

INSPECTION REPORT

WORPLE PRIMARY SCHOOL

Isleworth, Middlesex

LEA area: Hounslow

Unique reference number: 102506

Headteacher: Mrs Y Keeler

Reporting inspector: David Penney
23039

Dates of inspection: 19th – 23rd March 2001

Inspection number: 208984

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Queens Terrace
Isleworth
Middlesex

Postcode: TW7 7DB

Telephone number: 0208 321 8100

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Appropriate authority: The governing body

Name of chair of governors: Pat Nicholas

Date of previous inspection: December 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23039	David Penney	Registered inspector	Special educational needs English Geography History Information and communication technology	The school's results and pupils' achievements How well are pupils taught?
19426	Chris Farris	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
23056	Terri Manzi	Team inspector	Foundation Stage English as an additional language Mathematics Physical education Religious education	How well does the school care for its pupils?
28200	Paul Stevens	Team inspector	Science Art Design and technology Music	How good are the curricular and other opportunities offered to pupils? How well is the school led and managed?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Worple Primary School serves an area of Isleworth in the Borough of Hounslow that consists largely of local authority and social housing. It is a community infant and junior school with a nursery class, taking 26 boys and girls part time in the mornings. There are 210 boys and girls on roll, which makes the school of broadly average size. Pupils come from a mix of ethnic backgrounds; about half are white and there are approximately equal proportions, thereafter, of pupils from black, Indian sub-continent and other backgrounds. Eighty-two pupils speak English as an additional language, which is a very high proportion; of these, 17 are at an early stage of acquiring the language. The proportion of pupils known to be eligible for free school meals is above average at 42.3 per cent. The proportion of pupils on the school's register of special educational needs and the proportion with associated statements of special need are both well above national and local averages. All the statemented pupils are in the current Year 6. Attainment on entry is well below average, with particular weaknesses in all areas of communication, language and literacy and in knowledge and understanding of the world.

HOW GOOD THE SCHOOL IS

This is a good school which gives satisfactory value for money. Pupils make good progress throughout the school and, over time, standards are rising in the core subjects. Pupils' attitudes and behaviour have improved significantly. The quality of teaching has improved and is now good, overall. Aspects of curriculum planning and assessments have improved, although more remains to be done. The quality of leadership and management has improved very significantly and has been the driving force behind the school's improvement.

What the school does well

- The leadership of the headteacher is outstanding. The deputy headteacher and the senior teacher support her very well.
- Standards are rising in the core subjects and pupils make good progress throughout the school.
- The quality of teaching is good, particularly in the Foundation Stage and in Key Stage 2.
- Relationships throughout the school are strong and pupils are cared for well.
- Pupils have good attitudes to their work and behave well in and around the school.
- Provision for children in the Foundation Stage, for pupils with special educational needs and those with English as an additional language is good.
- National strategies for literacy and numeracy are being implemented well, which is having a good effect on raising standards.
- The school makes good efforts to involve parents and provides them with good information about what the school is doing.

What could be improved

- Pupils' standards are too low and information and communication technology is not used sufficiently to help pupils' development in many subjects.
- Teachers do not always identify precisely what they expect pupils to learn in lessons, do not emphasise the development of pupils' skills sufficiently and do not use assessment information routinely to plan future work.
- Too many classes do not have a balanced curriculum over time.

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 December 1998. Since then, it has made significant progress. The quality of the leadership and management of the school has improved very significantly. There is a shared sense of purpose and a deep commitment by all staff to further development, because the headteacher has set an excellent agenda for improvement. Increasingly, she is being very strongly supported by the deputy headteacher and senior teacher. Key issues to do with raising standards have been well addressed, although the full benefits of developments in information and communication

technology have yet to be felt. The quality of teaching and learning has improved and pupils now make good progress in English, mathematics and science through the school. The structures and procedures that support the work of the school have become more rigorous and the school has devised a development plan that addresses the important areas for continued and sustained improvement.

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
	1998	1999	2000	2000
English	D	E	E	D
Mathematics	E	D	C	A
Science	E*	D	D	A

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

The table shows that, when compared to all schools nationally in the National Curriculum tests in 2000, pupils' standards in English were well below average, in science were below average and in mathematics matched national averages. However, pupils' results at the end of Key Stage 2 have improved at a rate faster than the national trend, particularly in mathematics and science, where they were well above average compared with similar schools, although English standards were below them. Current inspection findings are that English standards at the end of both key stages are below average in spelling and, at Key Stage 1, punctuation is also a weakness. Pupils' lack of vocabulary adversely affects progress across all subjects and throughout the school. Mathematics standards are below average at end of Key Stage 1, but match national averages at the end of Key Stage 2, because at this key stage pupils make good progress. Progress in science is good throughout the school although standards at the end of both key stages are below average, because pupils' skills of independent enquiry are weak throughout the school. Enquiry skills are below average also in geography and history, resulting in attainment at the end of both key stages that is below average in these subjects, although pupils make satisfactory progress in acquiring knowledge. Progress in nearly all other subjects is satisfactory and, by the end of both key stages, pupils' standards match those expected at the ages of seven and eleven, except in information and communication technology, where they are below average as a legacy of previous weaknesses. Too little music in Key Stage 1 and design and technology throughout the school were seen to enable reliable judgements to be made about pupils' attainment levels. Pupils with special educational needs and those with English as an additional language make progress at the same good rate as their peers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and enjoy new challenges. They take pride in their work and work well individually, in pairs or collaboratively in groups.
Behaviour, in and out of classrooms	Good. Pupils behave well both in the classroom and out of school. There are few incidents involving bullying or other oppressive behaviour.
Personal development and relationships	Very good. Pupils respond well to the school's provision for their personal development. Relationships are very good throughout the school. There are limited opportunities for pupils to take responsibility.
Attendance	Poor. Attendance is well below the national average and unauthorised

	absence is high. Recent initiatives are leading to significant improvements in both attendance and punctuality.
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TEACHING AND LEARNING

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

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

The quality of teaching is good, overall. It is satisfactory in Key Stage 1 and good in the Foundation Stage and Key Stage 2. Just less than six per cent of teaching is unsatisfactory. Over 37 per cent of teaching is satisfactory and almost 35 per cent is good. Seventeen per cent of lessons are very well taught and, in nearly four per cent of lessons, teaching is excellent. The teaching of pupils with special educational needs and with English as an additional language is good throughout the school. In Key Stage 2, English, science, geography, information and communication technology and religious education are well taught. Because of the timing of the inspection and the absence through illness of a member of staff in Key Stage 1, no teaching of history or of design and technology was seen in the school, nor of geography, music or religious education in Key Stage 1. The skills of literacy are well taught throughout the school. Those of numeracy are taught well in Key Stage 2 and satisfactorily in Key Stage 1. As a result of this standard of teaching, pupils make good progress throughout the school and achieve good results in relation to their prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, overall. Attention is needed to assure balance in each class timetable.
Provision for pupils with special educational needs	Good. Pupils are well supported by designated assistants and teachers.
Provision for pupils with English as an additional language	Good. Bilingual support assistants and teachers from the local education authority effectively help pupils to make progress in acquiring English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for pupils' spiritual development is satisfactory; for their social and moral development, it is good. The school makes very good provision for their cultural development.
How well the school cares for its pupils	Good new procedures for assessing academic achievement, but they are not used well enough in some subjects. Good records for personal development.

The school works hard to involve parents in their children's work with only moderate success. Parents view the school favourably.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding educational direction by the headteacher, who is supported very well by the deputy headteacher and the senior teacher. There are many strong curriculum co-ordinators. The commitment to further success is very good.
How well the governors fulfil their responsibilities	Satisfactory, overall, but they need to become more involved in the strategic direction of the school's work.
The school's evaluation of its performance	Very good. All aspects of the school's work are monitored regularly and evaluated rigorously by the headteacher and key staff. The school development plan identifies clearly the actions needed for further improvement.
The strategic use of resources	The school gives good attention to getting the best value for money. Resources are good, overall, and the excellent accommodation is used to good effect. There is a good number of experienced and well-qualified staff whose expertise and enthusiasm are used well. Finances are matched well to identified educational priorities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • The school expects their children to work hard. • They find it easy to approach the school with questions or complaints. • Their children like school. • Behaviour in the school is good. • Their children make good progress. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information provided to parents. • The amount of homework.

The inspection team agrees with the positive views of parents. However, it judges that the information provided to parents is good and the amount of homework is appropriate. The range of activities outside lessons is satisfactory, overall. While there is a limited range of extra-curricular musical and sporting clubs, the school provides a good range of visits and visitors to widen the scope of pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils' attainment on entry to the nursery class is well below the national average with particular weaknesses in all aspects of communication, language and literacy and in their knowledge and understanding of the world and in some aspects of mathematics. They make good progress throughout the foundation stage (nursery and reception classes). By the time they enter compulsory education in Key Stage 1, their standards are below the national average with persistent weaknesses in communication, language and literacy and in their knowledge and understanding of the world; in these aspects, pupils' attainment on entry is well below that expected of their age nationally.
2. In the National Curriculum tests in 2000, pupils' standards at the end of Key Stage 1 were well below the national average in reading, writing and mathematics. When compared to schools with similar intakes, they were well below the average in reading, below average in writing and in line with the average in mathematics. Few pupils achieve the higher levels. Generally, there is a trend of improvement that, in mathematics, is at a rate that exceeds the national trend. Boys tend to perform slightly better than girls in all three areas.
3. In the same year, pupils' results in the National Curriculum tests at the end of Key Stage 2 were well below the national average in English, below average in science and in line in mathematics. When compared with similar schools, they were below average in English and well above average in mathematics and science. In English, girls tend to outperform boys by more than the national average, but, in mathematics and science, there is no significant difference between the performance of boys and girls. Fewer pupils achieve the higher levels than is the case nationally. Improvements in standards have been made at a rate that exceeds the national trend, as measured by the results of National Curriculum tests.
4. Inspection findings are that pupils' standards, overall, are continuing to rise. At the end of both key stages, pupils' standards are below average in English, science, geography, history and information and communication technology. At the end of Key Stage 1, standards are also below average in mathematics, but are at nationally expected levels in art, physical education and religious education. Because of the timing of the inspection, too little music was seen in this key stage for a reliable judgement about standards to be made. At the end of Key Stage 2, pupils' standards match the national average in mathematics, art, music, physical education and religious education. Because of the timing of the inspection, too little design and technology work was seen in either key stage for a reliable judgement about pupils' standards to be possible.
5. Overall, all pupils, including those with special educational needs and English as an additional language, make good progress throughout the school, particularly in the core subjects of English, mathematics and science. There is also no significant difference between the progress or performance of boys and girls. Pupils achieve good standards in relation to their prior attainment even though, by national standards, they are below average. Their lack of vocabulary adversely affects progress across all subjects and throughout the school. In addition, there are weaknesses in spelling and pupils' skills of independent enquiry throughout the school. It should also be borne in mind that almost half of the current Year 6 group are on the school's register of special educational needs and seven of them have statements of special educational need.
6. The school's targets for attainment at the end of Key Stage 2 in 2000 were matched in English and greatly exceeded in mathematics. For 2001, the school's English targets are very similar at 53 per cent, although the mathematics targets have risen to 65 per cent. Given the very high proportion of pupils with special educational needs in the current Year 6 class, these targets are both realistic and challenging.

Pupils' attitudes, values and personal development

7. Throughout Key Stages 1 and 2, pupils have good attitudes to their learning and are well motivated, responding positively to the stimulating teaching in most classes. Even in the few lessons that were not so successful, pupils' attitudes remained positive. Pupils work hard and are keen to show what they can do. They strive to do their best and enjoy new challenges, as in a literacy lesson in Year 6 when the teacher pushed them hard to extend their descriptive writing skills. Pupils show good levels of concentration and work well both individually or collaboratively in groups. They have satisfactory opportunities for independent working, for example in doing a holiday project or using the library or CD-ROM to research a topic.
8. Behaviour is good both in the classroom and around the school. This is better than was reported at the time of the previous inspection and was highlighted at the recent pre-inspection parents meeting as one of the main areas of improvement since that time. Pupils have a well-developed sense of right and wrong and know the school rules. They are polite and considerate and most remember to say 'please' and 'thank you'. They maintain a lively interest in all that is going on and visiting the school is a real pleasure. Most work very well without supervision. Behaviour at lunchtime is good. Pupils wait their turn patiently and meals are a pleasant social occasion. Pupils behave responsibly, looking after their own possessions and the school's property with equal care. Members of staff have high expectations of the pupils' behaviour and generally the pupils meet these. No oppressive behaviour was seen during the inspection and most pupils and parents do not see it as a particular problem. There were no exclusions during the last academic year.
9. Relationships between pupils and with staff are very good; they have improved since the last inspection. Pupils of all ages, including those with special educational needs, are made to feel valued and appreciate that their best efforts will be noticed and praised. The pupils help each other, with the older supporting the younger and the more able helping the less able. Pupils of all ages, races and abilities work and play together in harmony. They are genuinely pleased at the successes of their colleagues and are quick to comfort a friend in distress. There is warm and friendly atmosphere within the school that contributes strongly to the productive learning environment.
10. There are limited opportunities for pupils to take responsibility. However, pupils of all ages have routine responsibilities in the classroom that help in the smooth running of the school. Year 6 pupils help with younger classes during wet playtimes and each week they read to children in the nursery. Such responsibilities are undertaken willingly and conscientiously. Each class is represented on the school council with issues of interest to the pupils discussed. Members of the school council take their role seriously and enjoy the responsibility that it brings. Pupils show some initiative in doing holiday project work, such as keeping a holiday diary. Nevertheless, the provision of opportunities for pupils to use their initiative is an area of the school's work that is underdeveloped.
11. Attendance during the last reporting year was 92 per cent, which is well below the national average and is poor. Unauthorised absence was 2 per cent, which is also poor. The figures suffer from a small number of pupils with very poor attendance, coupled with the effects of extended holidays overseas of some pupils. Registration procedures are carried out quickly and the day normally gets off to a brisk start. The punctuality of some pupils has been a problem, but the school has taken some good initiatives that have significantly reduced the incidence of lateness to school and have also halved the unauthorised absence.
12. Pupils are happy at school. Their good attitudes and behaviour and the very good relationships in the school all contribute to the effectiveness of their learning and the standards they achieve.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

13. The quality of teaching is good, overall, particularly in the Foundation Stage and in Key Stage 2. It is satisfactory in Key Stage 1. Just less than six per cent of teaching is unsatisfactory. Over 37

per cent of teaching is satisfactory and almost 35 per cent is good. Seventeen per cent of lessons are very well taught and, in nearly four per cent of lessons, teaching is excellent. In a small number of lessons judged satisfactory, teachers' strengths and weaknesses were finely balanced.

14. The quality of teaching has improved since the last inspection. There is a smaller proportion of lessons that are less than satisfactory and a greater proportion that are very good or better.
15. The teaching of pupils with special educational needs and with English as an additional language is good throughout the school. In Key Stage 2, English, science, geography, information and communication technology and religious education are well taught. Because of the timing of the inspection and the absence through illness of a member of staff in Key Stage 1, no teaching of history or of design and technology was seen in the school, or of geography, music or religious education in Key Stage 1. The skills of literacy are well taught throughout the school. Those of numeracy are taught well in Key Stage 2 and satisfactorily in Key Stage 1.
16. As a result of this standard of teaching, pupils make good progress through the school and achieve good results in relation to their prior attainment, particularly in the core subjects of English, mathematics and science.
17. Throughout the school, the quality of relationships is very good; consequently, all pupils are willing to have a go at the activities they are given and are secure and confident learners. The management of pupils' behaviour is generally good, with the result that pupils settle to work promptly and very little learning time is lost.
18. Where lessons are most effective, teachers plan their work thoroughly and are clear about what precisely they expect pupils to learn, for example in the reception class activity sessions. Their subject knowledge is very good and so they teach basic skills well. Often, lessons contain a range of activities that are well matched to pupils' individual needs and experience. These activities interest pupils and motivate them to concentrate and try hard to produce good quality work. A good example of this was a geography lesson in Year 4 that focused on the environmental effects of building a bowling alley on the school grounds and produced high quality opinions from all the pupils. Sometimes, they become thoroughly absorbed in their work; in a Year 5 science lesson one pupil said, "I enjoyed experimenting and finding things out" and this was as a result of the very good levels of challenge to 'think for themselves'. Teachers continually monitor how individual pupils are doing and interact with them in a focused and purposeful manner; this helps pupils to extend their knowledge and understanding well by building on what they have learned previously. Questioning is carried out skilfully to probe pupils' understanding and to challenge them to justify their answers fully. The pace of these lessons is brisk and no time or opportunity is lost to extend pupils' learning. In these lessons, the teacher skilfully uses final sessions to ensure that pupils have a good idea of how much they have learned and what remains to be done, for example in an excellent mathematics lesson in Year 6 in which the use of overhead projector transparencies stimulated the pupils and provided new challenges for subsequent lessons. Sometimes, teachers use the results of their marking of pupils' work to alter the focus of subsequent lessons, as in an effective Year 2 mathematics lesson taught by a supply teacher. In addition, classroom assistants are used well to ensure that the lesson progresses smoothly and that all pupils are learning for a high proportion of the time, for example, by helping to make Mother's Day cards in the nursery class.
19. Where lessons are less effective, teachers' planning does not identify precisely enough what pupils should learn and, as a result, the pace and focus of the lesson are not good enough. This is in evidence in most classes for some subjects, most often the foundation subjects. Sometimes, particularly in Year 1, pupils' behaviour is not managed well enough to ensure that all pupils make the progress that they could and should. In some lessons throughout the school, classroom assistants are passive for too long, especially during the initial, teaching session.
20. In some isolated lessons, teachers talk for too long at the beginning of the lesson and so pupils do not have enough time to work actively and do not, therefore make enough progress. Also, some teachers, occasionally, do not place enough emphasis on the need to improve the quality of what

individual pupils produce and are prepared to accept standards of work that are not as good as they could be.

21. This is linked to the wide variation in the frequency, regularity and usefulness of teachers' marking of pupils' work both between classes and within classes and subjects. For example, one teacher, whose marking of pupils' English work is a model of good practice for the school, has not marked work in history or geography books for too long; this denigrates the efforts pupils have made to produce the work in the first place. In general, teachers only mark, by ticks or crosses, to indicate that they have seen the book and rarely give pupils any idea in writing of how they might improve their work.

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

22. The quality of the curriculum is satisfactory. There is an adequate range of opportunities to learn and provision in all subjects covers what is expected by the National Curriculum. The curriculum meets pupils' needs and the school ensures that all pupils are included in every activity. This is an overall improvement since the previous inspection. The curriculum in the Foundation Stage is good; it contains a wide range of well organised, stimulating and imaginative activities and meets children's developing needs well. It has sound policies and programmes for learning. These rely heavily on government publications and are gradually being adapted to meet the specific needs of the pupils. Nevertheless, they have ensured that there is better progression from year to year. The school has put right the shortfalls in computer technology provision identified at the previous inspection but the full benefits of this improvement on raising pupils' standards have yet to be felt.
23. Continued work is needed to ensure that the curriculum is sufficiently balanced:
 - (a) While, pupils benefit from history, geography, art and design, and design and technology being taught in blocks of time over a year, this has resulted in pupils not experiencing some subjects for more than one third of a two-year period. This does not lead to the maintenance and development of learning skills.
 - (b) There are idiosyncratic differences between year groups in the amount of time allocated to each subject. For example, Year 3 experience twice as much computer work as other years, while Year 5 is taught far more religious education than the others.
 - (c) The way subjects are spread through the week needs improvement. Physical education, for example, is sometimes held for only one hourly session in a week, so that pupils have no exercise for four days in five. Year 6 has no physical education other than swimming.
 - (d) Not enough distinction is being made between art and design and design and technology.
 - (e) Literacy is well developed in other subjects such as science, where pupils report their experimental findings. However, the school has not fully developed ways of taking advantage of this and teachers duplicate their work on literacy skills, such as skimming and scanning or writing instructions.
24. The planning that supports the delivery of the curriculum is satisfactory. This is an improvement from the previous inspection where it was an issue. However, the needs of the highest attaining pupils are not fully considered, except in mathematics, and there are still too few opportunities for independent learning. Assessment of pupils' attainment is not influencing planning enough, so that pupils do not return to skills that need further development.
25. Provision for special educational needs is good and has improved since the last inspection. The targets identified on pupils' individual education plans are specific and, in English and mathematics lessons, are well planned for by teachers. Designated adults, including, on occasion, the co-ordinator for special educational needs, are deployed well to help pupils in these lessons and make

a good contribution to their learning. Because of the lack of manpower and the lack of precision in much of the teachers' planning, this good level of support is not maintained in other subjects. Pupils, nevertheless, make progress at the same rate as their peers because of the high quality of relationships throughout the school and because of the good attention all members of staff give to providing an equality of access and opportunity.

26. The school's strategies for teaching literacy and numeracy skills are good. National requirements have been successfully implemented and are beginning to raise standards.
27. For a school of its size, the range of activities outside lessons is satisfactory, overall. The number of clubs and opportunities for developing musical or sporting talents is small. However, the school provides a rich collection of visits and visitors that greatly benefit pupils' learning. These include, amongst others, making local studies at Syon House, meeting authors, fossil hunting at Haseley Manor, opera workshops, museum visits, and holding Greek and Roman Days as well as mathematical fairs.
28. The school pays good attention to ensuring that all pupils are recognised for their unique personal and academic achievements. For example, the school acknowledges individual improvements in behaviour or effort. Although there is no separate policy, the school's aims, subject policies and practice clearly establish that the principle is in operation. No significant differences were identified in the attainment and progress between boys and girls during the inspection week. In lessons, teachers include all pupils in discussions and activities and ensure that pupils with special educational needs receive the support they require. Pupils have equal access to all the curricular and extra-curricular activities. All pupils have the opportunity to be monitors with responsibilities that keep the school running smoothly. In addition, the school gives extra support to pupils who are nearly achieving the expected level in literacy and numeracy.
29. Provision for pupils' personal, social and health education (PSHE) is satisfactory. The school covers sex and drugs education as required in the National Curriculum. Teachers set varying amounts of time for PSHE. However, there is an established programme, giving pupils the opportunity to develop fuller understanding of such matters as developing self-esteem, making informed decisions, and the rights and wrongs of having secrets. In an interview, pupils expressed strong appreciation of PSHE, saying, "It gives you a chance to get to know your friends better," and "It helps you learn how to control your temper". The school has developed a school council, where pupils can learn to discuss matters in school life that affect both them and the adults. All years are represented, and pupils are learning that matters of fairness often mean dealing with conflicting demands.
30. The school has satisfactory links with the community. Brunel University helps with teaching swimming and lends artefacts for religious education. The health visitor assists with teaching pupils about the topic of growing up. However, the school has not done all it can to tap the resources available and could involve its pupils more in sporting events. The school links up well with the secondary school to which pupils transfer at eleven.
31. The provision for pupils' spiritual development is satisfactory. Assemblies vary in their degree of spiritual content. Some do not satisfy what is expected in terms of religious content. Moments of awe and wonder are rare, but do exist, such as when pupils spontaneously say, "Wow!" when seeing a large display of blooming daffodils. However, the school does teach pupils to reflect on their experiences. Some of their writing shows deep sensitivity, such as in their reflections in Year 6 on the mysteries in 'Tom's Midnight Garden' and poetry in Year 5 about special places. The programmes for religious education and PSHE also provide satisfactory opportunities for pupils to reflect on sharing and empathising with others.
32. The school's provision for pupils' moral development is good. The overall ethos and general approach to developing positive attitudes and behaviour provide a good framework for pupils to learn a sense of right and wrong. This is well supported by PSHE lessons, in which pupils openly discuss moral issues.

33. Good provision is made for pupils' social development. The School Council provides all pupils with an opportunity to understand what is needed to make the school community a happy place for everyone. The lunchtime supervisory assistants reward those pupils who have made a good contribution to keeping lunchtime a pleasant occasion by placing them on a special table in the hall. Year 6 pupils have carried out a survey in relation to a local amenity and have written at length and with feeling about what is necessary to keep it as an asset to the community. Pupils have an opportunity to join a residential course where part of their experience is to learn to live happily with one another.
34. The provision made by the school for pupils' cultural education is very good. There have been good improvements in this area since the previous inspection. Pupils' arts education is greatly enhanced by many visits and visitors connected with theatre, music (including opera), literature, art and dance. Pupils have written in good, appreciative detail about their visit to the Tate Modern Gallery and have considered a suitable sculpture for a local amenity, based on their learning about the work of Henry Moore. Pupils learn from a good range of the arts, such as recorded music, great poetry and the work of artists and pupils have the opportunity to visit the Royal Festival Hall. The school has improved its teaching about the different cultures within this country and beyond. It has developed its collection of books and artefacts well, and often makes interesting displays that include high quality photographs. Pupils benefit from African and Australian workshops and make visits to a local mosque, thereby broadening their understanding of other faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The systems that the school uses to assess pupils' attainment and progress are satisfactory, overall. They have been extended and improved since the last inspection when information about pupils' attainment had been discussed with staff only in English. Now there are good new procedures for identifying strengths and weaknesses in English, mathematics and science. The pupils are given targets for reading and writing and targets in mathematics are being trialled in the Year 6 class. If successful, these are soon to be extended throughout the school. In the Foundation Stage children are assessed, using satisfactory baseline procedures and parents are invited to become involved in target setting. These early test results and the results of annual tests are used soundly to track the pupils' progress as they move through the school, to set future work and to organise groups of pupils. Pupils who have little understanding of English are assessed in their mother tongue in order to make these assessments accurate; this is good practice.
36. Whilst the use of assessment in the core subjects of English, mathematics and science is satisfactory, this is not the case in the other subjects. As a result, the teachers do not always match work well to the different needs of the pupils in their classes. The school uses several commercial schemes of work and guidance produced nationally by the Qualifications and Curriculum Authority. These give teachers good overall guidance; however, insufficient links have been made between the two and they have not been tailored to meet the needs of the pupils at this school. This is especially evident in the half term plans. The school is aware that better use could be made of assessments and this is a priority in the school's development plan next term. The teachers in the nursery and reception classes make good regular, ongoing assessments of the children's knowledge, skills and understanding in all areas of their curriculum. These are used well to match work to the pupils' needs and to challenge the higher attaining children. The assessment and tracking of the progress of pupils with special educational needs has improved since the last inspection and is now good.
37. The school cares for the pupils well and there are effective procedures in place to ensure their safety and well being. At a practical level, the school is a warm and friendly place in which pupils are happy and secure and able to learn without fear in a caring environment. The pastoral support provided by all staff, particularly the welfare assistant, is very good and relationships between adults and pupils are relaxed. As a result, pupils feel comfortable talking to staff about any worries or problems they may have. Child protection procedures are fully in place. The school has a good policy, which links with the local area child protection procedures. The policy includes appropriate provision for training and the headteacher keeps staff fully briefed on any concerns.

38. The school has a comprehensive policy for health and safety. Management of health and safety on a day-to-day basis is satisfactory and is the responsibility of a staff representative. The local education authority audited the school's safety provision recently and some recommendations for improvement were suggested. Most of these are being put in place. The school environment is well maintained and any safety concerns are quickly and effectively dealt with. Safety inspections are undertaken regularly; risk assessment has been carried out and is being developed further. Fire drills are held each term and the caretaker tests the fire alarm weekly. Fire appliances are tested annually and are in date. Testing of portable electrical appliances is properly carried out with appliances marked accordingly. First aid procedures are good. All accidents are logged in detail. When a more serious accident or bump to the head occurs, parents are notified by the welfare assistant and a note home confirms this.
39. There are good procedures for monitoring and supporting personal development. Each teacher keeps a record of the academic and personal progress of her class, which follows the pupils as they move up the school. Any concerns are promptly and effectively dealt with. The personal, social and health education curriculum provides a well-structured programme that supports the pupils as they grow and develop. There is appropriate provision within the curriculum for the teaching about sex and providing drugs' awareness.
40. There are good procedures for monitoring and promoting attendance, although, in spite of the school's best efforts, the full benefit of these has yet to be seen. The importance of regular and prompt attendance is regularly emphasised to parents by the headteacher in newsletters. All unexplained absences are followed up on the first day by phone. Written reasons for absence are required and there is a well-defined system organised by a welfare assistant for enforcing this. Pupils with poor attendance records are specifically targeted and steps are taken to try to effect an improvement, using the education welfare service to assist. Punctuality has been significantly improved by close monitoring and recognising the performance of the class with the best record each week, largely through the efforts of the welfare assistant working in close collaboration with the headteacher. When improvement to a pupil's punctuality has been achieved, the school provides a nice touch in writing a note of thanks to the parents.
41. The school's management of behaviour is good and this results in the high standards seen both in and out of lessons. There are few formal rules, but these, coupled with the excellent example set by all staff, lead to a settled school and a productive learning environment. Pupils know what is expected of them and for most it is second nature to conform. Midday supervisory staff maintain good order and provide good support during lunchtime on the playground and this has a positive effect on behaviour and safety.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school has a generally good relationship with the parents and aims to work closely with them on the education of their children. Where this is achieved, it has a beneficial impact on their education.
43. The views of parents, expressed at the pre-inspection meeting, in the questionnaires and during interviews in the inspection week are all strongly supportive of the school. More than three times as many parents responded to the recent questionnaire than to that at the previous inspection and their views are significantly more positive. Parents see the school as very approachable, with good teaching and promoting a positive work ethic. They see their children liking school, making good progress and being well behaved. Inspection findings largely support these positive views.
44. However, one in six of the responses to the questionnaire expressed concern at the range of extra-curricular activities provided by the school. One in nine of the responses felt that the information provided by the school on progress is inadequate and one in ten was unhappy about the amount of homework provided. The inspection finds that the range of extra-curricular clubs and sports activities is less than is found in many schools, with many activities not available for pupils at Key Stage 1. However, the school provides a good range of visits and visitors to support the curriculum and widen the pupils' experience and this makes the extra-curricular provision satisfactory, overall.

The inspection does not support the other two concerns. The school's homework regime is seen as satisfactory and the provision of information is seen as good.

45. There is a well-produced weekly newsletter providing diary dates and other specific information and parents are sent details of topics to be covered each term. The prospectus and governors annual report provide good information; however, both omit a number of minor items statutorily required and the headteacher has been made aware of these. Pupils' annual reports give generally good information about their attainment and progress. Some include targets for improvement and this feature is to be included in all reports this year. There are three consultation evenings during the year and parents are able to discuss their child's progress with staff. Parents wanting more regular information on this can meet the teacher informally at the end of the school day. Meetings have been held to inform parents about areas of the curriculum, but attendance at these has been disappointing. Nursery and Reception staff visit children at home before they begin in school to ease the transition to school life.
46. Parents, overall, make a satisfactory contribution to the learning of their children and to the life of the school. The headteacher firmly believes that parents have a vital part to play in the education of the child and encourages them to become involved at every level. A few parents work in the school and assist on outside visits and provide valuable and effective help. Many parents provide help to pupils at home with their reading and homework, although there are a significant number who do not. The inspection findings note that there is a clear relationship between a pupil's achievements and the amount of support the pupil receives at home. Those pupils who most need support at home often do not get it. The Friends Association has a small group of active organisers and works hard to raise funds for the school. Money raised has been put to good use in purchasing resources and improving the library.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher and key staff are very good. Under the excellent direction of the headteacher, the school has made very good progress in its provision and standards since the last inspection. The headteacher has a very clear vision for the school's future. She works closely with the senior management team so that it co-ordinates school development very well, and ensures that the school builds on its successes and continues to tackle its areas for improvement. All these are significant improvements since the last inspection.
48. The school has developed a very good ethos, so that it is now far more successful in achieving its overall aims than at the previous inspection. Everyone is valued. This is demonstrated in many ways, in particular by the existence of a school council, whereby pupils' views are thoroughly taken into account. The school makes parents and visitors most welcome and the buildings and grounds show great care to create an environment in which pupils want to learn. The school's development plans focus very well on what is needed to secure continuous improvement and contain very appropriate priorities that have been properly costed. The school is very vigorous in pursuing the aims of its plans because there is a shared commitment to succeed. This united approach to improvement has created an ethos in which pupils are happy and secure, so that they themselves are very committed to working hard.
49. The headteacher works very well in collaboration with her colleagues. Everyone is clear about his or her role in managing the school and most are fully playing their part in running the school. The deputy headteacher has only recently been appointed, but is already making a good contribution to senior management. However, his overall leadership role is not sharply defined. The co-ordinators of the core subjects of English, mathematics and science provide very good leadership and have made a significant contribution to raising standards of pupils' attainment, as have the co-ordinators for information and communication technology and special educational needs. The other co-ordinators are generally sound, but there are areas where improvements would raise standards in their subjects. These are closer monitoring of teaching and learning, particularly in the foundation subjects, establishing a uniform approach to the assessment of pupils' progress, particularly in learning skills and, although more remains to be done, in developing the use of computer technology.

50. The governing body is effective and is carrying out its responsibilities satisfactorily. The headteacher and staff welcome the involvement of governors, who, rightly, have full confidence in the headteacher and her staff. However, governors are aware that they need to work with the school in constructing its development plan, so that they have a strategic view of its future. The governing body has not yet ensured that systems exist that enable the school to maintain its progress whatever changes might take place in personnel. Governors are supportive of the school and sometimes work with pupils or hold useful discussions with co-ordinators. However, in order to carry out a key role in continued school improvement, the governing body needs to discuss its own evaluations with the school, so that a way forward is mutually agreed.
51. The school monitors and evaluates its performance well and takes effective action to develop it further. The headteacher, senior management team and subject co-ordinators look at the quality of teaching very thoroughly indeed, through direct observation in classrooms, scrutiny of planning and assessment of pupils' work. Further improvements in other assessment systems would be helpful in developing management's awareness of how teachers' plans could be improved. The headteacher ensures that proper records are kept of evaluations of teachers' performance and teachers receive constructive feedback. Allied to this work there is a good system of appraisal and performance management that leads to a well-organised programme of in-service training, including some for classroom assistants. The school is very supportive of new teachers. There is room for further development in ensuring that co-ordinators of subjects other than English, mathematics or science work maintain a balanced curriculum based on a rigorous and informed assessment of individual pupils' needs.
52. The local education authority's specialist teacher and bilingual assistants give good support to pupils who are on the early stages of learning to speak English. Recently, however, the number of pupils needing this extra help has risen significantly. The school is rightly seeking to extend the time that this teacher spends in school. Midday assistants are helpful and have received training since the last inspection. They make a valuable contribution to the calm and happy atmosphere within the school. Their reward system of providing a 'special table' once per week is helping to improve the pupils' behaviour. The administrative staff are friendly and efficient and help to ensure the smooth day-to-day running of the school.
53. The school's finances are well managed and educational developments are supported through careful planning. The amount received per pupil is high and this enables the school to afford its current staffing levels, which include non-class based special needs support. This is beneficial in view of the high level of special needs within the school. The current school development plan runs from September 2000 to August 2001 and the financial implications of this link directly into the budget. Phasing of expenditure is shown and the sources of income for the different areas are clearly identified. Thought has been given to developments further ahead, through to the end of 2003, in appropriately broad outline.
54. Management of the school's finances is the responsibility of the finance sub committee of the governing body. This committee meets regularly each term and meetings are properly minuted. The headteacher plays the major role in the management of the school's finances, but governors are provided with relevant cost figures to ensure that they are fully informed. Progress towards the targets in the school development plan and budget are reported by the headteacher at meetings of the governing body. An independent bursar visits each week and provides good financial support to the headteacher. Good attention is given to getting the best value for money as a result of spending decisions.
55. The school building and grounds are excellent for delivering the National Curriculum and the Foundation Stage curriculum for the youngest children. The school is attractive and well maintained. There are very good facilities for pupils withdrawn for extra help and, as the school is on one level, there is good access for pupils who use wheelchairs. The school building is used well to enhance pupils' learning. The one weakness is that the role-play area for the reception class is out of sight of the teacher. Although the teacher and nursery nurse monitor the children in this

area, the school is aware that the current arrangement is not ideal and plans to remedy this situation.

56. Resources are good, overall. They are very good for the youngest children, especially for outside role-play and physical development. They are good for English, overall, mathematics, science, design and technology and music. The school is well aware of the limitations of the current stock of hardware and plans are well advanced to establish a fifteen-station computer suite. Resources, overall, have been improved since the last inspection.
57. The match of teachers and support staff to the needs of the curriculum is good. The teaching staff work well together as a strong team and are keen to raise standards. The nursery nurses and teacher assistants work well with the teachers and this contributes significantly to the quality of teaching and learning for all pupils, especially those with special educational needs. However, the classroom assistants are not always used to best effect while the teacher talks to the whole class.
58. Day to day administration is good. The school secretary is responsible for general administration activities and does this with quiet efficiency. Purchase procedures ensure that good attention is given to getting value for money and there is a proper hierarchy of signatories for order, receipt and invoice. Co-ordinators bid for funds for their curriculum areas and are responsible for expenditure against the agreed budget. The school was audited in 1999 and a good report showed no shortcomings in the financial procedures. Both recommendations have already been implemented. The grants received for specific purposes are well administered, closely monitored by the headteacher and properly used for the purpose intended.
59. The use of new technology by the school is satisfactory overall. Provision has improved considerably since the last inspection and a substantial amount of money is about to be spent to improve facilities still further. In the office, pupil records are held on file and an attendance programme enables effective monitoring of pupils' attendance to take place.
60. This is a good school that gives satisfactory value for money. By comparison with national averages, the income per pupil is high. However, standards are rising in the core subjects over time and pupils make good progress throughout the school. The quality of teaching, overall, has improved with a lesser proportion of unsatisfactory lessons and a greater proportion of very good or better lessons. Aspects of curriculum planning and assessment have improved, although more remains to be done. Pupils' attitudes and behaviour have improved significantly. The quality of leadership and management has improved very significantly and has been the driving force behind the school's improvement – a fact that parents appreciate greatly.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards further, particularly in English, mathematics, science and information and communication technology, the headteacher, governors and staff should:

- develop rigorous assessment procedures for all subjects and use them consistently to track the rate of individual pupils' progress.

(Paragraphs: 24, 36, 51, 119, 122, 125, 131, 137, 141, 145)

- ensure that teachers' plans focus sharply on what pupils should learn in each lesson or series of lessons and ensure that pupils develop their subject skills appropriately, paying particular attention to the systematic development of pupils' vocabulary and independent research skills, including the use of information and communication technology.

(Paragraphs: 5,10, 24, 25, 36, 74, 78, 87, 89, 91, 103, 111–114, 116, 118, 121, 123–125, 131, 132, 136, 141, 144, 145)

- review the balance within and between subjects, ensuring that curriculum time is used to maximum benefit.

(Paragraphs: 23, 51, 105, 108, 119, 121, 122, 125, 128-130, 142)

Other issues that the school should consider are:

- Improve the governors' involvement in the strategic direction of the school.
- Improve aspects of teaching, where necessary, particularly the frequency and usefulness of teachers' marking.
- Review the effective and efficient deployment of non-teaching staff.
- Continue to take all possible steps to improve pupils' attendance rates.
- Ensure that all statutory requirements are met.

References to these issues are contained in the following paragraphs: 11, 19–21, 31, 40, 50, 57, 93– 95, 106, 107, 114, 118, 126, 129, 136, 139, 140, 150.

THE PROVISION FOR, AND PROGRESS OF, PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE.

62. The provision made by the school for pupils with English as an additional language is good, as is the progress they make, overall.
63. The number of pupils who have English as an additional language (EAL) has increased significantly since the last inspection. Now nearly half of the pupils in the school have EAL. Of these pupils, 26 are in the early stages of understanding and speaking the English language. Added to this, several pupils are refugees and have experienced disruption and trauma. These pupils are included well in all aspects of the school's life. They spend most of their time in class and are well accepted by their peers.
64. The youngest pupils receive help from bilingual assistants on one day per week. These assistants do valuable work in supporting families and children and make a significant contribution to pupils' progress in academic and personal terms. The Local Education Authority is flexible and arranges help at the school's request, but with a total of 20 languages spoken by the pupils throughout the school, it is a challenge to meet all the needs of the pupils.
65. Pupils with EAL are regularly supported in class by a specialist teacher or are withdrawn and taught in small groups. When this support is given, these pupils make particularly good progress. However, this teacher works in the school for only one and a half days per week, making it very difficult to prioritise and meet the needs of all the pupils. The pupils assessed as having most need receive one and a half-hour's extra teaching per week. This is not enough to meet all their needs fully. Teachers give them good support, although this is not always evident as specific targeted provision in their plans.
66. Overall, these pupils are well behaved, work hard and try their best. As a result, the majority of pupils make good progress in all aspects of their school life. The school celebrates the variety of cultures and beliefs within the school through displays and providing a good range of bilingual books in the library and in classes. This helps all pupils develop culturally and in religious education lessons, including those for whom English is a main language.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3.8	17.0	35.8	37.7	5.7	0.0	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)	13	181
Number of full-time pupils known to be eligible for free school meals	0	82

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	82

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	2.0
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
	2000	11	10	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	8	9
	Girls	7	6	7
	Total	13	14	16
Percentage of pupils at NC level 2 or above	School	62 (46)	67 (38)	76 (50)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	9	5
	Girls	7	7	5
	Total	12	16	10
Percentage of pupils at NC level 2 or above	School	57 (46)	76 (46)	48 (46)
	National	84 (82)	88 (86)	88 (87)

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
	2000	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	13
	Girls	8	11	11
	Total	16	23	24
Percentage of pupils at NC level 4 or above	School	59 (55)	79 (68)	83 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	11
	Girls	7	12	8
	Total	14	24	19
Percentage of pupils at NC level 4 or above	School	48 (n/a)	83 (n/a)	66 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	9
Black – other	8
Indian	10
Pakistani	14
Bangladeshi	0
Chinese	0
White	84
Any other minority ethnic group	20

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)	10
Number of pupils per qualified teacher	18.1
Average class size	25.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	127

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	16

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	523 435
Total expenditure	519 516
Expenditure per pupil	2855
Balance brought forward from previous year	37 424
Balance carried forward to next year	41 343

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

210

Number of questionnaires returned

71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	1	0	1
My child is making good progress in school.	46	44	3	1	6
Behaviour in the school is good.	50	42	4	1	3
My child gets the right amount of work to do at home.	34	41	11	3	11
The teaching is good.	53	34	3	1	6
I am kept well informed about how my child is getting on.	42	37	15	0	6
I would feel comfortable about approaching the school with questions or a problem.	67	27	3	1	1
The school expects my child to work hard and achieve his or her best.	55	38	3	0	4
The school works closely with parents.	42	42	6	1	9
The school is well led and managed.	48	31	4	0	17
The school is helping my child become mature and responsible.	46	36	6	1	11
The school provides an interesting range of activities outside lessons.	23	35	21	0	21

The inspection team agrees with the positive views of parents. However, the information provided to parents is good and the amount of homework is appropriate. The range of activities outside lessons is satisfactory, overall. While there is a limited range of extra-curricular sporting clubs, the school provides a good range of visits and visitors to widen the scope of pupils' learning.

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

67. The school makes good provision for children in the Foundation Stage. The children start school when they are three years of age. They work for a year in the nursery class on a mornings only basis. They then move to the reception class for a full school day. After this year, the children join the Year 1 classes where they begin the National Curriculum.
68. There are two class teachers who are supported by two qualified nursery nurses. These staff work and plan together well to deliver the new curriculum for children under five years of age, called 'the Foundation Stage'. This curriculum covers six areas of learning and development and sets targets or 'stepping stones' of attainment before the introduction of the National Curriculum.
69. Children's attainment on entry to the nursery is well below that expected for children of this age, with particular weaknesses in all aspects of communication, language and literacy, in their knowledge and understanding of the world and in the problem solving aspects of mathematics. In the other areas for development, the children have the knowledge and skills expected for their age.
70. Nearly half of the children in these classes have English as an additional language and nearly a quarter are at the early stages of learning to speak English. Eight different languages are spoken as mother tongues. The local education authority quickly allocates bilingual assistants to support children with particular needs and this helps them settle into school. These bilingual assistants also give good support to the parents of these children. The specialist language support teacher assesses the children's level of understanding and allocates extra support to the most needy, during which time their progress is particularly good. However, the specialist time allocated to this school is limited; at other times, pupils make progress at a rate similar to that of their peers. Children who have special educational needs are identified early and appropriate steps are taken to meet their needs, so that they make good progress.
71. Children are given a good start to school and make good progress because of the quality of the teaching and resources. Despite this, few children attain the nationally expected levels in all areas of learning. Most pupils' English language skills, knowledge and understanding of the world and mathematical language and problem solving skills are below expectations by the age of five.

Personal, social and emotional development

72. Good quality teaching by all staff ensures children's good all round progress, so that by the time they enter Year 1, they have attained the expected levels. They are well behaved and polite. They work well as part of a group, take turns and form good relationships with adults and their peers. Children move confidently between activities, as they are very well managed and provided with a good range of interesting activities that are well matched to their interests, concentration span and needs. They are sensible and aware of routines. The children are settled, try hard with their tasks and work well by themselves, even when not directly supervised. Adults in both classes provide good role models for children, always treating them with care and courtesy. Adults sit on the carpet with children during activities and take evident pleasure in every achievement made. They also encourage the children to be independent and the children respond to this well by, for example, taking responsibility for a range of duties, including taking the register back to the office and tidying up at the end of sessions. One boy stated confidently that he would clear up the spilt porridge oats and that he didn't need any help. Most dress and undress themselves independently and manage their own personal needs soundly.

Communication, language and literacy

73. Children start school with well below average communication skills. The quality of teaching in this area of learning is good, but, nevertheless, children do not reach the levels expected nationally by

the time that they complete the Foundation Stage. All adults give children time to talk and take an interest in what they say. Their listening skills and vocabulary are well supported and developed. For example, in one literacy lesson in the reception class, the teacher devised a version of 'Kim's Game', giving the children clues as to people's jobs. The children enjoyed this, but it showed that their vocabulary was below expected levels, because they did not know the name of common objects such as 'saw' and 'drill.' The teacher and nursery nurse routinely note these gaps in the children's knowledge so that they can plan appropriate future work to address particular needs.

74. Children listen attentively. They sit quietly and appear to concentrate, but only a few children initiate ideas and speak confidently to answer or ask questions. The few children who speak confidently in both classes are given plenty of opportunities to do so by their teachers. Good role-play areas encourage children to talk to each other when playing. The telephones in both the pretend baby clinic and hospital are used frequently. Adults often take part in this play, setting a good example to the children and using every opportunity to extend the children's vocabulary. The children really enjoy these areas and one higher attaining boy explained with enthusiasm that it was the Antarctic and he was very cold.
75. Appropriate elements of the National Literacy Strategy are used well. Good teacher knowledge of basic skills development means that children make good progress in learning letter sounds. They do this through a variety of interesting activities, such as stories about letters and drawing letters in wet sand. Good opportunities are given at the start of the nursery day for pupils to learn to recognise their own name and the names of their classmates. Towards the end of this year, many children recognise most of these names. The children really enjoy stories and nursery rhymes and join in with repetitive text. Most children enjoy books and handle them correctly. By the end of the reception year, some children predict what might happen next. They remember stories accurately and retell them in the correct sequence. They recognise print and know that it tells the story. A few higher attaining children can read a few familiar words in a simple text. Most children understand that words are read from left to right and point to words as they read. A few children still find it a challenge to talk about pictures in books. Children have access to a good range of attractive books and regularly take books home.
76. Children respond well to the good opportunities for writing. They 'write' avidly in the appointment books in the role-play areas, making good progress from scribble writing to strings of letter like shapes, which become more accurate. They trace both shapes and words successfully in their well-made tracing books. They copy the teachers' writing with reasonable letter formation. By the end of the reception year, a few pupils write one or two sentences, using full stops and phonetic spelling. They take great care with their handwriting, for example, when writing cards for 'Mothers' Day.' The children progress well in the early reading and writing skills, but many do not use their phonic knowledge to write simple regular words or read the expected range of familiar words and simple sentences by the age of five. The teachers mark the children's books well and highlight good achievement and areas for improvement.

Mathematical development

77. Several children count numbers to ten, but not always accurately. A few count beyond this on their own and these children are well challenged by being given extension work such as ways to add two numbers to make twenty. Through a variety of stimulating practical experiences most children add two numbers to make six. They record their sums neatly. They are beginning to compare two numbers, using terms such as 'more or less.' By the end of the end of the 'Foundation Stage', most children subtract and add one to a given single-digit number. They also sort different items according to one similarity, such as colour and recognise and name the circle shape.
78. By the end of the year, their standards are below those expected nationally although they have been taught well and have made good progress in the understanding of number. In particular, the children find it difficult to solve practical problems and explain what they have done, because of their paucity of language.

Knowledge and understanding of the world

79. Children are given a wide range of experiences to help them develop this area of their experience. By the age of five, they have made good progress, but their standards are below those expected nationally, particularly in asking questions about why things happen and how things work.
80. They grow sunflowers and beans from seed, know that these need light and water to thrive and count and name the roots and shoots accurately. They know that some things work by switching on electricity, but many find it difficult to write about this. They know that they had grown since they were babies. They were proud of their baby photographs and the visit of the health visitor was used well to help the children understand that their weight and height had increased. This was a good link to the development of their mathematical skills. The children generally work well together to build models from construction kits and try to explain what they have done. One child explained that the helicopter landed on top of the building, but others thought that this was the best place for their car. Most pupils are gaining a satisfactory understanding of time. A few children know that if it was Monday yesterday, today must be Tuesday. The children use the computer frequently to develop their language, mathematical and creative skills and have reasonable control of the 'mouse.' The teachers make good ongoing assessments of the children's progress in this area. For instance, it was noted that when a child said in the role-play hospital that they had broken their ankle, they pointed to their elbow. On another occasion, another child said 'He needs more blood.' 'Where's your heart?' was the reply and after using the stethoscope the child pointed to the correct area.

Physical development

81. The children start school with the physical skills that are expected nationally of young children. Very good provision is made for this area of learning and the children make good progress over the two years that they are in the Foundation Stage. Teachers plan very carefully for the outside play area, which is very well resourced with wheeled toys and balancing equipment. This area is used well every day to develop skills identified in teachers' plans and, as it is protected from the elements, it is used all year round. Several children find it difficult to balance on the equipment, but they are willing to have a try, with adult help and are becoming more confident. Many children have not had the opportunity to ride tricycles before starting school and several find controlling them difficult, initially, because they lack the necessary co-ordination. However, since starting school many children have learned to ride a tricycle competently. Reception children use the hall space well. They make high and low shapes and several children made very good twisted shapes. The children understand the need to follow safety rules when using the climbing apparatus. Approximately half of the children can skip. Children's fine motor skills are satisfactory. They thread beads to make patterns and use small construction equipment soundly. They squeeze playdough and roll and cut it to make pretend cakes. They also use scissors appropriately to cut out pictures and stick these in the order of a story. Good teaching supports the children's learning well.

Creative development

82. Children make satisfactory progress and achieve standards that match those expected nationally by the age of five years. They enjoy a wide range of activities. They paint freely and are often absorbed in this. They name different colours correctly and have a clear idea of the picture that they want to paint. They draw with pencils and crayons in increasing detail to create some good observational drawings of fruits and flowers. In music, children know a reasonable range of nursery rhymes and join in appropriately with the singing. They follow the actions well and show an appropriate understanding of time by all clapping together at the end of the song. Children enjoy imaginative play, creating situations such as being 'grown ups' at the pretend MOT. station in their outside play area and, in their hospital, they maintain concentration for long periods of time.
83. The quality of teaching is good, overall. No lesson was less than satisfactory and, in most lessons, the quality of teaching was good or better. The more effective lessons are characterised by high quality detailed planning, a wide range of well organised, stimulating and imaginative

activities that help teachers meet clearly identified learning outcomes and a calm, purposeful atmosphere. Teachers modulate their voices to good effect and all members of staff clearly enjoy working with their children and share their enthusiasm. The curriculum fulfils statutory requirements fully and makes good provision for children's developing needs. The teachers understand well how young children learn and work hard to provide a secure and sympathetic learning environment. Good links are made across the areas of learning to effectively reinforce and extend teaching points. Expectations for behaviour are high and instances of inappropriate behaviour are managed effectively. Generally, the teachers and their assistants make good ongoing assessments of their children's strengths and areas for improvement. These assessments are used to good effect to plan future work and experiences. The teachers have good relationships both with their pupils and also with their parents. They work hard to prepare the children for school by providing 'home' visits. Parents are well informed as to the curriculum offered and are given very good suggestions as to ways to help their children learn and progress.

ENGLISH

84. In the National Curriculum tests in 2000, pupils' standards at the end of Key Stage 1 were well below the national average in reading and writing. When compared to schools with similar intakes, they were well below the average in reading and below average in writing. Few pupils achieve the higher levels. Generally, there is a trend of improvement that matches the national trend. Boys tend to perform slightly better than girls in both reading and writing.
85. In the same year, pupils' results in the National Curriculum tests at the end of Key Stage 2 were well below the national average in English. When compared with similar schools, they were below average. Fewer pupils achieve the higher levels than is the case, nationally. Girls outperformed boys by more than the national average. Improvements in standards, as measured by the results of National Curriculum tests, have been made at a rate that exceeds the national trend in Key Stage 2 and in reading in Key Stage 1. Results in writing at the end of Key Stage 1 vary markedly from year to year and no overall trend is discernible.
86. Inspection findings are that pupils' standards, overall, are below the national average at the end of both key stages. Overall, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress throughout the school; this is an improvement since the last inspection. A number of factors that crucially affect standards adversely must be borne in mind:
 - there are particularly acute weaknesses in pupils' skills of communication, language and literacy when they enter compulsory education at the age of five years;
 - the proportion of pupils with English as an additional language is very high;
 - the proportion of pupils on the school's register of special educational needs and the proportion with associated statements of special need are both well above national and local averages; and
 - nearly half of the current Year 6 pupils are on the school's register of special educational needs and, of these, seven have statements.
87. Pupils' speaking and listening skills broadly match those expected nationally at the age of seven and eleven. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school. At the end of Key Stage 1, they listen attentively, especially when the teacher's expectations of their behaviour and application to task are high and the subject matter interests them, for example in a very well taught lesson focusing on how to use a glossary in a non-fiction text to do with insects. Many pupils speak readily and are keen to give their opinions, sometimes without being asked! These pupils, occasionally, use complex sentences and pursue an argument reasonably well. However, a significant proportion of pupils have a restricted range of vocabulary; they tend to give one-word answers unless pressed by the teacher to do otherwise and some do not project their words well enough to ensure that they can be understood. By the end of Year 6, pupils speak audibly for a variety of audiences and in a reasonable range of contexts, including pairs, small groups and class groups, for example, when preparing a talk for younger pupils on a religious education theme. Assemblies are used to good effect to provide an opportunity for pupils to speak to a larger

audience, including their parents or carers. In one such assembly, Year 6 pupils enunciated chosen poems well, with one group, in particular, timing their entrances beautifully and making their poem very interesting.

88. In both key stages, all pupils make good progress in developing their reading skills through regular practice on their own or with teachers, non-teaching staff or, at home, with their parents or carers. Those who receive most help at home appear to be making better progress than their less well-supported peers. The regular use of a home/school reading diary is a helpful means of tracking what sort of books pupils are reading and how often. The school makes effective use of some of the literacy time to focus on group reading activities; this has raised pupils' awareness of books and enhanced their enjoyment of both fiction and non-fiction texts. Pupils in Year 2 reach broadly average standards, but few attain levels higher than those expected of their age, nationally. They read suitable texts fluently and expressively and discuss the plot of a story reasonably maturely. Higher-attaining pupils discuss characterisation in some detail. By the end of Year 6, pupils read expressively and with good regard to punctuation. They enjoy a good range of books and compare and contrast a small range of authors and genres satisfactorily. A greater proportion of pupils attain the higher levels. They show a good understanding of the main themes of books and make reasonable inferences about characters and plot by going beyond what is actually written in the text. Sound use is occasionally made of computer programs to help reading skills, for example in Year 1.
89. Throughout the school, reference and independent research skills are not developed as fully as they should be. Because the library is currently being re-sited and developed to become more accessible and effective, there have been fewer opportunities for teachers to use the facilities as fully as they need. The school is well aware of this matter.
90. Pupils' writing skills develop well as they move through the school. At the end of Key Stage 1, there are weaknesses in spelling and punctuation. Too many pupils do not use full stops and capital letters correctly to show sentences and many common words are not spelt correctly with, for example, pupils confusing the words 'sore' and 'saw'. However, nearly all attempts at spelling are phonetically plausible. Pupils write stories in a correct sequence and their handwriting is legible. Nearly all pupils still print their letters, although a few are beginning to attempt 'flicks' as a preparation for joining their script. Higher attaining pupils punctuate sentences securely and write more fluently. However, nearly all pupils use common, everyday words and phrases and rarely make their work interesting by choosing words for effect. By the end of Key Stage 2, pupils have made good progress, although most still do not use a joined-up, cursive script. They write at length in correct sequence in simple, short sentences. They are beginning to use more adventurous language, for example, "My heart was beating and I couldn't move" in the context of a ghost story. Higher attaining pupils exhibit a mature flow in their written work with good attention to story-telling techniques, such as shortened sentences and the use of suspense to interest the reader. Simple punctuation, for example, of sentences is generally correct. However, there is almost no use of more advanced punctuation, such as apostrophes and exclamation marks, other than by the higher attaining pupils, who use apostrophes, question marks and exclamation marks correctly. Correct spelling remains a weakness for all except the higher attaining pupils. Too many pupils spell words, such as uniform (unerform), colour (coulour) and interviewed (nterved) incorrectly.
91. Pupils' lack of vocabulary adversely affects standards and progress, not only in their English speaking and writing, but also across all subjects and throughout the school.
92. The quality of teaching is good. It is never less than satisfactory throughout the school. It is satisfactory in Key Stage 1 and good in Key Stage 2. In the school as a whole, two-thirds of lessons were at least well taught and almost half of all teaching was very good.
93. Lessons are generally well planned and address pupils' developing needs well. The National Literacy Strategy is being used well to support teachers' longer-term planning; it provides a good structure for them that ensures that pupils develop their knowledge, skills and understanding in a logical sequence over time and is helping to raise standards of attainment. In some lessons,

however, the expertise of the classroom assistants is not used during the initial teaching session and their time is wasted.

94. Teachers are knowledgeable and teach basic literacy skills well. In Key Stage 2, lesson plans support teaching and learning well, because they identify clearly exactly what it is that pupils are going to learn; this ensures that teachers have a sharp focus for their efforts. The focus is less sharp in Key Stage 1 and this sometimes adversely affects the pace and direction of lessons. Teachers plan relevant activities for pupils, many of which successfully arouse pupils' interest, ensuring that they concentrate well on their work, try hard to produce good work and generally make good progress. An example of this was in Year 4, where the lesson on the use of posters as a type of non-fiction text made good links with the science topic recently studied. Pupils' work is marked regularly in all classes and is most effective, for example in Year 6, when the teacher gives pupils clear indications of how they should improve their work.
95. Relationships are very good throughout the school and, as a result, pupils are confident to answer questions, secure in the knowledge that, even if wrong, their contributions will be valued. Teachers often use skilful questioning techniques to involve all pupils, including those reluctant to volunteer. Where behaviour management is good, for example in Year 6, lessons move at a good pace that retains pupils' interest well and encourages them to participate fully. Sometimes, however, such management is less effective and the pace of the lesson slows as the teacher has to take time to ensure that all pupils are listening. Final plenary sessions are used soundly in Key Stage 1 and well in Key Stage 2. Appropriate homework is given regularly to extend pupils' learning.
96. Teachers use computers satisfactorily, overall, to enhance pupils' learning. For example, in a Year 3 lesson, lower attaining pupils used a computer program to help them learn phonic sounds through rhymes. In Year 6, a spelling program kept pupils interested for long periods of time, was fun and motivated them to learn at a good rate.
97. Provision for pupils with special educational needs is good in English lessons. Teachers take care to match the tasks set to the developing needs of individual pupils. When pupils are supported in small groups by the special needs co-ordinator or another adult, they make good progress because tasks are carefully explained to ensure that they understand what is required; equality of access and opportunity is well addressed. Adult interventions are very helpful in motivating pupils to make good efforts to produce finished work. Praise is used well to motivate and support their efforts and pupils enjoy the success they achieve.
98. The subject is very well led and managed. The co-ordinator is knowledgeable and enthusiastic, with a very good idea of how to improve provision still further. She has a good idea of the strengths and weaknesses of the subject through a regular programme of monitoring the quality of planning, teaching and learning; this is a significant improvement since the last inspection. She has initiated a very useful system for tracking pupils' reading and, very recently, writing progress that shows graphically how well they are meeting their targets. The school has used a range of assessment information satisfactorily, for example, to address gaps in resources. As mentioned earlier, the library is being re-sited; this will complement the otherwise very good facilities well. Book areas in and close to each class enhance pupils' awareness and enjoyment of books well. The range of fiction books is very good; that of non-fiction books is adequate.

MATHEMATICS

99. In the National Curriculum tests in 2000, the standards achieved by pupils at the end of Key Stage 1 were well below the national average and the average for similar schools. The percentage of pupils attaining the higher levels was above the average of similar schools. These standards are similar to those during the last inspection. The school's achievement in mathematics has improved erratically over the last four years. Last year, the school was closer to the national average than in the past.
100. In the National Curriculum tests at the end of Key Stage 2 in the same year, pupils' standards were in line with the national average, but well above the average for similar schools. This is a significant

improvement since the last inspection. Standards have risen significantly over the last two years when the National Numeracy Strategy was introduced and the new co-ordinator was appointed. Generally there are no marked differences in the performance of girls and boys, although girls do slightly better than boys in tests.

101. Seven-year-olds, at the end of Key Stage 1, currently attain standards that are below those expected nationally for their age in numeracy and all areas of mathematics. The proportion of pupils attaining higher levels is also below the national average. By the time that the pupils leave the school at age eleven, they are on target to meet the standard expected nationally.
102. Pupils throughout the school, including those with English as an additional language, make satisfactory progress in mathematics in Key Stage 1 and good progress in Key Stage 2, partly due to the fact that progress is accelerated in Year 6, where the teacher has particular subject expertise. Pupils with special educational needs in both key stages are supported well, making good progress against specific mathematical targets in their individual education plans and satisfactory progress, overall. Pupils made good progress in half of the lessons seen. The National Numeracy Strategy is having a positive impact upon improving the pupils' mental arithmetic skills.
103. By the end of Key Stage 1, pupils have a sound understanding of the place value of two-digit numbers and name simple two- and three-dimensional shapes correctly. However, too little use is made of the computer in this key stage to support mathematics through, for example, the collection and interpretation of facts by using graphs. In Year 3, the higher attaining pupils have a sound understanding of numbers to 1000. Many pupils have a secure understanding of appropriate number facts and correctly use suitable mathematical vocabulary, such as odd, even and opposite.
104. By the time that pupils leave the school at age eleven, pupils have a better grasp of the English language and the teaching during their last year at the school is particularly good. They are quick and eager to work out problems and explain clearly how they worked out their answers and willingly try out different approaches when solving problems. There is good evidence of pupils applying their mathematical skills to problem-solving activities and investigations. Pupils are given and use specific vocabulary, for example for division; this is a good link with literacy. Their measuring skills are satisfactory, as is their work in data handling. They collect data and construct and interpret bar and tally charts accurately.
105. The quality of teaching in Key Stage 1 is satisfactory, overall. In Key Stage 2 it is good. All but one of the seven lessons observed was satisfactory or better. Half of these lessons were good and one lesson was excellent. This standard of teaching ensures that pupils make satisfactory to good progress in lessons, based upon their prior knowledge. In Key Stage 1, however, too much emphasis is placed on the teaching of number and the other aspects of the curriculum, such as shape, measure and data handling, are given insufficient emphasis.
106. Younger pupils' work is carried out mainly through many worksheets. These are disorganised, which makes it difficult to keep track of the rate of pupils' progress and to plan work that meets their developing needs closely enough. The pace of learning is sometimes too slow in Key Stage 1, particularly during the mental mathematics session, which is often too long and during the final sessions of lessons. Plenary sessions are often too short to enable pupils to explain what they have learnt and to extend their learning by hearing what other groups have discovered.
107. Throughout the school, group time is usually the most successful part of the lesson and pupils are keen to start their work. Classroom assistants are used well during group time but, in the whole class sessions, they are not used efficiently, for example, to make assessments of pupils' responses. Generally, teachers' planning is sound and lessons have clear learning objectives, which are shared with the pupils. Teachers' subject knowledge is sound in Key Stage 1; it is good and basic skills are taught well in Key Stage 2. Teachers manage pupils and most resources effectively. In Key Stage 2, there are high expectations of pupils' work rate and pupils are challenged to question and try new ways to solve problems. The pupils are fully encouraged to use information and communication technology to develop their mathematical knowledge, skills and understanding, but the school is having difficulty in finding programs at the correct level for their

pupils' needs. A few teachers mark pupils' work well and give good suggestions for improvement. This quality of marking is inconsistent and the majority of teachers do not give pupils helpful comments upon the way to improve.

108. This subject is very well co-ordinated. The co-ordinator is highly qualified; she provides very good leadership and exemplary teaching for her colleagues. She has received extra training and monitors teachers' plans, regularly observes lessons, questions pupils and tests them to assess their attainment. She has a very clear understanding of the school's needs, particularly the underdevelopment of data handling and problem solving. The school uses a good range of nationally and commercially produced tests and the results are soundly analysed. As a result, weaknesses are discussed and there has been an emphasis upon developing pupils' questioning skills. This is being particularly well addressed in Year 6. The school is in a good position to improve its work still further. Resources are good, but some computer programmes are not appropriate for the needs of the pupils.

SCIENCE

109. There are no National Curriculum tests for pupils at the end of Key Stage 1. However, the teacher assessments for seven year-olds in 2000 indicated that the proportion of pupils achieving the expected level was very low in comparison with the averages for all schools nationally and for those with a similar intake. The proportion of pupils achieving the higher level was well below the average for schools nationally and below the average for schools with a similar intake.
110. In the 2000 national tests for eleven year-olds, the percentage of pupils achieving the expected level was below the national average, but well above the average for those in schools with a similar intake. The percentage of pupils achieving the higher level was close to the national average, but well above the average for those with a similar intake. Standards have very significantly improved over the previous two years from a very low point.
111. The findings of this inspection confirm these latest assessments. Pupils' standards are below the national average at the end of both key stages. Under supervision, pupils in each class carry out scientific work with understanding at the expected or above the expected level. However, many pupils do not have the language skills to help them speak, read and write independently about scientific ideas. These difficulties also prevent them from thinking logically during scientific investigations. Consequently, they perform at a level below expectations when relying on their own personal resources.
112. Seven year-olds use a fair test with the help of their teacher. The higher attaining pupils give detailed accounts of how they melt ice cubes in different conditions, but find it hard to explain clearly what they did. Although pupils know what animals need to live, they do not understand why they live where they do. They know many different materials, and describe the differences between what happens, for example, when string and elastic are stretched and let go. However, they do not have the vocabulary to compare materials. Pupils have a sound knowledge of how to make and break electric circuits and higher attaining pupils are beginning to understand the sun's apparent motion across the sky.
113. Eleven-year-olds' skills of scientific enquiry are well below average. They are not fully aware of what is needed to construct a fair test, for example to compare the strengths of different types of paper. Pupils' knowledge of living and physical processes matches national expectations, but they do not explain them satisfactorily. They know many of the major organs in the human body, but are unclear about their role in the body's systems. The higher attaining pupils understand a food chain, but all pupils find it hard to explain how it works. They know that certain foods are healthier than others, but do not have the vocabulary to say why. Pupils understand that creatures have to be classified, but cannot explain that they have developed in order to adapt to their environment. They are fully aware of the different movements of the moon, sun and planets. While they know that the pitch of musical instruments can be altered, they cannot explain the effects of placing a finger at different points on a violin string or pressing a key on a wind instrument. Pupils are most

confident with the use of materials. They know that salt can be retrieved from a solution by evaporation and understand what is involved in separation.

114. Insufficient lessons were seen to judge separately the teaching for five to seven year-olds and that for eight to eleven year-olds. The quality of teaching, overall, is good; this is a significant improvement since the previous inspection and has been an important factor in raising standards. Teachers know their subject well. This gives the basis for confidently letting pupils test, for example, electrical conduction for themselves before stepping in with any necessary guidance. Teachers put across the basic skills of experimenting well and consistently expect pupils to use an agreed framework for reporting experiments. However, teachers' preparation for and follow-up to pupils' writing varies in quality. Consequently, although the framework is useful for clarifying thoughts, pupils' writing is often illogical. Even so, marking is sometimes either not carried out or not followed up. Teachers plan lessons well and are prepared to be flexible, where necessary, if they sense that pupils' learning will benefit. In one excellent lesson in Year 5, the teacher had a very good rapport with pupils, who, in turn, were very keen indeed to discuss their experiments. Consequently, there was a lively, rigorous exchange about the quality of their investigations and pupils learnt a great deal, not only about the conditions that favour germination, but also about how to improve their experimental techniques. Teachers' plans sometimes do not meet the different needs of pupils, in that they do not always take into account the pupils with higher or lower ability. However, pupils with special educational needs or with English as an additional language benefit from working with other pupils. Teachers have good questioning techniques that show they have high expectations of pupils' thinking. These are used to good effect at the beginning of lessons in order to revise and consolidate previous learning. However, lower expectations of quality in writing are not helping pupils to consolidate their learning. The interest generated by practical lessons, together with good management and organisation, ensure that pupils concentrate and collaborate well. Teachers always have a good selection of resources to hand, which helps pupils truly to experiment, rather than simply follow instructions. This helped one class, for example, to begin to sort out for themselves what would make a fair experiment to compare drainage.
115. There have been many important improvements, other than in the quality of teaching, that have had a beneficial effect on pupils' achievements. There is a good scheme of work that is allied to an equally effective system for assessing individual pupils' progress. This enables teachers to make good use of pupils' time by ensuring that each lesson builds on the last, and that they know what pupils need. The assessments are beginning to have a very good influence on future planning.
116. The co-ordinator provides very good leadership. She has given strong, clear direction to teachers in their work to raise standards. She monitors teachers' plans very thoroughly in order to ensure that the schools' programme is being followed and has collaborated with them to collect samples of pupils' work to help with assessing progress. The co-ordinator regularly visits classrooms to observe and feed back on the quality of teaching and has used the information gained to plan in-service training. The school has appropriately set as its principal priority the raising of standards of pupils' attainment and is taking action to achieve this. Although resources, overall, are good, the school recognises that the potential of computer technology is not being exploited and, most importantly, that much needs to be done to develop pupils' language skills so that they can communicate what they have learnt. Nevertheless, the school can be proud of the fact that it is enabling all pupils, including those with special educational needs, to achieve well.

ART AND DESIGN

117. Standards of attainment at seven and eleven are in line with national expectations. At the age of seven, pupils create satisfying paintings, collages and prints. Their 'rainbow fish' in sequins and felt pens are effective and show an average sense of shape and colour. At the age of eleven, pupils' work has progressed satisfactorily. Their self-portraits have an adequate sense of proportion, although they do not demonstrate a very high level of sophistication with shading. Pupils have an adequate awareness of detail in the decorative aspects of buildings when making observational drawings. Pupils in Year 1 are beginning to observe carefully when preparing for their art and some of them produce well-formed drawings of vases of flowers with good decoration. This

ability to observe develops further in Year 3, where, for example, some pupils make well-proportioned drawings of ancient Egyptian soldiers.

118. The quality of teaching is satisfactory, overall. Where it is most effective, for example in Year 6, the teacher takes time to revise the skills that will be needed in the lesson. She pays good attention to the subtleties of tone that are possible when using various media. She teaches pupils how to choose and apply these media. Consequently, pupils work very carefully and sometimes show initiative by successfully combining media. They also show more enthusiasm than pupils do in some other classes, where they are allowed less independence. There is room for higher expectations throughout the school. This is particularly difficult where pupils are divided into as many groups as six. Having so many different activities in one lesson prevents concentration on developing the quality of pupils' work. Teachers enable pupils with special educational needs to develop their skills.
119. The school covers the expected curriculum, although there is too little emphasis on three-dimensional art. There is no way of assessing individual pupils' progress in the development of their skills. Consequently, teachers cannot prepare lessons that take pupils' needs into account fully enough. Raising standards in this subject has not been one of the school's priorities in recent years because of the national initiatives for literacy and numeracy. Nevertheless, the school has satisfactorily maintained standards since the previous inspection.

DESIGN AND TECHNOLOGY

120. Only one lesson was observed during the inspection. Not enough work was available to make a judgement of attainment at either seven or eleven. Pupils in Year 3 make effective flowers using felt and design satisfactory badges. Year 4 pupils make smooth running vehicles with correx and successfully design and make their own working torches. In Year 5, pupils make simple Christmas bags and useful desk tidies that involve designs with a variety of stitches and careful measuring, which makes a useful contribution to the mathematical development. They also plan and make interesting pizzas. In these years, pupils' achievements are satisfactory.
121. It is not possible to make a judgement of the overall quality of teaching. In the one lesson seen in Year 3, teaching was good. The teacher gave the pupils a wide variety of resources with which to design and make a badge. She organised the lesson well, so that the best use was made of the time available. Throughout the school, teachers' plans show that they give pupils regular opportunities to carry out design projects, in line with the schools' scheme of work. This involves designing, planning the making process step by step, and evaluating products. Evidence from pupils' records over time indicates that reporting of these planning and making processes happens too rarely, so that pupils do not gain the linguistic skills associated with design and technology. There is little evidence of thorough research or of the use of resources on computer.
122. The range of pupils' experiences is satisfactory and is in accordance with the expectations of the National Curriculum, but does not challenge pupils. The curriculum satisfactorily provides for pupils with special educational needs. The subject co-ordinator monitors teachers' plans regularly, but there is no way for teachers to know how well individual pupils are progressing in the development of their skills. Consequently, teaching tends to be more concerned with what has to be made next, rather than increasing pupils' independence in their work. The priorities for the subject in whole school planning do not take this into account. There has been no improvement since the previous inspection, although standards have been generally maintained. The school is in danger of confusing art and design with design and technology through the way that it organises the timetable. Making very close connections between the two subjects is not encouraging pupils to think about them in distinct ways. The school is also missing opportunities to use design and technology as another vehicle to develop pupils' reading, speaking and writing skills. However, the school has satisfactorily maintained standards since the previous inspection.

GEOGRAPHY

123. During the inspection no teaching of geography was seen in Key Stage 1 and so no judgements can be made about the quality of teaching or of pupils' progress in that key stage. However, through talking to pupils and analysing their work, it is clear that their overall standards are below those expected nationally of pupils of their age. While they have a broadly satisfactory knowledge of the world in their immediate vicinity through, for example, visits to the Post Office, they have little knowledge of the wider world. Their skills are below average; they do not express views about their environment in any informed way and their geographic vocabulary is limited.
124. Pupils in Year 3 make very good use of the Internet as a follow-up activity to a visit made to an environmental centre in Hyde Park. They put information about the minibeasts they saw and the route they took, which makes a very effective contribution to their widening understanding of the world around them. Pupils in Year 4 use mapping skills soundly to record their survey of noisy and quiet areas of the school. They express their opinions about the effect of building a bowling alley of the school grounds with good consideration to a wide range of considerations. Year 5 pupils identify familiar places on a map of the local area and use keys soundly. They know that water flows downhill, but are unable to say which way on their map the River Thames flows. At the end of Key Stage 2, pupils' knowledge is broadly satisfactory but their skills are below average. They know how mountains are formed and that different climates give rise to different habitats and life forms. They have only limited vocabulary skills and this adversely affects their progress. However, they are beginning to develop a rudimentary geographical vocabulary, talking, for example, about the source, tributary and mouth of a river.
125. The quality of teaching in Key Stage 2 is good and, consequently, pupils enjoy the subject and behave well in lessons. Teachers' planning is securely based on national guidance. However, it is not always clear exactly what pupils are expected to learn in a lesson or series of lessons and too little emphasis is placed on developing pupils' skills. The school is aware of this. They are also aware of the need to develop a scheme of work and associated assessment procedures that ensure that pupils' skills are developed in a logical sequence throughout the school. Learning, therefore, is satisfactory. However, relationships are good and pupils are managed well, overall. As a result, they learn facts willingly and make good efforts to produce acceptable work. Where the teaching is more effective, for example in Year 4, good attention is given to developing pupils' subject vocabulary through the discussion of relevant, if imaginary, issues. As a result, pupils participate enthusiastically and, in this lesson, made very good progress in understanding the complexity of issues that surround environmental developments.
126. It is unsatisfactory that much of the work in one class remains unmarked for long periods of time. This undervalues the efforts made by each pupil, runs counter to the school's marking policy and does not set a good example to the pupils themselves.
127. The co-ordinator has a sound grasp of what is needed to improve provision in the subject and, together with her colleagues, is well placed to implement the changes involved in improving provision. Having adopted national guidance recently, the school is sensibly planning to build up its resources over a two-year period as units of work are being taught for the first time, including the purchase of appropriate software to support the subject.

HISTORY

128. Because of the timing of the inspection, no teaching of history was seen in either key stage. From scrutiny of teachers' plans and records, it is clear that their planning is securely based on national guidance and provides full coverage of National Curriculum requirements over time. However, too little emphasis is put on developing pupils' skills of chronology and independent research. Occasionally, pupils' work remains unmarked for too long; this is not acceptable practice.
129. From talking to pupils and an analysis of their work in books and on display, standards at the end of both key stages are below the nationally expected levels. Pupils make satisfactory progress in both key stages in acquiring the expected body of knowledge, but do not develop their skills effectively enough. Pupils talk about their work in history with knowledge and enjoyment. They are keen to share their knowledge with others.

130. At the end of Key Stage 1, pupils know that the Great Fire of London started in a baker's shop and spread swiftly because there was no effective fire brigade. They are aware that some people had to swim the River Thames to escape. They name some famous people from other times, for example Florence Nightingale and Samuel Pepys, but are very unsure who lived before whom. They accurately sequence their own family to three generations but not beyond. They use a reasonable range of secondary source material, including books and videotapes. In Key Stage 2, pupils make satisfactory progress and, by the end of the key stage, attain standards that are below the expected levels, overall, because their skills remain underdeveloped. Pupils in Year 6 have a sound grasp of the differences between how rich and poor people lived in Victorian times. They put major events of the time in correct sequence. They know about the influences of Dr Barnado and Lord Shaftesbury in improving the lot of children at that time. Higher attaining pupils are beginning to make comparisons between different periods, but are unable to talk about the consequences of an event or action with any certainty.
131. Since the last inspection, little has changed. The adoption of national guidance has ensured that statutory requirements are met over time. The co-ordinator is aware of the need to devise a scheme of work that will enable teachers to focus more accurately on developing pupils' skills in a logical sequence. She is also equally aware that a manageable assessment and recording system is necessary to underpin the scheme of work and to ensure that teachers identify precisely what individual pupils are to learn in each lesson or series of lessons. She and her colleagues are determined to improve provision and are well placed to do so.

INFORMATION AND COMMUNICATION TECHNOLOGY

132. In lessons, many pupils in both key stages, including those with special educational needs and those with English as an additional language, are working at the levels expected nationally of their respective ages. However, there are many gaps in their knowledge, understanding and skills that are the legacy of previous weaknesses. Consequently, their overall standards are below those expected nationally at the end of both key stages. However, pupils' progress throughout the school is at least satisfactory and, in isolated lessons, occasionally good.
133. The requirements of the previous report, in which the raising of standards in this subject was a key issue, are being met well. All aspects of the subject are being taught, a suitable scheme of work is being followed with plans to improve it further and teachers have received appropriate help from the co-ordinator to enable them to teach the planned aspects of the subject. Further training is planned.
134. By the end of Key Stage 1, pupils have reasonable keyboard skills. They type text generally accurately and delete and capitalise correctly. They use a mouse confidently, for example to open programs and to move within programs in the same suite. They know that information is held in different formats, for example on CD-ROMs and on hard drives, and how to access it. Year 3 pupils use the Internet to access websites. They log on and off and navigate their way to the desired program confidently. They save and print the text they have written and control screen turtles soundly. In Year 4, pupils give instructions to a programmable toy that results in repeated shapes being drawn accurately and patterns repeated. A good feature in this class is the explicit practice of keyboard skills against time; this leads to efficient use of the computer time allocated to each pupil. Year 5 pupils use an art program to draw repeated patterns; they cut, paste, copy and rotate images and manipulate text satisfactorily. Pupils in Year 6 are beginning to enter data into a spreadsheet; they do so accurately, but slowly, and about half the group struggle to understand the processes involved.
135. Satisfactory use is made of information and communication technology to support some subjects in some classes but this is not consistent between subjects and classes. Year 1 pupils use programs to help them improve their reading skills; in Year 3, very good use is made of Internet websites to support work in geography; keyboard practice in Year 4 ensures that pupils improve their typing speed, which makes a good contribution to the efficient use of time during English lessons when pupils are required to compose, edit and draft their text on screen.

136. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers are firmly committed to improving the provision they make for pupils and some are becoming enthusiastic about the potential of the subject to enhance learning in other subjects. However, the rate of learning in all classes is adversely affected by the lack of computers and the consequent need for pupils to practise what has been taught at various times throughout the following week or fortnight. Nevertheless, teachers throughout the school make good use of limited facilities. Their subject knowledge is at least satisfactory and, in Key Stage 2, occasionally very good. As a result, basic skills are generally taught well and explanations are clear. In these lessons, pupils learn well and are interested in the new knowledge and skills being taught. Teachers' planning is generally good and clearly identifies what pupils are expected to learn; in some cases, particularly in Key Stage 1, the intentions are unclear and the management of pupils, some of whom display immature traits and find it hard to concentrate for suitable lengths of time, is not always immediately effective. This results in some lack of focus and pace in the lesson, which adversely affects pupils' rate of progress. The management of pupils is good in Key Stage 2 and, as a consequence, pupils work hard to master new skills, have good attitudes to work and behave well in the sessions.
137. The subject is led and managed very well. The co-ordinator, who is knowledgeable and determined to improve provision in the subject, has a very clear idea of the strengths and weaknesses of the subject through monitoring teachers' planning and practice regularly and giving appropriate feedback. The subject development plan is a very good blueprint for further development and contains the intention that a fifteen-station computer suite should be established in the near future. The adoption of national guidance is a good move as it is beginning to bring a coherence and direction to the longer-term planning of the subject. The intention to integrate this guidance with the existing commercial scheme is a good strategy. Assessment procedures are sound; the use of a 'computer log' is potentially a good method of tracking pupils' developing skills. However, although it is used in all classes in Key Stage 2, it is not being used for the same purpose by all teachers. In addition, over-reliance on the existing commercial scheme results in some pupils not practising their skills adequately – or at all - before teachers deliver the next unit of work. This is unacceptable and, in fact, is clearly shown in pupils' 'computer logs', so it is again clear that some teachers are not using them for the purpose intended.

MUSIC

138. Only two lessons were observed, both in Key Stage 2 classes. It is not possible, therefore, to judge pupils' attainment at the end of Key Stage 1.
139. Although no lesson was observed for eleven year-olds, a representative number of pupils were interviewed and singing was heard in assemblies. The standard of attainment at eleven is in line with expectations. Pupils compose simple rhythmic phrases that they combine in a satisfactorily creative manner. In group-work they are able to sustain several phrases simultaneously. Pupils' ability to appreciate music matches national expectations. They explain their likes and dislikes about the features of a piece for percussion, for example. However, the standard of pupils' singing in the lessons seen was unsatisfactory. It lacked accuracy of intonation and volume because of weaknesses in teaching, explained below.
140. It is not possible to give a secure judgement of classroom teaching. In the two observed lessons, there were strengths as well as areas for improvement. Teachers showed good subject knowledge, so that pupils learned the correct names of the instruments that they were playing. Where teaching was more effective, several groups played collaboratively with the teacher intervening appropriately to help pupils develop their rhythms. The teacher stopped the lesson at frequent intervals in order to give pupils an opportunity to help one another learn from listening to performances and there were high expectations of collaboration and use of time. Where teaching was less than satisfactory, pupils were not prepared enough before using instruments, so that they handled them badly and performed without skill. The teacher did not take sufficient time to refine singing and instrumental playing. This also led to unsatisfactory behaviour and lack of progress in learning.

141. The school covers the expected programme in the National Curriculum and provides satisfactorily for pupils with special educational needs. However, there are inadequate procedures for assessing pupils' attainment and progress in the development of their skills. Consequently, teachers cannot prepare lessons to deal with what is lacking. The co-ordinator has rightly prioritised further developments in instrumental work for the subject's plans. Pupils have a small number of extra-curricular opportunities to develop musical talent either using the services of peripatetic teachers or joining the choir or recorder groups. Since teachers undertake their own music teaching, the co-ordinator has organised appropriate in-service training. The provision of a separate room for music lessons and practice is an excellent facility and resources generally are good. The school has satisfactorily maintained standards since the previous inspection.

PHYSICAL EDUCATION

142. Standards, at the end of both key stages, at ages seven and eleven, are satisfactory. No judgement as to standards was made during the previous inspection, but since then several improvements have been made. There is now a co-ordinator for this subject, there is a scheme of work and, although the time allocated throughout the school is uneven between classes, sufficient time is given overall. The small amount of specific time given to the youngest pupils is compensated by the use of the well resourced outside area. There is now one extra-curricular activity, netball. There is a mixed gender team, which participates in the local school league and practises once a week. Although there is a floodlit hard-play area, this is used infrequently after school. Although the provision for extra curriculum activities is satisfactory, for physical development the pupil's interest in, for example, football is not catered for adequately. According to the co-ordinator for this subject, physical education has not been a priority since the introduction of the Literacy and Numeracy initiatives.

143. Throughout the school, pupils dress appropriately for physical education lessons, as do most teachers. Pupils understand the need for a warm up at the start of lessons to avoid strained muscles, although they are not worked particularly hard during this part of the lesson and are not asked to comment upon the effect that this warm up activity has upon their bodies. Pupils in Year 2 worked enthusiastically in pairs when creating a dance in response to a 'Spring' poem. They grew into tall shapes to represent flowers; some organised routines of different movements and were happy to perform these to their classmates. In Year 4, several boys showed good cricket skills of bowling and hitting. Generally, however, there was no difference between the standards attained by boys and girls. Both took part with equal enthusiasm when learning the games' skills of throwing, hitting and receiving a ball accurately. In Year 5, when pupils are nearly ten, the majority of pupils danced vigorously and in time to 'Rock and Roll' music, which they enjoyed. Pupils who have extra dance lessons outside school were particularly quick at following instructions and co-ordinating their work in pairs. The rest of the class, the majority, made satisfactory progress in dancing to a fast rhythm. They worked satisfactorily in pairs to improve the quality of their sequences. Pupils showed good levels of co-operation and learned from each other's demonstrations. No lessons were observed in Year 6, but pupils in Year 6 are taken swimming at the nearby swimming pool and nearly half of them swim at least 25 metres.

144. The quality of teaching is satisfactory, overall, and this helps all pupils, including those with special educational needs and with English as an additional language, to make satisfactory progress. Teachers work their classes at a good pace. Pupils enjoy the lessons and many work hard to try to reach a good standard. Most lesson plans were cursory and do not identify clearly enough what pupils are to learn. The best lesson was with the children in the reception class, the teacher's plan was comprehensive and the children were well organised so that their demonstrations gave good ideas to others. There were a good variety of activities and the teacher enthusiastically praised the children's efforts.

145. The curriculum provides a reasonable balance of gymnastics, dance and games that are fully linked to the requirements of the National Curriculum. The co-ordination of physical education is underdeveloped and the co-ordinator for this subject has had too little influence in raising the standards in this subject. She examines teachers' plans, offers help, advice and support to the teachers, but is not fully enough aware of the strengths and weakness both of teaching and the

pupils' standard of attainment throughout the school. For instance, insufficient records are kept of the pupils' performance in swimming. She has also introduced a new scheme of work, but there are no linked assessment procedures that would ensure that teachers plan future work that is closely linked to pupils' needs in individual lessons. Teachers rely too much upon a commercial scheme and taped lessons. A good range of resources has been purchased to extend the activities that can be offered, but the effectiveness of their use has not been monitored. Class teachers are to be given training in 'games activities' to increase their confidence.

RELIGIOUS EDUCATION

146. By the end of both key stages, when pupils are aged seven and eleven, the standards of attainment are in line with those expected by the requirements of the locally agreed syllabus and pupils make satisfactory progress. This is an improvement since the last inspection. Religious education lessons, 'circle time' and assemblies contribute strongly to pupils' spiritual, moral and social education.
147. Younger pupils, at the end of Key Stage 1, develop an appropriate awareness and appreciation of Christianity and a variety of religious beliefs. They also know that special rituals, such as marriage and christenings, take place in Church. They know that Jesus died on the cross and that 'he tried to help people.' They accept that many of their friends have different beliefs and that these are to be respected. As one pupil said 'We believe in different things.' They understand that we experience different feelings and that it is not good to make people sad. A wide variety of religions are represented in the school and these young pupils are comfortable talking about their beliefs and their attendance at the Mosque or Church. While they spoke about this the other pupils listened attentively. Through the use of the pupils' own experiences, the teachers help the pupils to consider other people's beliefs and feelings. Sound literacy links are made when pupils discuss and write about this.
148. At the end of Key Stage 2, pupils have a satisfactory knowledge of the Bible and know many stories from both the Old and New Testaments. They also have a satisfactory knowledge of other religions, such as Sikhism and Judaism. They know that certain religious books are special and are to be treated with respect. They note that to be responsible citizens they need to be 'trustworthy and to face problems.' As a result of the good relationships fostered by the teachers, a pupil was confident to talk about experiences of cruelty suffered before his family became refugees. At the end of this key stage there are very good literacy links when these pupils prepare a talk for the younger pupils on how religious texts are used. The pupils worked well together and, in each group, a leader and organiser soon emerged. They took notes and prepared parts of their presentations, such as to when to take questions.
149. The pupils make satisfactory progress across the school, including pupils with special education needs and those with English as an additional language. Much of the work in Key Stage 1 is covered through discussion, which enables all pupils to take an active part, irrespective of their literacy skills. In Key Stage 2, the pupils regularly record their work neatly. In both lessons observed in this key stage, the pupils made good progress. This is due to the good support given by the new co-ordinator who plans work to link with the new curriculum. These pupils attain satisfactory standards, as they have not had the benefit of this good support in the past and are catching up. Pupils build soundly on their knowledge of Christianity and other religions; however, good progress is made in developing a thoughtful approach, which leads to the acceptance and an understanding of the value of the beliefs of others.
150. The quality of teaching is satisfactory, overall, and in Key Stage 1. It is good in Key Stage 2 where extra support is given by the deputy headteacher. The planning of lessons is good and is related appropriately to the locally agreed syllabus. In the best lessons, teachers have good subject knowledge, are enthusiastic and relate well to their pupils to create interest in the topic to be covered. They work at a fast pace and the pupils are frequently challenged, for example through the use of searching questions, to raise the standard of their answers. Pupils with special educational needs are supported well and all pupils are questioned well. Generally the pace of lessons is good and time is used effectively. One weakness is that teachers do not always ensure

that all pupils can hear what their classmates say. There are also times when teachers are sidetracked and do not concentrate upon the aim of the lesson; they spend too long talking and leave insufficient time for pupils to discuss and record their own work.

151. The very recently appointed co-ordinator has particular subject expertise and enthusiasm. She has been given very good support by the local education authority advisor. She has worked very hard to link the agreed syllabus with the school's previous outline plan and the new national guidance. Each term there is now a very helpful planning document for teachers, which shows them what resources are available to teach certain areas and suggests various activities. In order to be efficient, the school has linked with the local university to borrow resources. In addition, many good quality resources have been purchased; more are to be bought to meet the needs of the new curriculum.