

INSPECTION REPORT

IVYBRIDGE PRIMARY SCHOOL

Isleworth

LEA area: Hounslow

Unique reference number: 102512

Headteacher: Caroline McKay

Reporting inspector: Helen Hutchings
7541

Dates of inspection: 8-11 May 2000

Inspection number: 198032

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Summerwood Road Isleworth Middlesex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pam Wharfe
Date of previous inspection:	13-17 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Helen Hutchings	Registered inspector	Information technology, Art, Music	Results and achievements Leadership and management
Sue Pritchard	Lay inspector		Attitudes, values and personal development Care for pupils Partnership with parents
Margaret Hart	Team inspector	Science, Under-fives, Special educational needs	Curriculum
Jane Pinney	Team inspector	English, Geography, History, Physical education, Equal opportunities	
Kanwaljit Singh	Team inspector	Mathematics, Design and technology, Religious education, English as an additional language	Teaching and learning

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The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ivybridge Primary School is a community school maintained by Hounslow Education Authority. It currently has 34 children in the nursery on a part-time basis and 235 full time pupils, with approximately equal numbers of boys and girls from age 4 to 11. The school is situated within an estate of local authority housing, identified in the last census report as having more families coming from disadvantaged homes than in other areas of Hounslow. Pupils have a wide range of experiences on entry to the school with many having poor levels of attainment. The estate houses an increasing number of refugees and asylum seekers and currently 60% of pupils are from minority backgrounds, including 57% of the school population who speak English as an additional language. This is very high in comparison with other primary schools. Over half the pupils represent a rich mix of cultures, predominantly Pakistani and black African. In addition, the redevelopment of a number of the low rise flats close to the school has led to an increase in the turn-over of pupils, with 20% of pupils entering and leaving the school throughout the last year. The percentages of pupils identified as having special educational needs and those known to be eligible for free school meals are well above the national averages.

HOW GOOD THE SCHOOL IS

Ivybridge Primary School is an improving school. The standards achieved by the pupils are still below national averages in English, mathematics and science but they have been rising steadily over the last four years and are in line with or above the standards achieved in schools with similar in-takes. Teaching is very good in one lesson out of four, good in another third and rarely unsatisfactory. It is a happy school where shared values and beliefs are clearly evident. There is good management and because the strengths outweigh the weaknesses, it provides good value for money.

What the school does well

- There is a strong sense of teamwork amongst all adults and pupils and a clear focus on learning. As a result, standards are improving steadily. Pupils throughout the school have a good understanding of what they are learning, how they are improving and making good progress.
- Overall teaching is good and pupils follow a wide curriculum. Literacy and numeracy are well taught and this helps pupils in their other subjects.
- The school is well led and managed by the headteacher and governors; there are good systems for analysing pupils' results, setting targets for the future and spending is focused clearly on improving standards.
- Pupils feel secure and valued and the very good relationships between pupils and adults and between pupils themselves contribute well to pupils' personal, moral and social development. The school cares well for its pupils.
- The school has created a positive environment where pupils have very good attitudes. They are very enthusiastic and interested in their work and behave well both in and out of lessons.

What could be improved

- Standards in English and mathematics.
- The use of information technology across the curriculum, particularly in mathematics and science.
- Schemes of work and arrangements for recording pupils' achievements for subjects other than literacy and numeracy, to give clearer guidance for teachers on exactly what skills should be developed in the different years.
- Communications with parents so that they understand better the need to improve attendance.
- Levels and deployment of support staff.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected last, in October 1997, it has made significant improvements. Despite standards remaining below national averages in English and mathematics there has been an upward trend, which is higher than the national improvement trend. Teaching is now good overall and there are no significant areas of weakness. The governing body has a clear strategic view of the school and effective lines of communication have been established between the governing body and teaching staff. There is a formal programme of monitoring in place and information is disseminated at staff meetings. The school development plan is an effective working tool; priorities and budget allocations are focused on improving standards. The arrival of the current headteacher in September 1999 has stabilised the management of the school. Staff work as a united team and have a strong sense of purpose and understanding of their roles. The National Literacy and Numeracy Strategies have been introduced well and schemes of work are in place for other subjects; these still need further development to give teachers detailed guidance of how

skills should be developed in each year. Pupils' progress is tracked well in English, mathematics and science but recording needs to be improved in other subjects. The school is now well placed to continue to improve standards.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	C
Mathematics	C	E	D	B
Science	C	E	D	B

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

Children enter the nursery and reception classes with skills well below those expected nationally. The standards they attain when they leave school are still below national averages in English, mathematics and science but are the same as those achieved by pupils in schools with similar in-takes in English and above in mathematics and science. This is a result of steady progress throughout their time in school. When compared with similar schools, results at the end of Key Stage 1 are broadly the same as national averages in writing and mathematics but are below in reading. Overall, results are still well below national averages for all schools. Progress is now very good in the early years and most of the children currently in the reception classes are achieving what is normally expected for their age. Pupils make good progress in Key Stage 1 and in the upper years in Key Stage 2. Over the last three years the standards attained by pupils have improved at a faster rate than the national trend and the quality of work seen during the inspection confirms this improvement. Pupils are challenged to work to their potential; targets set by the school are realistic and appropriately challenging; this should lead to further improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes. They enjoy their work and expect to work hard. They have a good understanding of the link between positive attitudes and good progress. Almost all willingly attempt the task set for them whatever the level of challenge it presents.
Behaviour, in and out of classrooms	The behaviour of pupils is good. There are a number of examples in lessons where the behaviour of pupils is very good, but on rare occasions a very small minority of pupils need firm and consistent control to ensure they behave as they should. Bullying is rare and is dealt with promptly.
Personal development and relationships	Personal development and relationships at all levels are good, mainly due to the good example, high expectation and consistency of approach by all staff, teaching and non-teaching.
Attendance	Attendance levels are unsatisfactory and have fallen to 91.4%, which is below the national average of 94.1%. Unauthorised absence has increased.

There are consistently good relationships across the school and pupils have a good rapport with their teachers. Pupils show a good level of personal responsibility and use their initiative appropriately. The school has very good procedures for managing pupils' behaviour to prevent any unacceptable behaviour of some impinging upon the learning of others. Attendance is unsatisfactory and has fallen since the last inspection. This is partly the outcome of rigorous approaches to the recording of lateness. The school places a high priority on children being in school if they are to make progress but there are high levels of unauthorised absence by a small number of pupils.

TEACHING AND LEARNING

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

Teaching is a real strength in the school. The majority of teaching in English, mathematics and science is good or very good. It is consistently good across all subjects, being very good in a quarter of lessons and good in a further third. There is no poor or very poor teaching. In the very few lessons where teaching is unsatisfactory this is mainly because the time taken to control unsatisfactory behaviour of some pupils spoils an otherwise good learning environment; apart from this, the management of pupil behaviour is very good. Teachers are applying the new skills acquired in implementing the National Literacy and Numeracy Strategies effectively in other lessons. They have high expectations of what pupils can achieve and this is having an important impact on raising attainment. Teachers have a high level of awareness of the strengths and weakness of individual pupils. The teaching of pupils with special educational needs is satisfactory and it is good for pupils with English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a curriculum, which is broad and generally well balanced. It is enhanced by the good use made of the locality and nearby places to add appeal and extend learning. The curriculum for children under five leads them very effectively to the National Curriculum.
Provision for pupils with special educational needs	Pupils with special educational needs are given full access to the curriculum and make satisfactory progress.
Provision for pupils with English as an additional language	Good support is provided to help these pupils to develop vocabulary and understand the nuances of language in different subjects and this enables them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. Personal, spiritual and cultural development is good. Assemblies are used sensitively to encourage spiritual reflection for children from the many different faiths represented within the school.
How well the school cares for its pupils	The school's approach to all issues of welfare is very good. Pupils are well known as individuals and their progress is monitored closely.

The school's partnership with parents and carers is satisfactory. Many parents do not speak English and the school makes every effort to arrange interpretation. Often parents do not have the English language skills to support their children directly in their learning. However, improving all communications with parents is highlighted as a priority in the school development plan. The curriculum is broad but there has been an imbalance in the timetables of the oldest pupils for them to devote more time to improving standards in English, mathematics and science. Reports to parents meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management. The whole staff, teaching and non-teaching, work as a united team with a clear commitment to the improvement of standards. The roles of subject management co-ordinators are developing well.
How well the governors fulfil their responsibilities	Governors play a full part in the strategic management of the school. They have a very clear vision for the future of the school. Governors act as critical friends and use their particular interests and expertise to further the work of the school.
The school's evaluation of its performance	There is a strong sense of evaluation of the effectiveness of practice throughout the school. Test results are analysed and the outcomes used to bring about change. There is a systematic way of monitoring teaching although teachers do not have sufficient opportunities to observe each other's teaching.

The strategic use of resources	Good use is made of available resources and these are well linked to educational priorities through the school development plan.
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At the time of the last inspection there were weaknesses in the management of the school and responsibilities undertaken by governors. The leadership and management by the headteacher and governors are now very good. Recent improvements in whole school development planning are strengthening the way in which the school targets its resources and enables it to evaluate the effectiveness of spending and obtain best value. Accommodation and resources for learning are good. Teachers have a range of expertise to meet the needs of pupils but there are not enough support staff to meet fully the needs of pupils experiencing difficulties in the larger classes in Key Stage 2.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Teaching is good • High expectations that pupils will work hard • Help for children to become mature and responsible 	<ul style="list-style-type: none"> • Amount of homework • Information about how children are getting on • Range of activities outside lessons

Inspectors agree with the positive views of parents. The vast majority firmly support the work of the school and believe their children to be well cared for by staff. Parents spoken to during the week of the inspection felt the whole school benefited from the strong and clear leadership provided by the headteacher whom they saw as someone who listens and then takes action to resolve any issues of concern brought to her notice. A minority expressed concerns about after school activities and homework. They felt that the school could give them more information on the work they are expected to do with their child at home. The school is aware of the need to improve communications with parents further and has plans to involve parents in rewriting the homework policy. Many parents appreciate the efforts made by staff to provide extra-curricular activities for their older children but felt that their younger children would also like the opportunity of taking part in after-school clubs. Inspection findings indicate that there is sound provision overall for extra-curricular activities and that it is good for the older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Most pupils enter the school nursery at the age of three showing poor levels of experience and skills in all the areas of learning for the foundation stage. A high proportion (57%) of pupils in the school have English as an additional language and a quarter of these are at an early stage of language acquisition. In addition about 20% of pupils join or leave the school at times other than the normal time of admission or transfer to secondary education. Throughout their time in the school, pupils make consistently good progress in all areas of learning so that when they leave at the age of eleven, although standards in the core subjects of English, mathematics and science remain below national averages for all schools they are in line with or above standards achieved in schools with similar in-takes.
2. Overall the standards in the school, as measured by national tests, have improved since the previous inspection. Improvement in both Key Stage 1 and Key Stage 2 over the last four years has been steadily upward and in excess of the national improvement trends. Inspection findings indicate that standards are continuing to improve. While standards in information technology remain below national expectations they are improving, though the oldest pupils have not been able to make up for limitations from their earlier unsatisfactory provision. In all other subjects pupils are attaining standards in line with those seen in other schools at both key stages. These improvements are a result of good teaching and teachers' knowledge and understanding of the curriculum needs of their pupils. Throughout the school regular practice in number bonds and tables enables pupils to apply these skills confidently to other subjects, such as geography or science. Library skills are being developed and pupils are encouraged to search for information from a variety of sources.
3. Children in the current reception classes are expected to attain the levels indicated in national guidance in all areas specified for this age and some have already achieved these and are working within Level 1 of the National Curriculum. In language and literacy, attainment meets national expectations. Pupils develop confidence in speaking in the nursery and speak fluently, some use complex language by the end of their reception year. They understand how letters represent sound, recognise their name and most can write it. The more able pupils can read simple texts with understanding and sometimes good expression. In numeracy, attainment for many pupils exceeds the expected level for five year olds. Pupils can count and recognise numbers and put them in order; many are able to count on and back and double numbers. They make very good progress in their knowledge and understanding of the world and in their physical and personal and social development. Children are able to take turns and share their toys and activities, are able to find out things for themselves, and at drinks times they take responsibility and help each other, serving and clearing away. They move round the whole of the reception teaching area confidently and responsibly. They enjoy books and poems and start to make up stories and write them down or tell them to adults who write them down.
4. By the end of Key Stage 1, standards in reading, writing and mathematics are well below the national average for 7 year olds. When compared with similar schools standards in reading are still below average but are broadly in line for writing and mathematics. Pupils in Year 2 have developed many of the skills to read competently at a simple level, can use common words to read a variety of texts and are beginning to sound out unfamiliar words. They have developed an understanding of sentences and can use full stops and capital letters correctly. Many of the pupils with English as an additional language have limited vocabularies to express themselves clearly. All pupils are taught to listen carefully and this supports the progress they make across all areas of their curriculum. In mathematics pupils add and subtract numbers up to 100, are learning to round numbers up or down and identify simple fractions. Their mental recall of tables and understanding of division and multiplication is not well enough developed to meet the required standard. Standards in science are improving rapidly. Standards for pupils currently in the school are observed to be significantly better than those in the 1999 teacher assessments. By the age of seven pupils understand the principles of fair testing and can follow planned investigations. They understand that different animals are suited to different habitats and have knowledge of materials and how these can be changed by heat.

5. By the end of Key Stage 2, standards as measured by national tests in 1999, are below national averages in all the core subjects of English, mathematics and science. When compared with similar schools, standards are broadly in line with the average in English and above in mathematics and science. Inspection observations support the school's expectation that standards should rise further for the current Year 6 cohort. Most pupils are able to read with fluency and recount relevant ideas, characters and stories. A minority of pupils have limited vocabulary, which hampers their comprehension of the texts they read. The majority of pupils write in complex sentences and effectively adapt their writing and language to suit different purposes. They listen carefully to others and give considered responses. In mathematics, pupils use a variety of mental and written methods to solve problems. They have an effective understanding of fractions and decimals although their knowledge of percentages and the use of computers for mathematics is not sufficiently developed.
6. Pupils with identified special educational needs and those with English as an additional language achieve satisfactory standards in relation to their prior attainment and the targets set in their individual education plans. There are no significant differences in the standards achieved by girls and boys.

Pupils' attitudes, values and personal development

7. A majority of children are hindered by a lack of social or language skills when they first join the school. Many have difficulty in communicating verbally in sentences of more than just two or three simple words. However, almost without exception, the children show an enthusiasm for learning and a willingness to adapt to school routines. Most children recognise school rules and their behaviour is good.
8. The previous inspection found pupils' attitudes to their learning to be generally good. Current findings show the attitudes of pupils have improved right across the school. They are now very good. Pupils have a good understanding of the link between positive attitudes and good progress. Almost all willingly attempt the task set for them whatever the level of challenge it presents. Examples of pupils losing concentration and employing time wasting tactics are rare. These were seen in just a tiny minority of lessons where teachers lacked the skills necessary to manage the few pupils, some with behavioural problems, who are prone to disrupt the flow of a lesson when the subject matter fails to enthuse them. All pupils, including those with special educational needs and those for whom English is an additional language, respond particularly well when the work is explained to them in an enthusiastic and lively manner, well matched to their ability and suitably challenging. This was exemplified in a Year 5 geography lesson, where the teacher skilfully led the whole class into a very spirited and lively debate about the effects of traffic measures on their local environment. Pupils were very keen to make their individual points and several expressed their disappointment that the lesson had to end. Many older pupils take advantage of the extra-curricular activities on offer. All parents replying to the pre-inspection questionnaire agreed that their children liked their school.
9. The school works hard to promote co-operative attitudes amongst pupils including the few who at times have found it harder to sustain positive relationships. Their efforts are rewarded by the very good relationships in school that have improved steadily since the last inspection. Pupils form friendly and supportive relationships with each other and there is a very good rapport between pupils and staff. Pupils respond particularly well to the teachers who believe in their capabilities and their potential, know their strengths and support their weaknesses. There are frequent instances in lessons where positive relationships between teachers and pupils encourage the pupils to concentrate and to apply themselves to their learning. This state of affairs begins in the nursery where supportive and very good relationships soon develop between the teacher and her class, helping even the most reluctant child join in the planned game or take advantage of the opportunities for learning that arise. For example, in one session the children happily took turns in holding a spider when their teacher gently explained why it moved so quickly and how it might make a web and lay eggs.
10. Overall, the behaviour of pupils is good. Although, there are a number of examples in lessons where the behaviour of pupils is very good, there are times when a very small minority of pupils need firm and consistent control to ensure they behave as they should. This situation is relatively rare. In the year prior to the inspection no exclusions were made. All parents spoken to during the week of the inspection, and those attending the pre-inspection meeting, were happy with the standard of the pupils' behaviour in school. Although current records show a few pupils involved in incidents of bullying type behaviour, the school's very good procedures for behaviour management usually prevent the unacceptable behaviour of some impinging upon the learning of others. Around the school and in assemblies, the standard of behaviour is good. Attentive supervisors ensure that pupils behave well in the dining hall and demonstrate good table manners. Pupils play happily together in the playgrounds and generally keep to their designated play areas. They confidently report to their teachers or supervisors if they feel someone is being unkind either to them or their friends. Almost all pupils respond promptly and positively to the instructions they are given to settle arguments. They amend their behaviour and apologise to those they have upset.

11. Pupils show a good level of personal responsibility and use their initiative appropriately. Their capacity for independence and personal study is developed in lessons across the curriculum, on school journeys and through their School Council and charity work. There are frequent examples of pupils of all ability levels working and thinking independently in lessons, particularly when they are required to act and respond quickly as in, for example, their daily sessions of mental mathematics. Many pupils show they can organise their free time to complete the homework activities they are given. Pupils talk with delight about their experience of being away from home, usually for the first time, on residential and day visits arranged by the school to places of educational interest. These journeys assist both their social and personal development. In school, they take responsibility for a number of everyday routines including tidying resources and assisting with the collection and delivery of registers. They carry out their tasks diligently with minimal reliance on adults. A suggestion made by pupils through their School Council, resulted in amendments to the homework section of the home-school agreement.
12. At the time of the last inspection, attendance was judged to be acceptable. Current findings show that it is now at an unsatisfactory level. In the year before the inspection, the attendance of pupils was below that achieved in other schools with a rate of unauthorised absence well above the national average. However, it must be noted that the school includes any pupil arriving after the registers are closed, between five and ten minutes after the start of the session, in the figure for unauthorised absences. Despite the efforts made by staff to educate parents on the inadvisability of allowing their children to be out of lessons for up to two weeks or more, extended holidays during term time make a significant contribution to the unauthorised absence rate. The headteacher rarely authorises these holidays because of the disruption they cause to pupils' learning and the detrimental effect on the results pupils achieve in national tests. The school recognises there is still more work to be done with parents before the attendance of pupils reaches that seen in most primary schools. However, over the past three terms, improved procedures and close liaison with outside agencies has resulted in parents having a clear understanding of the school's firm stand on attendance. Registers now show very few instances of pupils being absent for unknown reasons. The punctuality of all but a very small number of pupils is good. Most pupils arrive in time for the registration periods that take place promptly at the start of each session. Registers are marked with care and strictly in accordance with statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

13. Overall, the quality of teaching is good. In the nursery and reception classes, the quality of teaching is in the main very good. It is good in Key Stage 1, and satisfactory in Key Stage 2. Ninety five per cent of teaching is satisfactory or better and 58 per cent is good or better. Unsatisfactory teaching has declined from about 6 per cent to 5 per cent since the last inspection; there was no poor or very poor teaching. During this inspection, 25 per cent of teaching was very good whereas only 9 per cent of teaching was in this category during the school's previous inspection.
14. The quality of teaching in basic skills is good. Teachers use literacy and numeracy strategies effectively. The teaching of language and literacy and mathematics is good in the nursery and reception classes. At Key Stage 1 and Key Stage 2, whilst teaching in English is satisfactory overall, in one out of every three lessons it is good. In mathematics teaching is good in Key Stage 1; in Key Stage 2 overall, teaching is satisfactory, in a third of lessons it is very good and in another third it is good. No unsatisfactory teaching was observed in Key Stage 1, but at Key Stage 2 in one out of thirteen lesson, teaching was unsatisfactory. In science, teaching in Key Stage 1 is good and satisfactory overall in Key Stage 2, with one out of five lessons being unsatisfactory. Teaching is consistently good in art, design and technology, geography and music. In all other subjects where teaching was observed it was satisfactory overall. No teaching was observed in history.
15. Teachers have good relationships with their pupils, and these form the basis for the positive learning atmosphere so that pupils respond with keen interest. Pupils are well managed and this helps their concentration and creates a calm working environment in which pupils improve their learning without any interruptions. However, in a small number of lessons in the earlier part of Key Stage 2 where the management of pupils was less effective, this led to some pupils having a less positive attitude to learning than in their other lessons.
16. Teachers' subject knowledge is good. In the nursery and reception classes teachers have a very good understanding of the national guidance for this age group and they teach these effectively to promote children's learning. Teachers' subject knowledge in the majority of subjects including mathematics and English is good and pupils make good progress. Teachers are very enthusiastic about the National Literacy and National Numeracy Strategies and have implemented these effectively. They make particularly effective use of the structure and the methods of these strategies to improve their teaching skills, and pupils are making good progress.

17. Teachers' planning is very good in the nursery and reception classes and is good in Key Stage 1 and 2. All teachers identify learning intentions, write these on the board and then refer to them again at the end of the lessons to assess what pupils have learnt. In most lessons, teachers' planning ensures that tasks are matched to pupils' abilities. This enables pupils to develop knowledge and skills systematically. However, in a few lessons some gaps are left in their knowledge and understanding of the concepts taught. For example, in one mathematics lesson all pupils were adding two digit numbers using mental recall. More able pupils progressed from adding two digit numbers to three digits work while the majority average ability pupils completed the set task successfully. However, ten pupils in the lower ability group were given the same task, which was too hard for them and they were not given any apparatus either to help them to complete their task and this limited the progress they made in the time available.
18. Teaching methods are used effectively in the nursery, reception and Key Stage 1 classes and satisfactorily in Key Stage 2 classes. Effective questioning and clear explanations help pupils to develop skills in the subjects being taught. This also enables pupils to develop their oral skills; for example when they are required to report back to the whole class on the conclusions about what they have learnt in the lesson. In most lessons, teachers employ a variety of strategies and achieve a good balance between whole class teaching, group activities and independent tasks. In their introductory and final plenary sessions, teachers give clear explanations and demonstrations to reinforce pupils' knowledge, encourage them to form theories and extend learning.
19. Teachers use support staff and resources well. Support staff, both teachers and assistants, are used well with under-fives, pupils with special educational needs and those who have English as an additional language. This helps under-fives to develop their language and literacy, mathematical and personal and social development. The support given to pupils with special educational needs and those who have English as an additional language helps them to learn effectively within the National Curriculum.
20. Homework is given regularly, but teachers report that many pupils do not complete the given tasks. The school is currently exploring a range of strategies to involve parents more directly in their children's learning; for example, by re-issuing the school homework policy, providing more detailed guidance on topics being studied throughout the school and introducing a homework club.
21. In most classes, the pace of work is good and pupils produce good quantities of quality work. Teachers have satisfactory expectations of their pupils throughout the school. In a significant number of lessons where teaching was good or very good, teachers consistently had high expectations of their pupils' learning ability and provided challenging tasks.
22. Teachers mark pupils' work carefully and often add helpful comments and explanations to tell them what is good about their work and how to improve it further. Assessments are used for planning the next steps in pupils' learning and to group pupils according to their prior attainment, thus building on pupils' existing abilities and ensuring that they make good progress. The National Curriculum and optional tests data is analysed, pupils' progress and attainment are tracked and targets are set for further improvement. This information is used effectively to group pupils within classes, provide additional support for the teaching of English as an additional language, special educational needs support and the provision of additional support through 'booster classes'. Pupils are also 'set' according to ability for their literacy and numeracy lessons in Year 3, where there are two classes.
23. Teaching for pupils who have special educational needs and is good, and pupils make good progress. Pupils learning English as an additional language are taught by the Hounslow Language Service. The quality of teaching is consistently good and sometimes very good, both when the co-ordinator is teaching in partnership with class teachers and when she withdraws pupils for short, more intensive sessions. This work is effectively built upon in daily interactions with the class teachers. Their skill and understanding and the care they take ensures that these pupils make good progress across the school.

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

24. The school provides a curriculum, which is broad and generally well balanced, and includes all the appropriate subjects of the National Curriculum and religious education in accordance with the locally agreed syllabus. It provides a rich and well-balanced Early Years curriculum, which is appropriately planned using the Early Learning Goals, and which leads children very effectively towards the National Curriculum. The balance of the

curriculum in very good in the nursery and the reception classes and good up to the age of seven, while at Key Stage 2 it is satisfactory. The current Year 6 timetable has been narrowed to focus more intensively on core subjects and preparation for the national tests. The school's decision to do this is understandable, and there are clear plans to compensate pupils by increasing time allocated to subjects currently receiving too little time and to avoid such situations in future years.

25. The school has made good progress since the last inspection in putting in place detailed schemes of work for almost all subjects. Where a change in scheme of work has been decided, as in science, there are clear arrangements for ensuring that all strands of the curriculum are covered during the pupils' passage through the school. However, the schemes do not always indicate in sufficient detail the level of skills to be developed in each year. Information and communications technology is now timetabled in most classes as discrete teaching time. This is an improvement since the last inspection and is contributing to rising standards. The school day is generally well structured, although occasionally some teaching sessions were slightly too long and the same amount of learning could have been achieved within a shorter period of time.
26. The school has successfully introduced both the National Literacy Strategy and the National Numeracy Strategy and both are working well and contributing to the raising of standards.
27. There is sound provision for extra-curricular enrichment including regular lunchtime guitar and recorder clubs and after school clubs. Booster classes after school for English and mathematics are attended by large numbers of Year 6 pupils. The curriculum is also enriched by field trips and participation in the Junior Citizen initiative, by visits from performing groups and trips to museums and concerts.
28. All pupils, including those with special needs and those for whom English is an additional language, are given full access to all curriculum areas. Where withdrawal is used, it is used in a considered way; pupils are taken out of lessons if they need a period of quiet concentration on an activity they find difficult, or if their language needs can be better met in a group which works separately from, but on the same topic as the rest of the class. One parent felt that the opportunities for talented and gifted pupils were insufficient but inspection evidence suggests that teachers make every possible effort to set challenging work for all pupils and, in particular to ensure that proficient readers have access to appropriate books.
29. The school makes good provision for pupils' personal, social and health education. At the moment this is not contained within an overall framework or scheme of work, but is the subject of a recently written subject development plan. There is good co-operation with local agencies such as the Police and the Health Authority. A new Drugs Policy and Confidentiality Policy are being written and an overall scheme of work is planned. Notwithstanding these unfinished policies and scheme, the school is already delivering a good programme, which includes appropriate drugs awareness education, sex education and teaching about relationships, responsibility and healthy living. This is enhanced by the external professional input of the community health services. Teaching in the single lesson observed was sensitive and thoughtful and had involved pupils in prior discussions with their parents. The School Council enables pupils to contribute to policies and practice and throughout the school, responsible behaviour is rewarded by praise, team points and 'Red' certificates in Friday assemblies.
30. The school has good links with the community and these contribute to the pupils' learning. Good use is made of the locality and nearby places of educational interest to add appeal to lessons and enhance and extend opportunities for learning. Pupils in Years 5 and 6 benefit from the professional coaching sessions from Brentford Football Club and Middlesex County Cricket Club. Pupils enjoy their theatre group visits when actors and musicians emphasise moral and social issues to the whole school, through the use of drama. Good links exist between the school and the Adult Education Service, which uses a base within the school. A family drama course hosted by the school and funded by the Adult and Community Learning Fund gave parents, pupils and other local families an understanding of the learning that takes place in the school, as well as sowing the seed for family learning ventures. The current access pupils have to the Internet and its world-wide links enhances their understanding of international and other cultures. Existing opportunities are soon to be extended by existing arrangements for pupils to use of the on-site information technology suite run by the Adult Education Service.
31. There are good links with other schools in the area and with local subject co-ordination groups. The Local Education Authority advisory and support services are well used. The school is meticulous in passing on accurate records on their pupils to other schools, both when pupils move from the area and when they proceed to secondary school.
32. Provision for pupils' spiritual, moral, social and cultural development is a strength of the school and high standards have been maintained since the last inspection. Provision for pupils' spiritual development is good.

The rich diversity of religions and cultures within the school is well used to give all pupils insights into beliefs and customs and respect for each other's values. Displays about different religions are prominent in the school and in religious education lessons beliefs and customs are sensitively discussed. The acts of collective worship are sensitively managed and give pupils opportunities for reflection, prayer and awareness of spiritual matters. The school's youngest pupils are particularly well prepared for participation in the spiritual life of the school.

33. The school makes very good provision for pupils' moral development. A key factor in this is the example set by all staff of treating others with a consistent respect and kindness. There is also, however, good, explicit teaching and guidance about what is right and what is wrong and there is an ethos which permeates the whole of school life which demonstrates clearly to pupils how they should behave. It is extremely rare that anyone needs to adopt a punitive stance and pupils almost invariably enjoy an absence of hostility from adults around them, which helps promote very good moral development.
34. Provision for social development is very good. The youngest children are taught to take turns, be patient with each other and use polite language before they leave the nursery. Pupils in the reception classes take responsibility for taking back the register. Their independence is helped by the organisation of the reception class areas in which pupils move around and take a great deal of responsibility for their own learning. In lessons throughout the school there is a very good emphasis on creating opportunities to develop co-operation. Older pupils are encouraged to take on responsibilities, helping with younger pupils and with assemblies, participating in Junior Citizenship workshops and attending the School Council.
35. Provision for pupils' cultural development is good. Pupils are aware of the diversity of language, literature, art, dance and music within their own community; writing in different languages and scripts is seen throughout the school. Music and movement draws from different cultures; for example, a reception class lesson used Japanese music while Afro-Caribbean music was used in a Year 4 lesson; there are musical instruments from many cultures available for pupils in music lessons. History and geography lessons and visits help pupils to appreciate the local heritage, environment and culture.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has maintained the high standard of care for pupils evident at the time of the last inspection. There are very good procedures in place to monitor and improve pupils' attendance and good procedures to promote their good behaviour. Procedures for monitoring and supporting the pupils' academic progress and their personal development are good. Parents have a high level of confidence in the school staff; they all show a genuine interest and concern for the pupils' personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them concentrate on their learning. The school provides a safe environment for the pupils.
37. Teachers place a strong emphasis on developing the pupils' personal and social skills throughout their time at the school but particularly so in the early years. The good relationships between the staff and parents have helped teachers acquire an informed view of the pupils' personal circumstances and their development both in and out of school. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. Teachers listen patiently to pupils' oral responses in the conversations they have with them so that they can acknowledge and rectify their mistakes and misunderstandings. Those who demonstrate uncertain or negative attitudes to their learning, or towards other pupils, are supported by gentle but persuasive one to one counselling sessions from staff and close liaison between the school and parents. Teachers keep good records on both the positive and the negative aspects of a pupil's attitude to work, behaviour and attendance. The progress made by all pupils in all these areas is conveyed to parents at open evenings, through informal discussion and in the annual reports on their academic and personal progress.
38. The school is very effective in identifying pupils with learning difficulties soon after entry to the school. Good attention is paid to the Code of Practice for special educational needs. Very good care is taken of the pupils with learning difficulties, enabling them to be fully integrated in all aspects of school life and this has a positive impact on their attainment and personal development.
39. The school operates an effective system of rewards and sanctions to promote and ensure the good behaviour of pupils. The systems are readily absorbed into practice. Teachers, parents and pupils work together in recognising the advantages to be gained by all pupils behaving well. Teachers regularly praise the pupils who behave particularly well, giving all pupils examples of what they should be working towards in terms of the standard of their own behaviour. In the vast majority of lessons, the class teacher promptly and effectively redirects pupils back on task without inhibiting the flow of the lesson. The lunchtime supervisors exercise a

satisfactory level of pupil behaviour management and control in the playground; levels of supervision in the dining hall are good, where teachers and the welfare assistant regularly join the children for lunch. There are some reported incidents of bullying type behaviour in school but these are dealt with effectively and consistently. Records are kept of all incidents and the headteacher makes effective use of these to monitor and eliminate the possible recurrence of such conduct.

40. New procedures for monitoring and promoting good attendance have been introduced since the last inspection. These are of a very good standard and, although accepted by all parents, are still not given full support by a few parents. Statutory guidance for marking registers is closely followed by all teachers. Detailed records are kept on all given reasons for absence, totals in registers are updated on a daily basis and every absence or lateness unaccounted for is promptly queried and investigated. The registers on their own provide a very clear and accurate picture of attendance patterns across the school. The school works closely with the Educational Welfare Officer who carries out urgent checks on pupils' attendance and punctuality where there are any issues of concern.
41. Governors have approved the programmes of sex education and drugs education taught in science and in personal, social and health education lessons across the school. These sessions help raise pupils' awareness of the dangers of abuse and how to look after their bodies. Parents are confident that the school deals with their children's questions on issues relating to sex education and drugs education in a legitimate yet sensitive manner. Although the school has yet to agree a child protection policy of its own, teaching staff are made aware through staff meetings and local authority guidance of all issues relating to child protection. Practice within the school is good and the school works closely with the relevant social services departments when there is any question of concern. Lunchtime supervisors have a good level of awareness of child protection issues but some have yet to receive training on the recommended procedures and practices to be followed.
42. Although the school has yet to produce and agree a formal written health and safety policy, the day-to-day procedures for promoting pupils' well being and their health and safety are good. The school recognises the need to formalise its procedures for administering medication to pupils, even though this is only ever carried out with the expressed permission of the parent. The school has very good working relationships with the relevant welfare and health agencies, particularly the educational welfare service. Both teachers and governors have a high regard for pupils' safety and governors make regular visits to the school to identify potential risks and monitor what is being done to rectify them. The school is currently pursuing with the relevant authorities, the replacement of a number of windows to the hall and classrooms, which in their present state, do not meet the required standards for glazing in school buildings. Effective systems are in place to record all those on site during the school day. Pupils follow the guidance they have been given to aid their security in school. There are a number of appropriately qualified staff to ensure that the school always has someone suitably qualified on hand to administer first aid to adults and children.
43. The school has good procedures for monitoring pupils' academic progress. The school has a draft policy for assessment and this gives useful guidance to teachers. There are good procedures for day-to-day assessment and for analysing the results of the Key Stage 1 and 2 National Curriculum tests. These are used to identify areas needing improvement in English, mathematics and science to raise standards further. The school also uses the optional national tests in Years 3, 4, and 5 to assess and track pupils' attainment against their end of Key Stage 1 results. Test papers are also analysed to ascertain which areas of the subjects need improving. Pupils' attainment on entry to school is assessed and information from this is analysed and used to predict results for the end of Key Stage 1. Targets set for Year 6 pupils in literacy and numeracy are appropriate.
44. Arrangements for the recording the attainment and progress of pupils are unsatisfactory in a number of subjects. There are no effective ways for recording pupils' attainment and progress in information technology, religious education and other foundation subjects. Some co-ordinators keep samples of work at the end of each term, but these are not annotated and National Curriculum levels of attainment are not marked, so these are not very useful for tracking progress. However, parents are given regular opportunities to discuss their children's work with teachers. At the end of the year, parents receive a written report on all areas of the curriculum and these inform them about the progress their children have made and the standards they have attained.
45. A range of effective approaches is used to help pupils to raise their achievement. Teachers' good practice in sharing learning intentions with pupils at the start of every lesson helps to lay the foundations for this. Pupils know what is expected of them and how the planned learning fits in with what they already know. There are effective arrangements for grouping pupils in order to meet their varied needs; this begins informally but effectively in the early years classes and is also well used in literacy and numeracy sessions. 'Booster' classes

are offered to pupils after school to improve achievement and a majority of Year 6 pupils take advantage of this. In the reception classes teachers take advantage of numerous opportunities to work on a one to one basis with individual children for a few moments. Older pupils are reminded of their targets in the course of lessons or in class activities. A key feature of the support for pupils is the positive attitude of all staff; they create a climate for learning in which pupils expect to achieve and are confident that they will be helped, not criticised, if they make mistakes. The targets set for all children in reading are clear and well used by teachers and pupils and it is planned to extend the use of individual targets on completion of the pilot programme.

46. Pupils with special educational needs are assessed regularly and the targets are entered in their individual education plans. These are clear and actively promoted. Statements for special educational needs are reviewed annually and parents appropriately involved at all stages. However, in the week of inspection not all provision was fully in place, due to the absence of a key member of the special needs support staff and the induction of a new deputy headteacher. Pupils for whom English is an additional language are assessed regularly by the co-ordinator and appropriate targets are set. Pupils are helped to achieve by a well considered programme of support. This may be through withdrawal of a group for focused support on the topic being studied or through sympathetic and discreet support within the classroom. Effective action is taken to fill gaps, identified through monitoring, in pupils' knowledge and experience. Where necessary the school arranges for mother tongue assessments to clarify the nature of a child's needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has maintained the satisfactory partnership it had with parents at the time of the last inspection. Parents' views of the school are good overall, as is the quality of information provided for them. Parents believe they have good opportunities to ask questions, provide information about their children and express their children's needs. The contribution of parents to their children's learning at home and at school is satisfactory; together with the impact parents have on the work of the school.
48. Parents have positive opinions of the school. The parents' meeting with the inspectors and the parents' questionnaires provided views that were thoroughly tested during the week of the inspection. The vast majority firmly support the work of the school and believe their children to be well cared for by staff. A minority expressed concerns about after-school activities and homework. They felt that the school could give them more information on the work they are expected to do with their child at home. Parents appreciate the efforts made by staff to provide extra-curricular activities for their older children but felt that their younger children would also like the opportunity of taking part in after-school clubs. Parents spoken to during the week of the inspection felt the whole school benefited from the strong and clear leadership provided by the headteacher whom they saw as someone who listens and then takes action to resolve any issues of concern brought to her notice. As a result, parents are aware of the steps the school takes on matters of pupil discipline, health and those relating to pupils with special educational needs. The inspection evidence supports the positive views expressed by parents during the course of the inspection.
49. The effectiveness of the school's links with parents and the impact of the involvement of parents are satisfactory. The school continually stresses to parents the importance of their child's good attendance and punctuality, yet a minority of parents continue to have a relaxed attitude to these issues. There is no parent teacher association, as few parents feel confident in taking over the organisation of fund raising events. The welfare assistant works exceedingly hard in planning and running two school fairs each year. She successfully motivates the parents into raising substantial amounts of money used mostly to subsidise the pupils' educational visits and journeys. Although few parents help in school on a regular basis, parents do support the school in other ways. They collect retail vouchers for additional resources in school and give financial support for the organised charity appeals and sponsored events. Four parents recently stood for the one vacant post of parent governor. Governors are currently looking at ways to help parents as a whole, feel less apprehensive about coming into an educational environment to work alongside professionals.
50. The quality of information available to parents is of a good standard overall. In general, parents view the information they receive as being more than sufficient to keep open the important lines of communication they have with the school. On a day-to-day basis, communications between staff and parents work very well because of the relatively easy access parents have to staff. Parents see this as a major strength of the school. All parents, including those of children with special education needs appreciate the verbal information given to them during the informal chats at the start and end of the day and in formal parent consultation sessions on their child's progress. They know that teachers are always willing to spend time with them and are available to

answer their queries. Meetings prior to school entry are felt by parents to be supportive and informative, particularly the home visits undertaken by nursery staff.

51. Parents receive regular newsletters that give sufficient information about events in school but the school has no method of determining whether the communications they send out are read and understood by all their parents. Because English is an additional language for many parents a number find it difficult to communicate in writing with the school on a regular basis; for example, in the home-school contact book. Written communications issued by the school are rarely available to parents in languages other than English although the school is happy to arrange translations if parents request this. The annual reports to parents on their children's progress meet the statutory requirements and contain satisfactory information on what their children know and can do. However, the targets for their future academic progress are not always clear from the text of the report. The report does however give helpful indicators and targets for parents on the personal development of their children, their behaviour and attitudes towards their work. The current edition of the school prospectus and the governors' annual report provide all the statutory information for parents.
52. The contribution of parents to their children's learning at home and at school is satisfactory. A home-school partnership in learning is suitably promoted by the setting of homework in addition to reading. There are examples throughout the school where parents are effectively involved with their children's learning by encouraging them to read, spell, count and carry out scientific investigations at home. Parents of pupils with special educational needs are appropriately involved with the school's procedures of reviewing the targets set for their children's progress. Parents who attended the recent family literacy course very much enjoyed the hands-on activities both they and their children took part in and found these helped them work with their child at home. Parent/teacher consultation sessions are well attended and parents give enthusiastic support for end of term school productions, concerts and assemblies. By showing a keen interest in these events, parents promote the feeling amongst pupils that their schoolwork is valued which has a positive impact on the pupils' attitudes to their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. At the time of the previous inspection the leadership and management of the school had serious weaknesses. There have been significant changes in the school's approach to management since then and these aspects are now strengths of the school.
54. The headteacher is in her first year of headship. She and governors have a clear vision for the future of the school and have been successful in building a team of committed staff where all staff, teaching and non-teaching, have a shared sense of direction and purpose. The aims of the school are fully set out in vision and mission statements and these inform all aspects of school life. Pupils, school staff and governors are committed to learning and expectations of success are high. The improvement in academic standards, teaching and the very good relationships within the school are all testimony to the successful implementation of these aims. The varying roles and responsibilities of staff are well defined and understood which supports effective shared planning and development.
55. Governors play a full part in the strategic management of the school. Arrangements for governing body meetings and the committee structure have been revised to create more effective working practices. A number of governors, in addition to the elected staff governors, work closely with the school and detailed agendas and minutes record their knowledge and understanding of the emerging needs of the school. The governing body meets its statutory responsibilities and members act as critical and challenging friends and use their specific skills to further the work of the school.
56. Recent improvements in whole school development planning are strengthening the way in which the school targets its resources. The current plan is used well to guide and pace ongoing developments and is a useful management tool; current evaluation criteria are being upgraded to include clearer measurable targets. There

is a strong sense of evaluation of the effectiveness of practice throughout the school. Teachers reflect critically on the effectiveness of their teaching on the learning opportunities for pupils. A range of tests, including National Curriculum statutory and non-statutory tests, are analysed rigorously and weaknesses identified. There have been some fluctuations over the last four years in the results of tests at age eleven, but teachers are aware of the reasons for this and have adjusted their planning and teaching approaches. The monitoring of teaching by the headteacher, deputy head and co-ordinators for English and mathematics has had a positive impact on disseminating good practice across the school. Although this responsibility is now firmly embedded in the role of curriculum co-ordinators, many have just recently taken on their present co-ordinating roles and have not had time to develop this aspect of their work; but there is clear planning within the development plan for this to happen and for more opportunities to be created to observe each other's teaching. The current statutory targets for improvement in English and mathematics are realistic and there is a high level of awareness of a range of strategies to achieve them. There is also an awareness of the need to provide more challenge for future years as the experiences of pupils currently in the school have been based on more rigorous tracking and evaluation of their progress and improved curriculum management.

57. The school's financial controls and planning procedures are good and run smoothly and efficiently. An audit was carried out in 1999 and the minor recommendations included in the report have been implemented. The school manages its financial resources efficiently and ensures value for money in line with the principles of Best Value. Since weaknesses were identified in 1997 the school has received significant focused support from the Local Education Authority and has included additional advisory support for literacy and numeracy and special funding to release the deputy head from a full time commitment so that she could provide additional support to improve teaching and learning. This additional resourcing has resulted in a unit cost per pupil of approximately £2,500 for the current financial year, which is higher than national averages, compared to £2,178 in the previous financial year. The additional focused money from the LEA had been used effectively alongside normal funding and the school is well placed to sustain improvement when this level of additional funding and support is withdrawn. A rollover of almost £40,000 has been accumulated through prudent management to fund further improvements with long term benefits, such as library stock, relocation of the library, window and blind replacement and other priorities in the development plan.
58. Levels of teaching staff are good with a number of appointments, including a deputy head with no current regular teaching commitment, made in recent months. Teachers have the appropriate qualifications and combined knowledge and experience to meet the demands of the National Curriculum, the needs of children under-five and pupils with special educational needs. Currently, there is one full time teacher provided by Hounslow Language Service for pupils with English as an additional language and she provides support wherever the need is the greatest. The deployment of teachers and classroom assistants is uneven across the school. Delegated money for special educational needs provides good support for pupils in the earlier stages of their schooling as most of the hours of classroom support are designated to pupils with special educational needs, for those learning English as an additional language and for children under the age of five. However, some other classes of over 30 pupils have inadequate support to ensure that pupils make sufficient progress and combined with a lack of parental help in classes, results in teachers having to work very hard to support pupils across the wide ability range; for example; a Year 4 class of 32 pupils has a high level of identified behaviour problems and little additional support so that in a few lessons too much time has to be given to managing behaviour and pupils make limited progress and do not complete their work, while there is significant additional support in Year 3 where the year group is also divided into two small classes of 18 pupils each. The number of lunchtime assistants is sufficient due to the additional regular support given by the welfare assistant on a voluntary basis.
59. Prior to the introduction of new statutory performance management arrangements, the headteacher has replaced the previous system of staff appraisal, which had lapsed, by good procedures which include a series of staff development interviews and a programme of internal and external monitoring of classroom practice. Good links with other partner institutions have enabled staff to observe teaching practices in local primary schools. The staff development interviews provide opportunities for teachers to recognise good practice, discuss their weaknesses and identify training needs. Training in the literacy strategy has satisfactorily addressed a weakness identified by the previous inspection in teachers' knowledge and confidence in teaching English. Recent staff training has appropriately focused on the teaching of literacy and numeracy. The school is planning to put together an induction programme ready for any future appointment of newly qualified teachers. There is no staff handbook available to existing or new staff, although one is in draft form. The newly appointed headteacher has received adequate support for her professional development through meeting regularly with other new headteachers in the borough and the provision of an experienced mentor.
60. The number of hours of administrative support is average for a school of this size. The hardworking school administrator and her part-time assistant considerably reduce the burden of administrative tasks which might otherwise fall upon the headteacher. Both office staff and the welfare assistant provide friendly contact with

parents and visitors to the school. All staff work exceedingly well together to maintain a good team spirit and welcoming atmosphere in the school. There is a shared commitment from teachers, nursery nurses, classroom and language support assistants to promote pupils' progress and their personal development. The school caretaker is a valued member of this team. He helps supervise pupils on school journeys and assists in their football coaching sessions.

61. The building provides good accommodation for the number of pupils and provides a very attractive and welcoming environment for them. The routine tidying of classrooms carried out by pupils, assists the high levels of cleanliness and hygiene found in school. Classrooms and additional teaching areas are of a suitable size to deliver the subjects of the National Curriculum. The library is a pleasant area for study and reference, but is currently under-used because of its poor location. Displays in classrooms and corridors show the commitment of teachers in providing an interesting and attractive learning environment for their pupils.
62. The outdoor accommodation is very good and is well used by teachers to broaden and enhance curriculum experiences. There is a suitably fenced off and separate area for the use of children under-five years old, but no soft surfacing applied to the ground. There is good space for team games to be held on the hard surfaced playgrounds and a properly maintained field. In addition there are very pleasant green areas and purpose built gardens for pupils to sit and socialise, where trees, timber arbours and trellises provide the necessary shelter from the sun. The landscaped playgrounds include a very good range of quality outside play equipment that is instantly attractive to the pupils. Pupils have controlled access to a delightful woodland walk, which provides an excellent resource for their environmental and scientific studies. Strong fencing and lockable gates are part of the recent improvements to the site.
63. Recent risk assessments have identified issues relating to replacement glazing and window maintenance to certain classrooms and a hall. Both teachers and pupils find the large areas of glass in some classrooms lead to the rooms becoming unbearably hot on summer days. The school has yet to address all these issues but has agreed the action to be taken.
64. The overall level of learning resources in the school is satisfactory. Children in the nursery have access to a good range of quality resources both in the classroom and for their outside play. Resources to support pupils with special educational needs are good as are those for pupils learning English as an additional language. The range of books available to all pupils in the library and classrooms limits their choice of everyday reading matter and of reference books for their personal study. There are few books to support the study of religious education, to cover the study of different religions and festivals or to reflect the cultural diversity of the school and wider community. Resources in all the other subject areas are satisfactory in terms of quantity, quality and range. Good use is made of the locality and residential visits to give pupils first hand experiences and information to enhance their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve further, the governors, headteacher and staff should:
 - (1) Raise standards in English, mathematics and information technology further by:
 - i. building on the current good practice and improvements in the standards of literacy and numeracy across the school and science in Key Stage 1;
 - ii. using information technology more widely across the curriculum, particularly in mathematics and science;
(See paragraphs 1, 2 and 123).
 - (2) Improve schemes of work and strategies for assessment and recording when undertaking its curriculum review in the light of Curriculum 2000 by:
 - i. including clearer guidance for teachers in the schemes of work for subjects other than literacy and numeracy on the exact skills to be developed in different year groups;
 - ii. extending the good practices in the recording of significant progress and achievement in reading and mathematics to all subjects;
(See paragraphs 25 and 44).
 - (3) Make better use of communications with parents and improve attendance by:

- i. making more parents aware of the reasons why it is important that their children do not take extended holidays during the school terms;
 - ii. consulting parents further when reviewing the school homework policy;
(See paragraphs 12, 49 and 51).

- (4) Extend and improve the deployment of staffing so that;
 - i. there are higher levels of support throughout the school;
 - ii. levels of classroom support are more closely matched to the needs of the class;
(See paragraphs 15 and 58).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

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

39

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	33	37	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	17	225
Number of full-time pupils eligible for free school meals		109
Special educational needs	YR – Y6	
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		57
English as an additional language	No of pupils	
Number of pupils with English as an additional language		138
Pupil mobility in the last school year	No of pupils	
Pupils who joined the school other than at the usual time of first admission		22
Pupils who left the school other than at the usual time of leaving		37

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	17	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	19
	Girls	9	13	13
	Total	25	29	32
Percentage of pupils at NC level 2 or above	School	63 (61)	73 (51)	80 (71)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	18
	Girls	12	13	12
	Total	28	32	30
Percentage of pupils at NC level 2 or above	School	70 (61)	80 (73)	75 (85)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	12	11	14
	Total	19	19	24
Percentage of pupils at NC level 4 or above	School	59 (35)	59 (42)	75 (51)
	National	70 (65)	69 (59)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	10	14	10
	Total	17	22	20
Percentage of pupils at NC level 4 or above	School	53 (39)	69 (45)	63 (52)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	18
Black – other	0
Indian	13
Pakistani	22
Bangladeshi	8
Chinese	4
White	80
Any other minority ethnic group	37

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	25.1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	128.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	17

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
	£
Total income	603246
Total expenditure	581480
Expenditure per pupil	2178
Balance brought forward from previous year	12799
Balance carried forward to next year	34565

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	54	31	3	2	9
Behaviour in the school is good.	49	36	9	0	6
My child gets the right amount of work to do at home.	40	36	11	10	4
The teaching is good.	64	28	1	1	6
I am kept well informed about how my child is getting on.	52	25	13	7	3
I would feel comfortable about approaching the school with questions or a problem.	58	24	7	0	11
The school expects my child to work hard and achieve his or her best.	67	23	2	1	7
The school works closely with parents.	52	32	8	6	2
The school is well led and managed.	58	28	5	1	8
The school is helping my child become mature and responsible.	64	28	1	1	6
The school provides an interesting range of activities outside lessons.	41	31	9	5	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. The school makes very good provision for children under-five in the nursery and in the reception classes. Pupils enter the nursery in the September following their third birthday, and the reception classes in the following year, aged four. Attendance is part-time in the nursery, with children attending either mornings or afternoons. Children enter the nursery with a wide range of different experiences but for most their skills in all areas of learning are well below those expected nationally. However, they make very good progress in their nursery and the reception class years and by the time they enter Year 1 most have made up the ground and are achieving the outcomes expected of children of their age. Indeed, in some areas, large numbers of children exceed national expectations; for example, in numeracy. Many children are learning English as an additional language and enter the nursery in the early stages of acquiring the language. They make very good progress throughout their Early Years experience in the school. Pupils with special needs are quickly identified and well supported and they, too, make good progress.

Language and literacy

67. Children's achievement in language and literacy by the end of the reception year meets national expectations. In the nursery good listening skills are quickly established and children become confident in speaking. Good routines and encouragement to imitate other children help to develop confidence in speaking. The higher attaining pupils speak fluently and use complex language structures. In the reception classes children continue to develop fluency and to extend their vocabulary. They can not only give their news but also talk about their experiences in all curriculum areas, rapidly gaining in vocabulary related to mathematics through, for example, counting games involving toys or jumping, science activities, music and information technology. In the nursery children are presented with an environment rich in examples of writing, and with the opportunity to practice skills which will lay down the foundations of writing. They know that print carries meaning and that stories are represented by the text and the pictures in books. By the end of the reception year children can recognise their name and most can write it; many children have a useful vocabulary of words they recognise and good knowledge of how letters represent sounds. They try to write words and phrases and many of these are recognisable. Higher attaining children can read simple texts with understanding and sometimes with good expression. Children are on course to meet the expected levels of achievement in language and literacy, although those learning English as an additional language still need considerable support. Teaching in this area of learning is very good; teachers and support staff have very good knowledge of how young children learn and provide many varied contexts which stimulate and maintain interest; opportunities to extend understanding and skills are well created and used; for example, a spider found in the classroom provided an excellent focus for discussion. Methods are well chosen; for example, the use of puppets is both stimulating and provides opportunities to encourage less confident children and give them time to answer. Assessment and the tracking of children's progress are very good.

Mathematics

68. Children's attainment in mathematics by the end of the reception year meets, and for many children, exceeds the expected levels at age five. In the nursery children can count how many there are in the group, touching each child as they do so and therefore developing secure understanding of numbers to 14 or more. They use words such as 'taller', 'bigger', 'heavy', 'thin' and 'fat'. In the reception classes children develop their knowledge further, learning to count, recognise numbers, and put them in order. They recognise groups of things, like the spots on dominoes, without counting them. Many children are able to count on and back and to double numbers and explain what they are doing. Teaching in this area of learning is very good indeed. Knowledge of children's learning in mathematics is extremely good; very good methods and strategies, including games and puppets, are used and this leads children to be really interested in what they are doing and to maintain very good concentration throughout numeracy sessions. A good start is made on activities appropriately taken from the National Numeracy Strategy. Assessment and the tracking of progress are strengths of the Early Years Department.

Knowledge and understanding of the world

69. Children reach the expected standards in knowledge and understanding of the world and in some areas within this they achieve better than expected. In the nursery they begin to understand light and shadows through the use of shadow puppets; they complete circuits in a game to light up a clown's nose and draw pictures on the computer, as well as experiencing materials like sand and water through their play. In the reception classes

children understand how they have grown and changed over time; they observe plants and animals around them and they make predictions about which ice lollies will melt quickly, those in their mouths, on the radiator and in hot water, and which will melt slowly, the ones in cold water. They use words to describe what they see; for example, 'hard', 'cold', 'freezing', 'soft'. They are aware of the geography of their school and try to locate places on the world globe in their classroom. They use the computer with confidence, playing appropriate number, language and drawing games and using the keyboard to try to produce text. They know how computers should be treated. Teaching in this area of learning is very good, being imaginative and stimulating with very good strategies and methods, which help children make the transition between structured play and the National Curriculum. Planning and assessment and the tracking of children's progress are very good indeed.

Physical development

70. Children make good progress in both nursery and the reception classes in physical development and meet national expectations by the end of the reception year. In the nursery they have opportunities to develop skills in manipulating toys and tools and their co-ordination and control become more confident and accurate. In music and movement lessons they can clap and move to a rhythm and experiment with making different body shapes, pretending to be fat and thin, tall and short. In the playground they are able to climb and jump, crawl through tunnels, balance, throw and catch. In the reception classes they become more accurate in their drawing and writing, cutting and sticking. They move in imaginative ways in dance lessons and are able to invent new ways of moving, both singly and in pairs, to a Japanese song and Koto music. Teaching in this area is generally good. Children in the nursery class do not have sufficient space or have the benefit from working in bare feet in movement lessons. There are plans for these lessons to take place in the school hall in future.

Creative development

71. Children meet the expected outcomes by age five in the area of creative development. Nursery children experience and respond to music and colour and are increasingly attentive to the appearance of their finished paintings and models. They play imaginatively individually and in twos in the home corner and dress up to adopt adult roles. In the reception classes they continue this development and start to make up stories, which they tell to staff who write them down. They enjoy books and poems and bring stories into their own play. Teaching in this area is good; good opportunities are provided and teachers ensure that all children gain adequate experience through tracking which activities they choose.

Personal and social development

72. Children's achievement in personal and social development is very good and they exceed national expectations in this area. In the nursery kindness to each other and patience are both modelled and explicitly taught; sometimes with the help of puppets. Children are able to take turns and share their toys and activities. Role play in which children alternate as performers and audience, applauding each other, is useful in developing this ability. In the reception class children are able to find out things for themselves, and at drinks times they take responsibility and help each other, serving and clearing away. Children take registers back to the office after registration and they move round the whole of the reception teaching area confidently and responsibly. Teaching is very good in this area. The very good teamwork demonstrated by all Early Years staff provides very good models for the children. The very good relationships and genuine care for the welfare of all children provide the secure basis for children being able to develop confidence and care for others. There is particularly good provision for children's spiritual development; children are carefully prepared through daily acts of worship in the reception classes, introduction to infant assemblies, and finally, through games, for whole school assemblies.
73. The Early Years provision is extremely well co-ordinated. Planning and assessment throughout the area are very good indeed. The handling of the transition between play and more formal learning is excellent. Work with parents is very good, with home visits and open days preparing the ground well. Careful thought and organisation ensure that the progress of pupils with special needs and those who have English as an additional language is good. Very good use is made of staff who work very well as a team, and of resources. The Early Years provision lays a very good foundation for achievement throughout the school. The Early Years provision is a strength of the school.

ENGLISH

74. In the 1999 National Curriculum tests for seven-year-olds the percentage of pupils reaching the expected level 2 and the higher level three in reading was well below the national average. In writing, the percentage of pupils reaching level two was well below the national average and the percentage reaching level three were below the national average. In comparison with schools taking pupils from similar backgrounds, the performance of

pupils was below average in reading and broadly in line in writing. Since the last inspection the trend in improvement in writing is above the national trend.

75. In the 1999 National Curriculum tests for eleven-year-olds the percentage of pupils reaching the expected level 4 was well below the national average. The percentage of pupils reaching the higher level 5 was below the national average. In comparison with similar schools, pupils' performance in English was close to the national average.
76. There has been a rising trend in attainment over the past four years in both key stages. The detailed whole school planning, implementation of the literacy hour and improvement of the quality of teaching have had a very positive impact on the quality of speaking and listening, reading and writing. Suitable targets for attainment have been established and inspection evidence indicates that these targets will be met. However, the attainment of pupils remains below national averages at both key stages. Pupils with special educational needs achieve satisfactory standards in relation to their prior attainment and the targets in their individual education plans.
77. At the end of both key stages standards are below national expectations in speaking but broadly in line in listening skills. There are a significant number of pupils for whom English is an additional language and these pupils have a limited vocabulary with which to express themselves clearly. At the age of seven most pupils listen attentively and respond well to instructions; for example, when they draw objects in a room according to their teacher's instructions. Higher attaining pupils express themselves cogently, as when they explain their route to school to a partner. At the age of eleven, pupils listen well to others and given carefully considered replies in discussions, as when they discuss the perils of smoking. During the inspection pupils talked easily and readily with inspectors about many topics, including the historical periods they have studied and some of the local areas of historical interest they have visited.
78. At the end of Key Stage 1, attainment in reading is below the nationally expected level. Pupils are beginning to develop the skills needed for competent reading and they show interest and enthusiasm. They use their knowledge of common words to read a variety of texts and are beginning to sound out unfamiliar words. Higher attaining pupils read with expression and discuss the characters and plots of stories. They are aware of the purpose of contents and index pages and are beginning to use simple dictionaries effectively. At the end of Key Stage 2, pupils' standards in reading are still below the expected level. Most pupils have developed a range of strategies to enable them to decipher meaning from print, including contextual clues. They read with fluency and expression and are able to recount the significant ideas, events and characters and stories, although they are unfamiliar with the authors and titles of many well known books. Able pupils understand the purpose of a reference library and know how to use the numerical classification system to locate appropriate books. In both key stages, for a significant minority of pupils, their limited vocabulary hampers their comprehension of the texts they are reading.
79. By the end of Key Stage 1 pupils' attainment in writing is below national expectations. Most pupils are able to spell common words and to make reasonable attempts at unknown words. They know that a sentence needs a capital letter and a full stop and are beginning to use these correctly. Higher attaining pupils write independently with confidence. A few are developing an understanding of how to use commas and speech marks. Handwriting is mostly legible and almost all pupils write with a cursive script. Pupils write for a variety of purposes, as for example when they write sequential instructions for making a bed. Pupils' attainment at the end of Key Stage 2 is below average. The majority of pupils write in complex sentences and effectively adapt their writing and language to suit different purposes. For example, many pupils used their writing skills well to argue persuasively in letters on a topical local issue. In extended writing pupils plan and draft their work systematically, often using word processing to present their work for display. Higher attaining pupils use paragraphs securely. Many pupils use exclamation marks, speech marks and commas with confidence. Their imaginative use of vocabulary brings their writing to life. However, for a significant number of pupils, spelling is frequently incorrect and punctuation is inconsistent.
80. Progress is satisfactory overall and in Key Stage 1 it is good. In Key Stage 1 specifically timetabled speaking and listening lessons give good opportunities to develop these skills. At Key Stage 2 there are few opportunities for drama, although pupils are given many opportunities to develop their speaking and listening skills through discussion. Pupils gradually widen their range of reading, although pupils at the end of Key Stage 2 are somewhat limited in their choice by the lack of books in a variety of genres, particularly non-fiction texts. Many pupils benefit from regular reading at home. Pupils are developing their skills and understanding effectively through the guided reading activities undertaken as part of the literacy hour. Teachers' consistent approach to the development of writing skills, such as punctuation and spelling, is beginning to have a positive impact on progress throughout the school. In writing, extra support staff have been specifically employed to improve standards and this is having a very positive impact on the development of writing skills. In some

writing activities pupils, including both higher and lower attainers, do not make as much progress as they could because work sheets provided are either too easy to provide sufficient challenge or too complex for them to complete independently. Pupils demonstrate satisfactory use of standard English and of technical terms in subjects such as technology and

science. Their literacy skills contribute satisfactorily to their work in other subjects, as for example when they skim and scan historical documents for information. Pupils with special educational needs make satisfactory progress and those with English as an additional language make good progress because of the sensitive and focused ongoing adult awareness of their individual needs.

81. Pupils enjoy their lessons and most behave very well. All pupils respond positively to the structure and organisation of the literacy hour. They participate enthusiastically in discussions and are positive about their work and prepared to discuss it with adults. In both key stages, pupils are able to work independently and co-operatively, mainly sustaining concentration and enthusiasm for the tasks set. They listen with respect to others and show pride in their own ability and in the ability of others. Overall the relationships between staff and pupils are good and contribute significantly to the good behaviour observed.
82. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2, with good teaching at the end of the key stage. There is no unsatisfactory teaching. All teachers have a secure knowledge of the content of the National Literacy Strategy and other national guidance. This enables them to make good use of questioning to develop understanding and extend learning; for example, in a Year 2 lesson where the teacher asked a pupil to explain the meaning of the word 'laser'. Lessons are well planned with relevant learning objectives that are made clear to pupils at the start of each lesson and continuously referred to as the lesson progresses as, for example, in a Year 6 lesson where pupils were studying how to select an appropriate style of writing for specific purposes and were required to scan a range of texts for form and meaning. At the end of the lesson pupils are frequently asked to evaluate whether they have achieved the learning objective, thus encouraging them to begin to take responsibility for their own learning. Support staff are well deployed for group activities, especially for those with English as an additional language. Ongoing assessment, including marking, is used well to assist pupils in their progress. On occasions, group activities are not well suited to the differing levels of attainment. However, the organisation and delivery of the whole class part of the literacy hour is consistently good throughout the school.
83. The co-ordinator for English has effectively led the introduction of the literacy strategy within the school. She supports and advises her colleagues and checks their planning. She has recently begun to monitor the teaching of literacy in the school in order to identify strengths and weaknesses within the delivery of the subject. Assessment procedures are very thorough. As a result of test analysis, targets are established for individual pupils, who are given extra assistance in areas of perceived weakness. Improved test results point to the positive impact of individual target setting. Recent expenditure on books has resulted in an adequate supply of books for the effective teaching of literacy but the school is aware that there are an insufficient number of non-fiction books. The school library is sparsely stocked and unwelcoming for the full age range in the school.

MATHEMATICS

84. In 1999, the results of the National Curriculum tests for seven-year-olds were well below the national average and very few pupils reached the higher levels. Teacher assessments also reflected these results. The average National Curriculum points achieved by pupils was well below the national average. However, the results were broadly in line with the average for schools with a similar intake. The proportion of eleven-year-olds reaching the expected levels and higher levels in the 1999 tests was below the national average but above the average for schools with similar in-takes. Since the last inspection, the school's results have improved indicating a rising trend that is higher than the national trend.
85. Raising standards in this area is one of the school's main priorities. The school has adopted the National Numeracy Strategy and the inspection evidence shows that this is having a positive impact in raising the quality of teaching and standards of attainment. Pupils are making good progress at Key Stage 1 and at the upper end of Key Stage 2. Pupils with special educational needs make satisfactory progress in relation to their prior attainment and the targets in their individual education plans at both key stages. 'Booster classes' after school for Year 6 pupils provide valuable additional support.
86. Inspection evidence shows that current attainment at the end of Key Stage 1 is below the national average. However, considering the number of pupils who have English as an additional language, overall the progress is good, and standards are improving. Most pupils have begun to understand the place value of each digit in a

number and can order numbers up to 100. They understand and can work with addition and subtraction of numbers up to 100. In one lesson, Year 2 pupils were learning to round numbers up or down to 100. They can identify fractions using half and quarter shapes, but their understanding of angles and a right angle is not yet developed. More able pupils are beginning to understand some of the mathematical properties of the two and three dimensional shapes such as reflective symmetry. Most pupils can count in 2s, 5s, and 10s but do not have a mental recall of these tables. Pupils' knowledge and understanding of division and multiplication is not well developed.

87. By the end of Key Stage 2 pupils develop a good understanding of how sequences and patterns of numbers can be used to solve problems. They can interpret data from bar charts and can use these to record findings. Pupils use a variety of mental and written methods to solve number problems. They are secure with multiplication tables to twelve and can work with square numbers. In one Year 6 lesson, pupils were revising the already learnt skills of finding prime numbers and were learning to convert fractions into two decimal points using calculators, but they are still struggling with addition and subtraction to two decimal points. Their understanding of calculating percentages is not yet secure. Generally they have a good knowledge of mathematical terms.
88. Pupils' attitudes to mathematics are good. They are significantly better in Key Stage 1 and Years 5 and 6 classes, than they are in Years 3 and 4 classes, where owing to immature behaviour of a few pupils, learning is slower. Pupils make good progress and have developed good learning behaviour in Key Stage 1 and the upper end of Key Stage 2 classes. They concentrate hard, show intellectual curiosity and persevere to complete the tasks set. However, only satisfactory progress was made in the lower end of Key Stage 2 and in one lesson progress was unsatisfactory. Pupils with special educational needs make satisfactory progress and those learning English as an additional language make good progress. More able pupils make good progress, but sometimes pupils of lower ability are given tasks that are too difficult and this hinders their progress.
89. Teaching in mathematics is generally good across both key stages and is often very good, although there were unsatisfactory elements in one of the lessons observed. All teachers have good knowledge and understanding of the subject and they have adapted well to the format of the National Numeracy Strategy. Teaching staff are positive and enthusiastic and feel that the adoption of the strategy has improved their knowledge of mathematics and their teaching skills. Where the teaching is good or very good, teachers plan their lessons well, and often write the learning intentions on the board and constantly refer to them during the lessons to assess the progress being made and review them again at the end. The work that teachers plan usually builds well on what pupils have learnt in previous lessons. This enables them to consolidate existing knowledge and skills and extend learning. Learning is well consolidated at the end of the lesson; for example, in a Year 2 lesson where pupils shared their understanding of rounding numbers to the nearest 10. Most lessons start well with a good mental mathematics session, which sharpens pupils' mental skills. In most classes there are good displays of key mathematical language that supports pupils' use of correct vocabulary.
90. Teachers have high expectations of their pupils' behaviour and motivate them with timely praise and award 'house points' to encourage them further. They have good relationships with their pupils and manage their classes well. Teachers have high expectations of what pupils can achieve and set tasks that are challenging and give appropriate support to lower ability pupils. They explain mathematical concepts clearly and use questions skilfully to encourage pupils to formulate and test theories; for example in a Year 5 lesson, pupils explained how they had found the easiest way to change fractions to decimals and were also encouraged to use the correct vocabulary of numerator and denominator. The timing of the lesson follows the guidance in the numeracy framework and the pace of lessons is brisk. In less successful lessons, the progress of the lesson was disrupted by the poor behaviour of a few pupils. Sometimes the teacher did not require all pupils to answer questions and this led to some becoming inattentive and restless or the tasks were not always matched appropriately. Numeracy is used across subjects such as design and technology, science and art. However, teachers are not confident to use information technology and it is not used to develop pupils' learning in the subject.
91. Assessment in the subject is very good. Work is regularly marked and helpful comments and explanations are often added. Most teachers use assessment information to plan lessons and group pupils according to ability in all classes, so that the tasks set are matched to their ability. The school uses optional tests recommended by the Qualification and Curriculum Authority. These and the National Curriculum test results are analysed and information is used to set targets to improve standards. Homework is set regularly but many pupils do not bring back the completed tasks.
92. The framework for the National Numeracy Strategy sets out clearly what pupils are to learn and what they should know at the end of each year. Curriculum planning fully meets national guidance and all pupils have equal access to the curriculum. The National Numeracy Strategy has been implemented effectively, and all staff have had training to ensure that they are familiar with requirements. This has improved the quality of

teaching and learning in mathematics in both key stages. There are sufficient resources to teach the subject. Most teachers use number flash cards effectively with a good brisk pace, which keeps pupils stimulated and improves their number skills. The mathematics curriculum is well managed. The subject co-ordinator and the headteacher both observe mathematics lessons across the school, but this is a recent development and there has not yet been time to address fully the weaknesses found.

SCIENCE

93. Standards seen in science during the week of inspection, both at age 7 and at age 11 were close to, but slightly below national expectations. Standards at age seven were observed to be significantly better than indicated by the 1999 teacher assessments for the national tests, where the school results were below the national averages and the averages for similar schools. The standards at age eleven in the 1999 national tests were close to the national average for all schools and above average in comparison with similar schools. There has been a substantial improvement in standards for the younger pupils since the last inspection, while the older pupils have broadly maintained their level of achievement.
94. A particular strength of the youngest classes is their understanding of scientific investigation. The ability to predict, test, observe and record is developing well at five and six years of age. By the age of seven pupils understand that in science a test must be fair, and can follow a teacher's planned investigation. They know that different animals are suited to different habitats and are beginning to understand about classifying living things, knowing; for example, that an insect is a kind of animal. They are able to record, by writing or by drawing, what animals they find in different locations in the school's nature study area. They have knowledge about materials and how they can be changed, for example, by heating. Their reading, writing and language skills are not always good enough to express their knowledge in science. By age 11 pupils are able to discuss how to construct a fair test and can use tables and graphs to record their observations. They have an understanding of some major organs and systems of their bodies: and have a basic knowledge of light and sound. Pupils often present work well and draw careful and accurate diagrams. However, their experience of carrying out practical investigations is limited. Many pupils who have English as an additional language still need intensive support with the language demands of the science curriculum. While computers are now used to retrieve information in science, their use is not yet adequately embedded into the planning for science lessons, especially in respect of data recording and handling.
95. Teaching in science is generally good in both key stages and it is occasionally very good, leading to good and very good learning. The rare unsatisfactory lesson or part of a lesson arises out of difficulties in managing pupils' behaviour. Teachers' knowledge of science is good throughout the school so that they are able to stimulate and challenge pupils. Planning is good and lessons are well structured with a good introduction, in which pupils are clearly told what they are intended to learn, and a good final session, which summarises and reinforces learning. Work is well related to previous lessons and to topics already studied so that knowledge is built up systematically and securely. Methods are often imaginative and interesting – such as the use of ice lollies in a reception class to study how materials change when heated, or the use of shadow puppets in a number of classes in lessons about light. Such strategies ensure that interest is maintained. While the use of homework is not fully exploited there are good examples of its appropriate use; an individual pupil researching a question at home, or a Year 1 class taking home the materials needed to grow and observe a bean plant. Assessment is satisfactory and is being developed further; there is clear evidence of teachers monitoring pupils' progress, analysing results and feeding information from these processes into lesson planning. Relationships are very good and in most lessons this ensures a relaxed atmosphere conducive to learning.
96. The co-ordination of the subject has developed well since the previous inspection. There is a good development plan and detailed arrangements to manage the transition between the two different schemes of work currently being used, and to ensure full coverage of the National Curriculum. Appropriate new assessment procedures have been formulated and discussed and are about to be implemented. While resources are generally adequate, the school's field and gardens are an excellent resource and greatly enhance the pupils' experience, as do visits to science museums and field trips with incidental scientific and environmental content.

ART

97. Standards in art are in line with national expectations at the end of both key stages, maintaining the standards evident during the last inspection. It was not possible to observe any art lessons in Key Stage 1 but, from a

scrutiny of pupils' work, teachers' planning and school displays, it is evident that pupils are developing sound drawing and painting skills. Year 1 pupils completed high quality drawing from their observation of the school field and extended this work by highlighting line, shape and tone using frames to observe their work in close detail. They also have opportunities to work in three dimensions, make clay models to complement work in other subject areas and use a range of art materials; for example, Year 2 pupils had investigated weaving using paper and fabric. In Year 2 pupils' understanding of size was extended by scaled drawings of teddy bears. Groups also worked together to illustrate stories and drama plays, produced as books. By the end of Key Stage 2, pupils draw carefully, with a good eye for detail and the use of space on the paper and have experienced a range of different art experiences.

98. Pupils across both key stages gain substantial experience in observational drawing and techniques in painting are well developed. They mix and blend paint and also use a variety of other techniques such as collage very effectively, often with imaginative outcomes. The development of different artistic techniques is frequently inspired by the stimulus of the work of famous artists such as Rembrandt, Rottger, Klante and Picasso and wider aspects of Latin American art. Year 5 pupils undertook an assignment using paper cutting in the style of Matisse very effectively to develop shape and form without the use of prior drawing. They use a variety of materials to create texture; for example, Year 5 had used papers and paints to make a life size picture of Henry VIII in connection with a history study. This was then particularly well displayed to stimulate current work in Year 3. In Year 3 pupils used tissue paper to make still life collages, based on their observation of flower arrangements.
99. Pupils enjoy art and gain pleasure from producing good quality drawings. Art is used to develop pupils' skills in speaking when they discuss their work in plenary sessions. They show insight and sensitivity to others in their analysis of what works well and what could be improved in their next tasks. The subject also provides excellent opportunities for pupils who have significant difficulty in expressing themselves orally through a lack of English vocabulary; individual support and discussion with teachers is used well to extend their language. All pupils benefit socially through the number of collaborative activities planned for them. They work well together, appreciate the efforts of their peers and share resources effectively.
100. Only a small number of lessons were observed but overall, teaching is good and there is no unsatisfactory teaching. Teachers plan and organise lessons very well and manage resources effectively to support learning. Introductions to lessons focus pupils on the requirements of their tasks and underpin pupils' knowledge and appreciation of the work of a wide range of famous artists before they apply their learning within the context of their own work. Teachers demonstrate the value they place on the subject through their provision of very high quality, stimulating resources; for example, the use of exotic blooms and the quality of arrangement to provide rich texture for collage work. They give individual encouragement and sensitive support when pupils find tasks difficult and use praise appropriately in whole class discussions to improve the overall quality of pupils' work.
101. The art co-ordinator has taken over her responsibility very recently but is enthusiastic and continues the effective development of the subject. A subject development plan has been written and resources are being audited prior to the development of a new scheme of work. The existing scheme provides for a full range of art activity and experiences for pupils although three-dimensional work and the use of information technology are under-represented in Key Stage 2. At present there is potential for repetition of experiences with insufficient use of pupils' previous knowledge; for example, in work involving the mixing of paint or in the development of collage. However, there are many examples of effective use of art within a wider cross-curricular context; for example, Year 4 pupils had produced exciting preparatory studies to design masks for use in a dance and music activity. Time is allocated in the development plan to improve continuity by providing greater clarity in the objectives for the teaching of skills and to refine expected outcomes in different year groups so that teachers have clearer criteria for making judgements about attainment in the subject. Art resources are adequate for the current needs of the curriculum. Arrangements for the assessment of pupils' work across the school are unsatisfactory. Sketchbooks are available for all pupils, but are not widely used, particularly in Key Stage 2, for pupils to record observations and ideas. Although work is well annotated in the earlier years this is not sustained so they do not provide a good record of the range pupils' work or support teachers' understanding of progression throughout the school.
102. Art makes a good contribution to the social and cultural development of pupils in the school and builds on the rich cultural diversity within the school. Art galleries provide good quality displays in prominent places around the school and in the Key Stage 1 area. They are an effective record of pupils' work across the whole school. Pupils appreciate seeing their work displayed attractively and it helps to retain their interest in the subject at the times in the year when it is not included formally within the Key Stage 2 timetable.

DESIGN AND TECHNOLOGY

103. Only one lesson of design and technology could be observed during the inspection. Design and technology is taught in alternate half terms and only one class in Key Stage 1 was timetabled for the subject. However, evidence was also gathered from scrutiny of pupils' past work, display of pupils' work, teachers' plans and examination of the school's other documentation.
104. In both key stages, the standards achieved are in line with those expected nationally. By the end of Key Stage 1, pupils are able to work with a simple range of tools and materials in order to realise their design ideas. In one class, pupils had drawn simple sketches to design and make glove puppets using their developing knowledge and understanding of the best materials and tools appropriate for the exercise. In the class lesson observed, pupils were learning about pivots and levers and had made a pair of cardboard scissors using a split pin for the pivot. By the end of Key Stage 2, pupils' designing and making skills are well developed, and they are able to evaluate the effectiveness of a product to create their own design. For example in order to make free standing photo frames, pupils had carefully examined how bridges are built and had made some free standing structures before attempting to design their photo frames.
105. The quality of teaching in the lesson observed was very good. The teacher provided very good opportunities for pupils to use a variety of gadgets to develop an understanding of pivots and levers, and then used a spoon as a lever to open a paint tin. This developed pupils' understanding of how movements are created by using every day products. Teachers' planning indicates that all the key aspects of design and making are covered and pupils are given opportunities to work with a range of materials and components. All aspects of design and technology curriculum are taught. Pupils' work indicated that they have worked with textiles, food technology and are learning about mechanical structures. Teachers make good day-to-day evaluations of pupils' work but assessment and record keeping systems are not fully developed. There is no agreed system to assess pupils' work in relation to National Curriculum levels of attainment.
106. The school has adopted the schemes of work recommended by the Qualification and Curriculum Authority. This is consistently implemented throughout the school and provides a good guidance to teachers. The guidance is used effectively to maintain appropriate progression and continuity in both key stages. The co-ordinator has had training to develop her skills in the subject and provides satisfactory leadership. The whole school topics are planned, and resources required for the teaching of these are collected. Since the last inspection the school has improved resources for the teaching of the subject, but has made little progress in monitoring the quality of teaching or developing assessment and record keeping system.

GEOGRAPHY

107. Standards of attainment in geography have improved since the last inspection and are now in line with those expected nationally at the end of both key stages.
108. By the end of Key Stage 1, pupils identify attractive and unattractive features in their own locality as they talk about where they live and the immediate environment of the school. They begin to identify countries of the world and find their position on a map, as they track a toy bear's imaginary journey around the world. Year 1 pupils make maps of imaginary places on which they draw natural and man-made features. In Year 2, as pupils describe and then draw their route to school they begin to give directions and make use of positional language such as left and right.
109. At Key Stage 2, pupils' knowledge of weather patterns increases as they study the main climate features of hot and cold places, using colour keys to record the information on maps. Year 4 pupils develop their knowledge of places and settlements as they identify differences between their own way of life and the way of life in St Lucia. In Year 5 pupils conduct a detailed study of water. They are familiar with the world's oceans and waterways in the British Isles. Pupils study how water is made usable, who owns water and how it is distributed. They learn how the features of a location influence the nature of human activity; for example

pupils who live in rural areas frequently work on the land. Year 6 pupils study a mountain environment in depth, becoming familiar with the weather patterns of such an environment.

110. At both key stages pupils make sound progress in their knowledge of people and places. Pupils' mapping skills are systematically developed as they progress through the school and develop from drawing simple pictures of places to drawing increasingly complex plans using keys and standard map symbols. Pupils are increasingly able to collect information and select appropriate ways of recording. For example, in one lesson Year 5 pupils were preparing questions to be used in a survey. During the lesson they make good progress in using photographic evidence, asking geographical questions, drawing conclusions and identifying different yet relevant viewpoints.
111. Pupils demonstrate a mixed response to the subject. In most cases they show great enthusiasm, in one instance thanking the teacher for an interesting lesson. The majority of pupils listen well and behave well, settling quickly to their work and concentrating until it is complete. They work sensibly in groups or in pairs, as when Year 2 pupils took turns to explain their route to school to each other. However, in one lesson pupils were inattentive, noisy and failed to settle to the task in hand.
112. The quality of teaching varies from very good to unsatisfactory but is mostly good. Where teaching is unsatisfactory at the lower end of Key Stage 2 pupils are not well managed. For example, they are allowed to call out inappropriately and to leave their seats unnecessarily. In most lessons teachers demonstrate good management of pupils and maintain very good relationships, raising self-esteem so that pupils are confident in expressing their views. Teachers are secure in their knowledge of the subject and lessons proceed at a brisk pace, successfully maintaining interest and motivation. Teachers continually reinforce geographic vocabulary as they build on previous knowledge to enhance learning. Assessment procedures are unsatisfactory and do not identify individual pupil's skills.
113. The school has recently adopted a new scheme of work to support teaching and learning in geography. Resources within the school are just sufficient to enable the National Curriculum to be taught, but good use is made of resources outside the school for field study.

HISTORY

114. No history teaching was observed during the inspection, but evidence from scrutiny of pupils' past work, photographs and displays together with discussions with them and consideration of teachers' planning indicates that there has been an improvement since the last inspection and that expected levels of attainment are now achieved at the end of both key stages.
115. At Key Stage 1, pupils study the past when comparing toys today and those long ago. They use pictures to gather information, as when Year 1 pupils study the differences between hospitals then and now. Year 2 pupils identify items used now in the home that would not have been in use in the past, such as televisions and washing machines. They have learnt about some historical figures, including Florence Nightingale, and are beginning to be aware of their impact on history.
116. At Key Stage 2, pupils in Year 3 have knowledge of the Tudor period, making comparison between living conditions of the rich and poor at the time. In Year 5, pupils have good knowledge of key events of the period being studied, such as the fate of Henry the VIII's wives and the reasons for the attempted invasion of the Spanish Armada. Year 4 pupils study the Second World War. Their imaginative diaries of the period indicate sound understanding of living conditions of the time as they write about being evacuated and the wearing of gas masks. In Year 6, pupils demonstrate a good knowledge of the Victorian era and what people's lives were like at the time. For example, they know the dates of Queen Victoria's reign, the work that children would have been expected to undertake and the books that Charles Dickens wrote.
117. Pupils generally make satisfactory progress in their knowledge and understanding throughout the school. They build upon their understanding of the chronology of time as they move through the key stages. For example, Year 2 pupils make a time line of the Queens of England while Year 5 pupils make an extensive family tree of the house of Tudor. Pupils begin to make good use of primary and secondary sources, such as books and real historical artefacts. They are beginning to use computer technology appropriately to access information. Local visits provide valuable opportunities for pupils to look for historical clues in a meaningful context.
118. Discussions with pupils indicate that they clearly enjoy history and have positive attitudes towards learning. Year 6 talked enthusiastically about a visit to a local museum and gave detailed explanations of how they downloaded information on the ancient Greeks from the Internet. No teaching was seen to make a judgement on the quality of teaching. The school has recently adopted a new scheme of work in order to improve

progression in knowledge and skills in the subject. Resources are satisfactory, with a sufficient number of artefacts to support pupils' historical enquiry.

INFORMATION TECHNOLOGY

119. Standards in information and communications technology are below national expectations at the end of both key stages. However, the standards at age seven are close to national expectations and the standards achieved by the youngest pupils in the school are sometimes above expectations. The overall picture is one of rapid improvement from a low base, with the older pupils not having quite made up for earlier missed experiences. Pupils are now achieving over the whole range of information technology activities, including data handling and control technology, and this represents good improvement over the position at the last inspection, when opportunities were narrow and concerned mainly with word processing.
120. By the age of seven pupils can use keyboard and mouse for word processing and have experience of creating pictures with the 'Dazzle' programme. They have experience as a class of using the computer to enter and display frequency data; for example, about when pupils' birthdays fall or how many live in houses, flats and maisonettes, and they know what the charts produced mean.
121. By the age of eleven pupils are familiar with creating and decorating text and choosing fonts. They can log on to the computer, use a password and open and save files. They can use the internet and CD-ROM resources to retrieve information across the curriculum. Towards the end of the key stage pupils are able to plot shapes by giving commands to programmable devices or computer programmes to move in certain directions and for certain distances.
122. Teaching in information and communications technology is good overall and no unsatisfactory teaching was seen in the small number of taught sessions observed. Teachers' knowledge and understanding of the subject varies, but there is a commitment to raising standards and teachers are using basic knowledge well and confidently. The general teaching strengths of the school are seen in information technology lessons; planning is thorough and builds well on previous work; learning intentions are clearly set out and reviewed, and good relationships promote a good climate for learning and good collaboration between pupils. Teachers make good ongoing assessments of pupils' skills and knowledge and use a variety of 'can do' sheets to track pupils' progress and adjust lesson planning. Expectations are suitably high and pupils respond to this by showing interest and enthusiasm, helping each other, and working confidently. While some teachers have begun to make teaching aids such as pictures of keyboards, menus and screens, to ease the problems of teaching a full class with one or two computers, this is not yet fully developed; as a result, pupils occasionally become inattentive because they cannot see adequately or have to wait a long time for their turn.
123. The use of information and communications technology across the curriculum is still under-developed especially in science and mathematics but the school is aware of this and its development planning is soundly based to remedy current shortcomings. Information technology is now formally on the timetable in many classrooms and there is a general expectation that all pupils will have an hour's experience of using the computer each week. In most classrooms there is a rota for use and an 'ask for the week' displayed. This represents good progress since the last inspection.
124. Co-ordination of information and communications technology is clearly taking the school steadily forward. The development plan is very sound. Some initial whole staff training has been completed and there has also been a significant amount of informal support and sharing of problems and skills. A major, grant-funded training initiative is scheduled to start in the autumn term. The school is reviewing its assessment procedures in the light of this training and of the revised Curriculum 2000 and also negotiating the use of the adult education computer suite to ensure greater computer access for pupils. Resources are currently satisfactory, although there is a need for further software. Access to the computer suite would significantly enhance resources and opportunities. There is a need for the co-ordinator to work with other subject co-ordinators to ensure that information and communications technology is fully exploited across the whole curriculum and included at the planning stage.

MUSIC

125. Standards seen in music are generally in line with national expectations throughout the school, and some above average work is seen in Key Stage 1. Standards in music have risen since the last inspection, when pupils were attaining below national expectations.
126. By the age of seven, pupils listen attentively to their own and other pupils' work, and show reflective thinking on a variety of sounds. They use musical instruments sensitively and appropriately in a 'call and response'

activity and they sing well with good pitch and rhythm. They are developing knowledge of a broad range of music from their own and other cultures. By age eleven pupils are able to make 'sound pictures', collaborating on composing, giving good, expressive performances and listening sensitively to each other's work. They are familiar with both formal and informal methods of musical notation.

127. In the small number of music lessons seen teaching ranged from satisfactory to very good. Teachers' knowledge and understanding of music is good and this allows them to offer challenging work to pupils. Lessons are well planned, interesting and varied and this motivates pupils and maintains good concentration. The very good relationships between teachers and pupils promote sensitive and sympathetic listening and evaluation of each other's work. Assessment and recording of work are recent introductions and a good start has been made, including the tape-recording of pupils' work. There are some imaginative examples of pupils expressing their response to music through art.
128. Music plays an important part in the life of the school. There are opportunities in assemblies to listen to music, to sing and join in with clapping and rhythmic movements. Teachers accompany the pupils ably on the piano and the guitar, adding to the range of musical experiences. Peripatetic teachers for violin and cello offer further opportunities and the school runs guitar and recorder clubs. Visits to school by performing groups and to local resources such as the Kneller Hall add to the richness of the curriculum and there are good cross curricular links with art, dance, literature and religious education. However, some opportunities are not fully exploited; for example, some of the music heard at the beginning or end of assembly is not introduced or discussed; information and communications technology is not fully exploited. Pupils do not always sit well for singing activities. While expectations are generally high for what pupils can achieve in music, praise is sometimes over-used for singing, which is only modest in quality.
129. The co-ordination of music is developing well, with a subject development plan, a scheme of work in place and additional materials being purchased and piloted with a view to further improving the curriculum offered and the multicultural aspects of the subject. Planning and outcomes are monitored by the relatively new co-ordinator, who is enthusiastic and well qualified for the role. The school uses its resources well.

PHYSICAL EDUCATION

130. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons, which included dance and games.
131. Pupils at the end of both key stages achieve standards at the expected level for the ages of the pupils. All pupils, including those with special educational needs make satisfactory progress in dance, games and swimming.
132. Pupils at Key Stage 1 perform creative dance movements on their own or in pairs, exploring the moods and feelings of music they hear. They follow instructions carefully and use their bodies imaginatively; they use space effectively as they travel. Year 2 pupils show expected skills in games situations. When using bats and balls they are beginning to control them effectively and show good levels of skills when bouncing the ball on the bat while travelling. At Key Stage 2 pupils are aware of the effects of exercise on their bodies and practice their games and dance skills co-operatively and well. In Year 4, pupils successfully develop their movements into a dance sequence. In Years 3, 5 and 6 pupils develop appropriate skills of batting and fielding. Year 4 pupils receive swimming instruction and teachers' records indicate that all pupils can swim 25 metres by the end of the year.
133. Pupils make satisfactory progress over their time in the school. Most develop the expected range of skills in sporting, athletic, dance and swimming activities. Older pupils improve their fielding and striking skills, although at the age of 11, a significant minority do not throw and catch reliably. Participation in inter-school competitions, extra-curricular activities and the provision of residential visits extends pupils experiences and contributes to their progress. Pupils with special educational needs participate in the same activities as their peers and make similar progress.
134. The majority of pupils work with enthusiasm and commitment in physical education. They clearly enjoy the sessions and the great majority are appropriately dressed. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practice their skills. Behaviour is mostly good and equipment is sensibly and responsibly used.
135. The quality of teaching is at least satisfactory and sometimes very good. Mostly, teachers' knowledge is adequate and sometimes it is good. Lessons are well planned with clear learning outcomes identified and often shared with the pupils; for example in a Year 4 dance lesson pupils were reminded about the need for good

presentation in their interpretation of movement to music. Teachers dress appropriately and this has a positive effect upon pupils' attitude to the subject. Due attention is given to warming up, to safety considerations and to the effects of exercise on the body; in a Year 5 lesson time was used effectively to warm up before engaging in a session of short tennis. Teachers mostly manage pupils well and use pupil performance effectively to demonstrate achievement and encourage others. The best practice sees teachers encouraging pupils to observe and evaluate their own actions and those of others to improve performance; for example, when Year 2 pupils rolled their balls around the floor using bats. Pupils are active for most of the time and lessons are effectively planned and appropriate.

136. The subject co-ordinator is new to the role and is aware of the necessity of establishing an effective scheme of work to offer guidance in the development of skills.

RELIGIOUS EDUCATION

137. Overall, pupils in both key stages achieve the expectations set out in the locally agreed syllabus. Pupils learn about Christianity, Buddhism, Islam, Sikhism, Judaism and Hinduism, all the major faiths in Key Stage 1. All these religions are again studied at a greater depth in Key Stage 2 classes. Standards have been maintained since the last inspection and the quality of teaching remains satisfactory with some good lessons taught.
138. By the end of Key Stage 1 most pupils understand the importance of religious books such as Bible, Quran and Guru Granth Sahib. They study the importance of journeys and pilgrimages for people of different faiths. Most pupils know their own religion and can describe many of the important rituals and reasons for these being practised. In one lesson in relation to their topic of a visit to special places, Muslim pupils in Year 1 class were confidently talking about what they do before they enter the mosque. They answered their peers' questions such as 'Why do you wash before you enter the mosque?' 'Where do girls go to pray?' 'Do girls wear caps when they go to the mosque?'
139. At the end of Key Stage 2, pupils have a satisfactory understanding of the major world faiths. They explore areas such as symbolism, celebrations, key figures and values and social actions. The majority of pupils are able to name the key figures of the major religions such as Jesus, Guru Nanak, Muhammad, Buddha and Rama and Sita. They are familiar with the distinct features of different places of worship and are able to draw out similarities and differences between them. They can relate discussions about faith and belief to their own lives. In one lesson, pupils were learning about the Hindu naming ceremony and were relating it to their own experiences. Good provision for the study of Jesus Christ enables pupils in both key stages to gain a sound understanding of Christian teachings. For example from the parable of 'The Sower', pupils were learning about the need to practice the principles.
140. Pupils make satisfactory progress across the school and some make good progress. The strong ethos within the school that fosters respect and care for others enables pupils to appreciate and respect different traditions and beliefs. They have good attitudes towards the subject. They are very polite and sensitive when they ask questions about others' faith and are attentive and very responsive to the answers they get. They demonstrate interest in discussing religious beliefs and traditions and show genuine desire to extend their knowledge.
141. The quality of teaching is consistently satisfactory and was good in two lessons. Good use of questioning; for example 'Why Christians believe in miracles?', and the subsequent discussion extends pupils' understanding of Christian beliefs. Teachers make good use of pupils' own knowledge of the various religions to extend understanding of the subject. The co-ordinator gives advice and support where necessary and ensures that there are sufficient resources to teach the subject. However, the book resource is insufficient for pupils to find information on the topics being studied or follow their own individual enquiry. The monitoring of teaching is at present on hold because of the emphasis on literacy, numeracy and information technology. The curriculum is enhanced by the good opportunities provided for pupils to visit the local church and other places of worship. Religious education is well supported in the daily assemblies, which are well planned, and includes visitors; for example, the Bishop of Kensington.