

INSPECTION REPORT

DORMERS WELLS JUNIOR SCHOOL

Southall, Middlesex

LEA area: 307 Ealing

Unique reference number: 101937

Headteacher: Ms. Sue Reading

Reporting inspector: Mrs. T. Chakraborti
12603

Dates of inspection: 8-11 October 2001

Inspection number: 198183

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Foundation
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Dormers Wells Lane Southall Middlesex
Postcode:	UB1 3HX
Telephone number:	020 8571 1230
Fax number:	020 8843 0689
Appropriate authority:	The governing body
Name of chair of governors:	Mr. Barry Hunt
Date of previous inspection:	20 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12603	Tusha Chakraborti	Registered inspector	Mathematics Geography History	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
9835	Glenda Spencer	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school working partnership with parents?
22942	Jackie Cousins	Team inspector	Science Art Design and technology Physical education Equal opportunities Special educational needs	
19774	Maura Docherty	Team inspector	English English as an additional language	How well are pupils taught?
19613	Sue Thomas-Pounce	Team inspector	Information technology Music Religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dormers Wells Junior School is situated in the Southall area of the London Borough of Ealing. It is an above average sized junior school with 382 pupils on roll between the ages of seven and 11. The vast majority of the school's pupils come from a wide range of minority ethnic backgrounds, the largest groups being of Indian heritage. There are 95 refugee and 5 travellers pupils. The school experiences a high level of movement of pupils. Nearly 44 per cent of pupils are entitled to free school meals and this is above the national average. Last year alone, 42 pupils joined and 44 left the school midway through the year. Many pupils come from areas where there are high levels of social and economic deprivation. Seventy eight per cent of the pupils speak English as an additional language and many of these pupils are at the early stages of learning English. The main languages spoken in the school, other than English, are Punjabi, Urdu, Somali and Hindi. The proportion of pupils identified as having special educational needs is above the national average but that of pupils with statements of special educational needs is below the national average. When pupils start in Year 3, their attainment is below average.

HOW GOOD THE SCHOOL IS

Dormers Wells Junior is a good school that meets the needs of its pupils well. The quality of teaching is good and pupils make good progress as they move through the school. The headteacher provides clear educational direction and is supported well by the deputy headteacher, other senior staff and the governors, particularly the chair of governors. The school promotes the well-being of its pupils effectively and provides good value for money.

What the school does well

- The quality of teaching is good and, as a result, pupils make good progress, especially in English, mathematics and science.
- The provision for the pupils with special educational needs is good which ensures that these pupils make good progress.
- Pupils' attitudes to learning and behaviour are good and make a positive contribution to their learning.
- Pupils' attendance is monitored effectively and, as a result, attendance is improving.
- The procedures for monitoring pupils' well-being are good and implemented effectively.
- Accommodation, especially the outside provision, is very good and is used well to support pupils' learning.

What could be improved

- Pupils' skills in information and communication technology are not developed systematically.
- Information gained from assessment does not inform planning effectively and systematically. Assessment procedures in subjects other than English, mathematics and science are not yet developed.
- Short-term planning is unclear. This means some teachers find it difficult to meet the needs of all pupils.
- The quality of teaching is not monitored consistently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Most of the key issues have been addressed successfully. However, a system for consistent monitoring of teaching is yet to be implemented. Pupils are given more opportunities to apply the skills they learn in mathematics and science through appropriate investigative and problem solving work. National literacy and numeracy

strategies have been implemented effectively. The quality of teaching has improved since the last inspection, despite frequent changes of teachers. There is now an improved and consistent curriculum with appropriate schemes of work that are being implemented effectively. As a result of these measures, standards are improving. The school has made sound progress since the last inspection.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	D	B	well above average A above average B average C below average D well below average E
Mathematics	E	E	D	B	
Science	D	E	C	B	

The table above shows that the standards in the national tests for the year 2000 were well below the national average in English, mathematics and science. This was mainly because there was a big change in staff this year, high pupil mobility and low attainment on entry to Year 3. In comparison to schools with similar characteristics, pupils' attainment is below average in English and mathematics and average in science. The 2001 national test results show significant improvement over the past two years. Taking the 2001 results alone, the standards are in line with the national average in English and mathematics and above average in science. This shows the good progress pupils made over the past years in this school and in relation to their attainment at the end of Year 2 national tests in 1997 and on entry to the school later. For example, out of 27 pupils who joined the school during or after Year 3, 14 pupils achieved Level 4 in English and 11 achieved Level 4 in mathematics.

The inspection confirms that, at the end of Year 6, pupils are very likely to achieve standards in line with the national averages in English, mathematics and science and they are making good progress in all three subjects. Pupils with special educational needs make good progress in relation to their prior attainment and many of them achieve Level 4 at the end of Year 6. Pupils who speak English as an additional language make good progress, overall.

The inspection also finds that standards in art, history and physical education are in line with what is expected of this age. In religious education standards are in line with the locally agreed syllabus. Standards in information and communication technology and music are below the level expected of pupils of this age. Progress is good in art and satisfactory in history, religious education and physical education but unsatisfactory in music and information and communication technology.

PUPILS' ATTITUDES AND VALUE

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, are keen to learn and respond to class discussions and tasks well.
Behaviour, in and out of classrooms	Good, overall. Pupils co-operate with their teachers to establish a positive learning environment.
Personal development and relationships	Good overall. The very good relationships between staff and pupils have a beneficial effect on pupils' behaviour and attitudes to learning. Pupils enjoy good relationships between themselves. They take responsibilities seriously and carry them out sensibly.
Attendance	Satisfactory. Pupils' attendance is improving.

Pupils' attitudes to learning, behaviour and attendance have been maintained at the same level since the last inspection. The procedures for improving attendance and punctuality are good and are helping to reduce absence.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

The quality of teaching is good, with some very good teaching. Teaching has improved significantly since the last inspection when it was satisfactory. This improvement in the quality of teaching reflects the hard work and commitment of the teachers and support staff.

Teaching is consistently good in English and mathematics, with a large proportion being good or very good. This indicates that Literacy and Numeracy Strategies are being implemented effectively and are having a positive impact on pupils' learning. Teaching is satisfactory in most other subjects. The school has a number of effective teachers who have good subject knowledge, particularly in English and mathematics, and are well trained to teach in multi-lingual classes. The number of very effective newly-appointed temporary overseas qualified staff covering a high percentage of vacancies is having a favourable impact on overall teaching.

The teaching of basic skills, including mental calculation, phonics and spelling, is good. Long and medium-term planning is satisfactory. However, short-term planning is unclear and as a result some teachers find it difficult to meet the learning needs of all pupils. Assessment information is not used effectively and systematically to plan what pupils should do next. The use of time, support staff and resources is generally good.

Pupils' response to lessons is generally very enthusiastic. They listen well to teachers' presentations and rise to learning challenges when required. They are keen to contribute and are developing a good sense of responsibility and maintain concentration and work hard, even when working independently. Collaboration in learning tasks and discussions are well established and this is particularly helpful for the bi-lingual pupils.

Pupils with special educational needs are supported well in accordance with the targets set in the individual education plans. The learning support assistants support pupils, especially those with special educational needs, very effectively, ensuring that these pupils participate fully in all lessons. Pupils in advanced stages of learning English as an additional language make good progress. Pupils who are at an early stage of learning English make good progress, mainly when they are supported by a specialist teacher or classroom assistant.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. The range and quality of extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Targets in individual educational plans are well thought out and are reviewed regularly. The needs of pupils with statements of special educational needs are met well.
Provision for pupils with English as an additional language	Satisfactory provision. This is limited by the insufficient number of support staff and teachers available. However, the quality of the available support is good and effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for promoting pupils' social and cultural development. Provision for the spiritual and moral development is satisfactory. Satisfactory overall.
How well the school cares for its pupils	Pupils are well cared for. The school provides a secure and safe environment for pupils to learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction developing and managing the school. She is supported well by the deputy headteacher, other members of the senior management team and the governors, in improving and leading the school forward.
How well the governors fulfil their responsibilities	The strategic role of the governors is developing satisfactorily. The chair of the governing body is actively involved in all aspects of school life. However, the governors' annual report to the parents does not comply fully with the statutory requirements..
The school's evaluation of its performance	The school uses its development plan well to evaluate its performance. The analysis of test results is used well to see where improvements could be made.
The strategic use of resources	The school makes good use of all its staff. Accommodation and learning resources are used effectively to enhance pupils' learning. Grants and other fundings are used effectively for their intended purpose.

The school applies the principles of best value well in all spending decisions and monitors its impact on financial planning closely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • The teaching is good. • Children receive the right amount of homework. • The school expects children to work hard and achieve their best. • Children are making good progress. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. 	<ul style="list-style-type: none"> • The school does not work closely with parents. • The school does not provide an interesting range of extra-curricular activities. • Limited support for pupils in the classroom.

The inspection team agrees with parents' positive comments. The team finds that the school provides a satisfactory range of extra-curricular activities and the parents receive satisfactory information about the progress their children make. The team agrees that support in the classrooms is often insufficient. The headteacher acknowledges this but feels that she is unable to employ more support staff because of insufficient funding.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school receives most of its pupils from the adjacent infant school with which it shares the school building. The analysis of their national test results indicates that the attainment on entry to the school at Year 3 is below the national average. In the 2000 national tests, 11-year-old pupils attained standards that were well below the national average in English, mathematics and science. In comparison with similar schools, standards were higher than those schools in all three subjects. The 2001 national test results show significant improvement over the past two years. Taking this year alone, the standards are in line with the national average in English and mathematics and above average in science. This shows the good progress pupils made over the past years in this school and in relation to their attainment at the end of Year 2 national tests in 1997 and on entry to the school in later years. For example, out of 27 pupils who joined the school during or after Year 3, 14 pupils achieved Level 4 in English and 11 achieved Level 4 in mathematics. Attainment in the national tests vary year to year because of the low attainment on entry and high pupil mobility. Overall, however, the rate of improvement in test scores since 1996 has been broadly in line with that found nationally

2. The inspection also confirms that, at the end of Year 6, pupils are attaining standards in line with the national averages in English, mathematics and science and they are making good progress in all three subjects. Pupils with special educational needs make good progress in relation to their prior attainment and many of them achieve Level 4 at the end of Year 6. Pupils who speak English as an additional language make good progress, overall.

3. The inspection also finds that standards in art, history and physical education (PE) are in line with what is expected of this age. In religious education (RE) standards are in line with the locally agreed syllabus. Standards in information and communication technology (ICT) and music are below the level expected of pupils of this age. Very little evidence was available for design and technology (DT) and geography during the inspection. As a result, it was not possible to judge the standards of attainment in these cases. Progress is good in art and satisfactory in history, RE and PE but unsatisfactory in music and ICT.

4. In English, standards attained in speaking and listening are good. Pupils are encouraged to talk, discuss issues raised in their reading, and draw on their own experience and previous learning and they respond well to these activities, rising to challenges set by the teacher. Standards in reading are satisfactory overall. Some children demonstrate high levels of comprehension while others experience considerable difficulty in understanding the texts, although they are able to read faultlessly. By the end of Year 6, most pupils read confidently with accuracy and fluency appropriate for their age and many use punctuation to bring expression and meaning to their reading. Where guided reading is well used, many pupils with English as an additional language develop their skills beyond the expected levels. The quality of writing is satisfactory overall with some good standards achieved, particularly in Years 4 and 5. Pupils are exploring the conventions of different kinds of writing, for example, autobiographical and biographical writing and are beginning to write complex sentences with appropriate punctuation.

5. In mathematics, standards are in line with the national expectations. Most pupils are able to use a full range of number operations and are gaining clear understanding of fractions. They have satisfactory numeracy skills including their ability of mental calculation and rapid recall of multiplication tables. Most pupils solve simple problems involving money satisfactorily. They have a sound understanding of the properties of different shapes, and many show confidence in explaining how they solve problems.

6. In science, standards are in line with the national expectations across the school. Pupils carry out investigations in all aspects of science and present their findings through labelled diagrams and charts. They evaluate scientific evidence and make comparisons successfully.
7. In ICT, pupils' attainment is below that expected at the end of Year 6. Although pupils use computers well to enhance their learning in other areas of the curriculum, ICT skills are not taught systematically in line with the National Curriculum requirements.
8. In religious education, standards are in line with the requirements of the Locally Agreed Syllabus. Pupils gain satisfactory knowledge of some of the major world religions and know that there are similarities and differences in different religions. They have a limited knowledge of the significance of the symbols and objects associated with different beliefs.
9. Pupils with special educational needs make good progress and achieve well. They made particularly good progress in science in 2001, when virtually all pupils achieved the average level by the end of Year 6. Pupils with English as an additional language make good progress, especially where they are supported by a specialist teacher or a classroom assistant.
10. There is no significant variation between the attainment of boys and girls and those of different ethnic groups. The school sets realistic targets for its pupils and reviews the targets every year. High mobility means that the school does not always meet the targets, especially in Year 6.

Pupils' attitudes, values and personal development

11. Pupils' behaviour and attitudes to learning were good at the last inspection but they were judged to have limited opportunities to develop independent learning skills. The good standards in behaviour and attitudes have been maintained and pupils' ability to work independently has improved significantly. Improvement since the last inspection is good.
12. Pupils have good attitudes towards school and they work hard. The majority of pupils are keen to settle down quickly and get involved with the tasks at hand. Pupils are quick to help one another and show respect for others' values and beliefs. In personal and social education lessons, for example, they listen well to each other and contribute well by discussing their own experiences and beliefs. However, some pupils in Year 3 sometimes interfere with the work of others making them irritable. The high expectations of the great majority of teachers allow pupils to talk openly about their life in school. Relationships are good and there is good racial harmony. Pupils respect the school's environment.
13. Pupils are encouraged to develop a sense of self esteem and responsibility for themselves. They are offered good opportunities to carry out duties in and around the school: for example, Year 6 help with lunch duties or hearing younger pupils read. The prefect system enables pupils to demonstrate a sense of fair play. There is a school council where pupils discuss issues regarding their school life. Pupils are enthusiastic and take pride in receiving their certificates for good work and praise for worthy acts. The school's homework strategies work well: pupils are keen to complete homework and do so conscientiously, with some pupils asking for more homework. Most parents, who completed the parent's questionnaires, said that their child enjoys homework.
14. The majority of pupils take an active interest in what they are being taught and are keen to show what they can do. When good structured opportunities are provided, for example, in the most successful lessons in mathematics, English and science, pupils learn to work independently well. However, in the few lessons, which are not well structured, poor behaviour leads to little learning.
15. Behaviour during lessons is good but occasionally deteriorates when lessons are not well planned to meet the needs of all pupils. Pupils move around the school safely and sensibly. The

good playtime arrangements, with separate playgrounds for ball games, ensure pupils' safety well. Pupils are polite to adults and visitors. Pupils from different minority ethnic backgrounds co-operate with each other, share tasks and work well in pairs and groups.

16. Bullying is infrequent and if it occurs, it is dealt with appropriately. Pupils are aware of the school rules on bullying and respond to them well. There has been no permanent exclusions in the last year.

17. Attendance is satisfactory overall. It has improved over the last two years and unauthorised absence is below the national average. Authorised absence is above the national average partly because some parents take their children on holidays during the term time. Punctuality is satisfactory overall.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching is good, particularly in English and mathematics. The amount of satisfactory or better teaching is higher than the previous inspection and is a good improvement. In a small number of lessons teaching was unsatisfactory. The school has a number of effective teachers who have good subject knowledge, particularly in English and mathematics, and are well trained to teach in multi-lingual classes. There is a number of newly-appointed temporary staff covering a high percentage of vacancies. Most of their teaching is consistently good and this is having a favourable impact on overall teaching.

19. Teaching is good and very good in English and mathematics. It is also good for pupils with English as an additional language when they are supported by specialist staff. Where teaching is good or very good teachers' enthusiasm and expertise in the subject, the quality of explanation and questioning and the good use of resources inspire pupils to give of their best and to rise to challenges. For example, in a very good Year 5 lesson on similes, the teacher's considerable subject knowledge and effective questioning helped pupils to work consistently towards the learning intention and used time exceptionally well. The teacher required pupils to tackle the poetic and literary meanings of similes in written texts. Pupils considered the meaning beyond the literal of "a heart as cold as ice". The teacher's intervention allowed pupils to understand the depth of meaning that such a simile can provide. The specialist teacher, working alongside with a group of targeted bi-lingual pupils, was able to give effective support to help them understand the use of such vocabulary which they may not have experienced before in spoken English. The teachers discussed and challenged the pupils' less successful choice of simile, for example "as happy as a tree" and helped them to add more shades of meaning by the use of specific adjectives. Two pupils working together understood that changing "as cross as a baby" to "as cross as a hungry baby" was more effective. From this work pupils were able to use similes in their own writing and particularly in poetry. The quality of questioning helped pupils to think hard, use their existing knowledge and experience to good effect and therefore to make good progress.

20. The teaching of basic skills, including mental calculation, phonics and spelling, is good. In numeracy and literacy classes teaching was generally good or better. Staff use the approaches encouraged by the National Strategies well. Some aspects are well established, particularly shared reading, shared writing, spelling and mental mathematics. There were some lessons where guided reading was well used and this was a particularly important support in big classes with many pupils with English as an additional language developing their skills beyond the expected levels. Evidence from listening to pupils reading indicates that phonics have been adequately taught, and scrutiny of workbooks shows that spelling and handwriting are often well taught, though, sometimes, pupils do not transfer these skills to their writing work across the curriculum. In an unsatisfactory lesson where joint planning should have ensured consistency the teacher's lack of subject knowledge and expertise, together with poor knowledge of pupils' capabilities, led to unsatisfactory teaching and learning.

21. Teachers plan within year groups, but weekly planning is not detailed enough to show how the needs of different ability pupils are met. The grouping arrangement in English and mathematics means that, average attaining pupils in large classes are not always supported effectively. As a result, these pupils are not always able to consolidate what they have learned, particularly in English.

22. Pupils' response to lessons was generally very enthusiastic and, as a result they learn well. They listen well to teachers' presentations and rise to learning challenges. They are keen to contribute, concentrate well and work hard, even when working independently. Teachers ensure that pupils work well together and this is particularly helpful for the bi-lingual pupils. In some classes, where behaviour management is unsatisfactory and expectations are not high enough, pupils do not always co-operate, and, therefore, do not learn well. In some lessons, pupils work within a very tight time scale and make very good progress within a single lesson. Teachers' presentations to the whole class are clear and engaging. Some good use of the whiteboard, particularly in English and mathematics, allows pupils to see more clearly what they are expected to learn and understand. For example, in a geography lesson, pupils were working on a plan of the school. The teacher had projected the outline on the wall of the classroom and was then able to point out features of the layout through this enlarged map. This was a very good support for all pupils.

23. The use of assessment information to evaluate the impact of teaching and to indicate what pupils should do next is underdeveloped. However, established teachers usually know their pupils well and select suitable work for them. It is a disadvantage in classrooms where there are less experienced teachers. Simple assessments are completed but do not always inform teachers' planning. Assessment of bi-lingual pupils' English language competence is not always used effectively to form groupings or to plan how the teachers should support these pupils' learning effectively. This means that sometimes pupils are not able to complete the tasks appropriately.

24. The use of time, support staff and resources is good. There are significant strengths in teaching where lessons start and finish on time and support staff are deployed well. Marking of pupils' work is inconsistent. In the best practice teachers indicate pointers for improvement and indicate precise achievements. In others, comments like "well done", while positive, do not support pupils' learning effectively. This indicates that some teachers do not follow the agreed marking policy.

25. Pupils with special educational needs are supported well across the school. They receive good support from the special needs assistants and EMAG classroom assistant. The individual education plans are regularly reviewed and the targets are specific and easily measured to show the progress over a fixed period.

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

26. The school provides its pupils with a broad and balanced curriculum. It contains the full range of subjects and complies with statutory requirements. The curriculum incorporates the subjects of the National Curriculum, religious education and personal social and health education (PSHE) and the quality and range of learning opportunities are satisfactory. Since the last inspection the provision for ICT has improved but still remains an area for development. Curriculum planning has been strengthened by the adoption of schemes of work drawn up by the Qualifications and Curriculum Authority (QCA). There is scope for further development especially in short-term planning. The provision for pupils with special educational needs and that for pupils with English as an additional language is sound.

27. The school has implemented the national strategies Literacy and Numeracy successfully and is very conscious of the need to raise standards of attainment. Pupils learn to use computers to support their learning across the subjects but their ICT skills are not sufficiently developed to meet the National Curriculum requirements fully. However, the provision for ICT has improved

significantly this year. The school has now a well-equipped and extended computer suite and other computer areas near the classrooms and a planned teacher training programme for all teachers, provided by the 'New Opportunities Funding,' is in place. These are likely to ensure successful progress.

28. The school provides equality of access for all pupils and has carefully organised classes into ability groups in order to match work more closely to pupil needs in English and mathematics. Pupils receive additional support in these subjects through the work of specialist support teachers and classroom assistants and this makes positive contribution to pupils' learning. The school provides well for pupils with special educational needs. The special educational needs co-ordinator has a good working relationship with staff, which facilitates the prompt identification of pupils with learning difficulties or behaviour problems. The quality of support for the pupils with English as an additional language is good, especially where they are supported by specialist staff.

29. There is a satisfactory range of extra-curricular activities. There is a variety of clubs for those interested in sports, technology and music. An annual residential visit to the Isle of Wight, visitors into school and a number of school trips enhance pupils' learning across the curriculum and promotes their personal development. Visits are made to centres of worship and the school has good links with local businesses.

30. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Provision for spiritual development is satisfactory. The school serves a diverse community and delivers a programme catering for represented beliefs and cultures. Effective displays enrich the environment providing opportunities for pupils to familiarise themselves with the essentials of the faiths represented in their school.

31. The school promotes pupils' moral development satisfactorily. All pupils are expected to behave well and are taught to respect others and to take good care of property and equipment. Pupils are encouraged to distinguish between right and wrong and to respect the feelings of others. Older pupils help younger ones, taking responsibility, helping at lunchtimes and in other areas of school life. The school has maintained the quality of relationships between pupils and adults noted in the last inspection and teaching and other staff provide good role models for pupils in the school. The PSHE programme helps to enhance pupils' personal development.

32. Pupils' social development is good. The extra-curricular activities provide opportunities for pupils to work co-operatively. There are many opportunities for them to work together in pairs and groups across the curriculum, especially in PE and ICT. Pupils behave courteously towards visitors and show respect to teachers and other adults employed at the school.

33. The provision for cultural development is good. The variety of cultures represented in the school is used well to enhance the curriculum. This happens during the cultural evening when parents and pupils present varied aspects of their culture ranging from dancing to foods and music. This was highly praised by parents at the pre-inspection meeting.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has been successful creating a caring, supportive and secure environment that promotes pupils' learning. The level of care provided by the school has a positive impact on standards and pupils' learning. The school supports pupils' social, personal and emotional needs well. Staff knows pupils well, which helps them to recognise patterns of behaviour and attendance that might be a cause for concern. As a result, teachers' monitoring of pupils' personal development is good. However, monitoring is not always used systematically to identify whether or not individuals are making appropriate rates of progress in their academic work. The school has good arrangements for ensuring that pupils are safe, healthy and protected from harm including three children who are looked after by the local education authority. Procedures for monitoring attendance are very good and are implemented effectively.

35. Adults and pupils feel safe and secure in the school. The headteacher and the deputy headteacher are always available to give personal guidance and are valued by parents and pupils. The school survey shows that 97 per cent of parents would feel comfortable to approach the school. Health and safety in the classroom are good. The design of the outdoor area helps to enhance good playground facilities for pupils. The picnic area is particularly attractive and contributes well to pupils' learning. Supervision at break and lunchtime is good and adds to the overall care given by the school.

36. Procedures for child protection are very good. The special educational needs co-ordinator is the named person for child protection. All staff are aware of child protection and have received the appropriate training. Measures to promote good behaviour are effective. PSHE and circle time ensure successfully that pupils are aware of the impact of their actions on others. Pupils appreciate the time staff give to this aspect of their education.

37. The school takes special care to provide a welcoming environment to new pupils of all nationalities. The good racial harmony is one that is appreciated by all members of the school community; pupils especially say this aspect is one of the highlights of their school. A well-developed system of reward provides many opportunities for pupils to take pride in their personal and academic skills with a sense of responsibility towards each other. Pupils and parents appreciate homework; pupils have good attitudes to homework. Measures to prevent aggressive behaviour are effective.

38. The procedures to assess pupils' attainment are satisfactory overall. It is particularly good in science. The results from national and internal tests are analysed effectively in English, mathematics and science. Targets are set for Year 6 pupils' performance in English, mathematics and science with all members of staff. At present teachers do not regularly use assessments of pupils' levels of attainment to help them set specific targets in other year groups. Assessment information is not used enough to ensure that all pupils are given suitable work. For example, teachers do not always use the information from assessment in their planning and, as a result, work is not always matched appropriately to the needs of all pupils. However, assessment is used appropriately to group pupils in literacy and numeracy lessons according to their abilities. The school has started tracking pupils' progress and better use of assessment information develops this well. An example of good assessment was seen in Year 6 where science tests carried out halfway through the year were particularly well used to put together last year's revision programme. The rise in standards in science seen in 2001 is a result of this careful analysis of assessments.

39. Assessment is also particularly well used to identify and set individual education plans (IEPs) for pupils with special educational needs. Pupils are set clear targets in their individual educational plans and are assessed as being at the appropriate stage of special educational needs. Pupils with English as an additional language are assessed well to identify the stages of competence in English by the Ethnic Minority Achievement teacher. However, class teachers do not have this information with them or do not know their pupils' level of competence in English. This means these pupils do not always get tasks suitable for their learning needs.

40. The performance of boys and girls, as well as different ethnic groups, has been well analysed for literacy, numeracy and science national tests for 11 year olds. Assessment has not yet allowed the school to consistently highlight gifted and talented pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school, as expressed in the questionnaires and in the parents' meeting are positive. They stated that the school had improved since the last inspection. Since the last inspection the school's population has changed and the great majority of parents still have English as a second language. All documentation is sent out in English. The school secretary and

some teaching staff help with some translations but not all parents ask for help. There is a weekly newsletter and the school has made good efforts to make this attractive and easy to read. The governors' report to parents and the school prospectus do not fully comply with statutory requirements, for example, publishing the governors' decision regarding the admission of pupils with a disability. Parents at the meeting are supportive of the school's policy on homework and say this supports well their children's learning.

42. The school has worked hard to involve parents in a range of activities, for example, classes to teach English, but, due to the lack of interest, this scheme was never implemented. During the inspection week, few parents came into the school. Opportunities for parents to view their children's work at school are good. However, opportunities for parents to get involved with the daily life of the school are not always taken up. Parents receive helpful information about the school. A well-structured and well-written end of year report is sent to parents. A regular flow of information is sent home to parents including what is being taught, visits, news and views. A notice board at the front of the school provides parents with information on school policies, information from the governing body and community matters.

43. Parents of pupils with special educational needs are kept well informed of their progress and their comments are valued by the deputy headteacher and the special educational needs co-ordinator (SENCO) who are well aware of their needs and the area in which they live.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Overall, the school is led and managed appropriately. The headteacher gives the school a clear educational direction. She is supported well by the deputy headteacher and the other members of staff. A senior management team is well established. All staff with management responsibilities have a clear understanding of their roles. National and internal test results are consistently analysed to identify the areas for improvement in order to raise standards of attainment. Teaching of English and mathematics was monitored satisfactorily last year by the local authority and English and mathematics co-ordinators. Teachers' plans are monitored by the school. The school does not have a systematic programme to monitor teaching as a way of improving pupils' learning further and raising standards even more.

45. The governing body has a clear structure but there is a considerable number of vacancies. The school finds it difficult to recruit governors. Governors, especially the chair of governors, are very supportive of the headteacher and staff and are closely involved in the life of the school. Some of the governors visit the school regularly and have a strategic overview of the performance of the school. The governors' annual report to parents does not meet the statutory requirements in full. A number of curriculum policies are outdated and are yet to be reviewed.

46. The school development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in the school.

47. The management of the provision for pupils with special educational needs (SEN) is good. The SENCO is knowledgeable and works closely with the class teachers and support staff in planning, assessing and monitoring pupils' achievements. The support assistants have received appropriate training, have clear understanding of the needs of the pupils and provide effective support to these pupils. Effective links are maintained with outside agencies and regular contact is maintained with parents.

48. Provision for the pupils who speak English as an additional language is satisfactory overall but the number of staff for supporting these pupils is insufficient. However, the quality of support, where available, is good and as a result, most pupils at the early stages of learning English make good progress.

49. The number, qualifications and experience of teachers and classroom support staff match the demands of the curriculum. The difficulty in recruiting teachers meant that there were five vacancies at the beginning of the year. The headteacher was very efficient in selecting and appointing suitable and experienced overseas qualified teachers within a short period of time and, thereby, ensured continuity in pupils' learning. All teaching and support staff are conscientious and work very effectively as a team and this makes a positive contribution to pupils' progress.

50. The induction programme is good and consistently applied. Newly qualified teachers and new members of staff receive appropriate support. In addition to the local authority training, newly qualified teachers are well supported by the school tutor and colleagues. Arrangements for the professional development of all staff are good and appropriately linked to whole-school needs identified in the school development plan. A policy for performance management has been introduced to the staff and is being satisfactorily implemented as planned.

51. The accommodation in the main building is very good for the curriculum to be taught effectively. Good displays of pupils' work enhance the learning environment. Classrooms are bright, lively and create a welcoming environment for the pupils. Space is used effectively. There is a modern computer suite for the teaching of information technology. This is helping to raise standards in this subject. Whilst the school buildings are attractive and well maintained, the school's dining room is not in a good decorative state. The windows in the main buildings are drafty and in need of replacement. There is a lack of shade in the playgrounds and areas where pupils can sit quietly if they wish are limited. Since the last inspection, resources for learning have improved considerably and are good for the teaching of all subjects.

52. The school has a thorough approach to financial planning. The finance manager, in collaboration with the headteacher and the chair of governors, manages the financial planning well. The draft budget, carefully prepared by the headteacher in consultation with staff, is presented to the governing body for approval, with appropriate reference to the school development plan. Grants, including that for the pupils with special educational needs and that for the ethnic minority pupils, are used well and monitored efficiently to ensure that the educational priorities are supported well through financial planning. The principles of best value are applied effectively in all spending decisions and its impact on financial planning is monitored closely.

53. The deployment of teaching and support staff is effective and ensure appropriate management of the school. Resources are used well to enhance pupils' knowledge and understanding in all areas of the curriculum. Appropriate use is also made of visitors and outside visits to enhance pupils' learning. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise the standards further and improve the quality of education, the governors, headteacher and staff should:

1. improve standards in information and communication technology by:
 - developing a systematic approach for teaching all pupils ICT skills;
 - improving staff confidence and expertise through effective training;(paragraphs 7, 95, 96)
2. improve assessment in all subjects across the school by:
 - developing assessment procedures in all subjects, other than English, mathematics and science;
 - ensuring that assessment results are used to inform planning;
 - ensuring that marking is consistent;(paragraphs 23, 24, 38)

3. improve the short-term planning by giving details of activities and showing how the given activities meet learning needs of all pupils;
(paragraphs 21, 84)
4. develop a systematic programme to monitor teaching and learning consistently to raise standards further.
(paragraphs 34, 44)

In addition, the school should consider the following minor issue:

- consider and explore the possibility of appointing more classroom assistants to ensure more effective support for all pupils. (paragraph 48)
- ensure that the governors' annual report to the parents meet statutory requirements in full. (paragraph 45)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	28	20	3	0	0
Percentage	0	19	44	32	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		382
Number of full-time pupils known to be eligible for free school meals		173

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		134

English as an additional language	No of pupils
Number of pupils with English as an additional language	288

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence	%
School data	6.7
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	51	43	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	36	47
	Girls	36	31	40
	Total	69	67	87
Percentage of pupils at NC level 4 or above	School	73 (61)	71 (54)	93 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	33	34
	Girls	32	30	35
	Total	60	63	69
Percentage of pupils at NC level 4 or above	School	64 (37)	67 (59)	73 (61)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	23
Black – African heritage	64
Black – other	5
Indian	134
Pakistani	68
Bangladeshi	4
Chinese	0
White	70
Any other minority ethnic group	31

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	6	0
Black – African heritage	0	0
Black – other	0	0
Indian	1	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: Y3 – Y6

Total number of qualified teachers (FTE)	14.1
Number of pupils per qualified teacher	23
Average class size	33

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	140.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	975,747
Total expenditure	979,704
Expenditure per pupil	2,425
Balance brought forward from previous year	38,505
Balance carried forward to next year	34,548

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	382
Number of questionnaires returned	111

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	54	43	1	0	2
Behaviour in the school is good.	54	41	3	0	2
My child gets the right amount of work to do at home.	51	40	5	2	2
The teaching is good.	63	35	1	0	1
I am kept well informed about how my child is getting on.	58	34	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	3	0	0
The school expects my child to work hard and achieve his or her best.	73	23	1	0	4
The school works closely with parents.	59	30	7	1	3
The school is well led and managed.	60	32	3	0	5
The school is helping my child become mature and responsible.	61	34	2	0	3
The school provides an interesting range of activities outside lessons.	54	32	6	2	6

Other issues raised by parents

Parents are concerned that insufficient numbers of support staff in the classrooms with a large number of pupils, means that their children do not make the progress of which they are capable.

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

ENGLISH

55. The 2000 results of the national tests in English show that, by the end of Year 6, pupils are very low when compared with schools nationally and low when compared with schools similar to Dormer Wells. These judgements, however, need to be set within the context of high levels of pupils' learning with English as an additional language, (EAL) low level of attainment on entry and a high level of pupil mobility. The percentage of higher attainers is also well below when compared with schools nationally and below when compared to similar schools. When these results of 11-year-olds are compared with their own performance in the national tests in 1996, when the same pupils were aged seven, their achievement over the last few years is good. The trend of improvement in English over the last four years is broadly in line with the national trend and early indications of the 2001 results show significant improvement with the school meeting its own targets and achieving national expectation. The school's target for 2002 of 64 per cent is realistic though unambitious.

56. The inspection confirms that, by the end of Year 6, pupils attain standards in line with the national average. Standards in speaking and listening are good. Standards in reading and writing are average overall.

57. Standards in speaking and listening attained by most pupils are good. Pupils are encouraged to talk, discuss issues raised in their reading and draw on their own experience and previous learning. For example, in a Year 6 lesson pupils discussed the dilemma of a child moving to another place, an experience common to many children in the class. They discussed the uncertainty expressed in the text and their own experience of being a newcomer. One child picked up and shared a character's yearning for the familiar sights of home by exclaiming, "I saw crows in my country too". Through the teacher's expert questioning they were also able to discuss the language of the text, for example, "I can't believe my eyes" and by looking for evidence in the text to predict a happy "resolution". This discussion was able to build on the English language work that pupils had completed on story structure. In another class pupils were able to identify Indian words and references in, "The Secret Garden", picking up from the previous year's work on Victorians. In class discussions and guided reading activities they respond well to questions raised and rise to challenges set by the teacher. Their own efforts and hard work, understanding their responsibilities as learners to use a dictionary and thesaurus and to talk with a learning "buddy" contributed to the overall standard of work produced.

58. Standards in reading are satisfactory overall with some children demonstrating high levels of comprehension but others experiencing considerable difficulty in understanding the texts they are able to read faultlessly. Younger pupils enjoy reading and generally use good expression and accuracy and with satisfactory comprehension overall. They make good attempts at unfamiliar words and indicate good phonetic links when approaching an unfamiliar word. For example in reading "greenhouse" a pupil could read by breaking it into two separate words. Pupils indicate pleasure in reading and can summarise their texts well. By the time they are 11 pupils are reading confidently with most pupils demonstrating accuracy and fluency appropriate for their age and many able to use punctuation to bring expression and meaning to their reading. One pupil explained that speech marks helped him to "read with the voice I am supposed to". Pupils read accurately and make very good attempts to read unfamiliar words. One pupil, while not understanding the pirate setting, familiar perhaps to many pupils from cartoons and young people's literature, recognised from the context that the sun gilding the boats was a poetic way of describing the natural phenomenon of the sun setting. In another group reading session, pupils were able to understand from personal experience the parental strategy of "casually" mentioning a plan which the children would not be happy about. They understood the parents' point of view, however, and were able to predict a happy ending through their knowledge of story structure and resolution.

59. The quality of writing is satisfactory overall with some good standards achieved, particularly in Years 4 and 5. Year 3 pupils understand the importance of punctuation to support meaning. They are aware of special application of punctuation for different types of writing, for example, in playscripts. They are also beginning to understand the careful choice of words, which bring additional levels of meaning to their writing. They understand the meaning in families of verbs, for example, recording a string of words such as “laugh”, “chuckle”, “giggle”, “guffaw”, using a thesaurus to help them.

60. Written work in books at the beginning of Year 6 indicates appropriate levels of achievement for their age. They use punctuation well, lay out texts appropriately and are developing satisfactory spelling standards. There are some unexpected gaps in their knowledge, for example, the use of more sophisticated punctuation to improve the overall standard of their writing. Pupils are exploring the conventions of different kinds of writing, for example, autobiographical and biographical writing. They are beginning to write complex sentences with appropriate punctuation and a range of imaginative words. In some instances, however, pupils do not transfer their learning to their own creative writing, for example, use of words like ‘and’, ‘but’ to join sentences and thereby improve the quality of writing. There are few examples of extended writing in English workbooks. This essential development to help pupils consolidate their learning is supported in some classes by homework tasks but there is need for more opportunity to do so in school.

61. The quality of teaching in English is good overall and sometimes very good, particularly when supported by the specialist EAL co-ordinator, a classroom assistant and special educational needs staff. This is an improvement since the previous Inspection. Within the broad picture satisfactory and unsatisfactory teaching occurred. The unsatisfactory teaching was due in part to inadequate information about the pupils’ English language acquisition levels and insecure knowledge of the planning required for literacy. Teachers’ knowledge of the National Literacy Strategy for teaching was evident, however, in the majority of lessons. Most teachers identify appropriate activities for pupils and explain what they expect pupils to achieve by the end of the session. This enables pupils and teachers to review the lesson in terms of these objectives. However, strategies for guided reading and writing are underdeveloped. This means a loss of opportunity for bi-lingual pupils to see a text created with an appropriate commentary on its layout and punctuation and for pupils to comprehend meaning as well as use of English in the texts they read together.

62. Some teachers did not always use an enlarged text during shared reading and this opportunity to focus pupils’ attention on features from a text was lost. The majority of teachers use the discussion session at the end of the lesson well to consolidate pupils’ learning. Group work is generally well planned and in the best practice allows pupils to achieve different outcomes according to their levels of experience and understanding. There is, however, in most classes insufficient information about their competence in English to allow teachers to set work appropriate to bi-lingual pupils. There are good details and individual educational plans for pupils with special educational needs. Every pupil has a learning target which is regularly referred to and which pupils use to evaluate their own progress. The teaching of spelling is a strength with pupils building up a personal spelling log of words they need to know and taking responsibility for learning them.

63. The assessment of English is satisfactory but has some weaknesses. For example, pupils have a reading record which consists mainly of the titles of books they read, but has few comments to give targeted support. In guided reading, few teachers use the very useful assessment proforma developed by the school to take notice of pupils’ achievements and ongoing needs in reading. In writing, marking often does not indicate pointers for improvement.

64. Resources in the classrooms are good as is the provision of whiteboards for shared writing activities. The library’s computerised system is capable of monitoring pupils’ reading but is underdeveloped as is the use of the library to allow pupils to pursue their own topics of interest. There are networked computers in the classroom and library but there was little evidence of pupils

using these to support their learning in English. Resources in the library are adequate but a trawl needs to be made to remove outdated reference books, including one which explains how our mail gets to us by steam trains. Dual texts and tapes are available in the school to enhance pupils' development as bi-lingual learners but they were not used in the week of Inspection. There are very good resources to reflect the school's richly diverse cultural community.

ENGLISH AS AN ADDITIONAL LANGUAGE

65. Provision for English as an additional language is satisfactory overall. Eighty per cent of pupils are learning with English as an additional language, developing bi-lingualism as they work through the school. They make good progress in English, many achieving expected standards and sometimes better. Many pupils at Dormer Wells come from second and third generation families settled in Southall from overseas and are often fluent English-speakers. These pupils still need support to develop the literacy skills needed to access the curriculum and to achieve their full potential.

66. On arrival, whether at the beginning of Year 3 or at other points throughout the junior years, bi-lingual pupils are quickly assessed and their English language needs are identified. The least experienced are targeted by adults who plan their in-class support with year-group teachers and curriculum managers. However, in many instances the class profile does not include the English language acquisition levels of pupils. As a result, short-term planning does not give enough regard to pupils' range of language needs.

67. The school has a specialist EAL language teacher who co-ordinates the support for bi-lingual pupils. She works effectively and energetically within the classrooms and also monitors each pupil's progress and achievement. Joint planning with class teachers and the EMAG classroom assistant helps pupils achieve the learning intentions for specific lessons. Where pupils are not making expected progress by the time they are in Year 6, intensive additional support is provided. However, an insufficient number of support staff for these pupils means that many of these pupils do not make the progress of which they are capable.

68. Some pupils do not achieve their full potential in reading and written work because their ability to comprehend the language of the text is not sufficiently advanced. The EMAG classroom assistant gives good support where she is timetabled and other classroom assistants who have been trained to support literacy are also at hand in some lessons but this resource is limited and many pupils are unable to achieve appropriate standards, particularly when they come to consolidate the work in books.

69. The quality of teaching in lessons observed was good and sometimes better. Where it was particularly well supported the class teacher and English as an additional language team jointly delivered the lesson to help pupils achieve the learning intentions. They exploited their complementary skills and both members of staff were available to respond to pupils' needs. Most teachers use resources well, including whiteboards, and a limited number of artefacts and this has a positive impact on the learning of these pupils. In some lessons, for example, in the quiet reading time, bi-lingual pupils are given extra time with the computer, using programmes to support progress in their reading schemes. Teachers provide good opportunities for pupils to talk in classrooms. There is little evidence of teachers using enlarged texts or "big books" during English lessons. They are, therefore, not able to read the texts in a shared reading activity and this was a missed opportunity. The school does not employ bi-lingual story telling strategies by which texts could be shared in more than one language. Work is made more relevant for bi-lingual pupils by the study of, for example, Somali poetry and the story of the "Heartstone Odyssey", a story set in Kosovo, where the main character works to achieve world unity. This makes good contribution to pupils' personal development.

Mathematics

70. Pupils attain average standards in mathematics. The 2000 National tests showed that pupils' attainment was well below the national average but below average in comparison to schools with similar characteristics. The 2001 national test results in mathematics indicate significant improvement in standards over the past years and the standards attained are very close to the national average.

71. Evidence from the inspection confirms an improving picture, with generally satisfactory standards in lessons and in pupils' workbooks. Currently, pupils are making sound progress in mathematics and this improvement is due to the successful implementation of the National Numeracy Strategy. Pupils with special educational needs make good progress because of the consistent and effective support they receive from staff. Pupils with English as an additional language also make good progress in their learning, particularly when they are supported by the specialist staff in developing their mathematical knowledge and understanding.

72. Pupils have a good understanding of place value of hundreds, tens and units and can add and subtract in tens to arrive at a given total. They use a full range of number operations and, when multiplying two- or three-digit numbers, can partition and use brackets to help with their calculation. They are gaining clear understanding of fractions and recognise that three quarters are equal to $\frac{3}{4}$ and $\frac{1}{4}$ is half of $\frac{1}{2}$. They are able to draw to scale accurately and measure angles correctly using a protractor. They can construct three-dimensional shapes and describe their properties using appropriate terminology, for example, right angles and vertices. They are able to construct an isosceles triangle accurately and identify shapes as irregular.

73. Numeracy skills are developing well. There is a clear focus on the teaching of mental mathematics and the learning of tables. Mental calculation is a regular feature of the opening of mathematics lessons and is having a good impact on pupils' standards. Opportunities for pupils to practise and extend their number skills are demonstrated well throughout the mathematics curriculum. For example, in a simple activity younger pupils explore the number patterns through addition and subtraction and, thus, come to understand that subtraction is the inverse of addition.

74. The quality of teaching and learning of mathematics is good. Teachers have good knowledge of mathematics and of the National Numeracy Strategy. Most teachers plan thoroughly in mathematics and resources are usually well prepared to deliver the lesson at a good pace. As a result, pupils remain focused on their work and share their thinking or mathematical calculation confidently with the rest of the class. At the start of lessons, teachers explain clearly what pupils are expected to learn. They ensure that pupils are aware of the purpose of their activity and what it has told them in terms of new knowledge. Most teachers maintain a good balance between short, focused teaching and activities like experimenting number patterns and gathering and analysing information. This allows pupils to put into practice what has been discussed or to explore new ideas. The warm relationship between teachers and pupils makes a significant contribution to the positive working atmosphere. Pupils rise to the challenge when teachers' questioning pushes them beyond their level of current understanding, drawing successfully on previous work. In a minority of lessons there is insufficient emphasis given to developing recording skills and activities are not planned to extend pupils' learning appropriately. Pupils' progress is assessed satisfactorily but the information from assessment is not used effectively for future planning.

75. The co-ordinator is new, having taken over the responsibility just three weeks before the inspection. She has audited resources and is updating them. The co-ordinator's role is not well developed yet. She is well aware of the issues in need of development and has produced an action plan for this. Resources are satisfactory.

SCIENCE

76. Standards in Year 6 are in line with the national average. This indicates a considerable improvement since the last inspection when pupils' overall attainment was below the national average. This is mainly due to the current good teaching, the practical approach to the teaching of science and the effective use of assessment in Year 6 over the last 2 years.

77. The 2000 National Curriculum tests show standards are well below average compared with the national average, but they are average in relation to similar schools. The 2001 test results show much improved attainment. Taking 2001 alone, standards are above average but very few pupils achieve higher levels. This is due to a very high proportion of pupils with special educational needs and those at an early stage of learning English. There are many opportunities for pupils to use their knowledge and carry out investigations, which is a significant improvement since the last inspection. There is no significant difference between how well boys and girls are doing. Pupils with special educational needs and those with English as an additional language are well supported and make good progress over time.

78. By the end of Year 6, pupils' gain satisfactory knowledge of life and living processes. They demonstrate clear understanding of the main functions of the human skeleton. The standard of investigative work is satisfactory overall. The Year 6 pupils' record results accurately and form conclusions about their work. They use graphs effectively, for example, in a Year 5 lesson when pupils drew bar graphs to show the differences in the length of a day over a year. They have a satisfactory level of knowledge about physical processes. Year 6 pupils know that the moon takes 28 days to orbit the Earth and how shadows are made. Year 3 pupils know that there is no gap between the object and the shadow. More able pupils can explain well how the Earth's seasons are affected by the tilt of the Earth. The pupils understand how particular devices can be connected to work in an electrical circuit. Their knowledge and understanding of materials are average. Year 3 pupils know that you can separate a variety of solids using a sieve. In Year 4 they can draw up results charts to record solubility of substances in water and draw conclusions successfully, such as, "some liquids can be very viscous, for example, mayonnaise."

79. The quality of teaching is good with a number of strengths that accounts for pupils' good progress overall in this subject. Teachers revise the previous lesson's content and use good questioning skills to ensure that pupils think deeply about the topic being studied. They use resources imaginatively to make the lessons interesting and relevant and use paired or group discussion effectively which promotes better understanding of what is taught. Teachers' good subject knowledge about fair testing means that pupils learn well through investigative work.

80. Good management and high expectations of pupils ensure that they have good attitudes to learning and concentrate and respond well to teachers' questions. However, teachers' planning is not sufficiently informed by the information they gain from assessing their pupils and marking does not always explain what pupils could do to improve.

81. The quality of teaching has not been monitored by the co-ordinator. The school has adopted the national scheme of work for teachers, which is an improvement since the last inspection. There is a good programme of assessment, which provides the school with useful information. Resources are satisfactory overall, but the resources for separating materials are insufficient. The subject promotes pupils' literacy skills through the introduction of a science vocabulary and through the written reports of scientific activities and knowledge. Information and communication technology was well used in science lessons during the inspection. This is a development in the years since the last inspection when information and communication technology was underused. The subject makes a good contribution to pupils' social development when they work together during practical activities.

ART AND DESIGN

82. By the end of Year 6, standards in art are in line with those expected of pupils of this age. This maintains the position found at the last inspection. Few displays demonstrating the pupils' skills in art were seen during the inspection. All pupils are appropriately included in lessons; pupils with special educational needs and those with English as an additional language are suitably integrated into all sessions. Pupils make good progress in art. Boys and girls achieve similar standards to each other.

83. Pupils' colouring skill is a strength. It was evident, for instance, from the patterns created in the style of William Morris. Year 4 pupils produce pictures of Tutankhamen using pencils and crayons carefully to create detail. Observational drawing and sketching skills are well developed and these assist them to make beautiful sketches of Victorian bridges and railways. Pupils' observational drawing skills have been improved since the last inspection when they were satisfactorily developed. They apply coloured chalk effectively to add depth and this was seen in their drawings of elephants. Year 3 pupils use paint to create a stripy background for shape pictures. There was, however, little evidence of pastels, collages or sculptures being produced by pupils. Sketchbooks are not used consistently throughout the school for pupils to record their initial ideas.

84. The quality of teaching and learning is good overall. Pupils are given opportunity to use a wide range of media to paint, sketch and draw. This was seen when pupils used wax crayons to draw and colour Greek vases. Resources were also well used to stimulate pupils when they study Greek vases prior to drawing their own. Basic skills are effectively taught when pupils copy William Morris designs incorporating birds, flowers and leaves. Teachers set high expectations of pupils to draw elaborate vases when they display pupils' work to the class. The best teaching demonstrates how to sketch accurately, so that pupils achieve well and learn how to create detailed line drawings using pencils. Effective behaviour management by teachers means that pupils behave well in lessons. Pupils enjoy art sessions and co-operate with each other due to the teachers' good organisation skills and the good use of classroom assistants. Pupils study the painting styles of famous artists, as was seen when pupils drew in the style of Lowry. Teachers promote pupils' spiritual development when they ask them to draw people who are special to them. Pupils do not often evaluate their own or other's work. Teachers' weekly planning is very brief and do not show the details of activities provided to meet the learning needs of all pupils. Information and communication technology is not used effectively to support this subject. Teachers do not assess pupils' skills in art.

85. The co-ordinator has developed resources in the school since the last inspection. An Arts Week now takes place annually when artists in residence work alongside pupils to create Victorian picture frames, jewellery and masks.

DESIGN AND TECHNOLOGY

86. There was very little evidence of pupils' work in design and technology (DT). Therefore, it is not possible to judge the standards pupils achieve. Evidence from teachers' planning, examination of photographs and discussions with pupils and the co-ordinator indicate appropriate coverage of the subject over the year. Photographs of pupils' work show pupils' designing skills, such as mask designs. They also draw labelled diagrams of cam toys with an animal, which jumps up. Pupils' planning is not held in the design and technology book, which is in use throughout Key Stage 2.

87. Some final products made by Year 3 were of a satisfactory standard and demonstrated accurate measuring, cutting and joining skills. Their beautiful pieces of packaging incorporate the use of information and communication technology effectively, when they add logos. Pottery pomanders were created using clay. Working vehicles were made by Year 5, which utilised wood,

cardboard, string, paper and paint. They demonstrate a wide variety of methods for joining materials.

88. No teaching of design and technology took place during the inspection. It appears from teachers' planning that basic skills are taught satisfactorily when pupils are taught how to plan and evaluate their work. Pupils enjoy the practical activities in this subject, such as when they made papier maché masks. Apart from end of year reports there is no evidence of teachers assessing pupils' skills in this subject.

89. Since the previous inspection the school has adopted the national scheme of work. The creation of an annual plan of topics linked to electricity and food means pupils will have an opportunity to develop skills appropriately throughout the school. The co-ordinator's file contains little evidence of projects or developments undertaken in recent years. Greater monitoring of the curriculum by the co-ordinator would assist the school to further develop this area of study.

GEOGRAPHY

90. The school has a rolling programme for delivering geography and history lessons which are mostly due to be delivered next term. As a result, there was insufficient evidence available to give judgements about pupils' attainment and progress and the quality of teaching. However, two lessons were observed during the inspection, both in Year 3. These lessons and curriculum planning suggests satisfactory coverage. The school has adopted QCA schemes of work in the subject. The management of the subject is insufficiently developed as the co-ordinator has recently taken up the position. Resources are satisfactory.

HISTORY

91. Attainment in history is as expected for pupils of this age. From an early age pupils are introduced to the idea of past and present through studying toys of their own and comparing them to those from an earlier time.

92. By the end of Year 6, pupils have studied a range of periods in history in this country and abroad and have a good sense of chronology. They know when events happened and can use a time line to show exactly the order in which they occurred. Pupils have a satisfactory understanding of Ancient Greece and are able to compare the city states of Athens and Sparta. They learn about the life style during the Victorian time and show a clear understanding of how people lived in those days, such as the working life of child chimneysweeps.

93. The quality of teaching, as judged from the few lessons seen, scrutiny of pupils' work and the examination of teachers' planning, is satisfactory. Teachers have good subject knowledge and present the work in a variety of interesting and informative ways. This was seen in a Year 5 lesson about the Victorians in which the teacher provided pupils with appropriate learning materials enabling them to compare their life style with the living conditions of the ordinary Victorians.

94. The co-ordinator is new and her role is not developed yet. Assessment and recording procedures are not appropriately developed to give teachers a clear idea of the standards being attained and the progress pupils make.

INFORMATION AND COMMUNICATION TECHNOLOGY

95. Standards of attainment in information and communication technology (ICT) are below the expected level. Since the last inspection, progress in the development of ICT has been satisfactory with a significant improvement in facilities available to pupils. For example, the computer suite has been purpose built and there are now additional computers near classrooms that provide better access. As a result the development of ICT in subjects is good: for example, pupils use of CD ROMs in science. These improvements have contributed to an increase in

standards but they remain below expected levels. Evidence from recently undertaken work shows that some pupils in Year 6 enter data and use the information to produce charts and graphs. Pupils in Year 4 make confident use of word processing in written work, changing font styles, colours and size for an appropriate effect. However, there are still a number of factors that prevent standards reaching those expected nationally.

96. The majority of staff have started their training but have not yet finished the programme. As a result most teachers' knowledge and understanding is still less than they need and this means that they do not feel very confident about teaching ICT. Another factor is that at present there is no systematic programme for ICT and, as a result, it is difficult for teachers to develop pupils' learning and computer skills over time.

97. Teaching is satisfactory overall where ICT is used to support work in subjects. Teachers have high expectations of pupils' behaviour and work hard to ensure all pupils are included appropriately in class activities. As a result pupils have positive attitudes to ICT and enjoy using computers. Support staff are used effectively which helps pupils to use the computers appropriately. The school has just started a computer club and is working hard to raise the profile of the subject.

98. The school has adopted the QCA scheme of work but planning in other subjects does not demonstrate when and how ICT will be used in classes. A useful system for assessing is not yet developed and in general assessment is not used to help plan work. Monitoring of teachers' plans and teaching is underdeveloped and this makes it difficult for the school to identify and share what is working well. However, the school is aware that the improvements in resources will only be effective if teachers' knowledge, understanding and skills are increased. As a result it has planned appropriately for further staff training and will then be well placed to ensure that standards rise.

MUSIC

99. Standards of attainment in music are below the expected level and pupils make unsatisfactory progress. During the inspection only one lesson was observed. Further evidence was obtained from an examination of pupils' reports, teachers' planning and discussion with staff and pupils. This evidence shows that pupils generally make satisfactory progress in singing but their knowledge of composition is still underdeveloped.

100. In the lesson observed, pupils demonstrated positive attitudes to music, becoming quickly involved in the activities. The teacher confidently involved pupils so that they were, for example, able to sing simple songs from memory in tune. Some were able to sing in time on their own in a call and response song.

101. There is a well-equipped music room. Not all teachers feel confident to take advantage of these resources and use them to the full. The QCA scheme of work has been adopted to ensure that pupils' musical knowledge and skills build up as they move through the school. Short-term planning is underdeveloped.

102. The music curriculum is enriched by extra-curricular activities. Indian music lessons are available and pupils perform in concerts for local community groups. Pupils will take part in a national recording for Children in Need. This makes a positive contribution to their social development.

103. The co-ordinator provides additional support to colleagues giving demonstration lessons and ensuring the subject is well resourced. Resources are well organised, there is a range of tuned and untuned percussion instruments. A good supply of books for teaching, suitable for the needs and age range of pupils, is available. There are limited opportunities for the pupils to use information and communication technology in music to support their work. The school knows this and plans to address this issue.

PHYSICAL EDUCATION

104. Standards of physical education are in line with what is expected of pupils of this age. This is a similar picture as that seen at the last inspection. There is no difference in standards between boys and girls. The school has purchased new resources to support teachers to teach in gymnastics which was of some concern in the last inspection. There is no monitoring of the teaching of physical education.

105. Pupils are keen and enthusiastic in dance lessons, for example when they practise their moves for a Rock and Roll dance. Their performance shows increasing control of movements which are appropriately linked to music to create dances. They thoroughly enjoy rugby sessions where they learn how to throw a rugby ball correctly. They can explain the correct way to catch a rugby ball. They co-operate well in netball lessons due to good management and organisational skills of the teacher. Most pupils can throw a netball directly to their partner. Few pupils know how to compare or comment on skills of their own or others' work. There was no gymnastics taught during the inspection.

106. The quality of teaching is satisfactory overall. Teachers start lessons, appropriately, with warming up sessions. Revision of previous activities assists pupils to link and build on prior knowledge of dance. Basic skills of dance are well taught when pupils practise particular steps with a partner. Teachers utilize effective learning methods when they ask pairs of pupils to demonstrate quick side steps. High expectations of pupils ensure that they achieve well. Effective learning methods are used to teach basic skills when pupils pass a netball to a partner. Good organisation skills of teachers ensure that time is used efficiently in lessons as pupils are placed in groups quickly. Resources are used effectively. Pupils do not have opportunities to evaluate their own skills or to suggest improvements others could make to their movements. All pupils are suitably included in all activities.

107. Pupils in Years 3 and 4 learn to swim in the local leisure pool and are taught by the local authority swimming instructors. Only 18 Year 4 and 15 Year 3 pupils achieved 25 metres certificates. A few more able pupils achieved distance and lifesaving awards. Pupils enjoy swimming and they make satisfactory progress, as few pupils can swim when they start at the school. The school's sports day enables all pupils to take part in a variety of activities and pupils thoroughly enjoy this. The school takes part in many league matches. The school was runners up in the Southall Netball League and have won every game in the local football league. Pupils competed in local cross-country races. Many pupils went to the Southall Sports and nine pupils qualified for the district sports. Gifted and talented pupils are identified and involved in league matches and inter school activities.

RELIGIOUS EDUCATION

108. Pupils are making satisfactory progress in religious education. By the time they leave school, they attain standards which are in line with the expectation of the locally Agreed Syllabus. Standards remain similar since the last inspection.

109. Pupils understand the symbolism of the different forms of worship, they learn about a range of festivals linked to Christianity, Sikhism, Hinduism and Islam. Pupils know that there are similarities and differences in different religions and are beginning to understand the importance of faiths to different groups of people. Pupils concentrate well on the task they are given and work well together.

110. The quality of teaching is satisfactory. Good teaching resulted when the teacher demonstrated enthusiasm, knowledge and confidence. Interesting lessons were seen when teachers made the subject relevant to pupils' lives and day-to-day experiences by encouraging pupils to discuss their own feelings. Teacher expectations of the pupils are good in relation to both their work and attitudes. Planning is generally sound and activities set for pupils matched

satisfactorily to their abilities. Where unsatisfactory teaching took place it was as a result of insufficient knowledge or skills to teach the subject with confidence.

111. The school has produced a suitable scheme of work based on the locally Agreed Syllabus. The co-ordinator provides informal support to colleagues assisting with planning and the development of the subject. Visits to centres of worship such as churches and temples help pupils to gain a greater understanding of their own and other religions.