

INSPECTION REPORT

**NORWOOD GREEN INFANT AND NURSERY
SCHOOL WITH CENTRE FOR THE
HEARING IMPAIRED**

Southall

LEA: Hounslow

Unique reference number: 102496

Headteacher: Ms T Gell

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 28th – 30th January 2002

Inspection number: 196778

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
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Charanjit Ajit Singh
Date of previous inspection:	December 1999

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26514	Amanda Tapsfield	Team inspector	Mathematics Information and communication technology	How good are curricular and other opportunities offered to pupils?
1710	Thelma Edwards	Team inspector	Music The provision in the Foundation Stage of learning The provision for and standards achieved by pupils with English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a three-form entry Infant and Nursery school for boys and girls aged between three and seven. Pupil numbers have risen since the last inspection. There are currently 295 pupils on roll, which includes 62 part-time children in the Nursery. This is an average number of pupils for a primary school. There are slightly more boys than girls. Children join the Nursery in the September following their third birthday. They start full-time education in the September following their fourth birthday. A large number of pupils also join this school at points other than the usual starting time, sometimes without previously having attended a school in this country or elsewhere. This is because the school is located close to temporary accommodation for The Homeless, which includes asylum seekers and refugees. Because of this, the turnover of pupils is also very high, and a fairly high proportion of pupils attend the school for short periods of time before being rehoused in other areas. Pupils are currently arranged into nine classes from Reception to Year 2 and there is one Nursery class offering part-time places at either morning or afternoon sessions. Not all children have previously attended a nursery when they start full-time education and join Reception. When children join the Nursery their overall attainment levels are below those usually found, because of the children's limited skills in English. Eighty-two per cent of all pupils are from ethnic minority backgrounds and speak English as an additional language. Punjabi is the main first language spoken and Urdu, Somali and Arabic are also well represented, although 19 different languages are spoken. The proportions of pupils that learn English as an additional language are very high and 80 pupils are currently receiving specific additional support. One out of every four pupils at the school is identified as having special educational needs, a proportion that is in line with the national average. Five pupils have a Statement of Special Educational Need. This includes four pupils who have hearing impairment. Twenty six per cent of all pupils are known to be entitled to free school meals, a proportion that is broadly in line with the national average. The socio-economic circumstances of pupils attending the school are very mixed, but are below average overall.

HOW GOOD THE SCHOOL IS

This is an improving school with a number of particular strengths. The school is well led and managed. It is very inclusive and provides well for all the pupils, including those from ethnic minority backgrounds, refugees and pupils with special educational needs. All pupils are welcomed and are highly valued. The headteacher, staff and governors have a strong sense of shared purpose and are committed to continually improve what the school offers. Staff morale is good and there is strong teamwork. The quality of teaching is good which enables pupils to make good progress. Standards continue to improve. The pupils develop self-confidence and have very good attitudes to school and to their learning. The school provides good value for money.

What the school does well

- Pupils achieve good standards in art and in dance.
- The teaching is good and support staff are very effective. This helps pupils make good progress.
- The school is well led and managed and the headteacher provides very good leadership and a very clear educational direction.
- The provision for pupils with English as an additional language is very good. Staff are able to communicate with pupils, and their parents, in a wide range of languages.
- The pupils with hearing impairment are supported very well.
- The provision for pupils' spiritual, moral, social and cultural development is very good. This supports pupils in developing very good relationships and very good attitudes to school.

What could be improved

- The number of computers in the school is still limited. Pupils therefore do not have enough opportunities to develop their skills in information and communication technology.
- Some aspects of the curriculum need further development; namely, making the best use of relevant links between subjects, adapting the curriculum to reflect pupils' personal experiences and fully implementing the most recent guidelines on the curriculum for children in Nursery and Reception classes.
- The information gained from the assessment of pupils' attainment and progress could be used more consistently when planning future work, setting targets for pupils and when writing annual reports for parents.
- Pupils' attendance levels and punctuality
- The way in which parents park their cars at the start and end of the school day, which poses a risk to pupils' safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in December 1999. The quality of teaching has improved. Standards in the core subjects have continued to rise steadily, and those in the foundation subjects have improved well. This is despite high staff and pupil turnover. The management of subjects, and the role of governors have improved. There have been significant improvements to the provision for pupils with hearing impairment. There is now better provision for information and communication technology, although there is still some work to be done to raise standards and improve resources in the subject. The school has a strong commitment and a very good capacity to continue to make improvements.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	E	E	E	D
Writing	E	E	E	D
Mathematics	E	E	E	E

Key

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

'Similar schools' refers to schools nationally that have a similar proportion of pupils who are entitled to free school meals.

The table above shows that in the tests in 2001 at age seven, the school achieved overall standards that were well below the national average in reading, writing and mathematics. Pupils' results compared better with similar schools based on free school meals. Such comparisons however, take no account of the large number of pupils attending the school who learn English as an additional language nor of the very high pupil turnover at the school. Over a quarter of all pupils taking the tests in 2001 had not spent all of their time at this school. Inspection evidence confirms that overall standards in reading, writing and mathematics are below average by age seven. However, pupils of all abilities make good progress in

these subjects. Furthermore, when the pupils' results are compared with their attainments when they joined the school, they achieve well.

Children in the Nursery and Reception make good progress. By the time they join Year 1, although the children's standards in English and mathematics remain below those usually found, standards have improved well and the children's attainment in all other aspects of the curriculum is in line with that expected. As pupils move up through the school they continue to make good progress so that by age seven they are achieving standards that are much closer to the nationally expected levels. In information and communication technology, better provision is helping to raise standards, which, although currently below the nationally expected level, are improving. In most other subjects, standards of the work seen are in line with those expected at age seven, except in art and dance, where standards are above those expected. Pupils with special educational needs make good progress towards the targets set for them. Children who learn English as an additional language make very good progress in acquiring English. Prompt action is taken to give additional support to any pupils who are experiencing difficulties.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes. They enjoy school and are fully involved. They are keen to learn and want to do well. Pupils try hard, even when they find things difficult.
Behaviour, in and out of classrooms	Good. Behaviour in lessons is good. Pupils show good levels of interest and concentration and are eager to learn. They respond well to praise and are proud of the rewards they receive for good behaviour.
Personal development and relationships	Very good. There is a strong sense of respect, tolerance and understanding amongst boys and girls from diverse cultures and with diverse needs. The very positive relationships contribute to an effective and friendly learning environment. All staff provide very good role models. Pupils develop independence.
Attendance	Very low. Based on last year's figures, levels of attendance are unsatisfactory. Levels of authorised and unauthorised absence are higher than other schools. Too many pupils also arrive late for school. During the school day, pupils' attitudes to being on time are very good, enabling a prompt start to lessons.

The very low attendance levels are due to parents taking their children on holiday during school time and sometimes to delays by other agencies in notifying the school that families have been moved to other schools.

TEACHING AND LEARNING

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

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

Throughout the school, the quality of teaching and learning is good and has improved well since the last inspection. Teaching was at least satisfactory in all but one lesson seen. Teaching was good, and sometimes very good, in two thirds of the lessons. The teaching of English and mathematics is particularly good. This helps all pupils to achieve well. Teachers have high expectations of their pupils and manage them well. They have very good relationships with pupils and support them well. The

support staff work very closely with teachers and make a very valuable contribution to pupils' learning. The teaching of pupils with special needs is good. The support provided for pupils for whom English is an additional language and those pupils with hearing impairment is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements and a good amount of time is appropriately given to English and mathematics. Aspects of the Foundation Stage curriculum still need further development and the overall curriculum can be further refined and improved. The provision for extra-curricular activities is satisfactory.
Provision for pupils with special educational needs	Good. Pupils' needs are now being identified promptly. They are supported effectively and their progress is regularly monitored. The school provides very well for a number of pupils who have hearing impairment. Pupils with special educational needs are also supported very effectively by the school's very positive ethos.
Provision for pupils with English as an additional language	Very good. The teaching and support are very good. There is very good liaison between the specialist staff and the class teachers. Bilingual staff also help to provide very effective communication with parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school has a very strong moral code and pupils' social development is given a very high priority from the time when they start in the Nursery. The curriculum promotes pupils' cultural development well. The provision for pupils' spiritual development is very good.
How well the school cares for its pupils	Good. Pupils are well supported and are made to feel welcome in the school. Staff know the pupils very well and make significant efforts to ensure that they have access to all aspects of school life. The school provides a safe, happy and caring environment. There are good systems for assessing pupils' academic progress. More use could sometimes be made of the information that such systems provide.

The "Foundation Stage" refers to the children in the Nursery and Reception classes.

The "foundation subjects" refer to all subjects other than English, mathematics and science.

The care and support of pupils are a strength of the school. Pupils are provided with good support during lessons enabling them to fully participate. Pupils with additional needs in language and those with special educational needs, including hearing impaired pupils, are well provided for. Although safety and welfare arrangements in school are good, pupils and their parents are exposed to some risk as a result of the indiscriminate and illegal parking outside the school by some parents at the start and end of the school day. The school works well with parents. Parents have positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has been in post since September. She provides very good leadership and a very clear educational direction. She is effectively supported by the senior managers. A large number of subject co-ordinators are new to their role. However, they all have a clear understanding of the strengths and weakness in their subjects and have clear plans for improvements.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory responsibilities well. Some governors are very involved. All of the governors are supportive of the school and are now better informed about the school and the impact of its work.
The school's evaluation of its performance	Satisfactory. The school has implemented some good systems that, when fully embedded, will help the school to become more skilled at evaluating its own performance. The teaching, pupils' standards and progress are all being regularly monitored by the senior staff.
The strategic use of resources	Good. Financial and human resources are clearly directed towards raising standards in all aspects of school life. The school takes appropriate steps to ensure that it obtains best value in its spending.

There are enough staff. There have been many changes in teachers and senior managers during the past two years. The staff and governors have worked hard to minimise the effects of this on pupils' standards and wellbeing. Support staff have remained stable, providing good continuity for pupils. The indoor accommodation is satisfactory overall and there is good outdoor space. Learning resources are satisfactory, except those for information and communication technology.

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 school • Children make good progress at school • Teaching is good • Staff have high expectations of pupils • The school achieves good standards of behaviour and helps their child to become mature and responsible • Staff are approachable and the school works well with parents and keeps them informed • The school is well led and managed • The amount of homework set 	<ul style="list-style-type: none"> • A wider range of activities outside lessons • For the school to develop even closer links with parents • More information about their child's progress

The inspection team fully supports the very positive views expressed by parents about the school's strengths. Inspectors judged that the range of activities outside lessons is satisfactory, given the age of the pupils. Inspectors noted that recent developments have enhanced the school's links with the parents and there is a strong commitment to continue to build on this. Pupils' progress reports could provide more information about the standards achieved by individual pupils and what pupils need to do to improve. Teaching and other staff are readily available and very approachable to talk with parents; several were seen discussing issues with teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the Nursery their overall attainment levels are below those usually found, especially the children's skills in English. This is because the majority of children attending the school learn English as an additional language. Despite the good progress that children make in the Nursery, standards in communication, language and literacy and in mathematical development remain below those usually found when children start in the Reception classes. This is confirmed in the results of the Local Authority's baseline assessments. In addition, not all children joining the Reception classes have previously attended the school Nursery as the Nursery has places for only sixty children, whereas the three Reception classes can admit a total of 90 children.
2. Children continue to make good progress in the Reception classes. When they leave Reception and join Year 1, most children have achieved the recommended Early Learning Goals in their personal and social development, in their physical and creative development and in many aspects of their knowledge and understanding of the world. Pupils' skills in communication, language and literacy and in mathematical development remain below those prescribed in the Early Learning Goals.
3. In the National Curriculum tests at age seven in 2001, the proportion of pupils attaining at least the nationally expected Level 2 in reading is below the national average, and in writing is in line with the national average. In both mathematics and science, the proportion of pupils attaining Level 2 is well below the national average. The proportion of pupils that attained the higher level, Level 3, in reading and mathematics is well below the national average, and in science and writing is below it. The school's results compare more favourably with those in similar schools than with all schools nationally. Standards in reading and writing are in line with similar schools while those in mathematics are below those in similar schools. However, neither national nor similar school comparisons take account of pupils who are at the early stages of acquiring English, or of pupil turnover, both of which are very high in the school. Over a quarter of all pupils at the school are at the early stages of English acquisition and 27 per cent of all pupils taking the tests had not spent all of their time at this school. Results in the tests have shown steady improvements since the last inspection, despite the high turnover of teaching staff and pupils.
4. The school effectively monitors the attainment and progress of boys and girls and pupils from different minority backgrounds to ensure that all pupils are making the appropriate level of progress. Inspection evidence did not highlight differences in progress made based solely on gender or ethnicity. However, inspectors did note that baseline assessments and the results of national tests show boys achieving better results overall than girls. The school is aware of this and is currently seeking to address these differences, in particular, at the early stages of the children's education. The school is provided with good statistical data from the Local Education Authority (LEA). This also helps staff to analyse the test results and progress of different groups of pupils and to compare the school's performance with similar schools locally.
5. Inspection evidence confirms that pupils' overall attainments in English and mathematics by age seven are below national expectations. Inspectors also judged that, given that most of the pupils have additional needs in learning English, the pupils, whatever their prior attainment, are achieving well. Learning at this stage presents additional challenges. Pupils experience some difficulties in fully comprehending all that they hear and read, especially where abstract language is used. Similarly, pupils experience difficulty in interpreting mathematical questions because of the complexity of vocabulary. Pupils' attainment in science, however, has improved as a result of the focused attention being given to the subject, and is now in line with national expectations.

6. The recent introduction of the Early Literacy Strategy in Year 1 and the current emphasis on improving and extending the overall provision in the Foundation Stage of learning provide even more opportunities for the school to continue to improve pupils' attainments in reading, writing and mathematics by age seven.
7. In information and communication technology (ICT), standards, although improved, are still below the nationally expected levels. This is because there is still some catching up to be done, and because the school does not have enough computers and resources to ensure that pupils have enough practice in developing all of the appropriate skills. In art and dance, pupils' attainment is above the national expectations by age seven, and there is also some good work in design and technology. It is in these practical subjects in particular that pupils have the opportunity to demonstrate their talents and their full potential. In all of the other foundation subjects, children achieve standards that are in line with those expected by age seven. Standards in the foundation subjects have improved well since the time of the last inspection when standards in most of these subjects fell below nationally expected levels. This improvement is a result of the focused attention given to staff training and curriculum development in the subjects.
8. Throughout the school, pupils with special educational needs, including those pupils with a Statement of Special Educational Need and those with hearing impairment, make good progress against the specific targets set for them. In areas of the core subjects, although most attain standards below the national expectations, some pupils attain standards that are in line with them. In practical or creative subjects, such as physical education and art, the standards achieved are often good. Pupils with behavioural needs make similarly good progress in improving their behaviour and attitudes. Pupils who learn English as an additional language, including those pupils at the early stages of acquiring English, make very good progress in this area during their time at the school. They most often achieve standards that are at least in line with national expectations in subjects that do not demand a good level of English, and some pupils exceed these standards by the age of seven.

Pupils' attitudes, values and personal development

9. Pupils throughout the school show very positive attitudes. This is in keeping with the views of those parents who responded to the questionnaire and those who attended the parents' meeting, all of whom say that their children enjoy school. Pupils' positive attitudes contribute significantly to the warm and friendly ethos that is evident in school.
10. Behaviour in and around school is at least good. From an early age pupils learn, understand and follow school routines well. Even when they occasionally forget the rules, for example, running in the corridors, they respond quickly to the gentle reminders given by staff. There have been no exclusions from school and during the inspection no incidents of inappropriate behaviour or disrespect for others were evident. Pupils respect the school environment and property. Children of all ages are very friendly and polite to visitors and are willing and confident to engage in conversation.
11. In lessons behaviour is generally good and sometimes very good. Pupils are attentive, show good levels of interest and willingly accept guidance and help from staff. They show respect for all of the staff and respond well when given instructions. There are a very few occasions when pupils talk across teachers or disregard what they are being told to do.
12. Relationships are very good and contribute to an effective learning environment for pupils drawn from very diverse cultural and social backgrounds. Pupils come together to create a friendly, welcoming environment in which pupils understand and respect each other's values and beliefs. There are high levels of mutual respect and a good awareness of the needs of others. A very good example of this was seen during the lunch break when older pupils asked some new pupils what was their first language. They then spontaneously sought out other pupils from the same background and introductions took place. In some classes, pupils have also learned basic signing skills so that they can communicate with pupils who have hearing impairment. All pupils show a

genuine concern for one other. The staff show high levels of patience and take time to deal with pupils who are upset or who experience difficulties and the pupils respond well to them.

13. From an early stage pupils are encouraged to take responsibility for their own learning, to try to find answers for themselves and to resolve their own problems, all within a framework of support and encouragement. Pupils respond well to such opportunities. Pupils show that they can be trusted, for example, taking registers back to the school office and through opportunities to sit on the school council. Here pupils take an active part in consultations about the life of the school. Members of the school council are currently providing ideas for enhancing the school environment. Pupils make good progress in developing their social skills. This is very evident during meal times when pupils behave very well and responsibly and require very little adult intervention.
14. The school places an appropriate emphasis on personal development for pupils with special educational needs, particularly for those with emotional and behavioural problems. Targets are set to improve behaviour. The school uses a selection of personal and more general incentives to motivate pupils to develop good attitudes towards learning and to behave well. Such pupils try hard to achieve their targets. The school's policy of inclusion has been greatly beneficial in promoting all pupils' personal development.
15. Whilst pupils show very positive attitudes to being punctual during the school day, there are too many pupils who are brought to school late in the mornings. Based on last year's data, the school's attendance rate is also very low when compared to schools nationally. Both unauthorised and authorised absences are above national figures. There are three main reasons for this. Firstly, as some parents work at the nearby airport they take advantage of low-cost air flights at off-peak times. Secondly, some parents remove their children for extended periods during term time to visit relatives abroad. Thirdly, some delays in notifying the school occur when families are re-located to another part of the country whilst their claims for residence are being processed.
16. The attitudes, relationships and behaviour of pupils are a significant strength of the school. This fully supports the very positive views expressed by the parents and is in keeping with the findings at the last inspection.

HOW WELL ARE PUPILS TAUGHT?

17. Throughout the school, the quality of teaching and learning is good overall and has improved well since the last inspection. Teaching was at least satisfactory in all but one lesson seen. It was good or better in two out of three lessons, and very good in about one lesson in ten. Some good teaching was seen in most classes, and in most subjects.
18. The teaching seen in the Nursery and Reception classes was good overall. In two lessons in every three, the teaching was good, and in the remaining lessons it was satisfactory. All staff give good attention to promoting children's personal and social development and enabling children to develop independence. Communication, language and literacy skills are taught well. All adults spend a lot of time talking with the children, both in English and in their mother tongue. They also provide good opportunities for pupils to listen and to model speaking. Staff provide activities that promote the children's interest in books. Their knowledge and understanding of the world and the children's physical development are taught well. Other areas of learning are in general taught at least satisfactorily and there is some good teaching. However, there are also some inconsistencies in approaches to teaching and the methods used. In some lessons, the teaching is also rather too formal and more opportunities are needed for pupils to learn from investigation and from first-hand experiences. The teaching of the creative aspects is satisfactory. An area in need of development is the use of structured play. The school needs to develop an agreed and shared rationale about the role and purpose of structured play in promoting children's learning across the areas of learning. Currently, some of this work lacks direction. This is also evident in the teachers' planning.
19. In Years 1 and 2, the teaching was satisfactory or better in all but one lesson seen, was satisfactory in just under a third of lessons and was good or better in the remaining lessons. The

basic skills in English and mathematics are taught particularly well, and there is a high proportion of good and very good teaching in these subjects. This reflects the high priority that has been given to providing in-service training for staff in these subjects, as well as the school's emphasis on supporting pupils in acquiring English. This, combined with the very good provision for teaching English as an additional language, enables all pupils to achieve well in relation to their prior attainment. A focus on the development of subject-appropriate vocabulary is evident in lessons in most subjects; key vocabulary is shared with pupils, explained to them and frequently reinforced throughout the lesson. Teachers provide good opportunities for pupils to consolidate their literacy and numeracy skills as they learn in other subjects. For example, literacy skills are often promoted through work in history, geography and religious education, and numeracy skills are developed through science and design and technology.

20. In many of the lessons where the teaching is good, teachers question pupils well to check their understanding throughout the lesson, and they present ideas to pupils in a variety of ways. This helps to move pupils' learning on at a good pace. Some very good teaching was seen in mathematics, English, music, physical education and personal health and social education. What made the teaching in these lessons particularly good was a combination of very good subject knowledge, good knowledge of individual pupils' needs and a particularly good pace to lessons. This led to high levels of pupil interest and participation.
21. Teachers have at least satisfactory knowledge of most of the subjects they teach and good knowledge in many subjects, including that in science, mathematics, English and ICT. The teaching methods they use are generally appropriate to the pupils' learning needs, although somewhat limited in range. There is the potential for teachers to extend the range of teaching methods they use.
22. All teachers plan and prepare for lessons conscientiously, choosing appropriate resources and tasks. Joint planning across year groups provides consistency in the planned curriculum. However, occasionally, more needs to be done to adapt lessons to the needs of individual classes as the composition of classes and the overall attainment levels of pupils can vary quite considerably. Pupils are well managed in the vast majority of lessons. Teachers have high expectations of pupils' work and behaviour and develop very good relationships with their pupils so that pupils are keen to please the staff. Teachers make sound assessments of pupils' learning on a day-to-day basis. The use of such information when planning further work is evident in the way in which pupils are grouped and supported. However, such information could sometimes be better used to plan for and target specific groups of pupils. The quality of marking is good. Homework is used well to support pupils' learning and parents greatly appreciate this. Homework is interesting, relevant and is used well to consolidate the work pupils do in class.
23. Throughout the school, the teaching of pupils with special educational needs is generally good. Pupils' individual education plans are carefully written by the special needs co-ordinator and class teachers, with involvement of classroom assistants, where relevant. Planning is good and careful records are made of each child's attainment and progress. Pupils are very well-integrated into all lessons and their individual needs are addressed. In English lessons, the teachers carefully plan work that is well matched to pupils' individual needs. In most other subjects, planning to meet the pupils' needs is satisfactory.
24. The support staff employed specifically to teach and support pupils with special educational needs or those for whom English is an additional language make a very good contribution to pupils' learning. Support is very focused and intervention very timely. Very good use is made of pupils' home languages and of sign language to help pupils with additional needs to understand the concepts and subject matter being taught. Teachers and support staff work well together and in partnership. This also provides a good role model for pupils.

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

25. As at the time of the previous inspection, the school plans a balanced curriculum that meets statutory requirements. It now provides a broader and richer range of opportunities to interest pupils of all ages and abilities, and encourage them to be involved in their own learning. A generous amount of time is appropriately given to teaching English and mathematics and the national Literacy and Numeracy Strategies have been adopted. In other subjects, the Qualifications and Curriculum Authority guidelines are used. This has been successful in ensuring that pupils' existing knowledge and understanding are built upon systematically. The school has good plans to further refine the curriculum, tailoring it better to the needs and experiences of the pupils. Children with additional educational needs, including those with hearing impairment and those for whom English is an additional language, are catered for very well and their learning needs are addressed successfully through the curriculum.
26. At the time of the previous inspection, weaknesses were noted in the planning and teaching of information and communication technology (ICT). Since then the school has adopted the most recent national guidelines and the co-ordinator has worked well with staff to plan effectively for all pupils, ensuring that their existing knowledge and understanding are built upon systematically. However, despite computer networking within the school and the purchase of some new computers, the curriculum still suffers from a lack of appropriate resources. The staff are doing the best they can with the inadequate resources they have at the moment and there are plans to extend the resources.
27. The curriculum for children in the Nursery and Reception is gradually being amended and developed to bring it up to date with that most recently recommended for schools nationally. The school has greatly benefited from the support currently being given by the LEA's Early Years advisory staff. Reception teachers have this year moved into classrooms that open out onto outside teaching areas in order to ensure they have full access to an appropriate curriculum, including outdoor activities. The school is aware that the use of the outside areas and the use of structured play have yet to be fully developed and the staff are taking advice on this. Staff have also had opportunities to visit other schools to observe good practice there. Given the clear differences in boys' and girls' attainment in baseline assessments, the staff also need to be particularly proactive to intervene in the activities that boys and girls choose to undertake, and to direct activities so that girls in particular have a chance to catch up in areas where their skills are weaker than those of boys.
28. Throughout the school, strategies in place for the teaching of Numeracy are good and for Literacy, are very good. These have a positive influence on raising standards. In particular, the increased focus on speaking and listening in both subjects has broadened pupils' vocabulary and this has had a particularly good effect on raising attainment. The identification of key vocabulary for other subjects is a good feature. The use of the nationally recommended support materials such as the Early Literacy Support project is also contributing well to the development of pupils' literacy skills. Teachers make good use of opportunities to apply and develop pupils' literacy skills through their work in other subjects. There are also some effective links made between subjects. However, there is the potential to develop this further.
29. There is a satisfactory range of extra-curricular activities, taking into account the age of pupils. Clubs are currently limited to a gardening club run by a parent and to a football club that runs during the summer. The school has plans to introduce additional extra-curricular activities in the future. The curriculum is enhanced with trips to a range of localities that support pupils' learning, for example, to the Science Museum or Odds City Farm as part of their studies in science, to the local library and on field trips around the school's immediate locality to support work in geography. There are a number of visitors to school who provide interesting experiences that also extend pupils' learning. Theatre groups work with pupils on a range of topics, such as that planned for the inspection week on the life of a developing garden.
30. The school actively promotes equality of opportunity and is very inclusive. Pupils who are supported through the hearing impaired unit are fully integrated into the school. Pupils with special educational needs or those for whom English is an additional language have full access to the curriculum and all aspects of school life. They are rarely withdrawn for small group work, except

where this is entirely relevant to pupils' individual needs and the provision is then carefully planned. Additionally, assistants give help at times within the classroom in developing pupils' skills in numeracy and literacy, and for some pupils in managing their behaviour. The school is aware of gender differences in pupils' attainment on entry to full time education and in the national tests and is seeking to address this through a range of appropriate strategies.

31. Good provision is made for pupils' personal, social and health education (PSHE). The PSHE programme encourages pupils to respect themselves and others, and to take responsibility for their actions. The balanced scheme of work addresses issues such as relationships, families, safety and citizenship. It gives straightforward guidance to staff on suitable approaches for pupils of different ages when, for example, considering sex-education and the use and misuse of drugs. Pupils have opportunities to acquire the appropriate knowledge and skills needed to make informed decisions about healthy living. Circle Time is an integral part of the PSHE curriculum and is used well to help pupils learn how to deal with everyday issues.
32. The community makes a positive contribution to pupils' learning. For example, the community police officer and the school nurse contribute to health and safety education and representatives of local faith groups contribute when the school celebrates major religious festivals. A large, local company has contributed significant funds towards science equipment and local businesses regularly make contributions for school fund-raising events. The school hosts adult literacy and family numeracy classes and these initiatives make a significant contribution towards involving parents in their children's learning and ensuring that the school is also viewed as a community resource. Pupils enjoy making their own contribution to the community, for example, collecting items at Harvest time, which are then donated to a local home for the elderly.
33. Links with partner institutions are good. There are close links with the junior school, with which the school shares a site. The headteachers and subject co-ordinators from the two schools consult regularly on important issues, including the curriculum. The school welcomes students from Roehampton College on school experience or teaching practice, as well as students training to work in nurseries and playgroups. There are also good links with the pre-school playgroup, whose staff liaise closely with the staff when children are about to start school.
34. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection, is now very good and is central to the school's very positive ethos. The school promotes consideration for and an appreciation of all within its community.
35. The provision for pupils' spiritual development is very good. Pupils are encouraged to reflect on their own and other people's beliefs and experiences. Within the religious education curriculum pupils are guided to compare their own special times with those in other faiths and to reflect on places special to them. For example, pupils write, "my school (is special to me) because I can learn in there because all my friends are there." The Daily Act of Collective Worship provides further opportunities, seeking to develop pupils' ability to be reflective as well as giving time for pupils to think about the values important in their school community. Subjects such as art and music also provide good opportunities for pupils to reflect. Staff use assemblies to reinforce this considerate behaviour and pupils share enthusiastically in celebrating the successes of individuals and groups within the school. Assembly themes are carefully planned and cover such principles as keeping promises, valuing oneself and appreciating others. Teachers value pupils' ideas, many leading class discussions well to draw in all pupils and positively promote the contributions of pupils with special needs or those for whom English is an additional language. As a result, pupils work hard to involve their classmates, for example, by asking to be taught specific signs so they can say something to a friend with hearing impairment. Staff know and are interested in other pupils as well as those in their own class. This helps the school keep track of pupils' personal development in an ongoing but informal way.
36. The provision for pupils' moral development is very good. The school has a strong moral code and teachers have high expectations of pupils' behaviour. On the rare occasions when a pupil's behaviour is unacceptable, teachers take time to explain why it is not acceptable and emphasise that it is the behaviour and not the child that has caused disappointment. Rules and consequent

rewards and sanctions are clear and pupils know them well. They consider the school rules firm but fair and all staff apply them consistently. At the beginning of each year, pupils and their new class teachers discuss and agree rules for behaviour within their classroom. This is a system that pupils value. Assemblies give strong support to the teaching of the principles that distinguish right from wrong, fostering such values as being a good friend and respect for one another.

37. The provision for pupils' social development is very good. The school's policies on dealing with and eliminating bullying and harassment are consistently applied. Staff encourage pupils to work well with each other and to relate positively to one another, developing their awareness of each other's good qualities and why they like their friends. The programme for PSHE and Circle Time makes a very strong contribution. As part of these lessons, pupils share openly those qualities they value in their families and why their friends are important to them. For example, "I love my sister ...because she looks after me. Thank you... for helping me". The school council makes a good contribution to pupils' social development, highlighting issues of concern to pupils such as the playground environment and litter. Both pupils and staff appreciate this forum that enables pupils to raise issues of concern to them.
38. Children are encouraged to participate in fund-raising events such as those for Earthquake for India, the McMillan Nurses and the National Society for the Prevention of Cruelty to Children. The inclusion of pupils with hearing impairment makes a very good contribution to raising pupils' awareness of those who experience very specific difficulties. During Deaf Awareness Week children from across the school took part in a play performed entirely in sign language. This is an impressive achievement for such young children.
39. The provision for pupils' cultural development is good. The school promotes well pupils' understanding and appreciation of Western culture. Subjects such as English, art, geography, religious education, history and music make a positive contribution. For example, pupils study a range of artists such as Lowry and Matisse, as well as an interesting range of sculpture. In English, pupils use a good range of quality children's texts. Musical understanding is enhanced very effectively. Pupils regularly listen to music and teachers lead discussion about the instruments heard, as well as telling pupils about the composer and their music. The school also works well to celebrate the cultural diversity represented in the local area and to promote pupils' understanding of diversity. The school and class libraries contain a good range of books from different cultures and these stories are used regularly in story-times and assemblies. Staff and pupils speak many different languages and these are actively promoted and celebrated. Similarly, pupils' religious beliefs are acknowledged and celebrated. There is still the potential to extend the contribution that the overall curriculum makes to develop pupils' cultural understanding.
40. Extra-curricular activities contribute to the overall provision for pupils' cultural development. For example, pupils talked enthusiastically about a visit to the pantomime and the whole school was due to enjoy a visit from a children's theatre group at the end of inspection week. In Year 2, pupils participate in a music and dance festival with pupils from other primary schools, performing for the Mayor and dignitaries. Festivals from a range of world faiths are celebrated. For example, last term everyone enjoyed the Diwali disco.
41. Staff successfully promote the personal development of those pupils who have special educational needs. In assembly, for example, such pupils play a full part in the proceedings and are rewarded for good work and effort. Pupils with special needs show very good progress in their personal growth alongside their peers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school has effective systems for monitoring pupils' academic performance and personal development. The positive aspects highlighted in the previous report are still evident. The school strongly encourages pupils to take personal responsibility. Pupils are given opportunities to show that they are trusted, as, for example, in a science lesson in Year 1 when a group of more able pupils, having been given a task to do, were then given the responsibility of allocating different

resources according to what individuals would need in order to complete their tasks and experiments.

43. The school has a very caring ethos. Parents also say that the school is respectful of pupils' religious and cultural background and that staff show tolerance and understanding. This is very evident in the daily life of the school. There is a very strong sense of community in which all pupils are welcomed and respected. As a result, pupils settle into school very quickly. This is very important given the fact that pupil turnover is so high. Indeed, although approximately 30 additional pupils have recently joined the school, during the inspection period it was not possible to identify which pupils had only recently started.
44. The school's effective and consistently applied behaviour management policy is based on positive reinforcement and praise. Pupils value the recognition they receive, as well as the rewards for good behaviour, and they show pride in their achievements. The school's success is evident in the absence of both inappropriate behaviour and the need to impose sanctions.
45. Systems and procedures for ensuring pupils' health, safety and welfare during the school day are good. Pupils who suffer minor bumps and grazes during playtimes are quickly attended to and reassured. Whilst internal procedures and staff vigilance are good, the parking situation outside the school, both at the start and the end of the school day, is unsatisfactory and poses a safety risk to pupils. Too many parents illegally park immediately outside the school gates. Other parents report their concerns and also recount instances of accidents and hazardous incidents. The school is aware of this problem and has taken steps to try to persuade parents about the dangers of this practise. The school should continue, in consultation with partner services, to resolve this matter.
46. Effective child protection procedures are in place and are applied consistently. All staff know the procedures well and are vigilant about possible risks to pupils. The school has effective systems to ensure Internet safety. The school is actively addressing the problems of poor attendance levels. It has recently reviewed its policies regarding prolonged absence from school and has introduced more effective monitoring systems. There is now a much closer working relationship with the Education Welfare Officer and staff at the neighbouring junior school. A good feature is the introduction of initiatives to raise parental awareness about the educational impact of prolonged pupil absence during term time. Although still at the early stages, there is some evidence that the school's efforts are having a positive effect. Apart from the problems of attendance, the school's work in ensuring the care, support and safety of the pupils is effective and makes a good contribution to their learning and progress. These findings support parents' views.
47. The school has good systems for assessing pupils' attainments and progress. The use made of this information is satisfactory overall, with some strengths and some areas for development. The school uses a good range of tests and assessments to check and monitor pupils' attainment and progress as they move up through the school. Following a number of staff changes, there is a need to ensure that all teachers make effective use of the information that assessment provides when planning work. In addition, developments to the curriculum, especially to the Foundation Stage curriculum, mean that the procedures for assessing pupils' attainment and progress will need to be adjusted accordingly. The school has worked well in recent months to ensure the earlier identification of pupils with special needs. Teachers use this knowledge well to group pupils and provide additional support for them. In some instances, there is less evidence of teachers using the targets in pupils' IEPs as a focus for planning work. The school's recent initiative to set individual targets for pupils in English is a positive one and is helping children to know what they need to do to improve. Similarly, the school's focus on improving teacher assessment in science is having a good impact.
48. Procedures for monitoring the progress of pupils with special needs are good and have continued to develop since the last inspection, despite unavoidable changes in staffing and organisation. Documentation is thorough. Individual Education Plans are well written and targets are specific. There are appropriate systems to assess and evaluate pupils' progress toward their individual targets. Staff have become more aware of pupils' identified needs and there are now closer links

between special needs staff and those working with pupils who are at the early stages of learning English. The use of mother-tongue assessments has recently been introduced and is ensuring better and earlier identification of pupils with special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school's existing and developing links with parents make a good contribution to pupils' learning and progress. Parents report high levels of satisfaction with the school's efforts to involve them in their children's education. There have been recent, significant improvements in the level of written information to parents, outlining what the pupils are being taught as well as detailing school events. Parents particularly value the way the headteacher is actively seeking their views, including those about how the links between home and school can be improved. All staff are very approachable and are available at the start and end of the school day to speak with parents. The parents of very young children in the Nursery are made welcome in class, which establishes positive relationships between staff and parents. The parents of children with special educational needs and those for whom English is an additional language are kept well informed about their child's progress and are invited to school on a regular basis to meet with staff, or to attend reviews.
50. In addition to informal discussions with teachers about progress, parents also value and benefit from the formal parents' meetings held every term when pupils' progress is discussed, and the annual report to parents. Many parents express satisfaction with the content of annual progress reports. However, a sample examined during the inspection shows that they emphasise pupils' attitudes to learning and provide less information on the curriculum, how well individuals achieved against national standards and how they can improve. The school needs to report more clearly on pupils' learning and attainment.
51. Parents show good levels of interest in their children's education. Most provide good support at home, for example, helping with reading or with other homework. This makes a good contribution to pupils' learning. The school is developing a range of initiatives to help parents to support their children. Although few parents help in class, they do contribute in other ways. Examples include helping with visits and making resources and equipment for use in lessons. The school is keen to extend parental and family involvement. For example, the school is actively taking steps to set up a grandparents club, which, if successful, will encourage local people to attend school to help pupils improve their reading.
52. An analysis of the parental survey and the contributions made during the parents' meeting shows that most parents feel that their children enjoy school and that they make good academic and personal progress. Parents say that teaching is good, that teachers have high expectations of pupils and that the school helps their children to become mature and responsible. These views were fully endorsed by the inspection evidence. Areas that some parents felt could be improved include providing more information about pupil progress, better parental links and more activities outside of lessons. The inspection team acknowledged that staff are readily available to discuss with parents any issues, including pupil progress. The school is actively developing closer links with parents and there are indications from recent initiatives that improvements in this area will continue. Providing parents with information about their teaching methods would be beneficial to some parents. For example, some parents believe that their children are not heard reading often enough at school, whereas in practice reading is part of the daily literacy lessons. The range of activities outside lessons is satisfactory, bearing in mind the age of the pupils. However, the school is keen to extend these and is also aware that some working parents would like the school to offer after-school care.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Since the last inspection there have been good improvements to the overall leadership and management of the school. The key issues that related to extending the governors' role and to improving the management of the foundation subjects have been addressed. The school continues to be well led and managed. There is a very strong commitment to equality of opportunity and to

ensuring that all pupils, irrespective of their backgrounds, are given the chance to develop their full potential. This is reflected well in the school's ethos and in all aspects of the school's work.

54. The headteacher provides very good leadership and a very clear educational direction. Since joining the school last September, she has worked very hard with the staff, parents and governors to gain an overview of the school's strengths and weaknesses, to make improvements and to establish a shared vision for the school's future development. She has been very successful in maintaining and strengthening the school's positive climate for learning and developing good teamwork. Her success is evident in the strong support from parents and governors and the high staff morale, all of which provides a firm basis for continuing to move the school forward.
55. The headteacher is well supported by the acting deputy headteacher and the acting senior management team. They work well in partnership with the headteacher and facilitate effective communication with the staff. The special needs co-ordinator (SENCo) is the acting deputy headteacher. He is also well supported by the headteacher. Despite his many duties elsewhere in the school, the SENCo has worked extremely hard to make improvements to the provision and to begin to implement the recently-reviewed Code of Practice for pupils with special needs. A recently introduced computerised system includes a useful Individual Education Plans Writer program and provides easy access to all the relevant information. Individual targets have been extended to pupils in the Nursery and early assessment procedures, including those in mother tongues, ensure correct targeting of needs. Strategic planning has improved and all staff support the recent initiatives. Further training in the use of Individual Education Plans (IEPs) is planned. The school is in the process of recruiting someone to work with one child who has recently been granted a Statement of Special Educational Needs. The SENCo has some time to monitor the overall SEN provision. The school's policies in relation to special needs are fully supported by the governing body. The centre for pupils with hearing impairment is very well led by the teacher in charge.
56. The management of the Foundation Stage of learning is satisfactory. This is currently being undertaken jointly by co-ordinators for the Nursery and Reception years, with advice and input from the headteacher and advisory staff. Due to some staffing issues last year, nationally recommended changes to the Foundation Stage provision were not implemented at this time. The school, therefore, has had and still has some catching up to do in developing this area of its work. The core subjects are in general well led and managed. The management of the foundation subjects has improved since the last inspection, when it was considered to be a weakness. These weaknesses were initially addressed through the setting up of working groups and, more recently, through allocating specific co-ordinators to individual subjects. Most of the co-ordinators are new to the school and to their role as co-ordinator. Nevertheless, they bring enthusiasm to the task and training opportunities have enabled them to develop a clear understanding of their role. They have undertaken an audit of work in their subjects, the results of which they have used to draw up clear action plans.
57. Systems for the appraisal and performance management of teachers have recently been put into place. Staffing difficulties last year, including the absence of senior staff for some of the time, meant that this was behind schedule. Teaching, however, has been regularly monitored and supported since the last inspection. The school has also continued to benefit from good levels of support and training provided by the LEA. This has had a very positive effect on improving standards and ensuring that new staff are provided with the relevant training. Good attention has been given to providing training for teaching of the foundation subjects. The staff are now benefiting from the training opportunities provided through links with the attached junior school, which has recently been awarded Beacon Status.
58. The one-year school improvement plan drawn up last term is a very good document that contains very relevant and measurable educational priorities. Lines of responsibility and expected outcomes are very clear. The headteacher intends to consult widely in order to ensure that the staff and governors are now fully involved in the process of drawing up a longer-term development plan.

59. The governing body now has a full complement of governors. Governors fulfil their statutory responsibilities well. They have made good use of training opportunities to extend their skills and understanding, and to develop their role as critical friend. The chair and vice-chair of governors have played a key role in the school since the last inspection. They have continued to support the school well through some difficult periods. Governing body meetings and those of sub-committees take place regularly and are now better attended than in the past. Governors are also kept well informed about the school and about its progress, which ensures they have a secure understanding of the school's strengths and weaknesses.
60. The school is fully staffed, although some teachers are on temporary appointments and there has been very high staff turnover during the past two years. The headteacher and governors are now in a position to make some permanent appointments, following the resignation of a senior member of staff who has been on maternity leave. The staff and governors, with the support of the LEA, have worked very hard to minimise the effects of staff changes on pupils. Teachers new to the school quickly become established as part of the team, even where they are employed on a temporary basis. The school's very good arrangements for the induction of new staff support this aspect well. New teachers say that they feel welcome as part of the team and that their ideas and skills are also valued. Spending on support staff is very high. This is appropriate in view of the high proportion of pupils with additional needs. Support staff include specialist staff for pupils with English as an additional language and pupils with hearing impairment. Support assistants contribute very well to pupils' learning in the classroom and are valued as important members of the staff team. They have also provided important stability for pupils during a time when there have been many changes in teaching staff. Teaching and support staff are drawn from diverse backgrounds. This supports pupils' learning well. It ensures that pupils speaking a range of different languages, and those who use signing as the main form of communication, are very well supported, both with access the curriculum and in extending their communication skills.
61. The administrative assistant effectively supports the work of the headteacher and class teachers and provides a good contact point and a warm welcome for pupils, parents and visitors. She is conscientious and ensures a good standard of day-to-day administration. The school buys into a bursary service. This provides a very effective service that supports financial planning and monitoring of the school's budget. The money being carried forward each year is slightly above that recommended. This reflects the need to have modest contingency funds to set against the fluctuations in pupil numbers. Some funds have also been set aside to extend the resources for ICT when the school has completed its research into the best way of using its money.
62. Systems to ensure best value are good. The headteacher and governors regularly monitor and evaluate the school's outcomes in relation to schools nationally and similar schools. There are effective systems to ensure value for money is obtained when purchasing goods and services. Weaknesses highlighted through external audits have been addressed promptly. The school makes appropriate use of ICT to keep a regular check on its spending and for administrative tasks. Funds allocated for specific purposes are effectively deployed, for example, for special needs, staff training, curriculum development and to support ethnic minority pupils. The school also benefits from its business links in securing additional resources, which enhance what the school is able to provide for pupils.
63. The teaching is good and pupils achieve well during their time at this school. The school provides a very caring and supportive environment for all of its pupils, some of whom are extremely disadvantaged. The provision for pupils' personal development is very good. The school is well led and managed. Standards in the core subjects are improving steadily, and those in the foundation subjects have improved well. The cost per pupil is fairly high. However, overall costs include money allocated to meeting some pupils' additional needs. Progress since the last inspection is good and the school has a strong commitment and a very good capacity to continue to make improvements. When consideration is given to all of these factors, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further, the staff, governors and headteacher should:

- i. Further improve pupils' standards in information and communication technology by:
 - extending the resources so that pupils have more frequent and regular access to computers;

(Paragraphs 7, 26,137, 138)
 - providing more opportunities for pupils to use information and communication technology as part of their work in other subjects.

(Paragraphs 112, 120,125,132,139,140)
- ii. Continue to improve the curriculum by:
 - working to develop and fully implement the most recent guidelines on the curriculum in the Foundation Stage of learning;

(Paragraphs 18, 27,56,91, 93, 94)
 - further developing the curriculum in some of the foundation subjects to make relevant links between the subjects and to reflect pupils' personal experiences.

(Paragraphs 25, 28, 132, 136)
- iii. Ensure that the information gained from assessments is used consistently when planning future work, setting targets for pupils and when writing pupils' end of year reports.

(Paragraphs 22, 27, 47, 50, 81, 113)
- iv. Work with parents to improve pupils' punctuality and attendance.

(Paragraph 15)
- v. Work with parents and other relevant agencies to address the safety issues associated with the illegal parking outside of the school gates.

(Paragraph 45)

OTHER SPECIFIED FEATURES

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

64. Of the 230 pupils who speak a language other than English at home, 80 pupils currently receive specific specialist support from the staff from Hounslow Language Service, funded through the Ethnic Minority Achievement Grant. Four teachers and instructors and one nursery nurse work with individuals and groups of pupils. They collectively speak a wide range of community languages and give very good support to pupils who are at different stages in their acquisition of English, often using a combination of English and home languages. They also support parents well, some of whom are in temporary accommodation and are new to the area or to this country. Some parents consequently find it difficult to communicate in English when they approach the school or other agencies.
65. The specialist staff work alongside teachers in the classroom. Here, all pupils also receive valuable help from other nursery nurses and classroom assistants who are, themselves, multilingual. Because of this strong support, pupils learning English as an additional language, including those at the early stages of English acquisition, make very good progress and achieve well in relation to

their prior attainment. It is notable that pupils who entered the school at the Foundation Stage of learning or in Year 1 do as well as their peers because they have been receiving continued language support. The school's recent analysis of data shows that all pupils who had completed the full nine terms in school attained at least Level 2 in the National Curriculum tests in 2001.

66. The teaching is very good. The class teachers' lesson plans are shared with specialist staff who then prepare their own teaching input to complement teachers' plans. For example, sometimes pupils receiving English support are taught particular vocabulary beforehand to enable them to take a full part in the lesson. In lessons where the teacher is talking to the whole class, sometimes specialists or classroom support staff quietly translate for those pupils who do not fully understand, or they translate for the whole class if this is appropriate. Class teachers choose words carefully and repeat key vocabulary to make sure all pupils understand. They also make good use of sign language, which helps those hearing impaired pupils who also learn English as an additional language. Records are carefully kept and assessments of pupils' progress are made regularly. Class teachers and specialist staff both contribute to assessments and focused observations. The headteacher monitors the overall provision and how well pupils with English as an additional language are progressing. She, and senior staff, analyse the pupils' results in standard assessments.
67. Resources are good. The school has a good selection of books and tapes in a range of languages. Specialist staff also provide and make their own resources to supplement those used in lessons. The Hounslow Language Service staff also contribute to promoting an enjoyment of learning at home, for example, by providing small toys which relate to the story book being taken home to read.

THE CENTRE FOR HEARING IMPAIRED CHILDREN

68. The provision for pupils with hearing impairment is very good. Improvements since the last inspection means that the children are now consistently well supported in all mainstream lessons. Good features referred to in the last inspection have been further developed and planning has been updated. The school's policy of including pupils with severe or profound hearing loss in mainstream classes is supported whole-heartedly by the staff and governors alike. Pupils are able to access the full National Curriculum with full integration taking place in all aspects of school life.
69. Pupil numbers fluctuate over time. At present there are four pupils with severe or profound hearing loss in the Centre. Two of these pupils have had cochlear implants. The Centre caters for pupils with a range of hearing losses and communication needs. Some pupils may have additional problems relating to health or learning. Staffing currently comprises of two well qualified, part time teachers of the deaf and three support assistants, two of whom job-share. All assistants have had specialised training and all staff in the Centre are accomplished signers. Accommodation used for small group and individual teaching consists of two base rooms, which contain a selection of appropriate resource materials, and a separate room for speech and language therapy. Both rooms are sound-proofed and these are also available for use for other teaching groups when available. The rooms are situated in two different areas of the school. This proves beneficial, one room being central and easily accessed, the other providing a more secluded environment which sometimes is more suited to a certain activity.
70. A Total Communication Policy is in operation which stresses the use of combined methods, such as speech, lip-reading, finger spelling, signing, gesture, mime and the use of electronic aids to amplify residual hearing. Pupils are provided with personal post-aural hearing aids by the Hearing Clinic. These are checked daily by staff, and an audiological technician visits the Centre to offer specialist maintenance. Children are encouraged to develop and make use of any residual hearing. Radio aids and auditory training units are also used to enhance listening. In class, teachers use radio hearing aids to facilitate the reception of sound, and they adopt correct positions in order to give pupils visual as well as auditory clues.
71. The school liaises closely with Health and Education Authorities and has good support from outside agencies. All acoustic equipment is carefully checked and monitored by the co-ordinator. Invaluable help is given by the Speech and Language Therapist. Each pupil has two concentrated

periods of support each week, working on receptive and expressive language, including the development of social skills as a precursor to language. The Centre's facilities are strong and an integral and important part of the school. A peripatetic teacher of the deaf offers support and advice when needed and provides in-service training on the use and management of hearing and radio aids.

72. Pupils' attainment is generally below average when measured against the national expectations. As literacy and communication skills develop, however, improvements can be seen by Year 1, when pupils' comprehension and their oral responses have increased. The reading level for one pupil, for instance, has almost reached that expected for that age group. In practical and creative sessions, pupils from the Centre do well. They achieve sound, sometimes good, results in physical education, art, and design and technology. One pupil is adept at using the computer. Levels of achievement are good, sometimes very good, across the curriculum, when measured against pupils' personal targets within their individual work programmes.
73. An appropriate withdrawal system operates to boost pupils' literacy and numeracy skills during, and as part of the literacy and numeracy lessons. Daily intensive programmes with each child identify particular aims involving, for example, auditory discrimination, clear speech, eye contact and new vocabulary, signed and spoken; or concepts such as ordering, sorting and counting. Social skills, such as taking turns, may need to be emphasised or help given to improve fine motor skills, with the use of cutting, folding, threading, tracing and drawing. Various approaches to reinforce hearing are used in these sessions, from finger puppets, puzzles, balloons and playdough to rhymes, role-play and music. There are many good examples of interesting visual materials being used to provide a focus for learning, including, for example, the use of a model railway track during a speech and language session.
74. The quality of teaching and the particular skills of the teachers and nursery nurses in the Centre are very good. Teaching across the school is good in relation to the hearing impaired children. Class teachers welcome hearing impaired pupils into their classes and encourage positive attitudes among their peers, with the result that very good relationships have been built up throughout the school. Teachers have established some good strategies to ensure pupils can access the curriculum. Specialist support during these lessons is of a high standard. Assessment is ongoing and pupils' progress is carefully monitored. Pupils also understand their personal targets and try hard to achieve them. Inclusion into mainstream lessons is now very good.
75. British Sign Language is taught to all pupils with hearing impairment as an important part of communication. Mainstream staff and pupils have learnt basic signing and can use this successfully on certain occasions, such as during assembly. Further workshops are planned in this respect and five members of staff have recently opted to attend an extended signing course. Many songs are accompanied by signing. The hearing impaired pupils recognise that signing is important and they sometimes draw signs next to written words.
76. Daily monitoring and evaluation of pupils' progress take place. This information is used effectively when planning future work. Regular meetings take place between all of the relevant staff. Details are carefully documented and acted upon. Individual Education Plans are of a high quality and pupils' targets are reviewed frequently. Annual reviews meet statutory requirements and involve parents and relevant personnel. There is close contact with parents, including home visits when necessary, and a very good regular exchange of information using the home-school diary.
77. The head of the Centre is currently on a temporary contract and works part-time. Despite this she has proved to be a first class leader of this facility and the school has benefited greatly from her expertise and efficiency. She has the strong support of the headteacher, who is fully involved in the management of the Centre, and the full co-operation of all members of staff, including that of the three excellent learning support assistants. The new governor for special educational needs is keen to work closely with the head of the Centre. At present, mainstream classrooms are not suitably treated to provide sufficiently good listening conditions for hearing impaired children. In the light of inclusion, this should be a priority aim for the future. The school aims to provide better

acoustics for the hearing impaired in classrooms, with the gradual addition of sound treated tiles and carpeting in one classroom for each age group. The Nursery is already sound-proofed. The Centre also aims to improve its use of information and communication technology, including web-sites, to help pupils in aspects of the curriculum.

78. The school's positive strategic planning for the future of the Centre is outlined in carefully thought-out action plans. Plans include updating and extending the equipment and resources, and improving community involvement in order to provide a better understanding of deafness and the work of the Centre. Systems of reverse integration are planned, when mainstream pupils will be able to join hearing impaired pupils in the Centre for work on subjects such as art and music.
79. The success of the programme of inclusion of pupils with hearing impairment into mainstream classes depends on the total commitment of all staff and the interaction with peer groups. This was very much in evidence during the inspection. The work of the Centre for Hearing Impaired pupils is a strength of the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	36	21	1	0	0
Percentage	0	11	55	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y2
Number of pupils on the school's roll (FTE for part-time pupils)	62	233
Number of full-time pupils known to be eligible for free school meals	15	44

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1– Y2
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	15	74

English as an additional language

	No of pupils
Number of pupils with English as an additional language	239

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	70
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	9.5

Unauthorised absence

	%
School data	0.7

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	36	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	35	36
	Girls	28	32	30
	Total	62	67	66
Percentage of pupils at NC level 2 or above	School	79 (73)	86 (83)	85 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	35	35
	Girls	28	30	27
	Total	62	65	62
Percentage of pupils at NC level 2 or above	School	79 (77)	83 (83)	79 (84)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	12
Black – other	1
Indian	70
Pakistani	28
Bangladeshi	1
Chinese	2
White	13
Any other minority ethnic group	23

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	19
Average class size	25.8

Education support staff: YR – Y2

Total number of education support staff	13
Total aggregate hours worked per week	246

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	1.7
Total aggregate hours worked per week	62.5
Number of pupils per FTE adult	11.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	696,837
Total expenditure	675,996
Expenditure per pupil	2,620
Balance brought forward from previous year	26,363
Balance carried forward to next year	47,204

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9
Total number of vacant teaching posts (FTE)	4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

260

Number of questionnaires returned

37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	52	39	4	0	5
My child gets the right amount of work to do at home.	41	53	3	0	3
The teaching is good.	59	38	0	0	3
I am kept well informed about how my child is getting on.	44	48	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	0	3	0
The school expects my child to work hard and achieve his or her best.	52	44	0	0	4
The school works closely with parents.	41	48	8	0	3
The school is well led and managed.	46	49	0	0	5
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	35	35	5	5	16

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

80. Children enter the Foundation Stage in the Nursery at the age of three and as part-time pupils. Others begin school for the first time in the Reception at age four. Home visits are made to each family before the children come to school. This helps to establish good relationships with parents and children. Teachers use this opportunity to closely observe what the children can already do and begin to assess their particular needs before they start school. Assessments in the Nursery and the baseline assessments made in Reception show that attainment on entry to both Reception and Nursery is below that usually found, particularly the attainment of some girls. Many children also have limited understanding of English when they start school. Almost a quarter of children in the Nursery and Reception classes are identified as having special educational needs. Some of these pupils are also at the early stages of learning English.
81. The teaching is mostly good and is never less than satisfactory, in both Nursery and Reception classes. All children, including those with special educational needs, make good progress. Recent initiatives to identify more promptly those pupils with special educational needs when they are in the Nursery are good. However, there is as yet little evidence in teachers' planning of specific tasks being planned to target these children's specific needs. However, such pupils are provided with good support when carrying out general activities. Children who are learning English as an additional language are very well supported, both by class teachers, nursery nurses and staff from Hounslow Language Service. As a result, they make very good progress in acquiring English. Inspection evidence shows that the majority of pupils in Reception are on course to reach the expected standards, outlined in The Early Learning Goals (written national guidelines to all staff working on the curriculum provision and standards for the Nursery and Reception age groups) in their creative development, physical development, personal and social development and in many aspects of their knowledge of the world, by the time they move up to Year 1. For most of these children, it will take longer for them to achieve the Early learning Goals in communication, language and literacy, and in those areas of mathematical development where a knowledge and use of English are particularly important for discussion and investigation. However, children show that they are confident in counting and basic computation, and in identifying shapes. Overall, the children in the Foundation Stage (Nursery and Reception), achieve well in relation to their prior attainment. This is in keeping with the last inspection report.

Personal, social and emotional development

82. Children's personal, social and emotional development is given a strong focus because of the children's diverse backgrounds and needs. Some children have been to playgroup before entering school. Others are new in this country, and some have previously had traumatic experiences. Overall, the children make good progress. Children in the Nursery share equipment well and take turns, learning to work together on activities or in the home corner. In Reception, children respond well to classroom routines. They generally show that they are confident in their relationships with other children and with the adults who work with them. Most concentrate well and they can often organise themselves well.
83. The teaching of this important area of learning is good. The adults have a pleasant manner with the children and are consistent in their expectations. They act as good role models, speaking politely and calmly. Children are being helped to feel secure. The good teamwork amongst the adults is very evident and serves as a good example to children.

Communication, language and literacy

84. Children in the Nursery enjoy listening to stories, sometimes told in their home language. They like looking at books. They take books home to enjoy further and, before doing so, share them with the nursery staff. Many of them listen attentively and usually respond appropriately to simple instructions and questions, sometimes with the help of nursery nurses who speak a range of community languages. Most children communicate well with other children but few find it easy to engage in discussions. They enjoy the familiar nursery rhymes with their repeated phrases. They are beginning to try writing for themselves and understand that their names can be written and that marks on paper can carry a meaning. In the Reception classes, children are beginning to read along with the teacher and identify words. They understand that letters have names and particular sounds. They enjoy an increasing range of stories and recall their favourites. They listen to stories on tape while studying the books and select books from the classroom library to look at. Those children who have a confident understanding of English can answer simple questions, but many children do not find it easy to answer clearly or at length. Early writing is developing with correct letter formation, and some pupils writing sentences fairly independently. A few higher attaining children can attempt writing several lines with most letters correctly formed. Children make good overall progress in English, although progress is slower than that usually found because the pupils' skills of communicating in English with adults and with other children who speak a different home language than themselves take time to develop.
85. The teaching of communication, language and literacy is good. Teachers and other adults spend much time talking with the children. They speak clearly and often repeat or re-phrase what has been said so that children have opportunities to listen and respond. Nursery rhymes and repetitive stories are well chosen and give children time to listen and join in with the repeated phrases. Teachers encourage an interest in books. The audio-tapes, which accompany some of the stories, are in several languages and this enhances the enjoyment for the children. There is a good selection of books in community languages. Displays of children's work are labelled in several languages, in addition to English. It is clear to pupils that their home languages are valued.

Mathematical development

86. Children make good progress in their mathematical development and, in many areas, are on course to reach the Early Learning Goals. Children in the Nursery can match shapes and many learn the names of basic shapes and can identify them. They sing number rhymes that teach them to add and subtract. They are successfully developing an early knowledge of three-dimensional shapes, handling objects and moulding shapes in damp sand. In the outside area, children understand how to manipulate the large wooden blocks to make houses or roads on which they can walk. In both Nursery and Reception, children use sand and water to fill and pour from containers, gaining an understanding of capacity and using early mathematical language, such as 'full' or 'empty'. In the Reception classes, the children are very confident as they count objects. Most are able to count forwards to 20 and back, with the help of the teacher, using a number line. The majority can count up to 10 using fingers and the more advanced can count objects and find totals up to 20. In class, children were seen to count and add one or subtract one from the total. Some were able to explain how they had found the answer. For many children, adult support is needed for those activities where discussion is necessary. Children are beginning to understand how to sort and organise information, as when they made a graph showing favourite fruits. In studying two-dimensional and three-dimensional shapes, children show they can identify and count the number of faces, edges and corners.
87. The teaching of mathematics is good overall and, in one lesson seen in Reception, was judged to be very good. Teaching and support staff work well together, supporting the children and ensuring that they understand what they are doing. Teachers provide a variety of activities and link mathematics to other areas of work, such as art or music. The introduction of a class session in Reception is well managed and organised, leading children towards the work of the National Numeracy Strategy when they begin the National Curriculum in Year 1. In one lesson in Reception, however, teaching had important weaknesses. The children were being inappropriately introduced to methods of formally recording number problems. This was at the expense of developing the children's understanding of how to solve problems and find the right answers.

Knowledge and understanding of the world

88. Children come to school having had a range of experiences and learning opportunities and so their knowledge and understanding of the world vary a great deal. Overall, children make good progress in this wide-ranging area of learning. In the Nursery, they try on clothes suitable for sunny or rainy days; they have used the computer to make pictures, have successfully engaged in cooking activities and have enjoyed learning about the Chinese New Year. In Reception, as part of their studies of the senses, children have listened for and identified sounds in the classroom, sounds in a walk around the school, and the different sounds made by musical instruments. In developing their understanding of what computers can do, children have successfully used them to make faces and patterns. As part of their religious education, they have celebrated Diwali and Guru Nanak's birthday. Reference books are available in the class libraries and children were seen to choose these, as well as story books, to study.
89. Teaching is good and teachers provide a range of experiences and activities. There is a lot of discussion with adults in groups. The multilingual nursery nurses play a particularly valuable part in this, helping children learn and assessing their understanding.

Physical development

90. Children's achievements in physical development are good. Children in the Nursery develop co-ordination as they steer bikes and lift and place blocks in the outside area. They handle tools competently, as when they write with pencils or crayons and when they use scissors and hole punches. In Reception these skills are further developed, with children more often writing in class and sometimes handling smaller paintbrushes or straws. In physical education lessons in the hall, children balance carefully, moving their bodies in different ways as they travel. They are learning to co-ordinate their movements individually and with other children, noticeably when they help to lift and move mats in the hall. When using the computers, many show good control using the mouse.
91. The teaching seen in this area of work is good. Pupils are provided with good opportunities through free choice activities, including play. The planning for structured play and the contribution that it makes to this aspect of pupils' development, however, needs to be more focused and identify clear objectives about what pupils are to learn from activities. Sometimes more adult intervention to guide and focus children's choices is also needed. The children evidently enjoy their learning and the activities are sometimes challenging for them. They work with care and respond well to the requirements of the teacher. In the hall, they are taught to be aware of others' space as well as their own when working.

Creative development

92. Children make satisfactory progress in their creative development. They produce bright and colourful pictures and are learning to use different media and tools. In the Nursery, children used paint of a single colour and, with big brushes, produced colourful swirls, painting big circles. They have extended this work by sticking objects onto a painted surface to make collages, using orange or green. Linking artwork to knowledge of the world, children have blown and printed off blue bubbles to produce balloon pictures. They were seen to handle and mould play dough confidently. Pupils' skills are extended in Reception with children showing they can use ink washes for backgrounds and then produce dramatic pictures by blowing black ink through a straw onto them. In a link with mathematics, the children have made sticky paper to produce pictures using basic shapes. Collage work has been extended by children successfully producing representations of their own faces, using card, wool and other materials. Children are successfully developing a range of techniques and an understanding of what can be done with different materials. The production of large models, however, is less evident in their work. In music children progress well. In the nursery, they sing and play musical instruments in a group. They show that they are learning a variety of songs and are beginning to keep time with a selection of musical instruments. In both Nursery and Reception, children are learning how to listen and to perform as a group.

93. Overall, there is satisfactory teaching in this aspect, although music in the Nursery and some of the teaching in Reception is good. When the teaching is good, activities present some challenge and there are high expectations that the children will learn new techniques and successfully learn to choose from a selection of materials. Teachers do provide a range of experiences, which develop the children's skills. In music, both teachers and nursery nurses lead enjoyable sessions which help both music and language development. In this area of learning again, staff sometimes need to use more direct and focused intervention to move pupils' learning on.
94. The school's new Foundation Stage Record is coming into use and provides clear information about children's achievements. Teachers devise and keep their own class assessments that feed into the school record. A sharing of information about which types of class assessments are most useful and what kind of activities in class are particularly successful in developing children's understanding is, however, not yet a feature of teacher discussions about continuity. A scrutiny of work also shows that the style of teaching in some areas is not yet consistent across the Foundation Stage.

ENGLISH

95. In the most recent National Curriculum tests at age seven, the proportion of pupils attaining at least the nationally expected Level 2 in reading, at 79 per cent, is five per cent below the national average. In writing, 86 per cent of pupils achieved Level 2, which is in line with the national average. The proportion of pupils attaining the higher level, Level 3, in writing was below the national average and in reading was well below it.
96. The overall attainment levels in the current Year 2 classes show a similar picture. Pupils' attainment is below, and for some pupils, well below the national expectations. However, when considering these findings it is very important to acknowledge the school's context. More than eight out of ten pupils at the school learn English as an additional language and therefore have quite limited skills in English when they start school. Given this, the fact that most, if not all pupils are attaining standards close to those expected nationally shows that pupils have made good and often very good progress. The school's own data also shows that pupils who have three years full time education in the school make good progress in English over time.
97. Pupils' good progress is a result of the good teaching, the high quality of additional support provided to pupils and the strong emphasis that all teachers place on developing pupils' language and literacy skills. The school has implemented the National Literacy Strategy very well. All teachers have undertaken appropriate training and have a good knowledge of the requirements. Pupils with special educational needs make good progress in English. This is because the additional support is well focused and individual and group work in literacy lessons are well targeted to pupils' specific needs. Pupils with hearing impairment are always well supported in lessons by a member of staff who can sign and they also receive high quality, specific additional speech and language support. This is an improvement since the last inspection. The recently-introduced daily Early Literacy Support Strategy is currently offering some lower attaining pupils in Year 1 an opportunity to improve their reading skills and to catch up on some lost ground.
98. Teachers provide good opportunities to develop pupils' skills in speaking and listening during English lessons. They consistently encourage pupils to talk and put forward their ideas. Most pupils listen well to others. This ability to listen carefully to their teachers and peers, observed in many lessons, has a significant, positive effect on pupils' progress. However, pupils' speaking skills are less well developed, although these do improve as pupils move up through the school. A significant proportion of pupils in each class are hesitant to speak and need skilful encouragement from adults to make contributions and answer questions. Activities such as "Partner Prattle" where pupils relate their weekend news to their partner, who then speaks to the class about their partner's news, are very effective in helping to develop pupils' confidence in speaking.
99. In reading, although pupils' technical skills are broadly satisfactory in both Years 1 and 2, their ability to understand and explain what they have read is below that expected. This is the case particularly with abstract language and terminology. Recognising the difficulty that many pupils

experience, the school has recently been placing a particular emphasis on improving pupils' ability to read for meaning, rather than mechanically "barking at print". In a Year 2 lesson, for example, the teacher's very good use of questioning after the class had read a passage from "Amazing Grace", helped pupils to make good progress in this aspect. Questions such as, "What does she believe?" "What message does Grace get from looking at the picture?" encouraged pupils to make inferences and deductions. In the same lesson, a number of pupils were able to offer words that questions often begin with, for example, 'who', 'when' and 'what'. However, pupils' suggestions also included inappropriate answers such as "good" and 'those'.

100. Although a small minority of pupils in Year 2 are reading at levels above those expected for their age, and many pupils are reading at the expected levels, pupils' ability to read expressively is below average. Pupils read a variety of texts appropriate for their age and ability and show a developing enthusiasm for books. Big Books and group readers include a good range of storybooks drawn from a range of cultures, traditional stories, poetry and factual books. As they progress through the school the majority of pupils acquire a love of books and develop a range of strategies and skills to enable them to tackle new words and understand text. Pupils are heard reading regularly during literacy lessons by their own teachers, support teachers or by classroom assistants. Most, but not all, pupils regularly take their books home to read.
101. In Years 1 and 2, most pupils' writing shows an understanding of sentence structure. Pupils use an appropriate range of vocabulary and spell simple words correctly. However, a significant number of pupils need considerable adult help and support in order to achieve this. For example, in a lesson in Year 1 when pupils were rewriting the story of "The Hare and the Tortoise" from the characters' point of view, only a minority of pupils were able to attempt this independently. Similarly, in Year 2, when pupils were retelling the story of "Little Miss Muffet" from the spider's point of view, using dialogue and narrative from the text, they were able to offer only a limited range of adjectives. Pupils regularly practise forming their letters, and standards of handwriting are satisfactory. Pupils make good progress in spelling, although standards of spelling remain below those expected for pupils by age seven. Pupils regularly learn to spell the most frequently used words identified in the Literacy Strategy. The spelling patterns of words in their class reading books are closely studied in literacy lessons and a commercial scheme is used for practising and progressively developing pupils' spelling skills as they move up through the school.
102. Pupils' attitudes and behaviour in English lessons are good. Most pupils are eager to learn and work well at their allotted tasks, without the need for constant adult intervention. They respond very well to their teachers, do their best to contribute constructively in lessons and answer questions enthusiastically and appropriately. Relationships between boys and girls and pupils from very diverse backgrounds and with different needs are very good. Pupils try hard to help and support each other.
103. Teaching and learning in lessons ranged from very good to satisfactory and are good overall. In most lessons, teachers and support staff had a good rapport with their pupils. They use questioning well and skilfully to guide and assess pupils' learning, and to move pupils' learning on at a good pace. Resources are readily accessible for pupils to use. Marking of pupils' work is up-to-date and, in the best instances, offers pupils positive encouragement to improve their work. Where teaching was very good, such as in a lesson seen in Year 1, the teacher motivated the pupils very well. She used a range of effective strategies, such as the hand puppet, "Croaker", who kept on making mistakes when speaking. This motivated children to listen very carefully and respond very enthusiastically to correct the puppet. This led to pupils making very good progress in using initial phonic blends. Teachers also make good use of opportunities to develop pupils' skills in English through their work in other subjects. The level of adult support in most classrooms is appropriately high, given pupils' needs. Staff are deployed well and with the support of the very experienced support staff from the Hounslow Language Support Service, and from the staff working with pupils with hearing impairment, pupils of all prior attainment levels are supported very well during lessons. Good use is made of mother-tongue teaching and translations to support pupils. Lesson plans are detailed and organisation is good.
104. Resources for English have been considerably improved recently, and are now good. A new,

whole-school reading scheme with linked CD-ROMs has been purchased. The school and class libraries contain a good range of colourful and attractive books. The subject co-ordinator has made very good progress in developing English within the school and has a clear overview of work across the school. An analysis of the errors pupils made in the National Curriculum tests is used well to identify weaknesses in pupils' attainments. The curricular emphasis and teaching methods have been changed as a result of this analysis. Pupils' progress is regularly assessed. The school has received considerable support from the Local Education Authority in recent years to assist with developing work in English. This is successful in enabling pupils to achieve well and to improve standards, despite the high staff turnover and the high and increasing pupil turnover. The school continues to seek ways to improve standards in the future.

MATHEMATICS

105. The school makes good provision for mathematics and pupils achieve well. Pupils in Year 2 are achieving overall standards that are below the national average but pupils have made good progress on their attainment on entry to the school. The good improvement noted at the last inspection has been maintained. This is due to continued good teaching of mathematics and an emphasis on developing pupils' ability to use and apply their mathematical skills and knowledge. A strong focus in the use of key mathematical vocabulary in the shared mental and oral element of each mathematics lessons has increased pupils' confidence and ability to manipulate number.
106. In the National Curriculum tests at age seven in 2001, 85 per cent of pupils attained at least the expected Level 2, a proportion that is six per cent lower than the national average. Ten per cent of pupils attained the higher Level 3, which is well below the national average. The high proportion of pupils at the early stages of acquiring English has a significant effect on attainment in mathematics because of the levels of language required to interpret test questions and to solve problems.
107. Differences between the performances of boys and girls have been noted during the last five years, with boys regularly performing better in national tests. However, these are not statistically very significant and during the inspection no consistent differences in levels of attainment between girls and boys, based solely on gender, were noted.
108. Pupils with additional needs, including those with hearing impairment and those pupils for whom English is an additional language, achieve well because of the good quality support they receive. Teachers actively ensure the full involvement of these children in mathematics lessons and they plan work carefully to address pupils' individual needs. The good levels of help they receive from the learning support staff in mathematics lessons, allied with the emphasis teachers place on the development of pupils' mathematical vocabulary, are a significant feature.
109. Pupils in Years 1 and 2 achieve well and the evidence from lessons and in pupils' books shows that many pupils in Year 2 are working at the expected Level 2. However, weaknesses in English skills hinder the attainment of a significant proportion of pupils at this stage. Most pupils have a secure knowledge of numbers up to 100 and are beginning to make use of their knowledge of number bonds to ten to aid calculations. About half of pupils aged seven can count on in jumps of two, five and ten and can identify simple patterns in a sequence of numbers. However, a significant proportion of pupils struggle when working with numbers over 20 and many struggle to draw the relevant and necessary information from questions expressed in words. They name simple two and three-dimensional shapes correctly and more able pupils identify properties of these shapes such as the numbers of faces, edges and corners. They gather and classify data using tally charts and then present their findings clearly in simple block graphs and pictograms. For example, pupils have constructed pictograms to show the different ways that they come to school. Pupils are less confident when interpreting their graphs and answering questions about the data presented.
110. The quality of teaching and learning is good overall, with examples of very good teaching observed. No unsatisfactory teaching was seen. Teachers question pupils well to check their understanding and develop their thinking. Teachers build well on pupils' developing understanding during lessons.

This was seen, for example, in a lesson in Year 2 when, after careful questioning of pupils, the teacher then gradually increased the complexity of the work presented to pupils. Teachers present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving them confidence in their own abilities. Where teaching and learning were very good, the teacher encouraged pupils to show evidence of their thinking in their written work, demonstrating the methods they had used to work out and to check their answers to questions. All teachers use a good range of mathematical vocabulary and because of this, pupils learn to explain their methods using the correct terminology.

111. Teachers use the National Numeracy Strategy well to guide their planning. As a result, standards of attainment have risen in recent years. Teachers tell pupils what they are going to learn in lessons, and regularly review these objectives at the end of lessons to assess how much pupils have understood. The oral and mental sessions are led well, with a range of methods used to develop pupils' strategies for calculation. Good use is made of practical apparatus such as number and coin fans to assess the understanding of the whole class. In the best lessons, teachers expect fast responses to rapid questioning and this results in pupils learning quickly and showing good mental agility. The good relationships between staff and pupils make many mathematics lessons fun. Teachers are unfailingly positive with pupils, encouraging their enthusiasm. They manage pupils and resources efficiently and the learning support staff give good support, especially when promoting the involvement of pupils with hearing impairment in group and whole-class activities. Teachers ensure that pupils with different levels of attainment receive challenging work that matches their needs and this promotes the learning both of the higher attaining pupils and of those who need additional practice or support.
112. Throughout the school, pupils use information and communication technology to practise number bonds. However, the use of computers to support learning in mathematics is limited. For example, there was little evidence of its use to support work in data handling. Pupils use mathematics effectively to help learning in other subjects. For example, children use measuring skills in design and technology projects and tabulate findings of their experiments in science.
113. Teachers use a range of strategies effectively to assess children' attainment in mathematics. Their knowledge of their pupils' individual levels of understanding is very good. Additionally, twice a term, 'assessment and review' days are used effectively to evaluate pupils' understanding of the work just covered. However, the use made of assessment information to support the planning of the next term's work in mathematics is not consistent across the school.
114. The co-ordinator is effective in supporting and advising colleagues and in managing resources. She is new to the post and has a clear view of how she wishes to develop her role further. She has identified a need to refine further the assessment procedures used in order to guide curriculum planning better. Similarly, developing the use of the plenary part of each lesson to evaluate pupils' progress and to prepare pupils for the next lesson are areas she intends to focus when supporting colleagues. Resources for mathematics are satisfactory and of good quality.

SCIENCE

115. Based on teacher assessments, pupils' results in the National Curriculum assessments at age 7 fell in 2001. Seventy-nine per cent of pupils attained Level 2 or above, compared with 89 per cent of pupils nationally. This proportion is well below schools nationally and similar schools. Ten per cent of pupils gained the higher Level 3. Overall, however, there has been a 25 per cent increase in the number of pupils attaining Level 2 in the test during the past three years. The school's assessments of the current Year 2 pupils' attainments indicates that pupils will achieve better results at the end of the current year than in 2001 The strong focus now being given to the subject has brought an increased awareness of pupils' capabilities and a better understanding of how teachers can assess pupils' attainment accurately.
116. Attainment in lessons and as is evident from the work scrutiny is in line with national expectations. However, the pace of pupils' written work is slower than pupils' ability to verbalise

what they know and understand and some written work needs more care in presentation. These findings are similar to those at the time of the last inspection. By the end of Year 2, pupils have learnt that some materials occur naturally and some do not. They have gained information from independent study using books and CDROMs. They can identify types of food in their diet, know that exercise is important for good health and understand that medicines must be used sensibly. Pupils can carry out a fair test and have a reasonable knowledge of scientific vocabulary to describe their findings. In a lesson in Year 2, pupils showed they understood how the shape of an object could change by applying force in different ways. Higher attaining pupils could predict possible changes and some noted that the nature of a substance might also change, such as plasticine becoming smoother. Appropriate suggestions for actions that altered shapes were made, including 'squeeze', 'rub', 'squash', 'bend', 'push', 'twist', 'pull', 'slap' and 'break'. Pupils considered and asked questions about the effects of heating and freezing and contributed thoughtfully to discussion.

117. Pupils make good progress as they move up through the school. Pupils in Year 1 learn about the difference between babies and toddlers and know that animals produce young. They have learned about different light sources and that darkness is the absence of light. An activity using a darkened area in Year 1 and the introduction of light sources, such as a torch and a candle onto reflective surfaces, proved an experience that created awe and wonder as well as learning. In a lesson observed in Year 1 pupils could explain how air moves things along. They knew, for example, that air pushed from behind moves things forward and that from underneath makes a light object rise. All pupils understand the safety issues involved in, for example, trying to stop fast moving traffic. Higher attainers can predict accurate results of their investigative experiments.
118. Pupils with special educational needs, including those with hearing impairment, make similarly good progress as other pupils. Pupils with English as an additional language make very good progress in relation to their prior attainments.
119. The quality of science teaching is good overall. Teachers explain things well so that children understand the lesson objectives. They plan carefully and make good use of time and resources, keeping children interested and working hard throughout the lesson. Good attention is given to enabling pupils to experiment and learn from firsthand experiences and experimentation. Occasionally, the chosen tasks could lend themselves better to developing pupils' skills in investigation and predictions. Teachers have high expectations of pupils, which encourages them to achieve good results. They keep a good overview of pupils' progress in lessons and support pupils with additional needs well. Pupils enjoy their science lessons and show very good personal development. They behave very well and pay attention to safety. Pupils respond keenly to appropriate questioning and are given time to develop their thoughts. Equipment is handled carefully and pupils are very willing to share materials. Relationships are very good.
120. The co-ordinator is new to the school and is currently liaising with the previous co-ordinator and the headteacher in order to ensure she takes the subject forward in a very positive way. All of the necessary documentation is in place, including good schemes of work and the regular use of assessment sheets to record progress. Recording progress is good and this information is used well in planning. The school is in the process of monitoring and analysing pupils' performance levels in science and the impact of the teaching on learning. Resources are good and are easily accessed. Support from a local business has enabled up to date equipment to be bought. Accommodation is adequate. Videos have been ordered as back-up resources for all units of work and further work to make relevant links to work in with information and communication technology is planned.
121. Clear improvements are evident since the last inspection. Science work is strengthened by cross-curricular themes that capture the interest of the pupils, such as a study of dinosaurs in history, linking with fossilisation in science, and work on sound linked with music topics. Good links between science and the development of pupils' reading and writing skills are evident in all lessons and the learning of new vocabulary is emphasised as part of pupils' understanding of concepts. All pupils are very much included in science lessons. The science action-plan contains appropriate strategies for future development. Further training in assessment features strongly in this, as does

the intention to produce a portfolio file of graded work from each year group in order to improve further teachers' ability to accurately level the pupils' work. Many new ideas to help promote science learning have recently been introduced. These include posters on classroom doors identifying topics covered and to explaining the aims to parents, and lists of key questions for the week being displayed. The school has taken good steps to raise standards.

ART AND DESIGN and DESIGN AND TECHNOLOGY

122. No art lessons were observed during the inspection, although art did feature as part of two other lessons seen in Year 2 in lessons in religious education and information and communication technology. Two lessons in design and technology were observed, one in Year 1 and one in Year 2. Judgements have been made using additional information from discussions with staff and pupils and the scrutiny of pupils' work and teachers' planning. Standards in both subjects were found to be below average at the last inspection and many improvements have been made since that time. Provision for design and technology is now at least satisfactory and for art it is good. Art and design and technology are often linked to topic work, which also incorporates other areas of the curriculum.
123. Attainment in art by the end of Year 2, for the majority of boys and girls, exceeds national expectations. In design and technology, standards are in line with the nationally expected level. Pupils make good progress in each subject. Pupils with special educational needs, including those with hearing impairment, also make good progress, sometimes achieving standards of work that are in line with or above the nationally expected levels. Pupils with English as an additional language also make good progress in both subjects. By the time pupils leave the school, they have gained experience in the use of an appropriate range of art, craft and construction materials. They produce work that reveals a good level of skill and precision appropriate for their age group, as well as a good sense of imagination and creativity.
124. In design and technology in Year 1, impressive results were seen based around 'Sculpture' involving the use of wood, metal and stone. Preparations had been carefully made to present artefacts and pupils were stimulated to produce their own sculptures. The results were varied and interesting. Pupils had learned about the differences between types of materials and had some understanding of the techniques used in producing them. During a lesson in Year 1, pupils learnt about supporting a fragile surface, such as a cardboard slide. They experimented, using prediction and investigative skills and took steps to avoid tearing, showing some knowledge of the material's sensory quality. Pupils could not explain the term 'prediction' or 'investigation', but did understand the practicalities and meaning of the words.
125. In a design and technology lesson in Year 2, pupils investigated different methods of joining two pieces of fabric and chose for themselves an appropriate method to use, choosing whether to lace, stitch, staple, glue or tape. They used appropriate language and were able to evaluate their finished work. By the end of Year 2 some pupils can extend their own ideas and discuss the outcomes. They can use tools and materials to make reasonable products and have some knowledge of using a colour printer and paint program. Pupils have also learnt about safety and hygiene in food technology. A topic on bread proved very popular with pupils in Year 1 last term. Pupils produced some useful charts to record their findings. Pupils talk easily about their work on display and use correct vocabulary when describing processes. They have worked with a good range of materials and techniques, using information and communication technology to print patterns, for instance. However, the use of ICT to support work in design and technology is limited and in need of improvement.
126. By the end of Year 2, pupils have explored many aspects of art, using their own imaginative ideas and taking inspiration from famous artists, such as Van Gogh and Matisse. Good use of information and communication technology was made to produce designs in the style of Mark Rothko, for example. A project based around 'Joseph and his Amazing Technicolour Dreamcoat' involved designing and making the coat and also included the use of ICT. Pupils have experienced a wide variety of techniques and a richness of media. Their work covers all requirements of the

National Curriculum, including two and three-dimensional construction. Pupils understand what their work has entailed and can discuss it using appropriate language.

127. The quality of teaching seen in the two design and technology lessons was good. Lessons were well prepared and activities carefully explained so that pupils could easily understand the objectives and quickly settle to the tasks. Teachers maintained a good balance between 'listening' and 'doing', so that pupils remained interested in their work. Teachers have a good grasp of the subject requirements and pupils respond with enthusiasm, being stimulated to learn and gain good results. Pupils behaved well in these lessons and shared materials and their ideas. The finished products seen in classrooms for both design and technology and art also indicate good teaching and learning. Care has been taken in production and the work reflects the use of many skills and much interest.
128. The co-ordinator for these subjects is new to the post, but is very enthusiastic, and determined to promote art and design and design and technology in the curriculum. She is strongly supported by the headteacher and all staff. The co-ordinator feels, and inspection evidence confirms, that both subjects have a high profile in the school. There is continuity and progression in learning as pupils move up the school. Teachers use a comprehensive scheme of work, although this is in the process of being reviewed and further developed. The co-ordinator monitors work and gives advice. A portfolio of levelled artwork is to be developed to assist staff with assessment. Exciting plans to enhance the provision in both subjects are taking shape. These include holding an Artweek, inviting in 'artists in residence', visits to galleries, making more use of the creative talents of the local community and further staff training. Resources for both subjects are good.
129. Wall and table displays around the school are colourful and eye-catching. They are well presented and show a wide range of techniques being taught using imaginative themes with good cross-curricular links. The work reflects strongly the equal opportunities and multicultural policies of the school. Pupils are proud of their work and enjoy talking about the methods used. The school has done well to improve these subjects and to use them to engage pupils' interest and creativity.

GEOGRAPHY

130. Pupils' standards and the geography curriculum have improved well since the last inspection. Pupils' attainment is now in line with nationally expected levels by age seven. They can, for example, locate countries on a map of the British Isles and they understand that islands have sea all around them. They make simple comparisons between features of their immediate environment and more distant places, both in this and other countries. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress during their time at the school. In Year 1, pupils learn about different types of buildings and their uses. For example, on a recent walk around the local area, they looked at and took photographs of different types of buildings. They talked about what the buildings are used for. They took note of the things they passed: trees, flowers, garden gnomes and street furniture, for example. Pupils In Year 1 also develop sound skills in making and interpreting simple maps. For example, they find where they live on an enlarged street map, draw a simple diagram of their route to school, and draw a bird's eye view of their classroom.
131. No direct teaching of geography was seen during the inspection, as it is not taught this half-term. Nevertheless, it is clear from analysing the work in pupils' books, scrutinising teachers' planning and talking with pupils in Year 2 that the overall quality of teaching and learning is at least satisfactory, and that pupils have good attitudes to their work. A good feature of teaching is that pupils are encouraged to record their learning in their own way. In Year 1, for example, pupils produce simple diagrams and drawings, and write words and phrases. As pupils become more competent with reading and writing, they are expected and are given opportunities to write at length and to research information from books. Pupils' efforts are valued and encouraged. This is evident from the marking of work. Pupils' progress is regularly assessed against the learning objectives identified in planning.

132. The school has worked hard since the last inspection to improve teachers' subject knowledge and the planning. This has contributed well to raising standards. There is now satisfactory coverage of the requirements of the geography National Curriculum. This is planned using the most recent national guidance, which provides good progression in skills development. There is now the potential to develop the curriculum further, by adapting it to reflect more closely pupils' personal experiences. Pupils, their families and the local community are drawn from very diverse backgrounds, and many pupils have experiences of living or travelling abroad. There is therefore the potential to draw on their experiences when developing the age-appropriate geographical skills. There are, as yet, few examples of pupils using computers to support work in geography, but cameras are used to take photographs on visits.
133. The co-ordinator has a good understanding of the strengths and weaknesses in the current provision. She has been in post for a short time. Prior to this, the subject was developed through a working party. The co-ordinator regularly monitors teachers' planning. The resources for geography need to be extended and this is currently being addressed.

HISTORY

134. Since the last inspection the school has worked successfully to improve the history curriculum and teaching and to raise standards. Standards have improved and are now in line with those expected by age seven. Pupils in Year 2 understand how things change over time. For example, they can place in chronological order events in their own and their families' lives. They have a sound understanding of whether certain events in history were in the recent past or a long time ago. They suggest some of the reasons why people in the past behaved as they did, for example, why Florence Nightingale went to the Crimea, and they understand the impact of her efforts there. They use secondary sources to extract information, for example, when they use a range of books to find out about dinosaurs. Boys and girls of all backgrounds and prior attainments levels, including those pupils with additional needs, make sound progress in the subject as they move up through the school. In Year 1, for example, pupils learn how to distinguish between old and new toys and can give reasons to support their ideas. They use artefacts, books and pictures of toys to help them. Higher attaining pupils are beginning to understand more complex ideas, for example, that one can have a new toy that is fashioned after an old design.
135. Teaching in the two lessons seen during the inspection was good. Indications from teachers' planning and pupils' work are that the subject is usually taught well. Teachers have high expectations of pupils and emphasise in their teaching the development of key historical skills. They take account of pupils' additional needs in English. Key vocabulary is introduced, explained and consistently reinforced. This was seen, for example, in Year 1 lessons when the teachers skilfully repeated key vocabulary and also encouraged pupils to use and repeat it. Questioning was very focused. This helped the teacher to ensure pupils were understanding, and helped pupils to maintain good interest and positive attitudes. Furthermore, pupils were provided with a good range of artefacts to look at and handle. This helped all pupils, especially those with additional needs, to understand. Homework was used well in Year 2 when the children took home a piece of historical writing to finish. Work samples show that pupils have good opportunities to write independently and to research information from books and pictures. Some pupils in Year 2 have used the Internet to research information about dinosaurs.
136. The history curriculum makes a good contribution to pupils' cultural development. Fairly limited use is currently made of visits to places of interest and visitors to school. There is the potential to extend this and to extend the links between work in history and other subjects. Resources are satisfactory and there is a good range of books to support work in the subject. The subject is soundly led by the recently appointed co-ordinator. Prior to this, developments were collectively undertaken by a working party.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards achieved by pupils by the age of seven are below those expected nationally for their ages. However, pupils' achievements are satisfactory. This represents an improvement since the last inspection and is due to more frequent and regular lessons that focus on the development of pupils' computer skills. The school has adopted the nationally recommended scheme of work and this now ensures that each pupil builds progressively upon their existing knowledge and skills. At present, pupils in all year groups are working on age-appropriate topics and attain at expected levels within these projects. However, the recommended scheme of work has only recently been implemented and many pupils do not have the necessary basic skills to make their overall attainment close to that expected. In addition, despite computer networking within the school and the purchase of some new equipment, this is still insufficient for pupils to have enough practice in developing key skills. The staff are doing the best they can with the inadequate equipment they have at the moment.
138. The quality of teaching is good overall. Teachers demonstrate a skill to the whole class effectively. Pupils then complete the task in small groups. However, for some pupils it can be several days later before they get a chance to practise, because there is only one computer in most classrooms. During the inspection there were few opportunities to actually observe pupils working independently. However, from the evidence of pupils' work, they are able to apply taught skills effectively. Teachers have good levels of knowledge, plan a suitable range of activities for pupils and have high expectations of pupils' independence with the equipment. As a result, nearly all pupils can 'log on' to the Windows operating system and access the required program. Many can load a specific file from the hard drive and at the end of a lesson save their work and exit the program.
139. Pupils across the school develop and practise word processing skills to a satisfactory level. They enter text and change the print style, size and colour, although there are limited opportunities to draft written work directly on to the computer. All pupils have worked with a graphics program. The pupils in Year 2 are currently using a graphics program to experiment with colour and line as part of a study of the art of Mark Rothko, whilst pupils in Year 1 have practised using the 'drag and drop' facility as they move features around their portraits. Pupils are working at expected levels within these aspects but lack of regular practice limits pupils' overall progress.
140. Teachers use information and communication technology to support pupils' learning in literacy and numeracy. For example, pupils practise spellings or multiplication tables' rules regularly. However, the use of computers to support work in other subjects is less frequent. Good examples of its use can be seen in Year 1 when pupils use the e-mail facility to communicate with their former teacher who has moved abroad, and in Year 2's design and technology project where pupils are using a graphics program to plan their designs for 'Joseph's Dreamcoat'. Pupils in Year 2 have also made good use of the digital camera to support work in literacy. However, such examples are fairly limited at present.
141. Pupils have started to use the Internet to research information, for example, in Year 1, pupils carried out research on sculpture to support a project on three-dimensional art. Teachers guide pupils' use of the Internet carefully and before they begin, discuss 'Internet rules', including pupils' own responsibilities to behave well. The school has taken precautions to ensure that pupils do not gain access to undesirable materials and reinforces this through closely supervising pupils when using the Internet.
142. Pupils with special educational needs including those with hearing impairment and those for whom English is an additional language are supported well and the help they receive from classmates as well as that from the support staff ensures that these pupils achieve well.
143. The co-ordinator is knowledgeable and provides effective support for colleagues. She monitors teachers' planning to ensure all aspects of the ICT curriculum are being covered. Assessment is presently an informal arrangement of teacher evaluations against set criteria. The school is aware that a more regular system is needed and the co-ordinator plans to draw together a portfolio of examples of work at different levels of attainment to support teachers in doing this.

MUSIC

144. It was possible to see only two class lessons during the inspection, both in Year 2. Judgements are made on the basis of these lessons, the use of music as part of other class lessons and activities, and music and singing in assemblies. Pupils' attainment is in line with national expectations by Year 2. This is an improvement since the last inspection.
145. Pupils recognise and name a wide selection of instruments, such as the triangle and maracas. They clap different and quite complex rhythms, following the teacher closely. They perform, following signals from the 'conductor' to indicate loud or soft playing and they successfully follow picture symbols, which show them when to come in and when to stop playing. As part of a class assembly, pupils in Year 1 used musical instruments when acting out a story. In class and in the hall the singing is tuneful. The pupils particularly enjoying joining in the action songs. Pupils show that they can both perform and listen carefully.
146. All pupils including those with special educational needs and pupils for whom English is an additional language, are making satisfactory progress as they move through the school. They increase their knowledge of musical instruments and how to use them, developing their understanding of how untuned percussion instruments are played. They are developing a sense of rhythm and timing and are increasing their repertoire of songs.
147. Pupils have good attitudes in music lessons. In one particularly good lesson seen, the teacher's good subject knowledge, the good pace and management of the lesson and the careful selection and use of resources resulted in children responding enthusiastically and making good progress. In another lesson where management of pupils was less secure, the pace slowed and pupils then spent little time using the instruments or learning the skills of playing music together.
148. The school makes use of the latest national guidance on the music curriculum in its work. The music co-ordinator is new to the school and to her post. She has made a good start, producing an action plan for further development of the subject. This includes the intention to devise an assessment chart for each year group. She sets a good example by the quality of her own teaching. Resources are sufficient to teach the subject across the school. Every year group has a selection of musical instruments for use in class. The school also has a good selection of taped music that is used well in dance lessons and for pupils to listen to at different times of the day.

PHYSICAL EDUCATION

149. Most lessons observed during the inspection were in dance. Pupils' attainment in dance by the age of seven is above that expected nationally for their age. This represents a very good improvement since the previous inspection when standards were below the national expectations. Evidence from lessons seen indicates that all pupils, including those pupils who learn English as an additional language or those with special educational needs, make at least satisfactory progress in physical education over time.
150. In a games lesson in Year 1, pupils demonstrated sound control and co-ordination in catching and in throwing and sending a ball. In lessons they responded well to stimuli, including music. They moved imaginatively and creatively, as for example when imagining themselves being blown about during a storm. They were also beginning to link actions together. In lessons in Year 2, pupils performed well, following their teacher's movements, changing steps, rhythm and speed. They showed good use of space and good control of their body movements. Pupils responded very well when creating their own dance sequence linking together a series of actions. They incorporated different types of movement into their work: fast and slow, high and low, heavy and light, for example. They explained enthusiastically how the music made them feel 'happy', 'groovy', 'excited' and, one pupil noted, 'It makes you do funny faces!'
151. Pupils' attitudes and behaviour in lessons were always at least satisfactory, were good overall and were sometimes very good. Pupils work hard and participate enthusiastically. They work well

together, relating very well to their peers. They show an obvious appreciation of each other's efforts and most take part in activities confidently and clearly with enjoyment.

152. Teaching was seen in five lessons. The quality of teaching and learning was good in two lessons, very good in one lesson and satisfactory in the remaining two lessons. In those lessons where the teaching was particularly good, teachers had good subject knowledge and had high expectations of pupils' work and behaviour. This encouraged the pupils to achieve well. Their efforts and contributions were valued and praised. In these lessons, the teachers gave very clear instructions and maintained a good pace throughout the lesson, changing activities frequently to maintain pupils' interest and enthusiasm.
153. The school is using the most recently recommended national curriculum guidance for the teaching of the subject. The subject co-ordinator has produced a good action plan for the developing the subject. This includes observing teaching throughout the school and evaluating the range and quality of resources.

RELIGIOUS EDUCATION

154. Four religious education lessons were seen during the inspection period and samples of work in pupils' books and on display around the school were also scrutinised. These provided sufficient evidence to show that pupils' attainment by age seven is broadly in line with the expectations of the Locally Agreed Syllabus. Pupils make steady progress in the subject as they move through the school. This represents an improvement since the last inspection when standards were below those expected.
155. Pupils in Year 2 can describe in simple terms the festivals of the Hindu and Sikh religions. They recognise some of the signs and symbols and also understand that some stories and festivals are common to more than one religion. In a lesson where they learned about the Hindu festival of Raksha Bandan, they listened appropriately to others, for example, when children talked to the class about the ceremony. Pupils particularly enjoyed activities such as making bracelets to give to their brothers, sisters or cousins.
156. In a lesson in Year 1, which was part of a series of lessons on baptism, few pupils in one class could recall that another word for baptism is christening, or that the fish symbol is a Christian symbol. However in another Year 1 class a pupil showed a much clearer understanding of the signs and symbols of Christianity and the baptism ceremony. This is because the composition and overall attainment levels of the classes are very different. When responding to stories and in the light of their own experiences, pupils show an understanding of the differences between right and wrong. They can recall a range of bible stories, including the story of Noah's Ark and of Jesus' family travelling to Bethlehem to be counted.
157. The quality of teaching and learning in the lessons seen ranged from good to satisfactory and was satisfactory overall. Most teachers demonstrate appropriate subject knowledge and use questioning well to assess what pupils can remember, and they sensitively encourage pupils to offer their own ideas and contributions. In one lesson, the teacher built very effectively on what pupils knew and reinforced and repeated the main points to help those who did not at first understand. On occasions, in some of the other lessons, teachers needed to do more to adapt and adjust the work they had planned, during the lesson, when it was clear that some pupils were experiencing difficulties. Pupils' response and behaviour in lessons were good.
158. The school follows the Locally Agreed Syllabus for religious education and has adopted some aspects of the nationally recommended scheme of work. This ensures good breadth to the curriculum. The new co-ordinator for religious education is enthusiastic, well informed and supportive of teachers. She is keen to adapt and build on the scheme of work currently used to more accurately reflect the learning needs of the pupils attending the school. The resources for the subject are good and there are some good displays around the school, which promote the subject and afford it respect. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

