

INSPECTION REPORT

BERKELEY PRIMARY SCHOOL

Heston, Hounslow

LEA area: London Borough of Hounslow

Unique reference number: 102522

Headteacher: Ms C Baxter

Reporting inspector: Mr Christopher Gray
21037

Dates of inspection: 11 - 15 March 2002

Inspection number: 197408

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Cranford Lane
Heston
Middlesex

Postcode: TW5 9HQ

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Appropriate authority: The governing body

Name of chair of governors: Mr S Treadaway

Date of previous inspection: 15 September 1997

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Team members			Subject responsibilities	Aspect responsibilities
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9092	Ron Elam	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well the school cares for its pupils? How well does the school work in partnership with parents?
16773	Raminder Arora	Team inspector	Geography History Physical education	
22942	Jackie Cousins	Team inspector	Foundation stage Special educational needs Art	
27240	Anthony Hooper	Team inspector	Design and technology English Music	How good are the curricular and other opportunities offered to pupils?
8696	Abul Maula	Team inspector	English as an additional language Equal opportunities Science	How well is the school led and managed?
13067	Alan Quinn	Team inspector	Mathematics Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Berkeley Primary School is situated in Heston in the London Borough of Hounslow, close to Heathrow Airport and the M4 service station. The buildings are modern, spacious and attractive. The school serves a number of housing estates, and the catchment area includes a permanent Travellers' site. A large hostel for homeless people is also fairly close and a number of pupils are from asylum-seeking families. The school is for children aged three to eleven, and has 401 pupils (208 boys and 193 girls). Of these, 65 children attend the nursery in the mornings or afternoons and 60 children attend full-time in Reception. The school is much bigger than most primary schools and is much the same size as at the last inspection. Children's attainment on entry to the nursery is low.

Children come from a range of backgrounds, but the majority come from families whose socio-economic circumstances are well below national averages. Approximately 38 per cent of pupils are entitled to receive a free school meal, which is well above average. Two hundred and seventy-six pupils speak English as an additional language. This is 59 per cent of the school's pupils and is much higher than found in most schools. One hundred and twenty-six of these pupils are at the early stages of learning English. There are 158 pupils on the special needs register; at approximately 36 per cent of the school's roll, this is above the national average. Two pupils have statements of special educational need, and, in percentage terms (0.5 per cent), this is below average.

A factor affecting the school's work is the turnover of pupils. The percentage mobility (pupils who join or leave the school other than at the usual times) last year was 28 per cent - much higher than most schools and higher than at the last inspection. The proximity of temporary accommodation accounts for much of this. The school experiences difficulties in recruiting staff and two vacancies have been filled this year by temporary, overseas teachers. This means that many co-ordinators are new to their roles.

HOW GOOD THE SCHOOL IS

Berkeley Primary School offers its pupils an education of sound quality. Children enter the school with very low attainment. They make satisfactory progress across the school and, by the time they leave at the end of Year 6, their attainment has risen to be below the national average in English and science but well below in mathematics. Pupils have good attitudes to their work. The overall quality of teaching is satisfactory. The headteacher gives good leadership and the overall management by senior staff and governors is satisfactory. The school gives satisfactory value for money.

What the school does well

- The headteacher provides clear, effective leadership.
- Staff in the Foundation Stage give a good start to the education of the youngest children - those in the Nursery and Reception.
- Good support is given across the school to pupils with special educational needs and those whose first language is not English.
- The provision for pupils' personal development is good and pupils respond with good attitudes to school.
- All groups of pupils mix together well and the school is an inclusive, secure and caring community.

What could be improved

- Standards could be higher if more able pupils were given work based more closely on what they already know.
- Teachers need to make greater use in their planning of information gained from assessment of pupils' attainment.
- The curriculum needs to be more consistent through co-ordinators having a greater overview of their subjects across the school, including the time spent on them in each class.
- The attendance of some pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997, when there were five key issues. The first involved improving teaching in Key Stage 2, monitoring and schemes of work. Teaching has improved, there are schemes of work for all subjects and co-ordinators are involved in monitoring their subjects, though this now needs to be more rigorous. The second required the school to set up systems for assessing pupils' attainment. This has been done well in English, mathematics and science and to a lesser extent in other subjects. Teachers now need to make more use of the information they have when they plan lessons. The third issue was to raise attainment in information technology and design and technology. This has been achieved in information technology across the school and in design and technology at Key Stage 1. Attainment in design and technology in Key Stage 2 is still below expectations, but recent curriculum changes mean that the subject is taught in full. Fourthly, governors were required to fulfil their statutory responsibilities, which they now do. Lastly, improvements were needed in the annual reports to parents on pupils' progress, which have been made.

All of this has to be seen against a background of changing staff - often through promotion to other schools - and the difficulty of recruiting new teachers. Standards have risen in line with national trends. Overall, the improvement made since the last inspection has been satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	D
Mathematics	E	E	E	C
Science	E	E	E	D

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that pupils' attainment by the time they left school in 2001 was well below the national average in all three subjects. Compared with the results of schools with similar proportions of free school meals, attainment was average in mathematics and below average in English and science. However, the very high proportion of pupils for whom English is an additional language means that pupils enter the school with very low skills, so the achievement indicated by these results has been satisfactory. The school's results are rising at a similar rate to the national five-year trend. Targets set for pupils' attainment are challenging and based on realistic expectations. The targets for 2001 were not met, largely because of organisational problems in Year 6. The present Year 6 is on line to meet its targets.

The inspection finds that current standards in English and science are a little higher than suggested by the test results, at below the national average. Attainment in mathematics is well below average. Attainment meets expectations in information technology, art, physical education and music at both key stages and in design and technology at Key Stage 1. Standards fall below expectations in geography and history at both key stages, mainly because of pupils' under-developed literacy skills, and in design and technology at Key Stage 2. No judgement on attainment in religious education was possible because of lack of evidence.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and most are keen to come. They pay attention in lessons and in assemblies and treat the school environment with respect.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well for most of the time but a small number display challenging behaviour, which teachers work hard and effectively to manage.
Personal development and relationships	Good. Older pupils take care of the younger ones and adults and children generally work together well in a friendly and relaxed atmosphere.
Attendance	Well below the national average. Pupils are frequently absent without good reason and many arrive late for school.

TEACHING AND LEARNING

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

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

The main strength of the teaching in this school is how well all staff manage pupils' behaviour. There is a consistent approach to rewarding good behaviour and to discouraging or sanctioning what is unacceptable. Because of this, teachers generally have good relationships with their pupils and this encourages most of them to approach learning in the right frame of mind. Teachers work well with support staff for the benefit of pupils with special educational needs, pupils for whom English is an additional language and Traveller pupils. The main weakness in teaching is that work is not sufficiently matched to the prior attainment of some pupils, especially the more able. The use of marking is inconsistent. The quality of teaching in the school as a whole is satisfactory.

The teaching of English and mathematics is satisfactory. Pupils' writing skills have been developed well in recent terms but the teaching of reading does not have a uniform approach across the school. Pupils use literacy skills across the curriculum, but more opportunities for their use could be made in geography, history and religious education. Teachers encourage pupils to use numeracy skills in science and design and technology, but some mathematics lessons need more emphasis on mental arithmetic.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school teaches all subjects of the National Curriculum and religious education. However, it does not make the best use of the time available in the school day. The school does not teach for the recommended amount of time each week.
Provision for pupils with	Good. Effective individual education plans and good support enable

special educational needs	pupils to make good progress across the school.
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Provision for pupils with English as an additional language	Good. These pupils are well integrated into the school and are given good support by specialist staff. They make good progress and, by Year 6, most attain in line with pupils of similar ability.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The wide range of backgrounds and cultures from which pupils come is used well to promote spiritual and cultural development and religious education makes a significant contribution. Clear procedures to encourage good behaviour lead pupils to consider the effect of their actions on others and to behave accordingly.
How well the school cares for its pupils	The school has its pupils' welfare at the heart of all it does. This is especially so for pupils' personal development, but teachers' use of their knowledge of pupils' prior attainment is not as effective as it could be.

Parents have good opinions about the school. The school provides them with good information about their children's progress and about day-to-day matters. Parents find all staff approachable and the school would like many more parents to become involved in its work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has been in the school just over twelve months. She quickly analysed its strengths and weaknesses and has given a clear lead in development. She is well supported by her deputy and enjoys the confidence of her staff. All share her commitment to raising standards. Staff with curriculum responsibilities need to extend their involvement in monitoring the school's performance.
How well the governors fulfil their responsibilities	Governors work hard and are very committed to their school and the interests of the pupils. They are strengthening their first-hand knowledge of the school's performance and areas for development.
The school's evaluation of its performance	The headteacher has led the school through an accurate analysis of what it does well and where improvements are needed. Senior staff have introduced a means of tracking pupils' progress across the school which is beginning to be used effectively.
The strategic use of resources	The school's handsome buildings and environment are used to good effect and it has good resources, which are used well. Recruitment of staff is a problem but temporary teachers are supported sensitively. There is a sound understanding of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school and make good progress.• Behaviour in the school is good; the school is helping children to become mature and responsible.• There is a good, caring ethos.• The school is well led and managed.• Children are expected to work hard and achieve their best.• Staff are approachable and the school works closely with parents.	<ul style="list-style-type: none">• The amount of homework.

Inspectors agree with most of the points which please parents. Pupils have good attitudes towards school, though their behaviour overall is satisfactory. The team found that teachers use homework to a satisfactory extent and that it stems directly from what pupils are learning in the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

National curriculum test results, trends and targets

1. Pupils' results in the 2001 National Curriculum tests at the end of Key Stage 1 were well below the national average in reading and writing at the expected level (Level 2 and above) and at the higher level (Level 3). In mathematics, results at the expected level were in the lowest five per cent nationally and those at the higher level were well below average. In teachers' assessments for science, attainment at the expected level was well below average and below average at the higher level. Looking at the average points score (where pupils' attainment at all levels is taken into account), results in reading and writing were well below national averages and those in mathematics were in the lowest five per cent nationally. Compared with those of similar schools, the results in reading and writing were below average and those in mathematics were well below average.
2. These results are not surprising given the circumstances of the school. Pupils enter the nursery with very low levels of attainment in all aspects of English language, literacy and mathematical development. The proportion of pupils for whom English is an additional language is high. This means that the comparison with similar schools based on the percentage of free school meals is a more unreliable indicator than is normally the case. The inspection finds that attainment at the end of Key Stage 1 is well below average in reading, writing and mathematics and below average in science. This represents satisfactory achievement.
3. Results for reading and writing since 1997 have risen broadly in line with the national trend, but those in mathematics have declined sharply since 1997. This is mainly because the emphasis the school has rightly placed over the years on literacy skills has meant less focus on mathematical development. However, evidence from the current Year 1 shows that pupils have made good progress in mathematical development in the Nursery and Reception and this downward trend is on line to be halted.
4. At Key Stage 2, pupils' results at the expected level (Level 4 and above) in the 2001 National Curriculum tests were well below national averages in English, mathematics and science. At the higher level (Level 5), results in English were in the lowest five per cent nationally and those in science were well below average. Taking the average points score, results compared with all schools nationally were well below average in all three subjects. Compared with schools which have similar proportions of free school meals, results in mathematics were average and those in English and science were below average.
5. Another indicator of progress is the comparison with schools who had similar average points scores in the 1997 Key Stage 1 National Curriculum tests, when this cohort of pupils was aged seven. Results on this comparison are below average in mathematics and well below in English and science. However, a factor which affects the school's work and results is the high mobility of pupils. For example, out of 61 in the group which took the 2001 National Curriculum tests, only 38 pupils had been in the school continually since Year 2. An analysis of the results of these pupils shows that most made at least the expected progress from their Key Stage 1 results in all three subjects, though the English results were lower than those in mathematics because overall progress in reading is not as good as it is in writing. This evidence also shows that the best progress was made by those pupils with lower attainment.
6. The overall trend in all three subjects over the last five years has been similar to the national rising trend. The inspection's findings are that attainment by Year 6 is below average in English and science and well below average in mathematics. This represents satisfactory achievement overall. The school was given an Achievement Award last year by the Department for Education

and Skills.

7. Results in 2001 fell below the school's targets. The school suggests two reasons for this. One is a change to Year 6 staff after Christmas last year together with a change in how the booster classes were organised. The group targeted was too large with insufficient focusing on particular weaknesses. The current targets represent a similar level of challenge for the current Year 6 pupils and the school is on line to meet its targets.
8. The school also sets targets for every pupil in English and mathematics. These are based on pupils' attainment in the national, voluntary end-of-year tests and give a prediction of where each pupil should be in terms of attainment by the end of the school year. These results are analysed in groups as well as individually and show the progress made by traveller pupils, pupils for whom English is an additional language, pupils with special educational needs and those supported by initiatives for literacy. These analyses show that these pupils generally make good progress. Results of National Curriculum testing show that boys have tended to perform less well than girls to a greater extent than the national picture over the last three years, though no evidence of different performance of boys or girls was seen during the inspection. In the 2001 National Curriculum tests, the difference was of significance only in English at Key Stage 2 and in mathematics at Key Stage 1. The school has begun to tackle this differential in reading. The school has not identified any pupils as gifted or talented.

The findings of the inspection

9. Children in the Foundation Stage make good progress in all aspects of their curriculum. Because their skills are so low when they start school, however, most children on entry to Year 1 are likely to have skills which are still well below the levels expected in communication, language and literacy and mathematical development. The attainment of most children is likely to be below expectations in knowledge and understanding of the world and physical development. In creative development and personal, social and emotional development, most children are on line to reach expected levels.
10. Attainment in English is well below average by Year 2 but has risen to be below average overall by Year 6. Speaking and listening skills in English are generally below average, though pupils made good use of these in a Year 2 drama lesson. Pupils make satisfactory progress in writing; a school-wide focus on writing skills has had a good effect and Year 6 results show that almost all pupils make at least the expected progress. Progress in reading is less consistent because the teaching of reading is not approached uniformly across the school.
11. Pupils' attainment in mathematics is well below average by Year 2 and Year 6. Pupils make satisfactory progress overall, but their adeptness at mental arithmetic is inhibited in some lessons because the mental part of the lesson is too short. Higher attaining pupils do not make as much progress as they could in some lessons.
12. In science, pupils' attainment is well below average by Year 2 but rises to below average by Year 6. Pupils' scientific knowledge is more evident in their spoken work than in their written work because of the limited recording skills of many pupils.
13. Under-developed writing skills also inhibit pupils' attainment in geography and history. Attainment is below expectations at both key stages, though pupils' progress is satisfactory overall. Too much use of worksheets inhibits the progress of some higher attaining pupils.
14. Pupils' attainment in information technology is in line with expectations by Year 2 and Year 6. Pupils learn specific skills in weekly lessons and then practise them in pairs across the week. Pupils also use information technology in other subjects, such as mathematics and history, though opportunities are currently limited because classes have only one networked computer each.
15. Standards of attainment are in line with expectations in art, music and physical education. Attainment in design and technology meets expectations by Year 2 but falls below by Year 6. However, changes to the curriculum mean that younger Key Stage 2 pupils are on line to meet

expectations. No judgement was possible on attainment in religious education because of insufficient evidence.

16. Pupils with special educational needs make good progress against the targets in their individual education plans. Good support in withdrawal sessions enables these pupils to meet the targets set for them at the beginning of each term. Traveller pupils are mostly enabled to attain in line with their abilities because of good, focused support. Pupils for whom English is an additional language make good progress. Pupils working in small groups learn new words and phrases quickly and so are equipped for working alongside their peers in class. Pupils at Stage 4 are able to learn in all subjects at a satisfactory rate, but they would benefit from extra help at test times.

Pupils' attitudes, values and personal development

17. Pupils' attitudes, personal development and relationships with each other and adults are strengths of the school and make a good contribution towards promoting their attainment and progress. Their behaviour overall is satisfactory. This conclusion reiterates the findings at the time of the previous inspection and reflects the widespread views of parents. Parents state that their children enjoy school. Nevertheless, attendance and punctuality are poor and limit the attainment and progress of many pupils.
18. Pupils in the nursery are starting to work together well and are learning independence. Throughout the school, pupils' attitudes towards learning are good. This includes pupils of all groups. They often concentrate well and show interest in what they are doing as was seen particularly in a Year 4 literacy lesson creating captions for photographs. In both this lesson and a Year 6 group reading task, pupils' ability to focus on the work for an extended period came about because of their good relationship with the teachers, who encouraged them to do their best. Pupils have the confidence to work out and contribute answers in front of their classmates as seen during mental mathematics in numeracy lessons. Year 1 pupils showed great enjoyment during a history lesson when handling and trying to determine the age of artefacts. The well-established routines usually lead to pupils settling quickly into new activities. Nevertheless, though many pupils concentrate well and stay on task, some individuals find it difficult to stay attentive for extended periods when not being directly supervised.
19. Overall, pupils behave satisfactorily in the classroom, at play and at lunch times. They are open, well mannered, polite to adults and to each other, courteous and welcoming to visitors. They generally move around the school in an orderly way though they sometimes run in the corridors on their way to the playground or dining room. The good management skills of the teachers and support staff result in the good behaviour of the majority of pupils in the classroom. Nevertheless not all pupils have yet become self-disciplined. In some classes, the teachers do not always stop pupils calling out and preventing others with their hands up from contributing. Bullying or name-calling is rare and the school has appropriate procedures to deal with any aggressive behaviour that may take place. The school has excluded three pupils in the current school year for unacceptable behaviour, though there were no exclusions in the last school year.
20. Relationships between pupils and with adults are good and contribute to the quality of work in lessons. Pupils get on well with each other when playing games at break and lunch times. In the classroom the youngest respect each other's space when sitting close together on the carpet and follow the rules of circle time. There are few squabbles in lessons and, even amongst the youngest children in the nursery, they generally do not interfere with each other's work when working together. Good co-operation was seen during a Year 4 geography lesson when pupils were working in pairs, discussing their ideas about land being used as a swimming pool. Year 6 pupils co-operated well in groups, assigning tasks to each other when designing a shelter in a rain forest. During a numeracy lesson, pupils in a Reception class helped each other to find cylinders when sorting three-dimensional shapes. Boys and girls and pupils from different ethnic and cultural backgrounds work together very well when doing group work in the classroom and when playing at break and lunch times.
21. The pupils' personal development is also good. Year 2 pupils showed they had gained an

understanding of the feelings of others from the thoughtful comments they made during a religious education lesson on St Bernadette. The sample of work seen during the inspection included a comment by a Year 6 pupil that "the story made me feel sad because Shane did not have any friends or a proper house." Pupils are starting to use their initiative; for example, pupils move around the classroom to find materials they may need and Reception class pupils select their own reading books. Nevertheless, opportunities to develop independence in their learning are limited, with even some of the older ones still being very dependent on teachers' guidance. As at the time of the last inspection, pupils benefit from the many opportunities the school provides to take on responsibility. The older pupils demonstrate maturity and care when helping the younger pupils at lunchtime and on other occasions. All teachers enable pupils to take on duties within the classroom. The pupils also benefit from collecting for charities during the year and serving people in the community such as when the pupils distribute harvest gifts to old people or serve tea to the volunteer helpers.

22. Attendance and punctuality are poor. The level of attendance in the current year to date is 92.5% and shows little change since either last year or since the previous inspection. It is in the bottom ten per cent of schools across the country. Absences are mainly because of illness or medical reasons though a number of parents insist on taking their children out of school to go on holiday. The level of unauthorised absence, at 2% for the current year, is well above the level of other schools and reflects the difficulty the school has in obtaining explanations from parents. High levels of absence affect the attainment of not only individual pupils but other pupils, as the teacher has to repeat work to help the absentee catch up. The majority of pupils are keen to come to school and many are waiting in the playground at the start of the day. However, there is a continuous stream of parents and pupils coming through the gate for several minutes after the bell has rung for the start of the day, and a further ten or twenty pupils arrive up to ten or fifteen minutes late. These late arrivals mean the usually prompt start to the day is delayed, resulting in a loss of teaching time for all pupils.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching in the school overall is satisfactory. It is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. Over half the teaching was good or better and only four per cent was unsatisfactory. This is an improvement on the last inspection when one lesson in ten in Key Stage 2 was unsatisfactory or poor.
24. The principal strength of the teaching in this school is the management of pupils' behaviour. Most classes contain pupils whose behaviour can be challenging, but teachers generally have good relationships with all their pupils and use these to establish good routines for working. Teachers use the school's system of rewards and sanctions consistently so that pupils know what is expected of them and what will happen if they do not co-operate. Teachers have high expectations of pupils' behaviour and most pupils respond with good attitudes to their work. An example of how the quality of relationships produced very effective learning was seen in a very good Year 4 mathematics lesson. Pupils were learning about decimals and the teacher used a game where pupils had to count backwards and forwards in different intervals. The teacher explained the game clearly and led the activity at a good pace, so that all pupils were eager to participate and made good progress in their understanding of place value. The teacher expected the pupils to behave sensibly and, because they were interested and well motivated, they did.
25. Teachers use support staff well to work with groups of lower attaining pupils and those pupils for whom English is an additional language. Support staff are clear about what they have to do and their good relationships with pupils enable them to make good progress.
26. Teachers' expectations of pupils' attainment are varied. All staff have appropriate expectations of lower attaining pupils, pupils with special educational needs and pupils for whom English is an additional language, and these pupils generally make good progress. Expectations of higher attaining and some average pupils are less consistent. In a very good English lesson for Year 6 pupils, good levels of challenge were given to all pupils. The pupils were learning to identify

features of written language, such as nonsense words, rhyme and alliteration. Teachers had decided to use the Lewis Carroll poem "Jabberwocky". Pupils at the early stage of learning English were given a completely different poem without nonsense words to work on, but all others were expected to be able to cope with this one. Pupils had worked on the poem in a previous lesson and, in the oral session, were able to identify the nonsense words and suggest their meaning from the sense of the poem. Higher attaining pupils were asked to identify the part of speech of some of the nonsense words. In the activities, pupils were asked to replace some of the nonsense words with their own. The amount of challenge varied according to pupils' prior attainment. Lower attaining pupils, working with a classroom assistant, discussed a few words and replaced them, trying to keep the sound close to the perceived meaning. Average pupils did so with a larger number of words, also maintaining the rhyming scheme and number of syllables. Higher attaining pupils were asked to rewrite whole verses, doing all that average pupils had been asked to do but also looking out to preserve any alliteration or onomatopoeia. Pupils succeeded at the levels expected of them and the lesson was much enjoyed by all.

27. In some lessons, however, teachers' expectations of a small proportion of their pupils are not at appropriate levels. This is usually higher attaining pupils, though there are a few occasions when work given to average pupils is too hard for them. The reason for this is teachers' inconsistent use of the information they gain from assessment of what pupils have learnt. Teachers make assessments of pupils' attainment in all subjects and these are most detailed in English, mathematics and science. This information is used to group pupils in lessons, to set targets and to make predictions about the levels pupils will reach at the end of each year. But teachers do not make enough use of this information on a more frequent basis. For example, in a science lesson, pupils were learning about seed dispersal. Average and higher attaining pupils were asked to decide which of four methods of dispersal was suitable for a number of fruits, such as holly berries and blackberries. Some of the pupils managed this, especially the higher-attainers, but others had insufficient knowledge of the plants they were using. This was because the teacher was uncertain about their level of understanding. In order to make more use of assessment, some teachers may need more practice in gauging the level of pupils' attainment in terms of National Curriculum Attainment Targets.
28. Teachers could also make greater use of marking in assessing how well pupils have understood what they were meant to learn. All teachers make good use of learning intentions in their planning and they make them clear to their pupils at the start of all lessons, but few refer to the learning intention in their marking. Much marking consists only of ticks or crosses. However, some teachers assess what pupils have learnt and give pointers for improvement and development.
29. Teaching in the Foundation Stage is very good in personal, social and emotional development and good in all other areas. Children are given self-confidence and learn to be proud of their achievements. Basic literacy and numeracy skills are well taught, though there could be more consistency between classes in the recording of children's ability to recognise sounds.
30. The teaching of English is satisfactory. Teachers have a sound understanding of the literacy strategy. Pupils' writing has been a focus over recent terms and results at the end of Year 6 show that the progress of almost all pupils is at least as expected. Reading has not received such a strong emphasis recently, and this illustrates the difficulty presented to the school by the high rate of pupils' mobility. The staff had given special prominence to the teaching of reading, then replaced this focus with writing. As new pupils join the school at all levels, they have missed the impetus on reading while benefiting from that on writing. The approach to the teaching of reading lacks consistency across the school.
31. Mathematics teaching is satisfactory. Sharing lesson objectives with pupils is a feature of all lessons. The numeracy strategy is mostly used appropriately, though some mathematics lessons begin with mental arithmetic sessions which are too brief. Teachers do not make enough use of day-to-day assessment in order to give all their pupils work matched to their prior attainment, especially the higher-attainers.
32. The teaching of science is satisfactory. Most lessons give pupils the chance to carry out

experiments, which is especially important for pupils for whom English is an additional language since it helps develop their understanding without being bound to language. In some lessons, insufficient challenge is given to higher attaining pupils.

33. Teaching of information technology is satisfactory. Teachers use computer software effectively in many lessons. During the inspection, a fair number of lessons were observed where computers were not used, but talking to teachers and looking at their planning showed that, in a similar number of lessons which were not observed, computers were being used. The school has taken out a subscription to a company which provides cross-curricular software via a satellite link, and teachers use it in many lessons; for example, Year 3 pupils researched the life of Anne Frank in a history lesson. Information technology skills are taught each week to the whole class, though the location of computers in the classroom sometimes makes this difficult. This problem will soon be solved by the use of the new computer suite. More use could be made of information technology in design and technology, science and music.
34. Teaching is satisfactory in art, geography, history, music, physical education and religious education at both key stages. In design and technology, it is satisfactory at Key Stage 2 but there was not enough evidence to make a judgement on teaching at Key Stage 1.
35. The teaching of pupils with special educational needs is good in withdrawal sessions and is satisfactory overall. Two part-time teachers work effectively with pupils on a regular basis who have specific needs to ensure that pupils develop basic skills. A special library is provided to allow older special needs pupils to select their own reading material with adult support. Inclusion is suitably achieved in lessons by the use of classroom assistants. However, teachers do not specifically and regularly plan activities to address the pupils' individual education plans in lessons.
36. The support given to Travellers pupils is good. They are fully included in all lessons and their culture is celebrated as one of the many facets of the school's community. Staff have worked hard to improve the attendance of this group, to good effect, and the school has a well established relationship with Travellers families.
37. Good support is given to the large number of pupils for whom English is an additional language, especially to those at the early stages of learning English. This enables all these pupils to learn all aspects of the curriculum. Planning with class teachers enables support staff to give necessary help in lessons. Further support could be given to those pupils at Stage 4 of learning English near to the time of National Curriculum tests, to boost their performance.

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

38. The curriculum for pupils in the Foundation Stage is good and that for Key Stages 1 and 2 is satisfactory. A relevant curriculum is provided for pupils in Years 2 to 6 which meets the requirements of the National Curriculum and the local agreed syllabus. However, the curriculum for pupils in this age group fails to offer a sufficiently balanced programme of study. This is because the length of the teaching week falls short of the nationally recommended minimum and this means that not all subjects - for example, religious education - have enough time in the school week to be taught successfully. The previous inspection report mentioned this shortcoming also. The school endeavours to offer a good range of worthwhile opportunities for pupils that interest and motivate them and gives priority to this. Skills in information technology are taught in specific lessons and opportunities exist in other subjects for pupils to practise their skills.
39. Schemes of work for all subjects are now established. This is an improvement since the last inspection. Most subjects use the schemes produced by the Qualifications and Curriculum Authority. The religious education scheme of work is being updated to incorporate changes in the

local agreed scheme. These schemes cover the requirements of the National Curriculum in all subjects. Members of staff are familiar with them and have a clear knowledge of how to implement them. The literacy and numeracy strategies have been satisfactorily introduced and are making effective contributions to pupils' progress in English and mathematics.

40. Pupils receive their personal, social and health education in specific lessons. Religious education and science lessons also contribute to this area. Pupils learn about alcohol and tobacco in science as well as issues related to sex and drugs. The school has drawn up a sex education programme after consultation with governors and parents. Citizenship is also included within the personal, social and health programme. The co-ordinator is new to the school and plans to develop the subject further.
41. There is a very good range of visits out of school, which enriches the pupils' experiences and supports their learning. Each class makes at least one visit annually. Pupils visit different places of worship as well as the Science and Natural History Museums and other places of interest either locally or not too far distant. The school arranges a residential visit to the Marchants Hill activity centre for pupils in Years 5 and 6. Here pupils develop their information technology skills, as well as taking part in physical activities. This makes a good contribution to their social development. The school has also been visited by a number of music and drama groups, as well as science workshops and a 'Roman Legion' group which came to support the learning of Year 3 pupils who were studying the Romans. There is also a group of local elderly people who come every week to listen to pupils read and reinforce their literacy skills.
42. The school is developing its satisfactory programme of extra-curricular clubs and activities. At the moment pupils have opportunities to take part in activities such as recorders, football, Bhangra dancing, performing arts and homework clubs. There is good take-up of these. Several activities take place at lunchtimes and teachers are generous with the time that they spend on them.
43. The school has a strong commitment to equality in education and this is clearly laid out in a good policy document which all staff put into effect. Pupils who are on the special educational needs register have their needs met through their individual education plans which focus on aspects of literacy, numeracy and personal and social development. There is also good support for the large number of pupils with English as an additional language and Traveller children. All pupils with special educational needs or English as an additional language receive the full National Curriculum offered by the school with some areas of work modified for their specific needs. They are fully included in all the activities organised by the school, which supports their social and moral development well.
44. The school has links with local secondary schools as well as with local toddlers' groups. Most pupils go to Cranford Community College and some of their staff visit Berkeley Primary to speak to Year 6 pupils and liaise with relevant staff. They also organise 'taster days' for Berkeley pupils. The school also has strong links with Heston Community School, who organise regular musical events in which pupils from Berkeley perform, along with pupils from other local primary schools. Older pupils from these schools visit Berkeley to help in classrooms as part of their community service programme.
45. Overall the provision for pupils' spiritual, moral, social and cultural development is good. This enhances the level of provision since the last inspection since the school's spiritual provision is now good.
46. Pupils' spiritual development is good overall. School assemblies are used well for spiritual development. Uplifting presentations were made and watching local Year 10 dancers during a Divali assembly inspired pupils. Collective worship meets requirements and thoughtful periods of reflection are often included. Candles are also used effectively during prayer or contemplation. Time is given for personal thoughts when pupils are asked to consider that "Real friends help even if no one has asked them to." Singing in assemblies is enthusiastic; especially in songs such as, "I'd like to teach the World to Sing". In history lessons, Year 3 develop empathy with people who lived through the Second World War. Good use of information technology resources

encouraged this. Every year group from Year 1 to Year 6 visits a different place of worship. However, few teachers allow pupils periods of reflection in lessons for self-assessment, though one class had the opportunity to write about why their family was special to them in a literacy session.

47. Provision for pupils' moral development is good. Honesty is respected in this school and every opportunity is taken to ensure that all pupils are taught the difference between right and wrong. Every classroom has the school rules displayed clearly and teachers refer to them frequently. The consistent application of the behaviour policy ensures that most pupils learn appropriate ways to behave. All teachers provide good role models in their relationships with the pupils that they teach and support staff play an important part in encouraging respect and value for one another. Teachers place a high emphasis on discussions about the morals in stories read in school.
48. Social provision is good in the school. All staff work hard to encourage positive social behaviour. Pupils are encouraged to behave with courtesy to adults and each other. Staff conscientiously work to maintain the friendly family atmosphere found throughout the school. There are good opportunities for pupils to work together collaboratively in music, religious education and physical education lessons. For example, they often work in groups when they practise games skills. Clubs during the lunch hour and after school offer a range of experiences for pupils to develop socially. Many pupils attend drawing and sports clubs. The school journey gave older pupils the opportunity to socialise in a new environment. There is a school council. There are effective strategies for handling bullying and all staff monitor this carefully. Staff expect pupils to take on a variety of responsibilities; for example, pupils become "Playground Buddies" to ensure that all pupils have someone to play with in break times.
49. Provision for pupils' cultural development is good. Pupils experience a wide range of opportunities associated with western culture in the planned curriculum in geography, music and history. History projects allow pupils to explore past English periods when they learn about Heston in the past, Tudors, the Spanish Armada and the Romans in Britain. A visit to Gunnesbury Park Museum allows pupils to discover how people lived in Victorian times. Last term, Year 5 pupils performed "A Christmas Carol" by Charles Dickens. Pupils have analysed a few famous artists' work, including the work of Augustus John and Joan Eardley. There are good opportunities to study other cultures. The study of other religions is an established part of religious education and school assemblies. Pupils study six different local places of worship - for instance, they have learnt about Hindu temples and made collages of them. Work on the Chinese New Year allowed pupils to experience this culture. In many classrooms, there are opportunities to study tales and books from other cultures. The pupils are well prepared to live in a multi-ethnic society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for providing educational and personal support and guidance are satisfactory. This is similar to the position at the time of the previous inspection.
51. Overall, the school has satisfactory procedures for child protection and for ensuring the welfare of the pupils. The headteacher is the designated officer for child protection and the school follows local procedures. The staff generally have received guidance on how to deal with any situations that may arise and know who to report to in the school if necessary.
52. The provision for first aid is good. A welfare assistant is in overall charge and there are several trained staff. The school keeps records of any treatment and sends letters home to parents as appropriate. A health and safety policy is in place and the governors are actively involved in touring the school to identify any potential hazards. Outside contractors regularly check the fire extinguishers, electrical items and physical education equipment. The teachers ensure that pupils are made aware of health and safety issues during lessons such as science, physical

education and design and technology. Risk assessments take place for school trips. The headteacher is ensuring that further risk assessments are carried out on all of the school's activities and that staff receive regular reminders of health and safety issues. The arrangements for sex education and drugs awareness are appropriate.

53. In the previous inspection, assessment was identified as a key area for improvement and the school was required to develop and implement whole-school assessment procedures. There has been satisfactory improvement in the development of clear procedures for assessing pupils' attainment and progress. The school has gathered a suitable range of assessment information since the previous inspection and is now able to track progress made by pupils from the infants through the juniors in the core subjects of English and mathematics. The standardised test data, such as baseline assessment and pupils' attainment in the national tests is carefully evaluated and analysed to mark the performance of different groups and individuals. Teachers are able to identify what progress each pupil has made and use this information to set statistical targets for future improvements in learning. This system also helps in identifying pupils to be targeted for extra help and assistance - for example those with the potential to achieve higher levels of attainment.
54. Whilst the school has a satisfactory range of assessment information available in English, mathematics and science, assessment in other subjects is currently being implemented. The assessment information is not used consistently to inform teachers' planning and pupils' progress. Teachers do not have a sufficiently clear and common understanding of pupils' achievements and are not therefore effectively guided in their curriculum planning to match all levels of abilities. Teachers' marking of pupils' work, although regular, is not consistent across the school. The comments on marking by some teachers are mostly encouraging but not diagnostic in identifying what pupils must do next in order to improve.
55. Suitable assessments are carried out for pupils with special educational needs. Regular tests are used to assess how pupils are achieving in reading but not in spelling. While individual education plans are effective at recording strategies to be used, they do not always set targets which are measurable.
56. The monitoring of progress in pupils' personal development is informal and relies mainly on the teachers' knowledge of the individual pupils. The school encourages pupils to improve their personal skills with themes such as friendship during assemblies and through the extensive personal, social and health education programme; for example, pupils are improving their communication skills and their understanding of society. Circle time helps pupils to learn to listen to others and to be tolerant of other points of view. Pupils' qualities are enhanced by the various tasks they have in the classroom and around the school. In particular, the older pupils help the younger with paired reading in the classroom and as 'Berkeley Buddies' in the playground.
57. The procedures for promoting discipline and good behaviour are good. Each classroom has rules on display and teachers discuss them with the pupils at the beginning of the year and refer to them as necessary at other times. Pupils have a very good understanding of the system of coloured cards used to recognise both good and unacceptable behaviour. They are pleased when given a green card, knowing that can lead to extra activities in free time. Teachers mostly adopt a consistent approach though, in some classes, they do not always take action to prevent some low-level inappropriate behaviour such as calling out. The midday supervisors have a similar system of coloured cards to support behaviour. They have also received guidance from the local education authority. The school is aware that odd instances of bullying or racist name-calling occur and have very good systems in place to deal with it. The pupils who show any sustained difficulty with behaviour are monitored well through the school's special needs system or by using report books.
58. Overall, the procedures for monitoring and promoting good attendance and punctuality are satisfactory, though they have not yet brought about significant improvement. The extensive attendance policy is followed well by the school. Parents are constantly reminded in newsletters

and at meetings with staff of the importance of ensuring that their children come to school and on time. The teachers, office staff and headteacher make good use of the computerised system to monitor the registers regularly and contact parents as necessary. In particular, any unexplained absence results in a telephone call home on the first day. Pupils with very good attendance receive certificates. Nevertheless, the school's efforts have not prevented the level of attendance being well below the national average. Though the school does not normally approve holiday absences, some parents still do not fully appreciate the effect on their children's education of taking them out of school in term time. The governors have not set any targets for individual classes to improve. The education welfare officer provides good support by visiting the school regularly including, some mornings, taking details of families arriving late. But the school does not formally refer all of those pupils, whom it considers to have poor attendance, to either the welfare service or to the local authority's medical adviser. Registration takes place commendably promptly and the school properly records in the register pupils who are late by ten minutes or so. However, no consistent record is kept of those who are late by a few minutes so the school cannot readily identify all pupils who are regularly failing to arriving on time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. In their responses to the questionnaire and at the meeting with the inspectors, parents showed that they are very pleased with all that the school does. The inspection team supports many of their positive comments. Parents say that the school is well led and the teaching is good. Their children like coming to school, behave well and make progress from the level of support they receive. The school expects them to work hard and helps them to become mature and responsible. The school works closely with parents and they feel comfortable approaching the school with any questions. Some doubts were expressed about the amount of homework but the inspectors concluded that the work the pupils are encouraged to do at home is appropriate.
60. The school provides good information to parents and the links between parents and the school are satisfactory. The headteacher sends newsletters home every week, outlining the various activities that the pupils are involved in and providing general administrative information. They also encourage good attendance and punctuality as well as indicating the school's approach to behaviour. Other letters refer to more specific matters. At a meeting in the autumn term, class teachers discuss what they will be teaching their pupils, but these are not normally followed up by letters later in the year.
61. Mornings and afternoons provide very good opportunities for parents to see the teachers. Parents come to the classroom doors at the beginning and end of the day. The inspectors saw many conversations taking place and it is apparent that parents feel very welcome to talk to the staff. Many parents come to the formal meetings with teachers in the autumn and spring terms to find out what their children will be doing and to discuss their progress. But the staff have to work hard with some families to ensure they see everybody at least once in the year. The annual report on progress is sent home in the summer term. This provides a good summary for each subject describing what the pupils know and can do. Nevertheless, targets to help the pupils to improve are sometimes very general and, apart from Years 2 and 6, provide little guidance on how pupils compare with what is expected nationally for their age. Parents of pupils with special educational needs are appropriately involved in the setting and review of their individual education plans. The school involves the parents of pupils for whom English is an additional language as much as it can.
62. Parents' involvement with the school makes an appropriate contribution to its work and to the attainment of the pupils. Discussion with pupils showed that their parents actively encourage and help them at home. Pupils are happy in school and work hard and are keen to learn. These attitudes reflect the extent to which parents encourage their children to respect the school and education process. The newsletters and meetings with teachers explain how parents can help their children. Reading books go home every day and some of the reading records were seen to include useful comments by parents. The nursery and reception classes are especially welcoming to parents. The Foundation Stage staff visit all families at home to develop a strong relationship and encourage them to help in the classroom. The parent-staff association is

supportive in arranging fund raising and social events including ones for the benefit of the pupils. Few parents come to help in the classroom on a regular basis though more are willing to help on trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher provides good leadership and is giving the school clear direction. She was appointed just over twelve months ago and quickly identified the school's priorities based on an accurate analysis of its strengths and weaknesses, as is shown by the similarity between her priorities and those identified by this inspection. She involved all staff in this and the analysis formed the basis of the school's improvement plan, which is a thorough document, vital to moving the school forward.
64. The headteacher's vision is shared with the school community and all are committed to raising standards. She has established a purposeful team spirit and approach amongst the staff and her deputy and other members of the senior management team give her effective support. This ensures that the school's aims and values are well reflected in its work and that the school is an inclusive and secure community.
65. Overall, the management of the school is satisfactory. One of the key issues in the last report was to involve subject co-ordinators in monitoring and evaluating teaching and learning. Satisfactory progress has been made on this issue. Co-ordinators now receive release from class teaching in order to do this and they have sampled planning and monitored lessons. They are also drawing up collections of work to provide evidence of standards and progress. However, the evaluation which has taken place so far has been insufficiently rigorous because it has not succeeded in rectifying inconsistencies between classes - for example, in the amount of time spent on subjects or the matching of work to pupils' prior attainment. Many co-ordinators have only recently begun their roles.
66. The governing body has a core of hard-working and committed governors, some of whom work in the school. The chairman is a frequent visitor and they have a good awareness of the school's ethos. They fulfil all their statutory responsibilities. They have been involved in the school's self-evaluation and share the headteacher's analysis of the school's strengths and weaknesses. The development of their strategic role in shaping the future direction of the school is a current priority.
67. As at the time of the previous inspection, financial management is good. The financial planning follows the school's educational aims and priorities. The governing body, guided by the headteacher, is fully involved in the decision making process. The school improvement plan follows consultation with staff and the subject and phase co-ordinators bid for money for their subject areas. The plan sets targets for improvement and identifies the costs that will be incurred. The school makes appropriate use of additional grants for pupils with special educational needs and other specific purposes, such as for information technology and for pupils with English as an additional language. Teaching and support staff are used effectively. In addition the headteacher is closely involved in monitoring the performance of staff.
68. The office staff provide good financial support to senior management and governors. The school has very good support from its financial adviser in setting the budget and in monitoring expenditure. Satisfactory use is made of new technology in the office with computerised administrative and financial records and appropriate Internet connections. The minor recommendations in the last audit report have been acted upon. The principles of best value are applied in finding the cheapest supplier for both goods and services. In addition the school has carried out useful surveys of parents and pupils to help it decide on priorities for the future. However the school has not yet compared the effectiveness of its work with that of other schools of a similar size and location. Co-ordinators have control of their own budgets for resources in their subject areas and the classrooms.
69. Although there is a full complement of teaching staff, the high turnover of teachers is creating

some problems for the school. The majority of permanent staff have been at the school for two years or less. Recruitment is difficult. Replacements have been made through a recruiting agency and currently there are three overseas members of staff teaching in Key Stage 2. The school does a good job in managing the problems caused by recruitment difficulties and supports its temporary staff well. But it is difficult for the school to develop and sustain improvements and maintain continuity and consistency in teachers' subject knowledge and in teaching strategies. At present there are four unfilled posts for co-ordinators, including Early Years, which are being covered temporarily by other staff in addition to their own responsibilities. The co-ordinator for science is on long-term sick leave and no one is currently overseeing this responsibility. The school lessens the negative impact of this instability as far as possible through a very comprehensive and thoughtful programme of induction and professional development. This includes monitoring, paired-teaching and sharing good practice wherever possible. The teachers are supported effectively by four nursery nurses and a satisfactory number of classroom assistants.

70. The standard of the school's accommodation is very high. It is a well-maintained and safe environment that provides a stimulating atmosphere for staff and children in which to teach and learn. There are separate areas for Nursery, Reception and both key stages, with classrooms grouped around attractive open spaces. However, the electric lighting in the Reception classes is not bright enough. There is a large, well-appointed hall that is suitable for physical education, assemblies, lunches, meetings and other activities such as music and dancing. Overall storage space is limited. Signs are clear and written in the various languages of the school community. The walls throughout the school are colourfully filled with high quality displays that enhance the pupils' learning experiences. The facilities for sport and recreation are good. There is a large adjacent playing field and the large, surfaced play areas outside are safe and well demarcated.
71. The provision of learning resources overall is good. The range and quality have improved since the last inspection and make good provision for the teaching of the National Curriculum. There is a computer in every classroom but the ratio of computers to pupils in the whole school is below the national average. A new computer suite is soon to be established with 16 new computers to address this shortage.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. To improve further the standards of work and the quality of education provided, the governing body, headteacher and staff should
- (1) *f* raise overall standards of attainment by
- *f* ensuring that all teachers make accurate evaluations of the National Curriculum levels attained by their pupils
 - using this information in planning what pupils need to learn next
 - achieving a more accurate match between pupils' prior attainment and the work they are offered - especially for the more able
 - *f* making more consistent use of the school's marking policy to identify what pupils must do to improve
 - *f* enabling co-ordinators to monitor planning, teaching and standards in their subjects more rigorously to achieve greater consistency between classes
 - *f* increasing the amount of time available for teaching each day and ensuring a more appropriate balance of time between subjects and classes
 - *f* achieve greater consistency in teachers' approach to developing reading.
- (Paragraphs 26-28, 38, 54, 65, 108)*
- (2) *f* improve the attendance and punctuality rate by
- setting achievable targets for attendance and punctuality in each class, to be reached within a given deadline
 - seeking more help from outside agencies

- doing more to encourage the whole school community to see the importance of good attendance and punctuality to raising standards
(Paragraphs 22, 58)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan

- (3) † ensure that all co-ordinators' responsibilities are fulfilled on a more permanent basis
(Paragraph 69)

*† denotes an issue already highlighted as a priority in the school's development plan
(Numbers in brackets indicate a reference to the main paragraphs where the weaknesses are discussed.)*

PROVISION FOR PUPILS FOR WHOM ENGLISH IS AN ADDITIONAL LANGUAGE

73. The progress made by most targeted pupils is good over time. Pupils learning English as an additional language respond well to specialist support. This reflects their positive attitudes to learning. They are well integrated into the school, relating to each other and their teachers with care and courtesy. This contributes to their progress.
74. The teachers funded under the Ethnic Minority Achievement Grant are resourceful and the quality of teaching is good. They are aware of the need to provide the pupils learning English as an additional language with full access to curriculum and achievement by teaching them English. The support which specialist teachers provide in one-to-one or small group situations is very effective in addressing their specific language needs. Pupils observed on such an occasion gained a great deal in appropriate use of phrases in the context of developing higher order reading and writing skills.
75. The staff have established good 'partnership teaching' with the class teachers whose pupils they currently support. This involves their close involvement in planning, preparation and classroom organisation. Their lessons are well planned and relate to the main activities in the classroom. Their pupils benefit from day-to-day classroom strategies such as questioning employed by their teachers. Most teachers explain learning points in a way that encourages all pupils to participate in activities. This was observed in a Reception class rehearsing their assembly presentation which contributed to pupils' speaking & listening and personal & social development.
76. Specialist support is curriculum-related whether it is given in or out of class. For example, the use of story and singing facilitated the language development of Nursery children. The opportunity for pupils to hear a bilingual member of staff explaining unfamiliar vocabulary or a difficult concept in their home language enhanced some Reception pupils' participation and understanding of the activity. Support from a specialist teacher in a science lesson enabled a Year 4 group to carry out their investigation. Pupils from minority ethnic backgrounds have access to all other activities as was observed in some out-of-school sessions.
77. The cultural and linguistic diversity within the school is celebrated well. Some parents from minority ethnic groups are involved in, and contribute to, the life of the school. The school's integrated approach to meeting the needs of these pupils is reflected in the commitment of class teachers and support staff. This enables them to integrate well into the school community.
78. Pupils' need for support is initially identified by classroom teachers and the specialist teachers are involved in their assessment leading to the preparation of plans. They maintain an up-to-date record which includes information on pupils' linguistic background, stages of their learning English and an analysis of their test results. However, the use of assessment is not clearly evident in subsequent planning or teaching.
79. The provision is well managed and opportunities for the professional development of mainstream teachers to help them meet the language needs of bilingual pupils are being taken. Specialist support would accelerate progress for the pupils at Stage 4 of learning English - especially at the time of National Curriculum tests - raising the school's level of achievement further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	36	34	3	0	0
Percentage	0	13	43	40	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32.5	401
Number of full-time pupils known to be eligible for free school meals	n/a	163

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	6	158

English as an additional language	No of pupils
Number of pupils with English as an additional language	276

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	61
Pupils who left the school other than at the usual time of leaving	60

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	2.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	26	33	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	20
	Girls	25	25	22
	Total	44	43	42
Percentage of pupils at NC level 2 or above	School	75 (68)	73 (75)	71 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	20
	Girls	25	24	23
	Total	44	45	43
Percentage of pupils at NC level 2 or above	School	75 (70)	76 (87)	73 (81)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	36	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	18
	Girls	23	20	29
	Total	33	32	47
Percentage of pupils at NC level 4 or above	School	54 (61)	52 (56)	77 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	15	19
	Girls	25	24	25
	Total	36	39	44
Percentage of pupils at NC level 4 or above	School	59 (53)	64 (53)	72 (61)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	32
Black – other	3
Indian	77
Pakistani	52
Bangladeshi	5
Chinese	0
White	129
Any other minority ethnic group	35

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.9
Number of pupils per qualified teacher	20.2
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	142

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33
Total number of education support staff	4
Total aggregate hours worked per week	127
Number of pupils per FTE adult	6.6

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4

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.

Financial information

Financial year	2000-01
	£
Total income	984,129
Total expenditure	956,963
Expenditure per pupil	2,268
Balance brought forward from previous year	9,108
Balance carried forward to next year	36,274

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	434
Number of questionnaires returned	60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	52	42	7	0	0
Behaviour in the school is good.	53	42	3	0	2
My child gets the right amount of work to do at home.	40	37	13	8	2
The teaching is good.	68	30	0	0	2
I am kept well informed about how my child is getting on.	55	28	15	0	2
I would feel comfortable about approaching the school with questions or a problem.	65	28	3	0	3
The school expects my child to work hard and achieve his or her best.	60	30	7	0	2
The school works closely with parents.	62	27	8	0	3
The school is well led and managed.	65	28	5	0	2
The school is helping my child become mature and responsible.	47	43	7	0	3
The school provides an interesting range of activities outside lessons.	32	40	10	3	15

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

80. Children attend the Nursery for morning or afternoon sessions. They start in September and October, benefiting from a full year in Nursery before starting in the Reception classes. All children who are five or nearly five years old are taught in two Reception classes. These Reception classes are full and they contain 30 children each. The provision in Nursery and Reception classes offers a rich and varied curriculum. Early years provision is a strength of the school. The previous inspection found that children made good progress and achieved well in this part of the school and this position has been maintained.
81. There have been considerable improvements in the provision for children in the early years department since the previous inspection. A two-year curriculum has been planned using the new national guidance. The school has improved its provision for information technology. The use of computers is now a strong feature of work in the Nursery and Reception classes.
82. Many children begin in the Nursery class with poorly developed speaking and literacy skills in English, mathematics, knowledge and understanding of the world, physical development and social skills. This is confirmed by the fact that a very high number of children, nearly half of them in the Nursery, are at an early stage of learning to speak English. Standards are still well below the expected level in these key areas at the end of the Reception year. By the time children start in Year 1, the majority are likely to have achieved well and a few are on course to attain the early learning goals in all areas. However, most children do not achieve the early learning goals in language and literacy and mathematics. This is because, although children have made considerable gains, many pupils are still learning English or have special educational needs. The school carries out useful assessments at the beginning and end of Reception year in literacy and numeracy skills. It has used the results effectively to adapt the curriculum, so that it places an even higher emphasis on basic literacy skills. Literacy and numeracy skills are not assessed in detail when children join the Nursery. Inclusion of all children is suitably achieved by the effective use of Nursery nurses and voluntary helpers, who ensure that all children are involved in activities.

Personal, social and emotional development

83. A considerable number of children enter the Nursery class with low personal and social development. By the time they leave the Reception class, the vast majority are likely to achieve the early learning goals in this area as a result of very effective teaching. This demonstrates very good achievement and reflects the very good, skilful teaching seen in most Reception and Nursery lessons. For example, children are encouraged to feel confident and to be proud of what they have achieved, when they tell others about what they have been learning on the art or literacy table.
84. In both year groups, children play and work together well. They show consideration towards each other when they share paint and toys happily. They learn how to apologise effectively if they have hurt or upset someone by their actions. The children are generally enthusiastic about their learning. This was seen when children were keen to write their names on their Easter cards.
85. The adults provide good role models for the children, always treating each other and the children with respect. Trusting relationships are evident which assist the children to understand one another's point of view. For, example the nursery nurse and teacher take it in turns to lead sessions and ask children about stories. The adults also promote children's personal development effectively, by ensuring resources and equipment are easily accessible and help them to become independent by selecting their own reading books.

Communication, language and literacy skills

86. Overall, the teaching of communication, language and literacy is good, as a result of effective use of discussion, writing and reading of books. In both the Nursery and Reception classes the children enjoy listening to stories and readily share books with each other and with adults. The majority of adults use questioning to good effect and talk to the children thoughtfully. However, they do not always tell children what they have done well specifically or what they could do to improve. Children in Reception have valuable opportunities to develop their oral skills when they practise for an assembly, which will be watched by the whole school and the children's parents. By the time the children leave Reception, there are a considerable number of children not achieving the early learning goals as they are still learning to speak English or have special educational needs.
87. In the Nursery class, children are learning the initial sounds of their names well. In Reception classes, children learn sounds and a few more able children read simple words. Elements of the Literacy Framework are well used by teachers in the Reception classes. Children study characters from stories such "The Farm" and learn to sound out unknown words. Children regularly take books home to read with parents and this has a positive impact on children's learning. Children who are still learning to speak English have difficulties spelling and writing basic words. For many children the early learning goals are not being met for language or literacy. However children are achieving well given their lack of English. Inclusion is appropriately managed in all lessons because of the effective use of nursery nurses.
88. In the Nursery, class children are encouraged to write and draw at a special table and in the role-play area. There is a clear system to monitor which children have completed an activity. Reception classes provide good opportunities for children to learn to spell and write. This was seen when they learned how to write about what they had seen on a visit to a farm. More able children wrote poems well, such as:
- "Twinkle twinkle little mouse
he sat on the star house.
He was being kind to everyone
that he could find.
Tinkle twinkle little mouse
he sat on the star house."*
89. Bilingual reading of books in Urdu allows children to speak their own language and this means other children learn to value their skills. Homework is well used when children take home "Book Marks", which are cards with games for parents to play with their children. A satisfactory length of time is given to teaching children how to recognise whole and sounding out words. However, teachers in some classes do not regularly use assessments of this aspect of literacy. The co-ordinator does not regularly monitor teachers' planning or their records.

Mathematical development

90. This area of learning is well taught and by the end of Reception year, a few children are likely to meet the early learning goals for mathematics. However, a large proportion of children are unlikely to achieve these early learning goals because of their lack of understanding of English. Overall, children's level of understanding of numeracy is well below expected levels by the time they leave the Reception class. The start of the sessions is used well to develop early number skills. The more able children count to twenty accurately owing to the good use of nursery nurses, who work with particular groups. In the Nursery class, children regularly count the number of people in their group. Nearly half the Nursery class count to five using their fingers. Number rhymes are effectively used, such as 'The Speckled Frog'.
91. Basic skills of numeracy are carefully promoted when children learn how to recognise three-dimensional shapes such as cylinders and cones. Good use of open-ended questioning was observed when children were asked, "How are you going to sort them?". There was little evidence

of children learning to compare weights and sizes; for example children did not use words such as 'greater' or 'smaller' and 'heavier' or 'lighter'. The ends of lessons could be further improved if adults gave children time to discuss what they have learnt that day on the numeracy table.

Knowledge and understanding of the world

92. Children enter the Nursery class with very basic general knowledge. They receive good teaching and build on their knowledge to help them understand about the place where they live. They recognise and name a range of different fruits and vegetables, including apple and orange. They talk about farm animals and more able children name many of them. Adults support their learning when they take them on a stimulating visit to a local farm. They identify simple creatures such as caterpillars, butterflies and ants. Teachers provide interesting resources when they bring in caterpillars and allow them to grow into butterflies. In Reception, children learn about whether model farm animals float or sink in the water tray. Every morning, children have good opportunities to learn about the weather using observation and symbols. Resources for scientific investigation are rather limited.
93. The children use the computers with enthusiasm, but many find mouse control difficult. They draw shapes and farm animals using the mouse. In the Reception class, children add up single digit numbers and press the correct key. They use the Internet with adult support. Only one Reception class is connected to the Internet and the other computer only has capital letters on the keyboard. A few children in the Nursery name the parts of the computer including, screen and mouse. Children study religious education and learn about the birth of Christ as well as the light festival of Divali.

Physical development

94. Children's physical development is below average and many children are not able to use a pencil easily. A considerable number of children cannot cut out shapes accurately or tie their shoelaces. This is because a significant number of children have joined the class during the year. Some children are likely to achieve the early learning goals associated with physical development. However a significant number of children have problems writing letters accurately and fewer children are likely to achieve the early learning goals for physical development than is expected. Teaching is good and provides valuable opportunities for skills, such as cutting out and sticking shapes, to be developed.
95. In the school hall and playgrounds children have many opportunities to develop control of their bodies. They run, jump, balance and climb using a satisfactory range of equipment outside and show an awareness of the needs of others in the space around them. However these outside play areas are not very imaginatively resourced. The Nursery teacher is aware of the limitations of the play resources and plans to improve them in the future. During a session in the school hall, the Nursery children showed that they use space sensibly. The majority of children can jog, hop and walk in a controlled way.

Creative development

96. This is one of the few areas of learning where the vast majority of children are likely to reach the expectations of the early learning goals. Children start from a fairly low level of skills when they enter the Nursery and achieve well throughout the Nursery and Reception years because of good teaching. The children learn how to paint rainbows. In the Nursery they use paint creatively when they paint daffodils. They enjoy drawing shapes and printing patterns using a variety of colours.
97. Provision for musical development is satisfactory; children confidently sing songs about "The Enormous Elephant" and "A Brown Bear". Music from Brazil was used effectively when the teacher asked children "How does the music make you feel?". This piece of music was also used well to develop children's awareness of other cultures and to learn how to clap in time to the music. Children do not compose tunes on the computer nor were any instruments available for

children to work with during the inspection.

98. The children are able to develop their role play skills owing to good provision in the Nursery and Reception. There are photographs of many of the activities undertaken throughout this year, which include pretending to be at a vet's, hospital and in the home. Construction kits are used well when children learn to join a variety of shapes to make model farm animals. Train sets and model garages encourage children to play imaginatively. Children have regular opportunities to play in the sand and water trays. Thanks to effective adult guidance at the beginning of the week, children used cups to make sand castles. Children learn to explore mouldable materials in the Nursery when they make pretend biscuits out of play dough. Reception children have the opportunity to make real biscuits, which they share with the class at the end of the day.

ENGLISH

99. The evidence from work seen in lessons, listening to pupils read and an analysis of their written work shows that pupils in Years 1 and 2 attain standards that are well below the national expectation in speaking and listening, reading and writing. In Years 3 to 6 standards are higher, but still fall below the national expectation. In the older age group the attainment of girls in recent National Curriculum tests was higher than that of boys and the school is working to rectify this by increasing the range of books that will appeal to boys. The school is also taking part in the 'Cool Kits' initiative, which aims to raise the achievement of boys, particularly in reading. The standards seen in this inspection are similar to those reached at the time of the last inspection in Key Stage 1 and a little higher in Key Stage 2.
100. Pupils come into school with very under-developed skills in English and a large proportion speak English as an additional language, but they make good progress in all aspects of the subject in the Foundation Stage. In Years 1 and 2 there is satisfactory progress, as there is in Years 3 to 6. In these key stages, the best progress is made by pupils for whom English is an additional language and pupils with special educational needs. The progress among older pupils has mainly been in the development of writing skills but there is a need for more action to raise the standard of reading.
101. Most five to seven year old pupils participate well in the literacy hour which is making a valuable contribution to their progress. Younger pupils talk in small and large groups and listen and respond to stories and instructions. Many understand how to use books and can talk about the characters and events in stories. In all year groups, speaking and listening skills in English are developed through discussion activities and some pupils are able to speak confidently to adults and in class. Listening skills are still below the national average and in lessons pupils sometimes lose concentration because of this. Some younger pupils follow stories attentively and show their understanding by asking appropriate questions, but many need support and prompting. During the inspection, there was effective use of drama and role-play in a very good Year 2 lesson which extended pupils' skills in speaking and listening.
102. Standards in reading are well below average for pupils in Years 1 and 2. Younger pupils talk about the pictures in the text and some have memorised sentences and realise that the text carries a message. They do not find it easy to recognise words that they have seen before. Some Year 2 pupils show an interest in books, but are not clear about the meaning of the terms "author" or "illustrator". Pupils in this age group read with little expression and some are still heavily reliant on the pictures to remember the text. Pupils' abilities to use phonics (connecting letters with their sounds) to decipher words are under-developed. There is good support for these pupils in group reading sessions. There are reading diaries but their usefulness is still rather limited. Most have comments by the class teachers but very few comments from parents or carers.
103. In Years 3 to 6, pupils attain standards in reading that are below the national expectation. Only a minority of pupils in Years 3 and 4 are secure in their grasp of phonics as an aid to deciphering words. Some of these pupils read fluently but very few read with expression. Pupils in Years 5 and 6 read with more expression and some have good library skills. They know the difference between a glossary and an index. There are, however, some older pupils who still have difficulty

with finding information by using their knowledge of the alphabet. More able pupils read fluently and with expression. However, few talk about their books other than in a literal way. Class teachers need to give more guidance when pupils choose their reading material, because the books that pupils choose are not always matched to their ability and age. Some able, older pupils choose books that would be much more appropriate for younger pupils. In this age range there are no reading diaries. Pupils in some classes keep a bookmark, which records the titles that they have read. In the best examples of these, pupils comment on what they have read and the teacher also makes a brief comment. However, the use of these is inconsistent; some have very little information on them and some classes do not use them at all.

104. Standards in writing are well below the national average for pupils in Years 1 and 2. Most five to seven year old pupils are able to develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops. Many pupils are able to write competently by the end of Year 2 although the majority of pupils continue to make errors in basic spelling and punctuation. Some pupils write with clearly shaped and correctly orientated letters but very few use joined handwriting. More able pupils spell short common words correctly and use simple sentences, sometimes linked by "and", to communicate meaning. They write about their own experiences or stories that they have read. Less able pupils write mainly in a sequence of simple phrases and use phonetic spellings.
105. By the age of eleven, the standards that pupils attain in writing are below the national average, but most pupils make at least the expected progress. Pupils often present written work well, with joined up writing, rather than printing but this is not always the case. The range of written work seen during the inspection was satisfactory. Pupils write stories from different perspectives, compare how films and books treat the same story and write persuasive letters. They write about poetry - for example, by the end of a good Year 5 lesson, pupils produced interesting reviews of "The Highwayman" by Alfred Noyes and more able pupils were able to quote some of the imagery contained in the poem.
106. Many pupils have low levels of English language skills and this means that they are unable to organise simple and complex sentences into paragraphs. In some work, a range of punctuation, including commas, apostrophes and inverted commas, is used accurately. However, even in Years 5 and 6, some pupils misspell common words like 'friend' and their grasp of tense forms is not always secure - for example 'rised' used instead of 'rose'. The work produced by the most able is competent but often no more because teachers do not always present enough challenge for these pupils. Pupils make use of computers to develop their work and some teachers use information technology to support lower attaining pupils.
107. The school is developing the effective use of literacy across the curriculum, but opportunities for pupils to write in an extended way - for example, in history and geography - are not always taken. Pupils' writing is sometimes limited to giving short factual answers. There are examples of extended writing in display material, as in a good history project on Florence Nightingale, but this area of work needs further development. Older pupils write in a variety of ways depending on the subject they are writing about and the audience it is for. The higher attaining pupils are able to write about and illustrate their ideas very well, using a more formal style where appropriate.
108. The quality of teaching is satisfactory overall at both key stages. The teaching was good or better in half the lessons seen and very good in a quarter of the lessons. There are variations in the skills of teachers and the best teachers set a good pace and ensure the work set will stimulate all pupils and challenge the most able. However, in other lessons, teachers spend too much time talking to the pupils and fail to involve them by sharply focused questions. This can result in pupils losing interest and the lesson failing to fulfil all its objectives. The tasks that teachers set for the different ability groups in the class are not always well matched to the needs of the specific groups, and some pupils, especially higher-attainers, do not receive the appropriate degree of challenge. Teachers often make good use of grammatical and other terminology, which reinforces pupils' knowledge of technical terms. Some teachers read in a lively and dramatic way and this provides a good model for pupils to follow when they read. The teaching of reading is not approached consistently across the school. For example, some teachers use reading diaries

while others have let them lapse; some teachers monitor pupils' reading material while others allow them a completely free choice.

109. Pupils with special educational needs or English as an additional language receive support that enables them to make good progress in relation to their prior attainment. Classroom and learning support assistants make an effective contribution to the good progress of these pupils. They clarify questions, explain new vocabulary and encourage pupils. There are good individual education plans for these pupils and they are implemented carefully and reviewed regularly.
110. There are good relationships in all classes and personal development is fostered well. In the majority of lessons, most pupils co-operate and collaborate well with a partner. The subject makes a good contribution to the social, moral and cultural development of pupils. Teachers are good role models for pupils to follow in valuing and respecting the ideas and opinions of others and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enriched. The subject is managed satisfactorily. The co-ordinator monitors teaching as well as some of the planning, but this needs to be more rigorous to ensure consistency - for example, in how teachers use reading diaries or monitor their pupils' reading material. The assessment and analysis of pupils' work and test results is now well established but this assessment does not always sufficiently impact on the planning of teaching, especially for higher attaining pupils.

MATHEMATICS

111. Standards of attainment by Year 2 and Year 6 are well below the national average. This is similar to the picture reported at the last inspection. Standards are well below average in each attainment target at the end of both key stages. Boys out-performed girls in the National Curriculum tests of 2001 at Key Stage 1 but there was little difference between them in the results at Key Stage 2.
112. Pupils come into the school with very low levels of attainment. The good progress in the Foundation Stage and satisfactory progress through Key Stage 1 lead to the level of attainment improving but still well below the national average. By the end of Key Stage 2 standards remain well below average but with a constantly changing population of pupils, many of whom have special educational needs and English as a second language, this reflects satisfactory progress and indicates at least sound and often good teaching. Those pupils who have been in the school through both key stages show better progress than do those who joined later.
113. At Key Stage 1, the emphasis has been on number work and spatial awareness. In Year 2, the large majority of pupils confidently count back and forth on a number line. They read, write and order numbers to 20, work out simple sequences and carry out one- and two-digit additions and subtractions. They distinguish odd and even numbers and double and halve simple numbers. They recognise coins up to fivepence, use them in simple sums and understand 'more' and 'less'. They recognise a range of two- and three-dimensional shapes, including the cone, and construct shapes and patterns. Only the few higher attainers manipulate numbers up to 100. These pupils count up in twos, fives and tens, have a secure sense of place value, divide by sharing and solve word problems. They recognise and name a wider range of shapes and draw three-dimensional figures.
114. At Key Stage 2 the emphasis is also on number work but aspects of shape and measuring and data handling are also covered. In Year 6, the large majority read, write and order numbers up to 1,000. They multiply single- and double-digit numbers and higher attaining pupils divide by 10 and 100. Most add and subtract three-digit numbers in columns and have some awareness of equivalence in simple fractions and corresponding percentages. Most pupils use decimals in money calculations but only higher attaining pupils are secure in adding and subtracting numbers with more than one place of decimals. They use the symbols for 'greater' and 'less' correctly. A large majority show sufficient dexterity to draw diagrams and measure a variety of two- and three-dimensional shapes, including the use of angles. They describe these shapes using appropriate vocabulary, such as 'perpendicular'. Pupils' work shows that they are able to collect and record

simple data and represent them in bar charts and graphs. The few pupils at higher attainment levels are able to place negative numbers on a number line. They know the value of each digit in a decimal fraction to 3 places, can order a collection of such fractions, multiply a decimal number and do calculations with simple fractions and percentages. Their skills in handling data extend to being able to interpret and draw conclusions from graphs and tables.

115. The quality of teaching across the key stages is satisfactory. The sample of teaching observed contained a number of good lessons at both key stages. There was one unsatisfactory lesson at Key Stage 1, in which poor class management led to ineffective teaching and learning. Good teaching was marked by sharing clear learning intentions with the class, matching tasks to pupils' ability and previous knowledge, effective control and management of pupils and an appropriate pace and timing. Lessons were more successful when support staff had a clear and directed role to play. The best lessons followed the structure recommended in the National Numeracy Strategy. Such lessons are made up of a brisk opening to test pupils' mental skills, followed by well-structured teaching and learning strategies for the key objectives and concluding with a summary that allows pupils and teachers to measure the progress made towards these in the lesson.
116. In a number of lessons the opening sessions were not testing mental arithmetic adequately and the plenary session was too short or just an extension of the instruction from the main activity. The main areas for improvement in teaching are to be found in setting clearer assessment procedures in lesson plans and developing strategies to extend those pupils who are at or above the class average. Lower attainers, pupils with special educational needs and pupils for whom English is an additional language make good progress but for others it is often no more than satisfactory. Strategies and activities are usually well planned but they are often repetitive over a number of lessons and lead only to different degrees of proficiency in skills or techniques. Some pupils begin to lose interest and concentration as a result. There are not enough opportunities for more able pupils to test a newly learnt skill by applying it to solving problems and investigations.
117. Where there is good teaching this is matched by good progress in learning. In a lesson in Year 2, the appropriate matching of tasks to the pupils' attainment levels enabled all to succeed in doubling and halving even numbers to 20. A little over half the class could continue this up to 100, although numbers such as 70 and 90 caused some uncertainty when being halved. The teacher expected pupils to explain how they carried out their operations. This greatly enhanced the learning process. As part of the summary, in a lesson in Year 4 on ordering numbers with one decimal place, each pupil held a number and the class tried to form a human number line. This proved highly successful in cementing the lesson's key concept and helped to resolve certain misunderstandings such as the difference between 0.1 and 1.0 and the positioning of 0.9 in the line. Evidence of progression in the use of decimal fractions was seen in a Year 6 class, on comparing masses. This practical application led the class to a firm grasp of the value of the third decimal place.
118. All the classes observed were fully inclusive. There was no evidence of any pupil or group of pupils being denied equal opportunities. The classes were socially cohesive and on the whole attitudes and behaviour of the pupils were good.
119. The subject is well led and managed throughout the school by the co-ordinator. Since the last inspection the assessment of pupils' attainment and the monitoring of their progress have improved but they are not yet sufficiently developed to make short-term analyses of progress in learning or to plan strategies to raise the attainment levels of those who are under-achieving. Long-term targets for school and classes are set but insufficient use is made of more immediate, specific learning targets. Some lower attainers in Years 3 and 4 are given extra support in 'Springboard' classes at lunchtime. The impact of a high turnover in staff is well managed. New teachers are fully supported through an effective induction process and opportunities for professional development. The latter includes the sharing of good practice between teachers in the school. Resources have improved since the last inspection. Each classroom has plenty of basic, essential equipment and a good range of teaching aids. The quality of information technology has also been enhanced since last inspection and, although better use of it is now

being made of it, it remains under-developed.

SCIENCE

120. Standards of attainment in science have shown a steady improvement since 1998, although they are still below the national average by Years 2 and 6. This is an improvement on the standards found at the last inspection.
121. Most pupils in the current Year 2, including lower attaining pupils and pupils for whom English is an additional language, know that the forces of pull and push cause movement. A minority of higher attainers demonstrate a developing understanding of gravity as an invisible force. Many younger pupils use their sense of touch to identify different types of materials and their properties and they can distinguish some that are man-made from others that occur naturally. A group of Year 2 pupils were observed consolidating their learning about force in writing a guided report in a literacy lesson.
122. By Year 6, pupils' understanding of forces has advanced. Higher attaining pupils show an understanding of the relationship between weight and mass and average pupils are beginning to understand balanced forces. A significant minority of pupils do not have good recording skills, though in discussion, they show a developing understanding of scientific concepts. Pupils in Year 4 find out which solids are separable whilst carrying out investigations in the context of fair testing. Year 5 pupils learn about the dispersal of seeds. Pupils across the school carry out experiments, though many lower attaining pupils and pupils for whom English is an additional language need adult support in following written instructions or making written records of results.
123. The quality of teaching observed is satisfactory overall. Some good teaching was observed in both key stages. Teachers have secure and sometimes good subject knowledge, and this enables them to use questioning effectively to promote pupils' learning. This was evident in the majority of lessons observed. Teachers also encourage pupils to explain their activities. Many place an emphasis on investigative learning and use a wide range of appropriate resources that hold pupils' interest. Homework set introduced some Year 6 pupils to the use of a force meter. However, insufficient emphasis is often placed on planning work to meet the needs of different ability levels, especially higher attainers. This results in the pace of lesson slowing down. Most teachers manage their pupils well.
124. Teaching impacts on the quality of learning. The majority of pupils respond to investigative work with enthusiasm, and practical activities are especially beneficial to pupils with special educational needs and those learning English as an additional language. High motivation on the part of many older pupils enables them to develop their scientific knowledge and understanding. There is no significant gender difference in pupils' learning. Most pupils are co-operative and well behaved. They relate well to each other and their teachers.
125. The adoption of the Qualifications and Curriculum Authority's scheme of work has enabled the school to offer a full science curriculum. This is an improvement since the last inspection. There is some evidence of cross-curricular links with the topic of homes, Literacy and mathematics. Science is well resourced, but monitoring is not sufficiently rigorous. The co-ordination of the subject has suffered because of the long-term illness of the post-holder. Opportunities are also somewhat limited for the use of computers in science lessons. The school has rightly identified the subject as a current priority.

ART AND DESIGN

126. Standards of art are in line with national expectations at Year 2 and 6 as a result of satisfactory teaching. This is partly because of the effective use of observational drawing, which develops pupils' basic skills. The school has many interesting displays, which demonstrate the teachers' high expectations and pupils' many achievements. Standards were above average at the time of

the last inspection by the time pupils left the school. However, there was little evidence of high quality artwork in Year 6. Standards are lower now because less time is given to art within the oldest classes. Boys and girls achieve similar standards. Most pupils from minority ethnic groups achieve the national standards expected for their age.

127. In Year 2, the majority of pupils achieve the national standards. A strength of their work is how they use sculpture. Pupils combine natural materials well, such as wood and various types of fabric to make three-dimensional sculptures. Paint is also applied effectively to pictures - for instance, pupils paint beautiful cherry blossom having carefully studied a living branch. More able pupils add many detailed features of the cherry blossom petals and leaves. Pupils use collage effectively when they create Hindu temples, using shiny and matt paper. Black paper is utilised imaginatively when pupils apply coloured chalks to draw homes in the dark. Colourful group paintings are made when pupils are inspired by a study of Holi, the spring festival.
128. In Year 6, the majority of pupils achieve standards that are in line with national expectations. Paint is used well throughout the school to add depth to artwork. Year 6 pupils create sky pictures and combine watercolours effectively to produce varied tones. A strength of their work is in portraiture. Year 5 pupils produce many well-drawn portraits of Tudor kings and queens. A more able pupil drew a wonderful picture of Catherine of Aragon using pastels particularly effectively. In Year 4, pupils made beautiful pictures of friends by building up paint in layers. Observational drawing is used well when Year 4 pupils sketch leaves and branches, adding shading well to give depth to the picture. Literacy and artwork are thoughtfully linked when pupils use pastel colours to create the atmosphere of a fabric market, after reading a book called "Grace and Family". A collage project allowed Year 4 pupils to explore how relationships are portrayed in the media. All pupils are fully included in lessons; pupils with special educational needs and those with English as an additional language are suitably integrated into all sessions and achieve well. One special needs pupil in Year 5 produced a detailed and beautifully drawn Tudor house using pen and ink.
129. Only two art lessons were seen during the inspection and evidence was drawn from a range of sources. Discussions were held with co-ordinator. A detailed analysis of work was carried out and photographs of pupils' work were also available to demonstrate pupils' many achievements.
130. Standards of artwork found in sketchbooks and displayed on walls indicate that the quality of teaching is satisfactory overall. A wide range of media is provided; for example, paint, wax crayon, pencil, pastel, fabric and natural materials. Both lessons observed were good. A Year 5 teacher used resources particularly well when she gave pupils a half-drawn Tudor house and asked them to complete the other side. Careful revision of previous work ensured that pupils linked and used their prior knowledge and understanding. The teacher made good provision for pupils' personal development when she displayed pupils' final pieces of work and praised them for their perseverance and determination. The best teaching included many of the following aspects:
- shared learning intentions displayed on the board so that pupils could check on the focus for learning throughout the session;
 - good use of time when pupils were told how long they to complete a task, ensured that they learnt to pace themselves;
 - effective learning methods, when teachers expected pupils to paint the facial skin tones prior to adding the features;
 - teachers' good subject knowledge meant that famous artists were studied prior to the start of topics, which allowed pupils to attempt professional painting techniques;
 - basic skills of painting are well taught when pupils learn to mix colour and use small paint brushes effectively.
- There was little evidence of teachers expecting pupils to plan their projects in sketchbooks before they started, nor was there any evidence of pupils' evaluating their own and others' work.
131. Since the last inspection the school has made satisfactory improvements in this subject. An Art Day has been held, when pupils had an opportunity to concentrate on a complex project, such as making sculptures. The co-ordinator has written a well thought-out action plan to guide her development of this subject. A new national programme of work is being tried out to enhance the

present scheme of work. The co-ordinator has not been able to monitor the curriculum through regular analysis of teachers' weekly or termly planning, neither has she been able to study a selection of pupils' sketchbooks from each class. Assessment is only used to write annual report to parents. There was very limited evidence of teachers' explaining how pupils could improve their artwork in sketchbooks. Developing the assessment of pupils' levels of attainment and a review of the school policy were highlighted in the previous report and are still areas for completion.

DESIGN AND TECHNOLOGY

132. There was no teaching of design technology in Years 1 and 2 during the period of the inspection but available records and display material show that pupils' work by the end of Year 2 is in line with expectations. Pupils use pictures to describe their designs. They join and assemble materials in appropriate ways and recognise where they have been successful and how to improve their work. Pupils in this age group use scrap materials to construct vehicles and construction kits to model their designs.
133. Lessons observed, display material and work seen in pupils' books show that pupils' attainment by the end of Year 6 is below the national expectation. Pupils generate ideas, communicate the details of their work by sketching and evaluate their projects. Year 6 pupils have designed rain forest shelters and musical instruments. However, they do not think ahead about the order of their work or use tools and equipment with accuracy or pay attention to quality of finish. Pupils with special educational needs and English as an additional language have full access to this subject in both key stages.
134. In the last inspection, standards in both age groups were unsatisfactory so there has been satisfactory improvement. The school now uses the Qualifications and Curriculum Authority guidance as a basis for the scheme of work. This covers the requirements of the National Curriculum in the subject and supports teachers who are not confident about their own skills. Again, this is an improvement on the situation at the last inspection.
135. As no lessons were seen in Key Stage 1, it is not possible to judge the quality of teaching. Teaching in Key Stage 2 is satisfactory overall and one very good lesson was observed. In the very good lesson, the teacher had planned effectively, taken note of the possible pitfalls of the topic and chosen materials and techniques that would enable pupils to complete the task confidently. In a less successful lesson on the same topic, the materials provided were mainly of pre-set sizes, so that pupils were not able to build models that corresponded to the dimensions on their drawings in the time available.
136. Pupils have the opportunity to work with only a limited range of tools and techniques. Much of what they do is using construction kits, cutting and joining card and cloth and there is little use of materials such as wood, or tools such as saws and drills. The subject co-ordinator has only just taken over the subject as a 'caretaker' and has recognised the need for further development. The school is developing its use of the scheme of work and has allocated topics for each year group. The co-ordinator plans to analyse these projects need to see how they can be used to deliver all the elements that the National Curriculum requires. The recording and monitoring of pupils' progress is not fully in place and this is something that needs further work so that pupils' work can be judged against the National Curriculum levels. There was a Design and Technology Day for the whole school in the autumn term, which helped to raise the profile of the subject. The use of information technology to support pupils' learning in this subject is under-developed.

GEOGRAPHY

137. Standards in geography are below national levels by Year 2 and Year 6. This represents a decline in the satisfactory standards reported in the previous report. There is insufficient recorded work in pupils' books and what is there is often not carefully presented.
138. Most seven-year-olds acquire geographical vocabulary and identify key features noted on their walk to school. Pupils' in Year 1 learn to describe a route following the familiar story of 'The Three little Pigs' with a focus on developing positional vocabulary, such as 'over', 'around', and 'through'. However, discussion with Year 2 pupils indicates their very limited knowledge of the local area and its attractive and unattractive features. Older pupils study topics such as 'settlements'. In a Year 4 lesson, pupils were effectively supported in considering different opinions about the land use. As they move through the school, pupils become more adept at using a variety of evidence

such as maps and photographs and develop some knowledge and understanding of the use of keys and symbols, but their ability to ask appropriate geographical questions is limited.

139. Most pupils achieve satisfactorily overall considering the low level of attainment on entry, but their development of skills is impeded by because most pupils' literacy skills are weak and this hinders reading for information and recording.
140. The quality of teaching is satisfactory overall. Most teachers demonstrate sound geographical knowledge and understanding. The lessons are based on clear objectives and in good lessons teacher use appropriate methods and effective questioning. Praise and encouragement are used well in most lessons and effectively promote pupils' attitudes to learning. The teaching makes sound contributions to literacy skills. Effective questioning and encouragement to use appropriate terminology improve pupils' speaking and listening skills and extend their vocabulary. However, pupils are often not fully challenged, particularly when they are given missing word exercises. This is the result of an over-reliance on the commercially produced worksheets and a lack of extension activities or opportunity to use and apply basic skills. Older pupils have insufficient opportunities to develop skills of fieldwork.
141. Visits to local places of interest through which pupils experience and learn geography are given appropriate emphasis. These help bring the subject to life and make good contributions to pupils' personal and social development; for example, a visit by Year 2 pupils to Heathrow Airport.
142. Leadership of the subject is sound. The co-ordinator has an appropriate action plan to raise the subject's profile. She has reviewed the geography policy and improved resources. The subject is securely represented in planning to ensure that pupils are taught some geography each term to build regularly on their learning. However, the subject co-ordinator has little opportunity to monitor teaching and learning through focused lesson observations or to examine pupils' work regularly to check standards. There is no formalised assessment in the subject which means that work does not always build on what pupils already know and understand.

HISTORY

143. The arrangement of the school's timetable meant that only three history lessons were observed. It was not possible to observe any history lessons during the inspection in Years 2 and 6. Judgements on the standards of pupils' achievements are therefore based on the analysis of their books and work on display; interviews with staff and pupils and a review of teachers' planning. Pupils' historical knowledge and understanding are not as expected by Years 2 and 6. The previous inspection noted satisfactory standards for pupils aged eleven, but made no judgement for seven year olds because of a lack of evidence. Currently, a large proportion of pupils are learners of English as an additional language including many on early stages of English language acquisition. This affects their progress in the acquisition of required knowledge and understanding.
144. Most Year 2 pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. They learn about famous people in the past - for example Florence Nightingale and her work. Most pupils lack confidence and skill in the correct use of words and phrases that relate to the passing of time. The analysis of work by Years 1 and 2 and a discussion with Year 2 pupils indicate that pupils have little knowledge of facts and lack confidence in describing their work. For example, they found it difficult to remember and explain why Florence Nightingale was a famous person. Most pupils enter Year 1 with low standards of speaking, reading and writing in English that make it difficult for pupils to gather information from a wide range of texts, to explain why people acted as they did, and to record their findings in writing.
145. Year 6 pupils have been studying the Victorians. Some pupils research information about Queen Victoria and create a simple fact sheet, but they have an under-developed understanding of why particular things change or stay the same, or why particular events might be more important than

others. Many pupils' recorded work is hampered by their lack of fluency in writing and ability to apply the subject specific vocabulary in their writing. Most pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry and skills of historical analysis. Where pupils with special educational needs are suitably supported, and those with English as an additional language receive well-organised extra support, they make good progress.

146. The quality of teaching is satisfactory overall. Teachers make effective use of their own knowledge and understanding of the subject and use suitable strategies such as discussions and good questioning. The progress shown by pupils in the lessons observed was satisfactory, particularly where teachers focused well on developing pupils' use of key vocabulary through the use of visuals and artefacts that bring history live. This was noted in a Year 1 lesson where the teacher used a range of teddy bears, some as old as 80 years, and engaged pupils in arranging them in order of age. In this lesson, pupils were given specific vocabulary and encouraged to look for signs of old and new when examining the bears. In another Year 5 lesson, the teacher planned work at an appropriate level with due regard to all pupils' stage of learning. However, across the school, the topics recently covered do not present pupils with the required depth and understanding. There is insufficient challenge for the higher attaining pupils, as most work is either copied or completed on worksheets.
147. The school has recently adopted the national guidance in the subject and organised suitable coverage of the required skills across the year groups, but this has not yet had impact on pupils' achievement. The co-ordinator has clear direction for the subject. She has worked effectively on the policy to provide guidance to teachers, and carefully organised resources such as books and artefacts, that are good in range and quality. The monitoring role of the subject co-ordinator is not extended to include monitoring of standards in teaching and learning. Procedures have been introduced for assessing pupils' progress as they move through the school and to guide teachers in their planning.

INFORMATION TECHNOLOGY

148. Pupils' overall attainment by Years 2 and 6 is in line with expectations. This is an improvement on the last inspection when standards were found to be unsatisfactory.
149. By Year 2, pupils have used word processing to print their stories and to send e-mails. They know how to make graphs in mathematics and they use a painting program in religious education to draw what Joseph's many-coloured coat might have looked like. Pupils also learn to use *Espresso*, a link by satellite to a service provider designed specifically for cross-curriculum use in Key Stage 1 and 2; for example, during the inspection, both Year 2 classes were researching proposals for a new runway at Heathrow Airport in preparation for a visit there the following week.
150. By Year 6, pupils use word processing to produce documents for a specific purpose and audience, combining text and graphics. For example, a small group of pupils talked about how they could edit and illustrate a nursery rhyme for children just starting to read. They search the Internet and extract and rephrase the information they have found, though many are too trusting of the accuracy of what they find. Pupils also learn to use spreadsheets and know how to insert formulæ to perform calculations. They are familiar with the purpose of databases and know how to perform simple sorts, though their experience of performing complex interrogations (ones which search on a combination of fields) is more limited. Pupils experience control technology at the start of Key Stage 2 with a programmable robot. Year 5 and 6 pupils develop their understanding of control on a week's residential visit in the spring term, though not all pupils are able to go. Pupils use *Espresso* in many lessons to search for information, as during a Year 3 history lesson about Anne Frank.
151. Teaching is satisfactory at both key stages. Teachers have sufficient knowledge and understanding to teach the curriculum appropriate to their classes because they have all received recent training. Cross-curricular use of information technology is a feature of many lessons.

Specific computer skills are also taught but this is limited by the availability and positioning of machines. Most classes have only one computer on the network which means that teachers have to demonstrate to the whole class at once and then allow pupils to work at the task in pairs across the week. Teachers give competent demonstrations, but they do not always position themselves or the computer in the optimum place for all to see clearly. Sometimes this is because the network connection is in a corner and the cabling is not long enough for the machine to be pulled into the centre of the area. Teachers keep records of when pupils have accomplished the weekly task in order to make sure that all get their turn.

152. The subject is well managed and the co-ordinator gives good support to her colleagues. She has drawn up a good action plan and has been involved in the work to set up a new suite of 16 computers, which will be ready by September. This will enable computer skills to be taught without the current restrictions mentioned above. The co-ordinator has monitored samples of planning and teaching, but needs to make her coverage more complete to ensure consistency. Internet material is filtered by the provider to keep out inappropriate pages, though the school has not sought parental agreement to children's use of the Internet.

MUSIC

153. Pupils' standards of attainment by Years 2 and 6 are in line with the national expectation. Younger pupils represent sounds with symbols and perform patterns, keeping a steady pulse. They recognise how musical elements can be used to create different moods and effects, as was seen in a good Year 2 lesson where pupils created sound effects to enhance the telling of a story. Older pupils appraise their own and others' work, and talk about ways to improve performance. They perform rhythmic figures from simple notation and can maintain their own part with an awareness of how different parts fit together. They also identify and talk about how music reflects different intentions.
154. The standards for both age groups were satisfactory in the last inspection and this has been maintained. The school has adopted the Qualifications and Curriculum Authority scheme of work and this is now well established. This is an improvement since the last inspection, when the lack of a comprehensive scheme of work was mentioned. A visiting guitar tutor teaches a group of pupils. At the time of the last inspection there was no provision of this kind which now helps to enrich the musical life of the school.
155. The quality of teaching is satisfactory overall. All the lessons seen were satisfactory or better and one was very good. In the better lessons the pace was brisk, the teachers used appropriate technical terms and provided a range of interesting activities. In the less successful lessons, teachers did not always have the confidence to give a positive lead in activities and this reflects the fact that not all teachers have expertise in music. In a very good Year 2 lesson, pupils developed their compositional skills by devising simple notations that would enable them to repeat their performances. In a good Year 5 lesson, pupils learned about standard notation and were able to compose and clap simple patterns combining minims, crotchets and quavers confidently. In a singing practice for the whole school, pupils sang in tune and maintained a vocal part while other groups were singing different notes.
156. Music is used as a stimulus for other artistic areas, and pupils have painted and written imaginatively as a response to a piece of music. Pupils also listen to examples of music from other cultures and appraise them. There have been visits from the Iroko music ensemble, the Hounslow music service ensemble and a whole school workshop led by 'Earthsong'. The school regularly takes part in the Heston Community College annual neighbourhood music festival.
157. The co-ordinator is not a music specialist and is aware of the difficulties experienced by non-specialist teachers of the subject. Planning for the subject is clear. The co-ordinator realises the importance of ensuring that all teachers are secure about what pupils should achieve in each unit of the scheme of work. The school has a well-equipped music room. Teachers use this well, and it contributes to getting pupils in the right frame of mind for their music lessons. The resources

are adequate for effective teaching and are kept in a central, accessible location. Pupils with special educational needs and English as an additional language are supported appropriately and have full access to this part of the curriculum. Although pupils have used the "Music Explorer" program for composition, the use of information technology is under-developed in this subject.

PHYSICAL EDUCATION

158. Pupils' standards of attainment are in line with expectations in Year 2 and Year 6. The satisfactory standards reported at the last inspection have been well maintained.
159. By the age of seven, pupils achieve satisfactory standards in gymnastic activities. They show good poise and balance and employ basic skills in travelling, using space safely, with apparatus or on the floor.
160. Older pupils successfully devise and perform fluent sequences on the floor and on apparatus. The school has recently adopted the national guidance in the subject and effectively planned to provide a systematic progression of skills as pupils move through the school. Most pupils, including those with special educational needs and having English as an additional language, achieve well. Higher attaining pupils in particular make good progress when given sufficiently challenging practices. Pupils in Years 4 and 5 receive swimming lessons and many develop very good water skills. By the time they leave the school at eleven, most pupils swim at least 25 metres and practise water safety.
161. No lessons were observed for pupils in Year 6. An examination of teachers' planning indicates that pupils have successfully followed appropriate programme of gymnastic activities. They have learnt skills and tactics of invasion games and the use of basic skills appropriate for attacking and defending. A discussion with Year 6 pupils indicates that they thoroughly enjoy lessons and look forward particularly to the coaching lessons in football by the visiting specialist from the Heston Community school. Pupils play friendly matches and competitive sport with local schools, and show great enthusiasm and interest in physical education.
162. The quality of teaching is satisfactory. It was good or very good in one-third of the lessons. Where the teaching is good, it is characterised by high expectations on the part of teachers. Resources are used very effectively and careful planning of activities enhances pupils' imagination and interpretative skills. In a very good lesson, management of pupils' behaviour was very effective, objectives were made very clear to pupils and the teacher gave pupils good feedback on how to improve their skills. In this lesson pupils were encouraged to talk about the effect of exercise on the body and the importance of working safely. Most pupils enjoy their lessons, and their positive attitudes often help them develop their skills rapidly.
163. Currently, there is only a 'caretaker' co-ordinator for physical education. A range of clubs and teams in activities such as the Bhangra Club, football and the basketball helps to motivate pupils and improve standards. There are good resources which are well organised and used effectively.

RELIGIOUS EDUCATION

164. The evidence gathered from the small number of lessons observed and the very small amount of past work presented is insufficient for any judgement on standards of attainment to be made. Of the two lessons seen in Key Stage 2, attainment was below expectations in one and in line with expectations in the other. In the lesson in Key Stage 1, standards were in line with expectations.
165. Much of the work, at both key stages, is oral. There is little recorded classwork in pupils' books or folders. Reports on pupils' progress typically refer to listening and verbal skills and attainment in terms of appreciating others' feelings and values and being aware of other religions. There are a few examples of extended writing in Key Stage 2; for example, in Year 6, pupils have written notes on Bar Mitzvah.

166. Nonetheless, the nature of the school, with its diverse cultures, provides pupils with a first-hand awareness of the variety of religious beliefs and practices that exist. The manner in which the children conduct themselves in lessons, assemblies and about the school, indicates a respect for this diversity. This was evident in a lesson in Year 2 about the vision of Mary seen by Bernadette. Pupils listened to the reading of the story and responded thoughtfully to the teacher's questions about how Bernadette might have felt. They were very mindful of the need to take care of the rosary beads that were passed about. Some showed a degree of sophistication in raising interesting questions about prayer. A Year 4 class responded positively to learning about the importance of the Torah and the Ark in Judaism. The realistic artefacts used provoked a lot of questions and valuable contributions from the class and led to an understanding of the role of these items in Jewish worship. In a lesson on the Muslim faith the teacher took advantage of the ready resource of Muslim children present in the class to explain their religious practices.
167. Further good insight into various religious practices is gained from the visit that each year group makes to a place of worship. Worthwhile preparation and review of these visits advance the pupils' knowledge and understanding about different religions. During the week of the inspection there were informative displays in the foyer on Easter, Passover, Holi and the Chinese New Year. Books on other religious topics were also displayed. Resources have improved since the last inspection. There is now a good range of reference books in the library and a wide range of religious articles available for use in class and in the special assemblies held on particular feast days.
168. The quality of teaching is satisfactory overall. One lesson observed was unsatisfactory largely because the active teaching and learning period was only twenty minutes long. Too little progress was made and there was insufficient opportunity for assessing pupils' knowledge and understanding by the end of the lesson. Generally, questioning is well used to prompt pupils and develop their awareness and understanding, though some children speak too softly for all to hear or understand. There is good use of resources to support the learning. The lessons are inclusive, whatever the religion being studied, and an appropriate atmosphere is fostered.
169. There are currently interim arrangements for the co-ordination of the subject, pending a permanent appointment. The scheme of work is based on the Hounslow Agreed Syllabus but a revised version of the syllabus has recently been published. The schemes of work now also need to be revised since the current schemes are too general. There is insufficient guidance on the time needed for each topic; there are few specific learning outcomes stated and little information on how attainment might be assessed. New expectation sheets have been introduced but are not yet integrated into the lesson plans. Medium-term plans now include statements about what pupils in broad attainment bands should achieve by the end of the term. Long-term progression sheets are being planned to assist in assessment. There is inadequate time allocated for the subject on the timetable from Year 2 to Year 6. In some weekly class schedules, only thirty minutes is indicated for direct teaching of religious education, which is insufficient for the coverage of the agreed syllabus.