teddy bears.
100. Children's musical sense is developed very well because of opportunities provided for them to sing and perform on musical instruments. In one nursery class for example children sang and performed a simple dance while others accompanied them on percussion instruments. They learned to listen carefully to the beat of the music and follow signals given by the teacher to stop or start playing.

ENGLISH

101. In the work seen, standards in English are below average in the current Year 2 and Year 6. Pupils are achieving satisfactorily overall. Results in the 2001 National Curriculum tests for Year 2 were below average in reading, and well below average in writing. In comparison with similar schools, these results were above average in reading, and below average in writing. Results in 2001 national tests for Year 6 pupils were below the national average, but well above average when compared to those of similar schools. Test results have risen slightly during the past three years, with improvement in line with the national trend in the last two years. This represents satisfactory improvement since the last inspection. Girls achieve better than boys but this is in line with the national trend. The school has identified standards in writing as an area for improvement, and has allocated additional time to it. However, because of recent staff changes and high numbers of pupils with special educational needs, there are no significant signs of improvement yet.
102. The current Year 2 pupils have speaking and listening skills that are below average. Most pupils achieve satisfactorily in this area of English. Higher attaining pupils are confident when explaining the antics of story characters, explaining misbehaviour by using simple sentences such as, 'He really was afraid'. Most Year 1 and 2 pupils find it challenging to stay on target when answering questions about poems or when describing pictures. By the end of Year 6, standards in speaking and listening are below average and pupils achieve satisfactorily. Pupils in Years 3 to 6 listen quietly to information, answering direct questions adequately. Their vocabulary is generally limited but becomes much more extensive in a discussion about pollution and recycling, projects they have been actively engaged in. By the end of Year 6, pupils talk enthusiastically about their forthcoming visit to the Isle of Wight and the necessary arrangements.
103. The need to improve speaking and listening was a key issue in the last inspection report. Speaking and listening opportunities are identified now in long and medium term curricular plans. The 'Project Achieve' provides good opportunities to develop speaking and listening.
104. Pupils in Year 1 begin with very limited reading skills. By the end of Year 2, standards in reading are below average and most pupils achieve satisfactorily. The majority of pupils have a sound grasp of phonic strategies, murmuring 'I must break it up' when tackling unfamiliar

words. However, they are not confident when retelling stories in sequence, or when reading unfamiliar text. Higher attaining pupils read widely, and talk with interest about the range of books available in the school and the library. Reading is not systematically developed between Years 2 and 6. By the end of Year 6, standards in reading are below average and pupil achievement is satisfactory. Most lower attaining pupils, including those with special educational needs, read to a range of adults and successfully learn basic phonic strategies. However, they often find texts provided in the literacy hour too difficult, and tend to give up. Medium and higher attaining pupils read and enjoy a good range of texts, such as Dickens and Kipling. Although reading records are kept regularly, they do not set clear targets for improvement and often the targets laid down in the individual education plans for the pupils with special needs are not referred to in the teachers' planning.

105. Pupils in Year 1 begin with very limited skills in writing. By the end of Year 2, even the highest attaining pupils are not confident writers. They write only simple sentences usually copied from the board or from worksheets. They can sequence the instructions for making a sandwich or a puppet. Handwriting skills develop well for all pupils. There is good consistent teaching of cursive script for all pupils that adds to the pupils' good presentation skills. Spelling skills are weak but do not impede pupils' confidence. Standards in writing by the end of Year 2 and 6 are well below average, and pupils do not achieve as well they should. Writing is a key focus for improvement within performance management, yet the school improvement plan has not yet set clear strategies for action. In particular, opportunities to develop pupils writing through other subjects have not been fully realised. Pupils in Year 6 tackle a range of spelling, grammar and handwriting exercises but do not transfer their learning to independent writing tasks. There is an over emphasis on the use of work sheets. Medium and higher attaining pupils produce legible work when using a structured framework, for example, in science reports, but only a few of the higher attaining pupils successfully write imaginative stories with sound plot development. For example, there were some interesting surprises thought up by pupils when a "Mouse was discovered in assembly." Writing standards are better when pupils are reporting their own experiences, for example, instructions on how to use a video recorder. There is no consistent approach to planning writing tasks from subject to subject, and this limits the development of writing skills. Provision for pupils with special educational needs and English as an additional language is sound.
106. Teaching for pupils of all ages is satisfactory overall, with good teaching seen mainly in Years 3 to 6. All teachers manage even the most challenging pupils well and there is good consistent use of the behaviour policy. Where the teaching is good, the learning intentions are clear, such as teaching the pupils to skim and scan non-fiction text, an important skill. Good use is made of the overhead projector and pupils are motivated to learn by the enthusiasm and good use of questioning by the teacher, who emphasises the importance of homing in on key phrases and technical vocabulary. Work is not always clearly planned to meet the full range of learning needs in the class. There is limited challenge and planning at the higher Levels 3 in Year 2 and Level 5 in Year 6 in order to challenge higher attaining pupils. The school has recently introduced ability setting during part of the week to help overcome this. The use of ICT to support both teaching and learning in English is limited. Support staff are well used during an activity but often sit inactive during the introduction and plenary sessions. When planning lessons, teachers do not always pay sufficient attention to the targets of special needs pupils or the needs of pupils with English as an additional language.
107. Marking is conscientious in some classes, often involving lengthy comments and corrections, but it does not give pupils the information they need to improve their work in terms that they can understand. In discussion, pupils find it difficult to identify one main target area for improvement in their written work.
108. The English coordinator is recently appointed to the post and is not yet fully established in her role. The school's arrangements for managing work in English are not yet in place within the school improvement plan. The National Literacy Strategy is consistently taught in English lessons, but there is little planning to improve literacy skills through subjects. The organisation

of library provision so that classes receive regular teaching of library skills is not yet in place. As a result, the very good resources in the library are not being fully used to help raise standards in English.

MATHEMATICS

109. Overall, pupils in Year 2 and Year 6 attain standards in work seen that are below average in mathematics although standards are better in number than other areas of mathematics especially in Years 3 to 6. Some, mainly the high attaining pupils, in each year group especially in Years 3 to 6 are reaching average standards and above because they are given challenging work, that is deepening their understanding of numeracy and enabling them to become confident mathematicians. Although there was no unsatisfactory teaching seen during the inspection, teaching is more effective in Years 3 to 6 than in Years 1 and 2 and this results in better learning in Years 3 to 6.
110. The 2001 test results for Year 2 were well below average. While well below average, results have steadily improved in line with the national trend. When compared with similar schools pupils' Year 2 test results were average in 2001. The standards seen in Year 2 are better than the tests results. A factor contributing to this is that pupils with special educational needs are given good support and this enables them to make good progress. This support is not available in tests. National Curriculum test results for Year 6 in 2001 were below average and above average when compared with similar schools. More pupils reached the higher Level 5 in Year 6 and the school is doing well in this respect. The main factor that accounts for this is more consistent teaching and the successful implementation of ability setting in Years 3 to 6. Although standards identified by the previous inspection are similar to the present pattern, there is now much greater consistency in the performance of pupils throughout the school and their knowledge and understanding in all the areas studied is deepening. Also they are more competent in applying mathematics to problems. This is mainly due to the successful implementation of the National Numeracy Strategy. Year on year variations remain because of the relatively small number of pupils taking the tests and the high proportion of pupils who have special educational needs.
111. The pupils' achievement is satisfactory from the end of the Reception Year to Year 2. They are effectively building on the knowledge and understanding of the mathematics they have learned before. Teaching is satisfactory and skills are systematically taught through the National Numeracy Strategy. In Year 6, pupils show good achievement in relation to what they have previously learned. The quality of teaching is better in Years 3 to 6 than it is in Years 1 and 2 and as a consequence, pupils' achievement in Years 3 to 6 is better.
112. In lessons, boys and girls appear to perform at broadly similar levels. Pupils with special educational needs are supported well and have work planned for them. Consequently, they make good progress. In some lessons their work could be better matched to their needs. In some lessons, they are taught by the learning support teacher. This works well and makes sure that the pupils are working to the same objectives as the rest of the class.
113. The emphasis on improving teaching and learning in mathematics is having a positive effect on pupils' achievement and the standards they reach. This has been more effective in Years 3 to 6. The school has effective procedures for tracking pupils' progress that enables challenging targets to be set that help to guide the teaching programme. Whilst these targets are known and well understood by the teachers the pupils do not readily know what smaller steps they need to take to realize their goals. The school is aware of this and planned developments in this area should help pupils to be more aware of the first steps they need to take and how to work towards a main objective.
114. By the end of Year 2, the pupils are able to add numbers up to 20 and count in tens up to 100. They can number the face of a clock and draw in the hours. The more able pupils understand split numbers to make them easier to add. For example, most understand that $17+3=10+7+3$. Pupils know some of the properties of 2-and 3-dimensional shapes and can explain basic line symmetry. They use simple measuring instruments. Their mental agility is still slow and this is

one of factors that is holding them back. The higher attaining pupils in Year 2 are on course to reach levels expected for their age. However many pupils are unlikely to achieve so well. By the end of Year 6, pupils are benefiting more from the good teaching and careful setting arrangements. They are confidently developing strategies to round numbers up or down to find answers mentally to challenging problems such as 50% of £35.40 or 15% of £40.00. The more able pupils in particular are being challenged effectively and work hard throughout the sessions. The opportunity to work as a set, albeit predominantly one year is working well and the pupils benefit from this arrangement and this is helping standards to be boosted effectively. The least able are less secure about checking their work for answers and making sensible estimates. Sometimes they are not given enough support initially to help them assimilate what they have been taught and understand how to find solutions to the problems they are presented.

115. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. This helps the pupils effectively gain new knowledge and skills and has a positive impact on the rising standards. Pupils in Year 2 consolidated their learning effectively with a very lively matching game, pairing up numbers that add to 20. They learned new skills quickly and concentrated hard to remember the numbers and win the game because the teacher had challenged them, managing their enthusiasm effectively. Teachers' knowledge and understanding of mathematics is good and consequently they know what probing questions to ask at the end of lessons to find out what pupils have learned. In Year 5 and 6, effective mathematical strategies are taught and teachers are skilful at encouraging pupils to work on strategies of their own. The very good relationships with pupils inspire confidence. Sometimes there is not enough brisk, quick questioning to help the pupils change their thinking from activities that have gone on before the mathematics lesson. The vast majority of pupils behave well in lessons and concentrate when the teacher is talking to them. However, there are times in Years 3 and 4 where boys with special needs for challenging behaviour dominate lessons and interrupt the continuity of teaching for others. Marking is satisfactory but it not always effective in helping pupils to improve. Learning support assistants work effectively in partnership with the teachers, supporting pupils with special educational needs.
116. The school has successfully invested in training to help teachers raise standards in mathematics. Curriculum development has been carefully managed and the subject is effectively led by the mathematics co-ordinator. Assessment of pupils' attainment is very thorough and achievement is carefully monitored, providing very helpful information about year groups and individual pupils' progress. All elements of the mathematics are carefully covered. However, the pupils do not have enough opportunity to practise their numeracy skills in other subjects such as in geography. Information and communication technology is not yet used, as an effective tool for learning in mathematics and the great potential of this medium has not been developed.

SCIENCE

117. In the 2001 statutory teacher assessments for Year 2, the percentage of pupils who attained the national standard of level 2 or above was below the national average. When compared with similar schools, these results were average. The percentage of pupils who attained the higher Level 3 was well below the national average. When compared with similar schools, these results were average. In the 2001 National Curriculum tests for Year 6, the school's results were above the national average. When compared with similar schools, these results were well above average. The 2001 test results represent a significant improvement as results were below average in 1998 and 2000, and average 1999. The overall trend is one of improvement. Results fell in 2000, because the Year 6 group had a higher than usual proportion of pupils with special educational needs.
118. The findings of the inspection are that by the end of Year 2 standard are below average and few pupils attain the higher than expected Level 3. Most pupils including those with special educational needs and English as an additional language are achieving satisfactorily. By the end of Year 6, standards are average and most pupils are achieving well in this subject. The standards seen at Year 6 are a little lower than the 2001 test results. The current Year 6 has a higher proportion of pupils with special educational needs and few pupils are attaining Level 5.

119. In a Year 2 lesson, pupils were investigating a toy car travelling on different surfaces such as lino, carpet and rubber. Pupils working in groups used simple equipment to set up and carry out their tests. They made suitable observations, measurements and compared these. Higher attaining pupils made suggestions on how to make their tests fair. For example, one pupil stated ' Don't push the car down the ramp'. Most pupils discovered that the car moved best on a smooth surface. In a Year 6 lesson, pupils were investigating how well different sugars dissolve in water. Most pupils made suitable predictions and selected appropriate equipment for their tests. Working in groups, they decided how to make their tests fair. A number of pupils could suggest how to improve the design of their tests. For example, some realised that they added too much sugar to the water and that it took too long to dissolve. Lower attaining pupils required assistance from the teacher or learning support assistant in fair testing. These pupils made simple observations and explained these in simple form. Higher attaining pupils repeated their tests without prompting from the teacher in order to attain more accurate and reliable results. They drew conclusions from the evidence gathered. Most pupils discovered that icing sugar dissolves faster than caster or brown sugar because the particles were smaller.
120. Pupils' writing of science work is not well developed and even higher attaining pupils do not provide sufficient depth to their work or give full scientific explanation for their results. An overuse of worksheets requiring limited responses restricts pupils' writing in science. Some classes are provided with a useful writing frame to aid writing but this is not consistently used. The school recognises the need to improve standards in pupil's writing and scientific report writing could contribute more to this area.
121. Pupils use and apply numeracy skills satisfactorily in science. In Year 5 there are some examples of pupils using their numeracy skills well in science. They measured the volume of air in soil samples and produced clear line graph to show the heating of water to boiling point.
122. The quality of teaching is good overall and this leads to most pupils making good gains in knowledge, understanding and skills. Teaching has improved since the last inspection. Lessons have clear learning objectives and these are effectively shared with the class so that pupils know what they are to learn. Teachers' instructions are clear and pupils listen and follow these well. Teachers use effective demonstrations to help pupils to acquire and practice practical skills. In a good Year 3 lesson on materials, the teacher effectively recapped on pupils' previous learning. Lively questioning engaged all pupils in the class. The pupils responded well and were keen to answer and demonstrate their knowledge of raw and manufactured materials. The teacher checked pupils' understanding before moving them on to an investigation. During the inspection there were good examples of teachers providing opportunities to develop pupils' investigative skills. This work was sufficiently challenging and open ended to provide for pupils of all abilities including higher attaining pupils. Pupils with special educational needs and those with English as an additional language were well supported by learning support assistants or the teacher. Opportunities were also provided for pupils to work collaboratively in groups. Pupils worked productively together in accomplishing their task. This investigative approach developed pupils' scientific and social skills. However, the study of pupils' past work shows that pupils are often given the same task and that there is an overuse of worksheets. These approaches do not sufficiently meet the differing abilities and needs of pupils within the class. In particular, high attaining pupils are not sufficiently challenged. Teachers manage their pupils well and very good relationships have been established. Pupils are interested, motivated and enjoy science. Behaviour in lessons is mostly good. In the best lessons, teachers' used the lesson's plenary well and successfully encouraged pupils to share and review their learning. Where teaching was satisfactory rather than good, the introduction to the lesson was overlong and explanations were not sufficiently clear. Pupils' attitudes, behaviour and productivity were less favourable as a result.
123. The marking of pupils' written work is inconsistent. In the best cases, work is regularly marked and due praise is given. Constructive comments are also made which help pupils to improve. In other cases, work is not marked at all or undue praise is given for ordinary work. The study of

pupils' previous work and the lessons seen indicate that ICT is rarely used to support teaching and learning in science.

124. The coordinator provides sound leadership for the subject. The science policy has been reviewed. The school has adopted the Qualifications and Curriculum Authority (QCA) guidelines for its schemes of work. These help to ensure that pupils receive a broad and balanced science curriculum. The schemes form a good basis for teachers to plan their lessons. The coordinator has viewed samples of pupils work to monitor curricular coverage. National Curriculum test results are effectively analysed by the school. The coordinator has not yet had the opportunity to observe and support teaching and learning in the classroom. This restricts opportunities to share good practice. The school has a sound system for assessing and recording pupils' attainment. Curricular planning and assessment procedures have improved since the last inspection. However, assessment is not always used sufficiently well to guide future teaching and learning. As a consequence, tasks are not always well matched to the differing abilities and needs in a class. Overall, the school has made good improvements in science since the last inspection.

ART AND DESIGN

125. Standards in work seen in art and design are above average by the end of Year 2 and Year 6. All pupils are achieving well in this subject. This is due to the good spread of subject knowledge among teachers and the range of art experiences offered to pupils.
126. Overall standards have improved on those previously reported. Pupils in Year 1 and 2 explore ideas through a wide range of materials. They practice printing and weaving techniques for example, working with paper and fabrics and study closely the styles of well-known artists in order to improve their own observational and drawing skills. In Years 3 to 6 pupils build well on their earlier skills and experiences. They draw well on their wider knowledge of other cultures such as African or Japanese to generate ideas for their own art work. Pupils in Year 6 produced some impressive interpretations of Paul Klee's ' Park Near Lucerne' with their skilful use of pastels. Their pictures linked very well with the sensitively phrased poems they wrote as a result of looking at the artist's work.
127. Sketch books are used particularly well to practise and develop drawing skills as well as to store pictures which exemplify the ideas and techniques which pupils use in their work. The use of computers however to create new designs or to develop existing ideas is less evident in the displays around the school.
128. The quality of teaching seen throughout the school is good overall. Teachers set high expectations and teach basic skills well to help pupils achieve their best. A good example was seen in a Year 6 lesson when the teacher demonstrated how to use charcoal in order to gain the best effect. As a result the pupils' drawings showed some good variation in line and tone. Teachers plan their lessons well so there is a good balance between discussion and practical time so younger pupils especially have the satisfaction of finishing their work. Good use is made of works by well known artists. Pupils are encouraged to talk about these works commenting the style, use of colour and content. This improves their knowledge and understanding of art and helps them to think of ideas for developing their own work. This is demonstrated well for example by paintings in the style of Henri Reasou, and reception classes 'Irisés' in the style of Van Gough.
129. Pupils' learning is enriched by visits to galleries and exhibitions and by the influence of visiting artists who work in the school. One such project resulted in some exciting work with fabric when pupils created a banner depicting a traditional religious story. Sometimes teachers expect a little too much of their pupils. In one lesson the pupils' drawing skills did not match up to the demands of the task so many, despite their best efforts were not able to satisfactorily produce drawings of a chair. Consequently they lost some of their earlier enthusiasm and made less progress in the lesson. At present, there is little evidence of ICT being used to support teaching and learning in the subject.

130. Art and design is led and managed satisfactorily by the coordinator whose subject knowledge and expertise has a significant influence on the standards attained and expectations of the school. A programme for teaching and learning has been implemented and good quality resources match the needs of the art curriculum. Nevertheless more rigorous attention as to when and how specific skills are taught, linked to an assessment system to monitor pupils' progress and development remain areas to be developed.

DESIGN AND TECHNOLOGY

131. During the inspection, only one DT lesson was seen. Judgements about standards are based on the study of pupils' past work and discussions with staff. Standards are below average by the end of Year 2 and Year 6. Pupils are not achieving as well as they should in this subject. Although resources are good and workspace generous, the subject has not had a sufficiently high profile and so standards are not as good as those reported previously.
132. A yearly plan of topics based on national guidance has been recently produced, but this is not yet having an impact on standards or the range of work expected. This plan is not yet fully implemented. Consequently there are significant gaps in pupils' skills and their knowledge of techniques and design processes. For example, Year 6 can recall constructing simple 'buggies' powered by air-filled balloons and some earlier experiences of food technology, but they have had too few opportunities to design and build structures or design and make products incorporating mechanisms or electrical circuits. At present, pupils have insufficient opportunities to work with a range of materials, tools and techniques.
133. During the inspection, only one lesson was seen. It is therefore not possible to make an overall judgement about the quality of teaching. Work displayed and other recorded evidence of design and technology is very sparse. In the one Year 3 lesson seen, pupils were finishing designs for packaging, having thought about the impact of colour and wording. This was a satisfactory basis for further learning in the subject. There is little evidence of ICT being used to support learning in DT.
134. The leadership and management of design and technology are unsatisfactory. Monitoring and the promotion of the subject have not effective. Although there is now a curricular plan, it does not yet give enough guidance on how skills will be taught systematically. The school does not at present have an effective system for assessing and recording pupils' attainment. Improvements in this subject since the last inspection are unsatisfactory.

GEOGRAPHY

135. Pupils by the end of Years 2 and 6 reach broadly average standards in geography and achieve satisfactorily. Standards are similar to those during the last inspection. During the week of the inspection, only four lessons were seen. Judgements have been made from the study of teachers' planning, lesson observations, discussions with pupils and an analysis of pupils' previous work.
136. Satisfactory progress has been made in addressing the issues identified in the last inspection. There is now a policy for the subject, and teachers make use of the national guidance for schemes of work. These form the basis for teachers to plan their lessons and help to ensure that pupils acquire appropriate knowledge and skills as they progress through the school.
137. In Year 1, pupils learn about their immediate environment through a walk round the school and the playground. In Year 2, the pupils show an awareness of their local area and places beyond their own locality. They can identify physical and human features of a place. Their understanding of these features is evident in the study of a Scottish island. They learn to ask geographical questions such as what transport is used for getting to hospital from home or from an island. The pupils can follow the maps and plans of the school. They are learning to use simple

geographical vocabulary such as post office, church, school, and street in discussing their local area.

138. The pupils in Year 6 show a clear understanding of what happens in a river basin by studying the journey along a river. Teaching enhances their learning by making very effective use of a CD ROM which offers pupils visual image of happenings in a river basin over a period of time. They use appropriate geographical terms such as estuary, source, barrier, reservoir and erosion in describing the process. Pupils can use grid references and index in finding places in an atlas. They acquire sound knowledge and understanding of places and themes in geography. In Year 3, the pupils show an understanding of environmental issues arising from their local area, Feltham. Teachers offer pupils the opportunity to express their views on pollution in the local area. For example, they argue for and against the opening of a fast food shop in their area. They are learning how to improve and sustain their environment and know what can be recycled and how.
139. There is too little evidence to make a secure judgement about the quality of teaching and learning in Years 1 and 2. The quality of teaching and learning was good in the lessons observed in Years 3 to 6. The teachers plan their lessons well using their secure subject knowledge and prepare suitable activities to inspire and motivate pupils. Activities are well organised with suitable resources and clearly explained. Teachers use skilful questioning to build on pupils' knowledge and experience of the world and help to develop their ideas. There is also much emphasis on the teaching of key words. This helps pupils to acquire appropriate geographical vocabulary and use them in discussion and writing. However, opportunities for extended writing are not evident in geography. Time and pupils are managed effectively and pupils' behaviour is good. Most pupils show interest in the subject and sustain concentration well. Pupils with special educational needs and those with English as an additional language make satisfactory progress.
140. The leadership and management of the subject are sound and the newly appointed geography co-ordinator has a clear view of what needs to be done in order to develop the subject further. The curriculum is generally broad, balanced and covers a satisfactory range of work. Assessment, identified as an area for development in the last inspection, is still not formalised. The school does not keep samples of work to help teachers to make judgement about pupils' attainment and progress. Resources are generally effective and good use is made of information and communication technology to support pupils' learning.

HISTORY

141. Standards in history are broadly average for both Years 2 and 6 and achievement is satisfactory. These are similar standards to those reported during the last inspection. The provision for history has improved since then. There is now a policy for history and teachers plan their lessons using the Qualification and Curriculum Authority's (QCA) schemes of work. History is taught in blocked units during the year in each year group. Consequently, only one history lesson was observed during the week of the inspection. Judgements on the quality of provision, standards and achievement are based on a scrutiny of teachers' plans, pupils' work, displays, and discussion with the coordinator and pupils.
142. The pupils in Year 2 have satisfactory factual knowledge and understanding of the past through studying some of the main events and people. For example, they study the Great Fire of London. They use books, pictures and Samuel Pepys' diary to learn how the Great Fire started in 1666. They have developed skills of historical enquiry by using pictures, documents and artefacts as evidence. They can also retell the story of the Gunpowder Plot and Guy Fawkes. The pupils develop the concepts of old and new by comparing old and new toys. They can describe how toys have changed over time, and can identify household items that were used a long time ago. Although the pupils can use words such as 'old, long ago, before, after' in describing past events, there is little evidence of work on chronology in their books.

143. In Years 3 to 6, the majority of the pupils show a sound understanding of life in the past. They can examine pictures and documents carefully and draw conclusions about the aspects of life in the past, and describe and suggest reasons for change. Many pupils can recall and describe some details of a historical period that they have studied such as the Ancient Egyptians, the Greeks, the Tudors and the Victorians. The pupils in Year 5 make an in-depth study of the Victorian period using reference books, pictures and photographs. They can compare and contrast the life at home and school of Victorian children and themselves. They show empathy with the past in their letters of complaint to Disraeli about young children working in coalmines. The pupils in Year 4 are also able to give views on events and people in the past, for example, they express their opinions on Henry VIII and his life. By Year 6, pupils have acquired an appropriate range of historical skills, which they use in studying the life in ancient Greece. They can use sources of information, their work on time-lines gives them a sound sense of chronology. Pupils record their work in writing and drawing. However, pupils' extended writing in history is not sufficiently developed for all abilities due to their weakness in literacy. Pupils with special educational needs and those with English as an additional language have access to the subject and they make satisfactory progress.
144. There is insufficient evidence to make judgements about the teaching and learning of history in lessons. It is evident from half-termly plans that the coverage is adequate over the year. Limited use is being made of ICT to support pupils' learning in history. Visits and activity days are used to promote interest in the subject. For example, the Victorian Day or the World War II Day generate enthusiasm for the subject among pupils. The visits such as trips to Hampton Court or to the HMS Belfast are well chosen to support the curriculum.
145. The leadership and management of the subject are sound. The use of the Qualifications and Curriculum Authority (QCA) schemes for the basis for teachers to plan their lessons. The scheme helps to ensure that pupils develop knowledge and skills systematically. No formal monitoring of standards and teaching has taken place and this limits the opportunities to share good practice. The school plans to introduce a system for assessing pupils' attainment in the future.

INFORMATION AND COMMUNICATION TECHNOLOGY

146. Standards in ICT are below average by the end of Year 2 and Year 6 because pupils are not reaching expected standards in all areas of the subject. Pupils are achieving satisfactorily as they progress through the school.
147. Standards both at the end of Year 2 and Year 6, are close to the national expectation in areas of the subject such as in communicating information. Most pupils can use very simple word processing in their work. However, they cannot yet use this as an effective tool for writing, using it to draft and redraft their work. In some other aspects of ICT such as using computers to control mechanisms, undertake modelling or to process data, provision is less effective and so the pupils are not making sufficient progress in these areas.
148. By end of Year 2, pupils are able to enter work and data using a keyboard and more able pupils know how to save and retrieve it later. Their keyboard skills are weak and this slows the pace of their work considerably. By the end of Year 6, pupils are beginning to understand how to use a database and retrieve information from it. Higher attainers understand the importance of framing questions carefully and for example can apply two sets of criteria to find the data they want. Year 6 pupils have produced competent slide shows using cards they have devised themselves. Although these are straightforward they are effective and reveal a sound understanding of how the application works. Most word-processed work is completed manually before transcription. Their knowledge of the use of spreadsheets and data handling in general is weaker than in communicating information. They do not use ICT readily in other subjects, for example, in making tables or graphs in science.
149. The pupils' attitudes are good throughout the school and they enjoy their work. They are very interested in the subject and listen attentively when they are being taught. They are willing to

persevere in their work and are willing to improve what they have produced. They take great care of the equipment that they use. The pupils are willing to take turns and watch as their peers work. Whilst this arrangement is far from perfect their good relationships with each other make this reasonably effective.

150. Only two lessons were seen in Years 3 to 6 and 2 short lessons were seen in Years 1 and 2. Although it is not possible to make an overall judgement about the quality of teaching, there were good examples. The teachers' subject knowledge is satisfactory and is continuing to improve. The approach taken to training is very effective and helps to build skill levels quickly. The teachers are enthusiastic and make the lessons interesting and choose good tasks to teach skills carefully and effectively. However, the effectiveness of the lessons in Years 1 and 2 is not as high as it might be because the pupils watch a demonstration for the most part and do not use a keyboard for themselves. Whilst this arrangement is suitable for some lessons because they are not working on computers it is very unlikely that they will be able to build up their skills sufficiently quickly whilst this arrangement remains the same. The keyboard skills of most pupils throughout the school are weak and this slows the pace of work.
151. Although some opportunities are used to use ICT in other subjects it is not systematically used to support the pupils' learning. The school has a very good suite with up-to-date well-maintained computers. This is timetabled for use by Years 3 to 6. Year 1 and 2 pupils use it on occasions. During the inspection, the suite was hardly used and based on this, better use could be made of these facilities. Some pupils use the Internet as a research tool and this has been valuable. They do not use e-mail and the full potential of these applications in helping the pupils' improve their writing has not been fully exploited.
152. Despite the lower standards since the last inspection there has been improvement overall. The demands and breadth of the curriculum has increased at a time when the focus of school priorities has appropriately been in other areas. Nevertheless the school has made good use of grant funding to purchase and upgrade hardware and provide training for teachers and teaching assistants. As a result the provision has continued to improve since the last inspection. The subject is now taught regularly in the curriculum. There is a new, good, scheme of work based on the Qualifications and Curriculum Authority (QCA) scheme of work. Links to other subjects however, are not sufficiently strong and this weakness is one of the most significant obstacles to progress. The school has good, well chosen software to support learning to help address some of these issues, however it is too early to assess its impact, careful assessment of its worth should be planned. Good policies are in place including one that deals with the safe and appropriate use of the Internet.
153. The leadership and management of the subject are effective and this has resulted in the improvements being made. The co-ordinator has arranged good training for all staff, which is beginning to substantially improve their subject knowledge, skills and understanding. This allows them to teach more effectively. Efficient use has been made of the local education authority advisory service to support this training. The coordinator has worked hard over the years in establishing and maintaining the school's curriculum and administration networks. More recently the local education authority's support service has also been used to maintain the school's ICT provision. There is a good short-term action plan for improvements in the subject. More detailed plans for the introduction of some areas of ICT are needed. For example, how ICT will be used to support learning in the other subjects of the curriculum. This will be particularly important to further develop school priorities such as writing.

MUSIC

154. Only one lesson was observed in Year 2 and no lessons were seen in Year 6. However on the basis of discussion with pupils, the coordinator and the scrutiny of planning, standards in music are broadly average by the end of Year 2 and Year 6 and most pupils are achieving satisfactorily. These are similar standards to those identified at the time of the last inspection. The numbers of pupils learning instruments continues to be good and this is reflected in the positive gains these pupils achieve in lessons and over time.
155. Pupils in Year 2 explore how sounds can be changed on the basis of a rocket countdown and blasting off. They suggest what type of sounds and music can be used and experiment with different instruments. They choose among a range of typical sounds a rocket makes and attempt to approximate that sound. The majority of pupils succeed in translating their intentions as they present their compositions to the rest of the class. However, they do not have the opportunity to comment on and evaluate their efforts and those of their peers. Pupils in Year 3 listen to and learn the song based on the story of Hansel and Gretel. They sing in unison and grow in confidence as they practice further. From the context of the story and words of the song, they recognise its' mood and with the support of the teacher, they identify the effect when two voices are used. They note how the song starts quietly and then gets louder. In Year 5, pupils listen and learn a calypso song. They show good understanding of key musical vocabulary like texture and how a song can have different layers. They show confidence in singing and respond well to the teachers' instructions as they practice singing in two parts using a range of instruments. They show understanding of how the song is structured and identify the chorus and the mood of the song. Practice enables them to improve their singing.
156. The provision for singing is good and assemblies are well used to promote this skill. The majority of pupils sing in tune and with enthusiasm. They know and can memorise a range of songs and respond well to accompaniments led by teachers. The majority of pupils including those with special educational needs and with English as an additional language make appropriate progress as they are increasingly exposed to a range of musical traditions. The majority of pupils participate in lessons and assemblies with real enjoyment and persevere in their effort to improve their performance. They work well together showing respect for each other. They treat instruments with care and readily help each other. All the pupils taking part in extra musical tuition enjoy the sessions and are highly motivated and keen to improve their skills.
157. The quality of teaching seen is mainly satisfactory in Years 1 and 2 and good in Years 3 to 6. In the majority of lessons, planning is based on a commercial scheme of work which is adapted effectively to cater for the needs of pupils and provides helpful guidance for the non specialists among the staff. Teachers use taped music well as a stimulus for appraising and responding to different musical genres and as a means to teach singing and composing. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and in most cases, provide ample opportunities for pupils to practice and improve their performance. Good use is made of questioning to extend pupils' understanding of the elements of music and of the teachers' own knowledge to promote learning. This was well exemplified in a Year 3 lesson where listening was used to extend pupils' knowledge of mood and extend their musical vocabulary. Where teaching is less effective, not enough time is provided for pupils to experiment and rehearse their compositions before they present them to the rest of the class.
158. The coordinator's specialist knowledge and experience has a positive effect on the prominent place accorded to music and pupils' enthusiasm for the subject. Effective deployment of teachers swapping their knowledge of music to teach other classes also contributes to the progress pupils make. The judicious choice of a good commercial scheme of work is effectively used to help non-specialists and effectively integrate assessment into individual lessons. The curriculum is effectively organised to allow for a balance between singing and composing. The subject is enhanced through the additional instrumental tuition provided for pupils learning to play the recorder, keyboards and woodwind instruments. There is a school choir which practices and performs each week. The use of ICT is underdeveloped and no monitoring of teaching and learning takes place at present. The coordinator has identified priorities for

development both in the short and long term but the criteria for achieving targets are not sufficiently focused on raising pupils' achievement in the subject.

PHYSICAL EDUCATION

159. By the end of Year 2 and Year 6 standards are above average and pupils are achieving well in this subject. This is because of the good and very good teaching they receive and the interesting range of physical opportunities offered. Standards have improved in both Year 2 and Year 6 since the last inspection.
160. In dance in Year 2, pupils respond well to poetry and music. In pairs they create a pattern of movements. They display changes of speed, shape and direction as the first person is shadowed by the second person. In games, Year 2 pupils dribble a football around objects with coordination and control. They pass and receive the ball with accuracy and control the ball well. Higher attaining pupils have closer control of the ball when dribbling and receive and pass the ball with greater speed and accuracy. In gymnastics in Year 6, pupils practice and refine a sequence of movements on the floor or on the apparatus. Higher attaining pupils show considerable coordination, control, and skill as they practice tumbles and springs. Most pupils in Year 6 evaluate their own and others work effectively. They identify the strengths in performance and points for development.
161. The quality of teaching is good overall and this results in pupils making good gains in learning. During the inspection, examples of very good teaching were seen in Year 2 and Year 6. Where teaching is very good, pupils' make very good gains in physical, creative and evaluative skills. Teachers plan their lessons well and the purpose of the lesson is made clear to the pupils. Teachers' instructions are clear and pupils follow these well. Teachers provide effective demonstrations to help pupils to practice and improve their skills. Pupils are given opportunities to evaluate their own and others' performance.
162. In a very good Year 2 games lesson, the teacher gave very good demonstrations on passing and receiving a football. The lesson was well structured and an interesting range of activities flowed coherently from one to another. Pupils were motivated and keen to participate. They responded well, to the challenges set as they dribbled individually around cones or passed and received the ball in pairs. The pupils were well managed and the school's 'stop and think' approach was applied successfully to achieve positive attitudes and behaviour. During the lesson pupils made very good gains in the acquisition and application of football skills. In a very good Year 6 gymnastics lesson, the teacher set high expectations and levels of challenge. The pupils responded very well to this and applied considerable creative and physical effort to their work. The pupils were well organised into groups and set up an interesting range of apparatus and equipment. Pupils were well trained in gym routines and they worked responsibly and safely. They practiced and refined sequences of movements on a range of apparatus or on the floor. The lesson was well structured and time and resources were used to maximise learning. The teacher to help pupils to improve their performance provided regular feedback and praise. Plenty of opportunities were provided for pupils to appraise their own and others performance. Pupils were able to do this in a supportive and constructive way. During the lesson, most pupils used and applied their skills very well. Throughout the lesson pupils were keen and highly motivated.
163. Where teaching is satisfactory rather than good or very good, lessons do not have the same levels of challenge and pace and this adversely affects the rate of learning. In particular, higher attaining pupils are not sufficiently challenged. Furthermore, the school's very good facilities were not fully exploited. This lack of pace and challenge to the lesson results in pupils' attitudes and behaviour falling to satisfactory levels.
164. The coordinator is enthusiastic and provides effective leadership in this subject. He has observed and supported teachers in PE in order to develop practice. The school has outstanding facilities for physical education with a large gymnasium, well-maintained grass sports pitches and asphalt surfaces. Indoor apparatus and equipment are excellent. The school has effective arrangements for swimming and this enables most pupils to reach the required 25 metres by the

end of Year 6. A good range of extra curricular activities including dance, football, netball and tag rugby enhances the school's PE programme. The school participates in local school sports competitions and inter-school matches and plays a leading part in this. For example, it organised an indoor athletics tournament for five local schools recently. This was extremely well hosted and pupils participated enthusiastically in a range of events. The school has achieved considerable success in competitive sports in recent years. Fixtures and results are posted on Feltham Primary Sports website. The school has made good improvements in PE since the last inspection.

RELIGIOUS EDUCATION

165. Standards are broadly in line with those set out in the locally agreed syllabus by the end of Year 2 and Year 6 and pupils' achievement is satisfactory. In Year 2, pupils show knowledge and understanding of the Qu'ran in the study of Islam. They retell the story of the birth of Jesus and how he was taken to the temple 40 days later to be blessed. They show a good knowledge of characters from the Bible. In Year 6, pupils show a sound knowledge and understanding of the main principles of major faiths such as Sikhism and Christianity.
166. The quality of teaching ranges from good to unsatisfactory. It is satisfactory overall. Teachers have a sound knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base. They make very good use of religious objects from a variety of faiths, both in teaching and in display. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is reinforced by pupils' learning in art and in assemblies, including a very effective assembly during the inspection to explain Candlemas. When teaching is occasionally unsatisfactory, pupils were unclear about their learning. There was insufficient discussion and explanation in order to develop pupils' understanding of the work. Teachers do not yet assess pupils against the attainment targets of the agreed syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher attaining pupils.
167. Learning is enhanced by a good range of teaching methods, many of which give pupils direct experience of religious belief and enthuse them. In a Year 5 lesson, pupils developed a wider appreciation and understanding of the Muslim faith when they compared the life of Muhammed to the life of Jesus. This lesson, involving the use of pictorial representations engendered a thoughtful discussion, and pupils from all backgrounds and faiths were able to share their knowledge and experiences. There was good development of speaking and listening skills particularly for those pupils for whom English is an additional language. Year 2 pupils were shown how to have respect for the Qu'ran and practised Arabic writing.
168. The subject coordinator is knowledgeable and has devised a good action plan within the school improvement plan. However, some of the priorities such as developing schemes of work are not planned for some while. The school has just received for guidance on schemes of work from the local education authority. This issue needs to be addressed so that pupils build systematically on knowledge and skills as they move through the school. Work in religious education does not make sufficient contribution to pupils' literacy skills at present. Work is not always recorded and when it is too much is copied or there is an over emphasis on the use of worksheets. Opportunities for pupils to write independently are being missed. There is little evidence of computers being used to support teaching and learning in religious education. Overall, the school has not made sufficient improvements in this subject since the last inspection. However, the examples of good quality teaching seen, and the respect with which the subject is treated by pupils and teachers throughout the school, place it in a good position to make further improvements.