

INSPECTION REPORT

DERWENTWATER PRIMARY SCHOOL

Acton, London

LEA area: Ealing

Unique reference number: 101895

Headteacher: Ms S Nunnery

Reporting inspector: Mrs. Jane Wotherspoon
22199

Dates of inspection: 24th –28th January 2000

Inspection number: 215559

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Shakespeare Rd
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London

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Appropriate authority: Governing Body

Name of chair of governors: Maureen O'Sullivan

Date of previous inspection: February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Jane Wotherspoon	<i>Registered Inspector</i>	Music.	How high are standards? - the school's results; How well are pupils taught? How well is the school led and managed?
Phiroze Daruwala	<i>Lay inspector</i>		Attitudes, behaviour and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Lynn Adair	<i>Team inspector</i>	Art.	Staffing accommodation and learning resources.
Tom Allen	<i>Team inspector</i>	Mathematics; Physical education.	How good are curricular and other opportunities? - learning opportunities.
Lily Evans	<i>Team inspector</i>	History; Geography; Religious education; Special educational needs.	
Margaret Lygoe	<i>Team inspector</i>	Under fives; Information technology.	
Stephen Parker	<i>Team inspector</i>	English.	How good are curricular and other opportunities? - personal development.
Gerard Slamon	<i>Team inspector</i>	Science; Design and technology; English as an additional language; Equal opportunities.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a socially and ethnically diverse area, where there are extremes of wealth and poverty. The school is much larger than average, with 481 full-time pupils and 98 part-time nursery pupils. When they begin school, many pupils' language skills are poorly developed and, overall, their attainment is below average. A high proportion of pupils (over 38 per cent) speaks English as an additional language and, in all, pupils at the school speak approximately 30 different languages. The number of pupils entitled to free school meals is above average at 40 per cent. Just over a hundred pupils have special educational needs and four have a Statement of Special Need, which is broadly average. The total number on roll remains fairly constant but many pupils join the school at different stages of their education. Approximately fifteen per cent of the school's pupils are refugees.

HOW GOOD THE SCHOOL IS

The school is very effective. It provides well for the diverse learning needs of its pupils. The headteacher, staff and governors have worked well together to secure significant improvements to the quality of education provided. Teaching is good and pupils achieve well because teachers expect them to work hard. In comparison with similar schools, standards are well above average and the cost per pupil is below average. The school provides very good value for money.

What the school does well

- Pupils' behaviour is good and they get on very well with each other.
- The school celebrates and values the cultural and ethnic diversity of its pupils and fosters a high level of respect and racial harmony.
- Teaching is good.
- Higher attaining pupils are challenged well in the core subjects.
- The provision for pupils with special educational needs and those who have English as an additional language is effective in ensuring that they make good progress.
- The key skills of literacy and numeracy are well promoted.
- The headteacher is a very effective leader who is held in high regard by parents; she is supported well by staff and governors, who share her commitment to the pupils.

What could be improved

- The standards achieved in information technology.
- The quality of assessment information and the way it is used in planning lessons.
- The rigour in monitoring the quality of teaching.
- The attendance levels of some pupils.
- The opportunities provided for pupils' to use their initiative in their in learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good level of improvement since the last inspection. The issues have been tackled very well. In particular, very good improvement is evident in English. Teaching in Key Stage 1 has improved considerably and pupils' standards are now close to the levels expected for their age, despite the fact that many enter school with below average skills. Test results at the end of Key Stage 2 have risen year on year and are now similar to national figures, having previously been well below average. In 1999, the school exceeded the targets it had set for itself. This has been achieved through focused teaching on the core skills of literacy and numeracy, combined with well-targeted support for individuals and groups of pupils. Annual target setting has raised teachers' expectations of what pupils can achieve. Deficiencies in resources have been addressed. There is now good outdoor provision for younger pupils, which makes a significant contribution to the development of their physical and social skills. Punctuality has improved since the last inspection.

STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	C	A	well above average A above average B Average C below average D well below average E
mathematics	D	E	C	A	
science	E	D	B	A	

The table shows the improvement in test results in comparison with national figures. The school achieves very well compared to other schools with a similar proportion of pupils who have free school meals. A high proportion of pupils exceeds the expected levels in the end of Key Stage 2 tests in mathematics and science. The standards of work seen during inspection are similar to those expected in English and mathematics at the end of Key Stage 2. Higher attaining pupils are achieving good standards in mathematics. In science, standards are above expectations by the end of Key Stage 2. Test results at the end of Key Stage 1 have improved over the last three years, although reading results are still slightly below the national average, despite the improvement. Results in writing and mathematics tests are above average. During the inspection, standards in English, mathematics and science were much as expected for pupils' ages but speaking skills are weak. Standards in information technology are below expected levels in both key stages, due to a lack of time and resources to develop pupils' skills. Standards in other subjects are similar to those expected by the age of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen to learn and concentrate well in lessons.
Behaviour, in and out of classrooms	Good. Pupils respond positively to the school's expectations and behave well. They are polite and courteous.
Personal development and relationships	Very good. There is a good level of respect for the feelings and beliefs of others. Racial harmony is a strong feature of the school.
Attendance	Unsatisfactory. Attendance rates are below the national average. Despite the school's hard work to promote good attendance improvements are slow.

Pupils' good attitudes to learning, their good behaviour and very good relationships make a positive contribution to the ethos of the school and the quality of the learning environment. The attendance figures are affected by extended holidays taken during term time and the particularly high absence rates of a few pupils who cause concern.

TEACHING AND LEARNING

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

Teaching is good overall. Ninety four per cent lessons were satisfactory or better, 23 per cent were very good. Six per cent were unsatisfactory. Teaching in nursery and reception classes is very effective. Good organisation and management sets high expectations of pupils' behaviour and a good range of activities is provided to encourage pupils to be independent. The teaching of English is good in both key stages. It is satisfactory overall in mathematics with some good and very good teaching but also a few lessons where the slow pace of work affected the rate of learning. The literacy and numeracy strategies are implemented well, with lessons that are planned successfully using the frameworks. Pupils with special educational needs and those who speak English as an additional language are well catered for in most lessons. The teaching they receive in small groups is very good. Teachers are successful in challenging higher attaining pupils in the majority of English, mathematics and science lessons. In almost all lessons, the management of pupils is very good and this leads to a calm, orderly environment in which pupils can concentrate and make good progress. However, there are too few opportunities for pupils to use their initiative and to learn independently. Pupils' progress in lessons is not always evaluated and recorded so that future lessons can be adapted to meet their precise needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school offers a broad range of learning opportunities within the standard curriculum that are enhanced by a good variety of visits, visitors and links with the community. However, there are few clubs to broaden pupils' experiences. Equality of access to opportunities is very good.
Provision for pupils with special educational needs	Good. Early identification of pupils' needs ensures that support is well targeted and enables pupils to make good progress.
Provision for pupils with English as an additional language	Good. Pupils' progress in language development is good. Support is well planned, organised and managed by the co-ordinator. Good liaison is maintained between the co-ordinator and class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral development is a strength. Moral principles are strongly promoted in assemblies and discussed in circle times. Pupils are encouraged to reflect on the consequences of their actions. Older pupils take responsibility for helping with younger pupils. Members of the school council play a significant part in decision making. Religious education makes a strong contribution to pupils understanding of faiths and cultures.
How well the school cares for its pupils	Good procedures are in place to ensure that pupils' needs are met and that they are looked after well on a day-to-day basis.

Staff know their pupils well. Analysis of test results identifies where there are weaknesses and what needs to be improved. Assessment practices are inconsistent between staff and across subjects. The school works hard to involve parents in its work and enjoys a good partnership. Parents are encouraged to support their children at home, particularly with reading, and many do.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a strong lead for the school's work. She is supported well by senior staff, who carry out their roles effectively. Staff share a common purpose and work well together as a team.
How well the governors fulfil their responsibilities	Good. Governors are well informed and have a clear view of the strengths and weaknesses of the school. They work effectively through their committees.
The school's evaluation of its performance	Satisfactory. The school has identified priorities that are linked clearly with raising standards. The monitoring of teaching quality does not focus sufficiently on outcomes and has not been rigorous enough to iron out inconsistencies in practice.
The strategic use of resources	Good. The school makes good use of funding for specific purposes. The budget is monitored carefully to ensure that funding is available to meet the school's priorities. The school plans its expenditure carefully, so as to achieve best value for money.

There is a good number of staff to meet the school's needs. The accommodation is adequate to deliver the curriculum, although the condition of parts of the building is unsatisfactory and in need of repair. Resources are good with the exception of computers for information technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are happy and well cared for in school. • The staff of the school are approachable and listen to parents' views. • Behaviour is good. • The school has high expectations and helps pupils to make good progress. • The school is led and managed well. • The teaching is good. 	<ul style="list-style-type: none"> • The range of after school clubs and extra curricular activities. • Some parents would like more information about how their children are getting on. • Some parents would like their children to have more homework.

Inspectors agree with the positive statements made by the parents who returned the questionnaire. The homework policy is satisfactory and pupils have an adequate amount of work. There are satisfactory arrangements for informing parents on pupils' progress; good quality annual reports contain useful information, which is supplemented by formal termly discussions and chances to speak to teachers informally. Inspectors agree with parents that the range of clubs and after school activities could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In all subjects, results of end of key stage tests have risen over the last three years. The standards attained by seven and eleven year olds shows an upward trend, both in the proportion of pupils who reach nationally expected levels and also the average standards they achieve. In particular, more pupils are exceeding expected levels than in the past, which represents very good improvement since the last inspection. The transient nature of the school population and the variations in attainment within year groups complicates the target setting process and makes predictions uncertain. Nonetheless, the school exceeded its own targets in 1999 and has set itself realistic but challenging targets for English and mathematics for the next two years. Support for special educational needs and English as an additional language is well targeted to weaker year groups. This support, in conjunction with annual target setting, provision of booster groups, and well-focused teaching has enabled the school to raise expectations and improve test results.

2. In 1997 and 1998, results in Key Stage 1 tests were well below average in reading and writing. In 1999, in writing, the proportion reaching the expected level, Level 2 rose to close to the national average, while the number reaching the higher level rose to well above average. In reading, the proportion reaching the expected level also increased, though it was still below the national average. However, the number of pupils reaching the higher level increased to close to the national average. In mathematics, the percentage of pupils reaching Level 2 or above was similar to the national average. However, almost a third of pupils achieved Level 3 a figure well above the national average. Variations in the results of boys and girls are small and similar to national figures. In comparison with similar schools, these results are above average in reading and well above the average in writing and mathematics.

3. Test results at the end of Key Stage 2 were well below average in English and science in 1997, but improved in 1998. Further improvement occurred in 1999, and the number of pupils reaching or exceeding the expected level, Level 4 was close to the national average in both subjects. In mathematics, results went down in 1998 but recovered in 1999 when the proportion achieving expected levels was similar to the national figures. In English, a lower than average proportion reached the higher level, Level 5, but in both mathematics and science the percentage of higher level results was well above average. This cohort of pupils contained over a third of pupils who had entered the school during Key Stage 2, many of whom came as refugees from war torn countries and spoke little English. Compared with other schools, whose pupils are from similar backgrounds, results were well above average in all three subjects.

4. Overall, fewer boys than girls achieved expected levels in mathematics or reached the higher level in writing. However, the school's monitoring of differences between the achievement of boys and girls in tests over a number of years confirms that the gap between boys and girls is narrowing.

5. There is a very wide range of attainment among pupils who enter the nursery. Overall, their attainment is below average, particularly in the key skills of language and literacy. A significant number are at the early stages of learning English as an additional language and others also have limited communication skills. This affects their ability to socialise and to communicate their understanding of other areas of the curriculum. By the time children move into the reception classes, attainment is overall a little below the average found within the local authority. Analysis of baseline assessments carried out at this point, reveals that pupils' personal and social skills are generally good, but language and literacy skills are weak. There are a few children who are high attainers and who express their ideas fluently, write their names with correct use of upper and lower case letters, and begin to spell simple words. Others can only express themselves in single words and, although they identify some letters by name, they are uncertain of letter sounds and do not recall these readily. In mathematics, standards are closer to expected levels. Lower-attainers count and order numbers within 10. Many children count to 20 and higher attaining pupils can count and order numbers to 100. Others order numbers to 10 and 20, and begin to develop an understanding of addition. They begin to recognise and name basic two dimensional shapes.

6. Pupils make a good start to their school life in the nursery and reception classes. Good working habits are established and pupils are encouraged to work hard and achieve well. They make good progress throughout the school to achieve standards that are higher than those in similar schools. Inspection evidence shows that by the end of Key Stage 1 and 2, standards of work in English are similar to expected levels with the exception of speaking skills in Key Stage 1, which remain below average. Standards in mathematics meet expected levels although approximately a third of pupils in Year 6 achieve standards that exceed national expectations. In science, standards of work are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. Pupils' achievement is good in the core subjects of English, mathematics and science. They make good progress in developing the key skills of literacy and numeracy that help them to make progress in other subjects of the curriculum.

7. Listening skills develop well because pupils behave well and are attentive. Confidence in speaking improves as pupils gain experiences of speaking to a range of audiences in a variety of contexts. Those who speak English as an additional language quickly acquire enough English to be able to communicate their basic needs. Structured class discussions in Key Stage 2 help pupils to work out their views, and negotiate solutions to problems. Pupils are challenged to perform in class assemblies and drama sessions and they rise to this challenge. Many parents give good support to the development of reading skills by hearing their child read at home. Pupils are interested and read willingly, making a good effort to attempt new words. By the end of Key Stage 2, most pupils read aloud fluently and accurately with good levels of understanding; some read expressively for dramatic effect. Standards in writing are sound at the end of both key stages. Wide-ranging and interesting tasks motivate pupils and ensure that they extend their writing skills. Standards in handwriting are inconsistent in Key Stage 2 where the good standard achieved in exercises is not transferred to everyday writing.

8. Pupils are given good opportunities through work in other subjects to apply and extend their literacy skills. They are confident in using reference books to find information, although more use could be made of library skills for independent research by older pupils in all subjects. Pupils write clear, well-organised factual reports, and use their factual knowledge imaginatively when writing about the lives of historical figures.

9. By the end of Key Stage 1, all pupils are confident to order numbers and perform simple calculations accurately, including filling in missing numbers in equations. They solve problems in simulated shopping activities and learn to tell the time. These skills are developed systematically through increasingly complex challenges so that by the of Key Stage 2 pupils perform calculations involving four digit numbers accurately. Good attention is paid to the development of mental strategies and to learning number facts by heart to aid speed. Higher attaining pupils use a variety of strategies to check their calculations. Pupils are encouraged to think for themselves and to employ, and explain, a range of methods. Numeracy skills are used successfully across the curriculum. In science, pupils use thermometers to measure temperature changes, including negative values and plot the results on line graphs, and forcemeters. Classification exercises are displayed on Venn diagrams. In design and technology, Year 6 pupils make accurate measurements when designing kites.

10. In science, pupils at the end of Key Stage1, use simple equipment to carry out investigations and higher attaining pupils use an extended vocabulary to explain their knowledge of the properties of materials. Pupils record their findings using simple tables, drawing and charts. By the end of Key Stage 2, written work and observation of lessons show that pupils have a breadth of understanding in all aspects of the programmes of study of the National Curriculum. They understand the concept of a fair test and make sensible predictions based on their knowledge.

11. In information technology pupils are not achieving the expected standards for their age, and their progress is unsatisfactory. This is because, at present, they have only limited and irregular access to up-to-date equipment and programs to extend their knowledge and skills.

12. In all other subjects of the curriculum, pupils' attainment generally meets the levels set by the National Curriculum. In design and technology, there are strengths in the quality of designing and making skills by the end of Year 6, and in Key Stage 2, pupils' singing is very good. However, by Year 6, pupils' mapping skills are not secure because they are not developed and practised regularly and in music, their experiences of composing are underdeveloped.

13. Pupils with special educational needs and those who speak English as an additional language make good progress. The support given to these pupils in small teaching groups is very successful in improving their knowledge and level of understanding. Good liaison between support teachers and class teachers means that these pupils have appropriate work and adequate support whilst taking a full part in class activities.

Pupils' attitudes, values and personal development

14. In their responses to the questionnaire, and in their contributions at the meeting, parents were overwhelmingly positive about this aspect. The inspection findings confirm their views. Pupils' good attitudes, behaviour and very good relationships make a positive contribution to the ethos of the school and to the way pupils learn.

15. Pupils settle well to the routines in the nursery and are soon confident to leave their parents and carers. They are able to concentrate on an activity and listen carefully to instructions from the class teacher. These positive attitudes to learning continue through the school as the majority of pupils are well motivated and hardworking. They listen attentively to their teachers without interruptions and are keen to answer questions. They show a capacity to concentrate, persevere and seek help when necessary. Just occasionally, younger pupils are restless at the end of a long day, and some loss of interest was noted in lessons where the teaching did not engage pupils' natural enthusiasm for learning.

16. From the start, pupils are set high expectations about their behaviour and as a result most behave well in lessons and around the school. They are polite and courteous and their behaviour in assemblies is very good. No incidents of bullying were observed during the period of inspection. No pupil has been excluded from the school during the last 18 months.

17. The quality of relationships is very good. Good relationships are established in the early years of pupils' schooling as pupils learn to take turns and co-operate with each other. Throughout the school, pupils relate well to each other as they work together. There is good level of respect for the feelings and beliefs of others that is promoted through discussions of moral issues in circle time. Older pupils are well aware of one another's social, cultural and religious differences but these are accepted and individuals are valued for the contribution they make to the life of the school. A distinct sense of purpose and harmony pervades the school. Pupils are eager to seize opportunities to help in the classrooms and on the playgrounds. For instance, older pupils work with infant classes, organising the distribution of play equipment, and assist during school functions. They undertake small duties around the school. They are thoughtful about opening doors for others and small acts of kindness, such as fetching a glass of water for their friend, were observed. Each term a pupil from each class Year 2 to Year 6 represent their peers on the School Council, which provides a forum for raising issues that are noted and acted upon by the school.

18. Despite the continued efforts of the school and the local authority, the level of attendance is unsatisfactory at 92.4 per cent. There has been a slow but steady increase in attendance over the last two years, but figures are still below the national average of 94.1 per cent. The majority of pupils have good attendance, and the low figures are mostly due the high levels of absence of a few pupils who cause concern and to the prolonged vacations taken by pupils when visiting relatives in the country of family origin. Such long periods of absence impede pupils' learning and the school's ability to raise attainment levels at Key Stages 1 and 2. Punctuality has improved since the last inspection when it was a key issue for development. Most pupils arrive at school on time each morning and this has a positive effect on learning by ensuring a smooth start to the day.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good overall and has improved since the last inspection. The proportion of lessons in which teaching was unsatisfactory (6 per cent) was much the same as before, but well over half of lessons was good or better and almost a quarter was very good. Weaknesses identified in the teaching of English in Key Stage 1 have been addressed and this, in part, is responsible for the improvement in pupils' standards.

20. Teaching in nursery and reception classes is very effective. The care with which pupils' needs are assessed ensures that activities develop pupils' skills and knowledge systematically. The very good teaching in personal and social development is a strength that underpins all the learning for pupils' under five. Activities are organised and managed well so that pupils learn to work independently. Any inappropriate behaviour is handled sensitively but firmly, whilst good behaviour is reinforced with praise. Staff provide a good role model for the development of pupils' language skills, occasionally opportunities are missed to engage pupils in conversation and develop speaking skills in role-play. Good relationships are fostered with parents who are encouraged to support their children with reading activities at home. There is a good focus on teaching specific mathematical vocabulary and this is beneficial to all pupils but particularly to those with English as an additional language. Good teaching encourages pupils to use their senses to explore the world around them and teachers make good use of opportunities that arise unexpectedly to enhance pupils' skills in observation. A good range of activities is provided to develop pupils' imagination, creativity and physical skills.

21. Teaching is good in both key stages. The skills of literacy are taught well. The literacy strategy is implemented consistently and teachers follow the prescribed format. There is a good balance between the different sections of the literacy hour and, in most cases, this ensures that lessons move along at a good pace to challenge pupils and build on their skills. As a result, pupils are making good progress in developing the skills and confidence to tackle reading and writing independently. However, in one lesson in Key Stage 2, teaching was unsatisfactory because the pace of learning was slow and pupils achieved too little in the time. The content of lessons is consistently good because teachers in each year plan together using the literacy framework; this teamwork is a strength because it ensures consistency of provision for pupils across the year groups. Imaginative tasks and activities for group work engage pupils' interest and promote positive attitudes to learning.

22. Pupils with special needs and those for whom English is an additional language are given well structured tasks that ensure they make good progress and pupils with higher attainment are challenged. However, the tasks provided for the broad band of 'average' attainers does not always match the range of their abilities and further consideration needs to be given to how to make this match of work more precise so that this group of pupils makes consistently good progress.

23. The teaching of numeracy is satisfactory overall with several good features. In over half of lessons, teaching is effective in ensuring that pupils' learning is good by keeping the pace of work and the level of expectation high. Work is well matched to pupils' abilities and past experience. This stimulates interest and the teachers' enthusiasm is transmitted to the pupils. Weaknesses occurred in the pace of lessons in two classes. Pupils were not kept to task and the lack of challenge resulted in a loss of interest and motivation; too little was achieved. However, a scrutiny of pupils' past work in these classes confirms that they make satisfactory progress over time.

24. The implementation of the National Numeracy Strategy has begun well and is having a positive impact on the organisation of lessons and the progress pupils make. Pupils are encouraged to think for themselves and to use a variety of methods, which they are expected to explain to others. This is helping them to develop different strategies and increasing the accuracy of mental calculations. Teachers plan within year groups, based on the framework, to ensure consistency in pupils' learning. Most lessons start with a brisk warm up with

challenging questions to keep pupils engaged, to ensure active participation and to increase the speed of recall of number facts. There is a good emphasis on teaching pupils correct vocabulary which is often on display so that pupils learn to recognise the written word as well as understanding what it means. Where teaching is at its most effective, the objectives of the lesson are conveyed to pupils and the plenary session includes an assessment of the extent to which the objectives have been achieved. The information is used effectively in adapting subsequent planning.

25. Teaching in science is good. Interesting tasks are well chosen with a good balance between giving information and providing opportunities for pupils to find things out for themselves. In the best lessons, teachers ask pertinent questions and give clear explanations to develop scientific understanding. Some shortcomings exist where the pace of pupils' learning is slowed because they have too few opportunities to research and experiment, or where pupils spend too long recording work which has not been well used to challenge their thinking.

26. The quality of teaching seen in other subjects is satisfactory overall with a balance between strengths and areas for improvement. Teachers' knowledge is secure in most subjects although some teachers are not always confident with the subject matter in music. In religious education, strengths in exploring pupils' experiences and knowledge outweigh the small proportion of lessons where discussions are not developed to the full. In history focused questions encourage pupils to consider what the evidence from the past tells them. However, in each subject the common weakness is the lack of pace and expectation of pupils' work rate.

27. Considerable strengths exist in the management of pupils, especially those who display challenging behaviour. The development of pupils' self esteem and the recognition of the value of individuals underpin the ethos of the school. In this context, teachers create a comfortable learning environment that allows pupils to attempt new work and to express their feelings and concerns. This is one of the main factors in promoting the positive attitudes that underpin pupils' good levels of achievement. Relationships are very good. However, there is a tendency for some staff to over control pupils, particularly older pupils, and to do too much for them; this stifles opportunities for pupils to use their initiative in learning.

28. Lesson planning is soundly based on the content set out in medium term plans for each subject and the learning objectives are often, but not always, conveyed to pupils. Where this happened, they are clear about what they are expected to learn. During lessons, close and focused questioning ensures that pupils' understanding is checked and that misconceptions are addressed. However, pupils' progress in achieving the learning objectives is not evaluated consistently at the end of lessons. Where teachers do this they are able to adapt subsequent lessons to precisely meet pupils' learning needs but where this is not the case, the content of the lesson does not match closely enough. As a result, pupils make satisfactory rather than good progress or, as in 6 per cent of lessons do not make enough progress. This is an aspect of planning that needs further development. Pupils' work is marked regularly and teachers give praise for their efforts. However, comments do not always specify what pupils need to do to improve; this criticism was made in the last report.

29. The teaching of pupils with special educational needs and those who speak English as an additional language is very effective when they are withdrawn to work in small groups. Activities are chosen to meet pupils' targets and they are eager to learn, work fully stretched, and enjoy the praise and recognition they receive for their contributions and success. In class, written tasks are clear and appropriately differentiated and structured to enable these pupils to work independently and to make good progress.

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

30. The quality and range of learning opportunities offered for the pupils are good. The school offers a broad and balanced curriculum for all pupils in both key stages. Provision for children under five years old is good with an emphasis pupils' personal and social development and on the acquisition of literacy and numeracy skills. The curriculum meets statutory requirements for the National curriculum and religious education. There is a clear policy and a good scheme of work for personal, social and health education, including drugs awareness and sex education. Relevant aspects of provision are integrated effectively into the programme for science through the school, while key aspects are taught separately to older pupils and have the approval of the governing body. Formal discussions in circle time make a very good contribution to the development of pupils' speaking skills.

31. All subjects have satisfactory policies and schemes of work, which enable teachers to plan effectively for continuity and progress in pupils' learning. Planning for the foundation subjects is due for review in the summer term in preparation for the implementation of Curriculum 2000; this is appropriate. The school has successfully implemented the National Literacy Strategy and has embarked on the introduction of the National Numeracy Strategy. The school has considered the needs of its pupils and, rightly, weighted the allocation of time towards literacy and numeracy. The reduction in time available for other areas of the curriculum is most noticeable in geography, which is taught for only half a year affecting the continuity of pupils' learning; the oldest pupils had weaknesses in their mapping skills. There is little time allocated for specific teaching in information technology. However, planning covers the full programme of study and is based on the Qualifications and Curriculum Authority (QCA) guidelines, and pupils use information technology as part of other subjects. Lack of resources restrict opportunities to develop pupils' knowledge and skills to the required depth and the planned development of a dedicated room with networked computers is timely.

32. Provision for pupils with special educational needs is good. Pupils are identified early and given access to the curriculum by means of individual educational plans which set clear targets. Support for pupils with English as an additional language is very effective in ensuring the improvement of English skills. Additional help is given in withdrawal groups, by individual tuition, and by support in class lessons. Equality of access to opportunities provided within the curriculum is very good throughout the school. Groups are mixed with no gender bias or differentiation on ethnic grounds. The school is a reflection of a multi-ethnic society with good adult role models. Targets are set based on the prior attainment of pupils so that all abilities are catered for, including higher attaining pupils. Some elements of setting in mathematics have enabled the school to achieve well above the national average in the percentage of pupils gaining Level 5.

33. The curriculum is enhanced to a small extent by lunchtime and after school activities which include recorder groups, percussion group, ballet, football club and a discussion group, but these do not involve many pupils and so do not make a significant contribution to pupils' personal and social development. Visits to local places, such as Kew Gardens and Hampton Court, make a positive contribution to the content of the curriculum on offer and add interest to pupils' learning, and the residential visit for Year 6 pupils provides opportunities to develop good social skills. Wider links with the community contribute to an awareness of citizenship and offer opportunities for personal development. Satisfactory relationships with local secondary schools help to smooth the transition to the next stage of education.

34. Provision for pupils' personal, including spiritual, moral social and cultural, development is good and makes a positive contribution to the ethos of the school. Provision for pupils' spiritual development is good, and has improved since the last inspection when it was judged to be satisfactory. Pupils are encouraged in subjects such as art, English, music and science, to appreciate the beauty of the world and their place in it. In their learning, they reflect on their own experiences and explore questions of meaning and purpose. Teachers value pupils' ideas during informal interactions, and more formal discussions in circle time are used well to develop knowledge and insight into other values and beliefs. The school meets requirements to hold a daily act of worship. Assemblies assert moral values very strongly, but the element of reflection in worship is often very low key and needs to be developed.

35. Provision for pupils' moral development has improved since the last inspection when it was judged to be good. It is now very good and a strength of the school. Concern for the physical and emotional well being of others and respect for their cultural background is evident in all aspects of school life. Through caring relationships with pupils, all adults promote values of honesty, fairness, and truthfulness. Those who lead daily assemblies strongly assert moral principles through stories and anecdotes, and the high quality of these events ensures that pupils are actively involved and receptive throughout. Aspects of the curriculum encourage appreciation of current problems in the world, for instance consideration in science of the effects of pollution. Teachers give a clear lead in showing consistent care and concern for all pupils, and in encouraging reflection on the consequences of their actions. In the majority of lessons, teachers control behaviour through positive encouragement, stressing principles of fairness and self-respect. Pupils in all classes are actively involved in writing their own 'golden rules'. They are fully involved in circle time discussions, which are sensitively managed to deepen their understanding of issues of concern, such as racism in society.

36. Provision for pupils' social development is good, and has remained at this level since the last inspection. Pupils respond well to consistent encouragement to co-operate in their learning, and there is a harmonious working atmosphere in most lessons. Nevertheless, the teaching style in many lessons does not promote initiative or independence in learning, for instance in research tasks, problem-solving or self-chosen projects, and this is an aspect for development. All pupils take turns in helping with routine classroom tasks. Opportunities

for greater responsibility increase through the school, with older pupils helping to look after younger ones in the playground, and supervising corridors and stairways between lessons. The School Council involves some pupils in significant decision-making on school issues, representing their peers in each class. Pupils take part in a fund-raising for a range of charities, locally and further afield. Visitors from the community talk about the responsibilities of citizenship, and pupils in Year 6 take a course in citizenship run by the police. Pupils are expected to behave responsibly as representatives of the school on educational visits, with the residential activities course for Year 6 as a culminating opportunity to develop team-building skills.

37. Provision for pupils' cultural development is good and has remained at this level since the last inspection. An appreciation of the richness of other cultures is a notable feature of daily life in the school, which builds very well on the varied backgrounds and experiences of its pupils and visitors. The syllabus for religious education makes a strong contribution to understanding of other faiths. Most subjects make a sound contribution to the study of British and other cultures, though the reduction in time for geography has reduced its impact on pupils' knowledge of the world. There are extra-curricular groups in music and ballet, enabling some pupils to develop aesthetic skills and understanding, but there is a lack of provision of out-of-school activities overall to involve pupils in other cultural experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Parents are right to be confident that the school provides a happy, caring and secure learning environment for all its pupils. Good procedures are in place to ensure that pupils' needs are met and that they are well looked after on a day-to-day basis. The calm, harmonious and purposeful atmosphere enables pupils to make full use of the learning opportunities provided. The school's ethos instils trust, friendship and harmony between teachers and pupils, and a good rapport exists amongst the pupils themselves. This positive ethos is supported effectively by the implementation of the school's assertive behaviour policy. Appropriate sanctions are imposed in the case of unacceptable behaviour and pupils are rewarded for good efforts and work. Pupils who have difficulty conforming to the school's expectations are helped to modify their behaviour. Considerable importance is attached to equality of opportunity, and to preparing pupils to be good citizens of the future, by showing them the importance of individual and collective responsibility. There are appropriate procedures to deal swiftly with bullying. The headteacher monitors attendance and punctuality regularly and has established good links with the Education Social Worker. There has been a slow but steady improvement in attendance figures. The headteacher and special needs co-ordinator are responsible for child protection procedures and effective liaison exists with outside agencies.

39. The school has successfully used target setting to raise standards in English, mathematics and science. Satisfactory procedures are in place for statutory assessment of pupils at the end of Key Stage 1 and 2 and for baseline assessment in the reception year. Test results are analysed carefully and used to monitor gender differences and the performance of pupils from different ethnic groups. Weaknesses in overall performance are identified and used as a basis for changes in provision in the subsequent year.

40. Ongoing assessment in nursery and reception is good and ensures that higher attainers have opportunities to progress at their own rate and less able pupils have opportunities to improve their skills. All staff continuously record their progress. Assessment is used to plan activities that will help to fill the gaps in pupils' knowledge. Reception pupils who do not reach the average in baseline assessment are identified for additional support with intervention from the special educational needs co-ordinator (SENCO) on entry to Key Stage 1.

41. Elsewhere, teachers generally make satisfactory use of information from assessment when planning their lessons. However, the practice of evaluating pupils' learning in lessons is less consistent and not enough use is made of such information to plan subsequent lessons. At present, there is no whole school approach to recording ongoing assessment and staff in different year groups are trying out different methods. In Key Stage 1, individual pupils' progress is tracked using the Qualifications and Curriculum Authority literacy and numeracy continuums and in Key Stage 2, there are 'pilot' examples of good practice in assessing learning from lessons in Year 4 literacy, numeracy, science and religious education. Where these methods are working well, teachers are able to provide a better match of activities to pupils learning needs and this helps them to make consistently good progress. However, where the match of work is not so precise pupils make satisfactory progress. The marking of pupils' work is an area for further development to ensure that teachers give consistent messages about what pupils need to do to improve their work.

42. There are good procedures in school for identifying and assessing pupils with special educational needs and those who speak English as an additional language. There is very good liaison with class teachers and high quality specialist teaching in small withdrawal groups enables these pupils to make good progress. Following assessment, needs are identified and learning targets drawn up and reviewed regularly. There are good links with outside agencies for assessment at Stage 4 and the SENCO has specialist training in identifying and working with children with specific difficulties. Annual reviews are carried out in accordance with the statutory requirements of the Code of Practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents responding to the questionnaire and those attending the parents' meeting were very positive about the success of the school's work. In particular, they recognise the sensitive way in which the school provides opportunities for pupils to learn about the beliefs, values and cultural heritage of the different ethnic groups among the pupils and in the local community. They are appreciative of the positive attitudes and values which are fostered and commend the way in which the school integrates pupils from different ethnic groups, and meets the needs of pupils with special educational needs and those who speak English as an additional language.

44. The school has been largely successful in establishing a strong and positive partnership with parents by making purposeful efforts to involve them in activities. It considers parental involvement in the life of the school as important and necessary for the benefit of the whole school community and values any contribution that parents can make. Parents are kept well informed of their children's progress through formal and informal meetings and the good

quality end of year reports. Parents feel confident in approaching the staff if they have any concern about their children. Attendance at meetings to discuss their children's progress is high. The school makes good efforts to involve non-English speaking parents by providing translations of important information. A literacy support group has been established to help parents improve their own English in order to help their children at home.

45. Parents are well aware that the school encourages their help in classrooms and around the school. As many as thirty parents help in the school on a regular basis in many different ways. Parents gave considerable support to the development of the infant pupils' playground and much of the equipment was purchased from the funds that they raised. Parents also accompany pupils when they visit places of interest and support homework tasks. The school provides useful guidance to parents for conducting learning activities at home. Their help with reading, spelling, and writing has a positive impact on the attainment of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides a strong lead for the school's work. She has a clear view of its strengths and weaknesses and has been the driving force behind the improvement in standards that has been achieved since the last inspection. Her strong commitment to equal opportunities and to the value placed on each individual underpins the school's ethos. She is well regarded by staff, governors and parents, who admire her hard work in creating a climate in which pupils from a wide range of social and ethnic backgrounds mix happily. All staff are dedicated, hardworking, and share a strong sense of purpose and commitment to the pupils.

47. The headteacher is well supported by the deputy headteacher and members of the senior management team, who undertake their delegated tasks effectively to provide a good lead for staff teams. All subject co-ordinators give good support and informal guidance to colleagues. However, with the exception of the co-ordinators of literacy and numeracy, their role is not well established in helping to improve standards by monitoring the quality of provision and outcomes. This is an area for development that has already been identified by the school. The key areas of special educational needs and support for pupils who speak English as an additional language are led and managed effectively.

48. The governors are a well-informed group of people with a broad range of experience and expertise, particularly in personnel and financial matters. Their work is well co-ordinated through committees with well defined terms of reference and a clear plan of action stemming from the priorities in the school development plan (SDP). The combination of good quality information from the headteacher and observations gathered first-hand from visits, ensures that governors have a clear view of the school and the areas for development. They are well aware of the challenges presented by a multi-faith, multi-ethnic and transient school population. The staffing and finance committee monitors the budget carefully to ensure that funding is available to meet the school's priorities.

49. An analysis of strengths and weaknesses was the starting point for the current school development plan, which is a well-constructed and useful document that has guided development and secured significant improvements during the last two years. The plan is clearly focused on raising standards in the core skills of literacy and numeracy, and funds are used effectively to improve the curriculum and to raise attainment. For example, spending on resources and on training to implement the literacy and numeracy strategies has had a very positive impact on pupils' achievement. An annual review of the development plan ensures that the school remains on track to meet its targets and that priorities are still relevant to its changing needs.

50. Data analysis is thorough and includes a detailed evaluation of patterns of attainment by gender and ethnic group. Target setting procedures are in place, and have been usefully extended so that end-of-year targets are set for each individual and cohort in Key Stage 2 in English and mathematics.

51. Procedures for monitoring teaching are well established through classroom observations, and some targeted support has been provided to individual staff to secure improvements in, for example, behaviour management. Overall, there has been a marked improvement in the quality of teaching since the last inspection. However, monitoring does not focus on the impact of teaching and is not rigorous enough to iron out the remaining inconsistencies in teachers' practice.

52. Financial management is good. The latest audit report, received the day before the inspection started, concluded that the school has good financial systems in place to control the budget. The school is preparing an action plan to tackle the recommendations made. The school makes good use of funds allocated for specific purposes. There is very effective support for pupils with special educational needs and for pupils who have English as an additional language. As a result, these pupils make good progress.

53. The school takes effective steps to secure best value for money although as yet there is no formal statement of these principles. Consultation with parents, staff and governors preceded the ordering of new computers and the planning of the computer room. Quotations from different contractors were carefully compared. There is a good emphasis on staff training to ensure that teachers will be confident in using the new equipment. The views of pupils and parents are sought, both through the school council and through the Derwentwater Association, whose members work hard to raise additional funds for the school.

54. The school experiences recruitment difficulties, which in the past has led to a large turnover of staff, a concern in the last inspection. The situation has improved and is now much more stable as a result of a determined and innovative approach to recruitment by the school, including the use of the Internet. There is a good number of teachers and a favourable pupil to teacher ratio. Teachers are well qualified and experienced for their areas of responsibility. There is also a good blend of experienced and newly qualified staff. A good number of support staff in Key Stage 1 and 2 work in the classroom with teachers and with special needs pupils. However, two support staff work between the three reception classes and this creates some difficulties for class teachers on the occasions when they have no support.

55. Accommodation is satisfactory overall. Since the last inspection, there have been significant improvements to the outdoor learning environment for pupils under five with the development of a dedicated well-equipped area. The school has also developed the play area for Key Stage 1 pupils, with innovative markings and facilities to encourage productive play. However, the Key Stage 2 area lacks stimulation for pupils at play times, and an uneven surface creates a safety concern for active play and physical education sessions. The school has attempted to address the lack of grassed areas for Key Stage 2 sports activities by using local facilities, although these have recently been withdrawn and the school is making further efforts to overcome this shortfall. Indoors, the accommodation in classrooms is light and spacious, and there is a good range of specialist facilities such as small teaching rooms, a music room, two separate libraries and a hall on each floor of the main building. However, parts of the large Victorian building and the temporary classrooms are in an unsatisfactory condition and in need of major repair. Staff have made a good attempt to make cosmetic improvements by painting the huts and using colourful displays, but leaks, peeling ceilings, and occasional heating problems, do not provide an effective environment for learning.

56. Since the last inspection, the adequacy of resources for the delivery of the national curriculum has improved and is now a good feature of the school. A good level of resources is available to support learning in mathematics, science, art, music, and physical education and for pupils with special needs. The school uses loan services well, which considerably extends the sufficiency and range of resources. Resources for information technology are unsatisfactory at present, although the school has prepared a satisfactory long-term programme for replacement and updating of equipment to overcome the situation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The school development plan contains a number of priorities for improvement. The review of the curriculum in preparation for implementing new requirements in September 2000 and the development of the role of subject co-ordinators should be pursued as planned and have not been listed here. The inspection team acknowledges that plans are in hand to improve resources for information technology and that the school already works hard to improve attendance levels. The key priorities for the school are to:

- Raise standards in information technology by providing sufficient time and resources to develop pupils' knowledge and skills to the required depth.
(Paragraphs: 11, 31, 56, 113)
- Improve the quality, consistency and use of assessment information by:
(Paragraphs: 28, 41, 82, 83, 88, 95, 100, 111, 119, 128)
 - * Making greater use of day-to-day assessment information when planning lessons;
 - * Establishing whole-school procedures for assessing and recording pupils' attainment across the curriculum;
 - * Improving the quality and consistency in the marking of pupils' work.
- Improve the monitoring of teaching by identifying more clearly its impact on pupils' learning, and by sharing good practice to ensure a greater level of consistency within the teaching of each subject.
(Paragraphs: 47, 51, 121)
- Persist with existing strategies to improve attendance.
(Paragraphs: 18)
- Develop opportunities for pupils to use their initiative and be responsible for their own learning by providing more open-ended tasks and problem solving activities.
(Paragraphs: 27, 36, 79, 99, 119)

Other issues which should be considered by the school:

- * Enhance the breadth of the curriculum by providing a greater range of extra curricular opportunities.
(Paragraphs: 33, 37)

OTHER SPECIFIED FEATURES

Provision for pupils with English as an additional language

There is an above average number of pupils who speak English as an additional language. Their learning is well supported by the provision of support provided under Section 11 of the Local Government Act 1966. They make good progress in language development and when proficient in English, their progress in all curriculum areas is comparable to that of other pupils of similar ability. Provision is very well managed within the school, and the limited support available is used very effectively to ensure that these pupils have full and equal access to the curriculum. The co-ordinator is well qualified and experienced. Detailed planning and a close partnership between mainstream staff and support staff assures a consistent approach. The quality of teaching and learning in small withdrawal groups is very good. Assessment data is very well used in planning the effective delivery of the curriculum. Pupils' progress is formally recorded in the language achievement profiles for annual Home Office returns.

The school encourages participation by ethnic minority families in aspects of school life such as attending parents' evenings, curriculum events, and religious and cultural festivals. The co-ordinator has appropriate plans to strengthen this provision and to continue to increase class teachers' awareness of the needs of these pupils. The school welcomes and celebrates the richness and diversity of the cultures represented in the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	110
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	40	38	7	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)	50	481
Number of full-time pupils eligible for free school meals	0	197

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	104

English as an additional language

	No of pupils
Number of pupils with English as an additional language	204

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	69
Pupils who left the school other than at the usual time of leaving	62

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	32	44	76

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	25	26	27
	Girls	37	40	40
	Total	62	66	67
Percentage of pupils at NC Level 2 or above	School	82(57)	87(69)	88(76)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	26	27	27
	Girls	37	40	37
	Total	63	67	64
Percentage of pupils at NC Level 2 or above	School	83(64)	88(72)	84(76)
	National	82(81)	86(85)	87(86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	33	24	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	21	24
	Girls	20	17	19
	Total	42	38	43
Percentage of pupils at NC Level 4 or above	School	74(60)	67(49)	75(62)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	23	22	24
	Girls	21	17	19
	Total	44	39	43
Percentage of pupils at NC Level 4 or above	School	77(64)	68(64)	75(62)
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	50
Black – other	42
Indian	34
Pakistani	20
Bangladeshi	11
Chinese	4
White	177
Any other minority ethnic group	93

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	1	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)	24
Number of pupils per qualified teacher	21
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	283

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	941646.00
Total expenditure	941950.00
Expenditure per pupil	1876.00
Balance brought forward from previous year	26859.00
Balance carried forward to next year	26555.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	531
Number of questionnaires returned	178

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	29	1	1	1
My child is making good progress in school.	54	42	2	1	2
Behaviour in the school is good.	60	34	2	2	2
My child gets the right amount of work to do at home.	45	39	10	2	4
The teaching is good.	66	31	2	0	1
I am kept well informed about how my child is getting on.	57	29	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	71	25	2	1	2
The school expects my child to work hard and achieve his or her best.	60	34	2	1	3
The school works closely with parents.	62	28	5	3	3
The school is well led and managed.	69	26	1	1	3
The school is helping my child become mature and responsible.	68	25	3	1	3
The school provides an interesting range of activities outside lessons.	30	34	19	5	12

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

58. Children spend between three and six terms in the nursery before transferring to reception classes in the September before their fifth birthday. Not all nursery children transfer to the main school, and about half the children in the current reception classes have not attended Derwentwater nursery. There is a very wide range of attainment on entry to nursery. Overall attainment is below average particularly in the key skills of language and literacy. A significant number are at the early stages of learning English as an additional language and others also have limited communication skills. When children move into the reception classes attainment is overall a little below the average found within the local authority. Analysis of baseline results reveals that pupils' personal and social skills are generally good, but language and literacy skills are weak.

59. Progress in all areas of learning is good, particularly in mathematics and personal and social development. A majority of pupils are likely to achieve the desirable outcomes for learning by the age of five in all areas of learning except language and literacy. The previous inspection report identified the need to improve outdoor play provision for reception pupils. Very good progress has been made. All reception children now have regular access to a good quality, small outdoor play area and also to the larger nursery area.

60. The teachers and nursery nurses work effectively together in the nursery and the reception classes and their consistent approach contributes significantly to children's progress. The three reception classes share two nursery nurses and in some lessons this slows the pace of learning, where the teacher has to organise and oversee all activities. Children are monitored carefully and detailed assessments are made. Those with special educational needs are identified early and given good support.

Personal and social development

61. Teaching in this area is very good in both the nursery and reception classes. The development of good social and personal skills underpins all the teaching in the nursery and children are prepared very well for their transfer to full time school. Children settle quickly into the nursery routines and feel confident and secure in the caring and supportive environment. They learn to become independent for example in choosing activities, in putting their coats on for outdoor play, putting on aprons and washing their hands. Behaviour is often very good and disputes are rare. Staff are skilful in their use of praise, ensuring that children understand the difference between acceptable and unacceptable behaviour. There are consistently high expectations of good behaviour, and children learn to take turns and to listen to others. Children co-operate well with each other, for example in the outside play area, playing with trains and in the home corner. They often concentrate on activities for long periods. One girl was happily absorbed in filling a jar with water, pouring carefully with jugs in each hand. The good organisation of activities in the nursery contributes to the good behaviour. Activities are interesting and varied, space is used well and adult supervision is very good.

62. In the reception classes behaviour is usually good and often very good, particularly when are children involved in practical activities. Occasionally children become restless and find it difficult to concentrate during whole class sessions on the carpet. Relationships between staff and children are very good. Inappropriate behaviour is managed calmly and good behaviour is reinforced by praise. Most children work independently on activities with sustained interest and effort. Children from all three classes work amicably together when using the outdoor play area and the additional classroom. Social and personal development is promoted very well when nursery and reception children join to celebrate birthdays and good work. In a very well presented assembly the children's behaviour and concentration was excellent.

Language and literacy

63. Overall teaching in this area is good in the nursery but by the time they transfer to reception many children are below the required standard in language and literacy. There are a few children who are high attainers and who express their ideas fluently. Children make good progress in expressing themselves and in extending their vocabulary. They talk about activities, for example when making jelly, although as yet some can only express themselves in single words. Children learning English as an additional language make good gains in understanding and using English because all staff are aware of individual needs. Staff provide good models for spoken English and usually promote discussion well, questioning and encouraging children to express their ideas. Occasionally, however, opportunities are missed to encourage speech, particularly in developing imaginative role-play. Children enjoy listening to stories and become familiar with books. They begin to recognise their names and to trace and to copy them. Many use upper case letters within their names.

64. Children in the reception classes are gradually introduced to a literacy period. Teaching is good overall, and often very good, with a good variety of activities and a focus on developing phonic skills. Nursery nurses and parents give very good support to groups, enabling children to make good progress. Where teaching is least effective the teacher does not focus sufficiently on working with children to extend their learning. Most children listen well, and average and higher attainers have good speaking skills. A significant number have unclear speech and a limited vocabulary or are still at the early stages of speaking English. Children make good progress in reading and most are supported at home. They enjoy regular opportunities to read individually with the teachers as well as in group reading sessions. Most children can identify some letters by name but many are uncertain of letter sounds and do not recall these readily. They match words, and higher attaining children use very early dictionaries. Children enjoy stories and begin to become familiar with terms such as title and author. Higher attaining children write their names with correct use of upper and lower case letters, and begin to spell simple words.

Mathematics

65. Children make good progress in this area of learning in both the nursery and reception classes. In the nursery children count, sort and match objects and numbers and begin to recognise numbers. They show an awareness of numbers being used in everyday life as they make calls on their 'mobile' phones. In the reception classes, learning is promoted well through a good range of interesting activities. Teaching of mathematics is good and at times very good. Teachers ensure that those children with English as an additional language use and repeat new vocabulary. Careful assessment ensures that activities are matched to children's needs. Lower-attainers count and order numbers within 10. Many children count to 20 and higher attaining pupils can count and order numbers to 100. Others order numbers to 10 and 20, and begin to develop an understanding of addition. They begin to recognise and name basic two dimensional shapes. Children use number well in focused play activities. For example a group carefully sorted farm animals and counted them accurately. They have a positive attitude towards learning. One group said, 'We're all good at learning maths in this school.'

Knowledge and understanding of the world

66. Children make good progress in this area of learning, both in the nursery and reception classes, although by the time they are five a number are restricted in their ability to explain their understanding because they have limited language skills. In the nursery learning is based securely on practical activities. Teachers and nursery nurses encourage children to use their senses to explore new experiences. New vocabulary is carefully introduced and repeated, and staff are very aware of those with limited vocabularies or with English as an additional language. Children are fascinated as they explore the properties of ice in frozen balloon shapes. They are intrigued by jelly cubes and watch in wonder as they dissolve in hot water. In the reception classes, children learn about different types of weather and make weather charts. They show a developing understanding of the world as they present 'televised weather forecasts', using a map, microphone and camera. Most children have a satisfactory awareness of past and present in their own lives as they talk about their birthdays, families and recent events. Teachers are alert to opportunities to develop children's understanding. For example, when ice is brought in from the playground, the teacher discusses melting and the ice is put on the radiator 'to see what happens'.

67. Children in the nursery begin to become familiar with using the computer, although most prefer other activities. Children in the reception class begin to develop satisfactory mouse skills. Some work competently on their own, moving clothes across the screen as they dress 'teddy'. Others make good progress as they are helped to operate the mouse by a parent helper.

Creative development

68. Children make good progress in their creative development. Teachers generally provide a good range of activities and there is a good balance between guided activities and opportunities for individual experiment. Opportunities for imaginative play differ between classes. Nursery children sustain role-play well in the home corner, and reception children enjoy using a 'hairdressing salon' and giving weather forecasts. In other classrooms the areas are less stimulating and are not as effectively used. Nursery children paint and draw with increasing control. They choose from a range of materials to make collages and teachers give good guidance to develop skills. Children in the reception classes experiment with mixing paint. They paint self-portraits and pictures about their Christmas holiday many of which show good brush control and careful choice of colour. They use a range of materials to make shakers and decorate them with care.

69. Children in the nursery, experiment with different musical instruments and accompany themselves as they sing and dance. In the reception classes children sing simple action songs in class lessons, although not all remember the words. With guidance, they begin to choose instruments to accompany class songs. They experiment with making their own music and higher-attaining children begin to record their compositions on paper by making marks and patterns.

Physical development

70. Children make good progress in physical development. Nursery children play confidently outside. They become increasingly skilful in riding tricycles and scooters. They climb, balance, slide and jump with growing confidence. Children acquire early games skills as they throw and kick balls. Staff ensure that children play safely, but at the same time encourage independence. In the reception classes children have regular access to outdoor play equipment and also take part in formal physical education lessons. Reception children continue to make good progress, for example in balancing, because of the regular use of the well-organised outdoor play area. Assessment is used well to target the development of individual children's skills.

71. There are many good opportunities for children to develop their fine motor skills. In the nursery, children use pencils and pens to draw, make marks and to begin to write. They mould and cut dough and clay, and build models with construction equipment. In the reception classes a number of children have below average skills. Specific activities are planned and children make satisfactory progress in developing skills with scissors, pens, pencils and construction equipment. Teachers know children well and ensure that they have good support and use correct equipment, for example left-handed scissors, when necessary.

ENGLISH

72. There was a significant improvement in the school's results in the 1999 National Curriculum tests for pupils aged seven and eleven, compared with previous years. In 1997 and 1998, results in Key Stage 1 tests were well below average in reading and writing. In 1999, following the introduction of the National Literacy Strategy, the number reaching the expected level, Level 2, in writing rose to close to the national average, while the number reaching the higher level rose to well above average. The number reaching the expected level in reading in 1999 also increased, though it was still below the national average. However, the number of pupils reaching the higher level increased to close to the national average. Compared with schools whose pupils are from similar backgrounds, the 1999 results were above average in reading and well above average in writing. The difference between the attainment of boys and girls was similar to that found nationally. Inspection evidence indicates that the attainment of pupils presently in Year 2 is average in reading, writing and listening, but below average in speaking.

73. Test results at the end of Key Stage 2 were well below average in 1997, but they improved in 1998. In 1999, they improved again, and the number of pupils reaching the expected level, Level 4, or above was close to the national average. The number reaching the higher level, Level 5, was below average overall, and fewer boys than girls reached the higher level in writing. Compared with schools whose pupils are from similar backgrounds, these results were well above average. Levels of attainment in English were similar to those in mathematics, but lower than those in science. Inspection evidence indicates that the attainment of pupils presently in Year 6 is average in reading, writing, speaking and listening.

74. Standards in speaking are below average overall at the end of Key Stage 1. Many pupils enter the school with limited language skills and lack confidence in speaking. The accuracy and clarity of their speech improves, because teachers give individual guidance and strong encouragement. All take part in literacy hour discussions, even though some make very brief contributions. Pupils behave well and levels of attention are high during instruction, which ensures that listening develops well. Pupils across the school become progressively more confident in speaking to a range of audiences in a variety of contexts. Pupils in Key Stage 2 take part in structured class discussions to work out their views, and negotiate with others in small groups to solve problems. By age 11, most are confident in speaking to larger audiences for different purposes. Those with higher attainment are confident in using appropriate formal language in technical subjects. The high level challenge of performing in class assemblies and drama is a good feature of provision throughout the school. Pupils in all years rise well to such challenges to extend their range of speaking roles, and many older pupils show high attainment in speaking to an audience under the pressure of a performance.

75. Standards in reading are sound at the end of both key stages. In the initial stage, pupils are systematically taught the relationship between letters and sounds. A sequence of graded reading materials closely matched to individual attainment ensures that good progress is made by all pupils, including those with special needs and those for whom English is an additional language. Lack of time for reading was noted in the last report, and this has improved, though teachers are under considerable pressure to hear individual pupils reading and give the support they need. Many, but not all, parents give good support by hearing their child read at home. Interest in reading is generally high, which ensures that pupils come to

reading willingly, try hard to work out new words and stay on task. Those with higher attainment read aloud with expression, and others do so when the class reads together. By the end of Key Stage 2, most pupils read longer texts silently and with good concentration. Pupils with special needs and those for whom English is an additional language are supported by material carefully graded to match their needs. Most pupils read aloud fluently and accurately, and some read expressively for dramatic effect. Levels of understanding are good. Most pupils have a sound range of reading experiences, so they make comparisons with other books, and use technical terms confidently. Most have favourite authors and explain their preferences with enthusiasm. Some with higher attainment extend their range to include more difficult classics, such as stories by Charles Dickens. Others with high or average attainment choose to remain within the security of popular children's fiction, and their range needs to be extended. Library skills are well developed because of regular class visits to the school library, and many parents extend their children's experience effectively through regular visits to local libraries.

76. Standards in writing are sound overall at the end of both key stages. Written work is generally well presented. Tasks set for writing are wide-ranging and interesting, which is a strength of provision. The open-ended nature of many tasks ensures that pupils with high attainment are suitably challenged, and this is an improvement since the last inspection. In the most successful lessons, other pupils are given the additional support they need to make good progress in the same tasks as for higher attainers. There are good examples of word-processing in both key stages, though keyboard skills are not well developed and pupils type very slowly. Pupils aged seven write clear accounts of personal events, lively stories and some poetry, such as that on sense impressions by Year 2. In factual writing, they express ideas clearly. Standards of accuracy in spelling and punctuation are sound.

77. Most pupils write with adequate control by the end of Key Stage 1, but a joined style is not established until Year 3. Standards in handwriting are inconsistent through Key Stage 2, because not all pupils transfer to their everyday writing the good standards they achieve in handwriting exercises. This was also noted in the last report. Written work is generally well presented, and pieces intended for display are first drafted then corrected. There are good examples of lively writing in all years, such as character descriptions using metaphors in Year 5. By age 11, pupils with higher attainment organise extended writing in paragraphs and use a good range of sentence structures. Pupils regularly learn new spellings for homework and spelling standards are sound overall. Nevertheless, pupils do not use dictionaries often enough as they write, or routinely proof-read their work. As a result, some pupils continue to misspell common words, such as days of the week, throughout the key stage.

78. Pupils with special educational needs and those for whom English is an additional language make good progress. Teachers plan lessons and organise their classrooms so that these pupils have appropriate work and adequate support whilst taking a full part in class activities.

79. Good use is made of opportunities in other subjects to apply and extend literacy skills. Pupils are confident in using reference books to find information. Nevertheless, older pupils in all subjects could make more use of library skills for independent research. Factual reports are clear and well constructed, and good standards of imaginative writing help pupils to project into their studies, for instance the lives of historical figures. The use of 'circle time' discussions in personal and social education makes a very good contribution to the development of pupils' speaking skills.

80. Teaching is good overall in both key stages. Standards have improved since the last inspection, and now ensure that the quality of pupils' learning is good. In Key Stage 1, half the teaching is good, one third is very good and the remainder is satisfactory. In Key Stage 2, almost half the teaching is satisfactory, and the remainder is good or very good in similar proportions. One lesson was unsatisfactory, largely because pupils achieved too little in the time, due to the slow pace. Generally, though, time is used effectively because teachers follow the recommended structure of the literacy hour. Their good subject knowledge ensures that pupils are taught literacy skills with authority. Teachers set good examples in the quality of their own speech and writing. The content of lessons is consistently good, because teachers in each year plan together, and this teamwork is a strength. Pupils have a strong interest in books, inspired by teachers' own enthusiasm and skilful reading with dramatic expression. Effective behaviour management and very good relationships in most classes ensure that pupils learn effectively. They listen attentively to instruction and join in discussions willingly. As a result, they make good progress overall and very good progress in speaking through the school. Pupils' attitudes to English are consistently good.

81. Tasks and activities for group work are imaginative and generally hold pupils' interest. Pupils with special needs and those for whom English is an additional language are given well-structured tasks to support their learning needs. Pupils with higher attainment usually rise to the challenge of free-writing tasks, showing good levels of self-discipline. As a result, pupils at the lowest and highest ends of the attainment range make good progress in lessons. The progress of other pupils is usually good overall, but inconsistent. This is because up to half the pupils in some classes are identified as being of average attainment when in fact they have a wide range of needs. In lessons where the same task does not match the range of their abilities, a few pupils are slow to settle and others do not stay on task. Further consideration needs to be given to identifying more precisely the needs of pupils in the middle of the attainment range, and setting work that matches their differing needs. Nevertheless, in the majority of lessons, most pupils work hard to do their best.

82. The final whole class review is used well to develop pupils' speaking skills and reinforce their learning of the lesson target. Pupils' work is marked regularly. Teachers give encouragement well, but not all identify patterns of weakness or set individual targets for development. A similar criticism was made in the last report. Pupils do not regularly do corrections or follow-up work after marking, so teachers' efforts are not effective enough.

83. Leadership of the subject is good. English is an additional language for a large number of pupils, some of whom join the school at short notice for varying periods of time. This challenge is very well managed, and it is to the school's credit that these pupils make good progress while overall standards have risen. The National Literacy Strategy has been implemented effectively. All classes have a literacy hour in their timetable each day, and lesson targets are precise because they are guided by the official framework. There are good assessment procedures for identifying the needs and monitoring the progress of pupils with special needs and those for whom English is an additional language. Assessment procedures for other pupils are satisfactory overall, but they are not consistent through the school, and similar criticisms were made in the last report. As a result, they do not ensure that the progress of all pupils is accurately monitored over time, particularly in speaking and writing. In some classes, procedures are not precise enough or used often enough to identify pupils' needs so that future lessons can be adjusted, with new targets as necessary.

84. Teachers work hard and effectively to display all forms of writing, including good examples of pupils' work. This raises the profile of the subject, which makes a very good contribution to the positive ethos of the school.

MATHEMATICS

85. Results in the National Curriculum tests in 1999 showed that in Key Stage 1 the percentage of pupils reaching Level 2 or above was close to the national average. Nearly a third of pupils achieved Level 3 and this was well above the national figure. There was no significant difference between the performance of boys and girls. The trend over the past four years has been upwards and in 1999 exceeded the national average. In Key Stage 2, the percentage of pupils reaching Level 4 or above was close to the average. However, the over a third of pupils achieved Level 5, which is well above the national figures. The trend in the average national curriculum level over the past four years indicates overall improvement. In both key stages the 1999 test results were well above average compared to similar schools. In part, this is due to an increase in the opportunities given for pupils to extend their investigative skills and to work independently; this was a feature criticised in the previous inspection.

86. In the lessons seen, the quality of teaching ranged from excellent to unsatisfactory, but the majority was good. In those lessons where teaching had weaknesses and pupils did not make enough progress, past work indicates that pupils are making sound progress over time. Where teaching is most effective, the expectations of teachers are high; work is well matched to the ability of the pupils and is appropriate to their experience. This stimulates pupils' interest and enjoyment, and the enthusiasm of the teachers is transmitted to the pupils.

87. The implementation of the National Numeracy Strategy has been well managed, and is having a positive impact on standards. Teachers plan within year groups, based on the framework to ensure consistency and progress in pupils' learning. The introduction of the strategy has resulted in a quick start to lessons with challenging questions to keep the pupils engaged. They are encouraged to respond quickly and full participation is ensured by engaging the whole class, as when they use number fans to show the answers all at the same time. They are given an appropriate amount of time to explain the strategies used to obtain a result. Pupils are encouraged to use correct mathematical vocabulary, paying attention to different ways of describing the same process. In a Year 2 lesson, pupils referred to 'take away', 'subtract', 'how much more'? 'what is the difference'? In Year 6, pupils used the vocabulary associated calculating percentage profit and total cost when successfully applying their mathematical knowledge to solving everyday problems.

88. Pupils are encouraged to think for themselves, as in a Year 4 lesson where they were told that there are several different ways to find the answer when adding together two digit numbers, and to use the method they were each most comfortable with. At the start of each lesson, the objectives are listed on the board so that pupils understand what is expected of them and sometimes, but not always, the plenary session is used to reflect on what has been achieved. Where teaching is most effective, on-going assessment of how well pupils progress enables teachers to plan for the next stage of development. As a result of good teaching, pupils extend their knowledge of mathematics and acquire new skills in number manipulation. They are well motivated and remain actively engaged throughout their lessons. Where teaching has weaknesses, teachers do not have clear objectives for their lessons, the work lacks challenge and pupils soon lose interest and concentration.

89. Numeracy skills are used well across the curriculum. In science lessons Year 4 pupils use thermometers to measure temperature changes, including negative values and plot the results on line graphs. They also use forcemeters to measure invisible force of attraction. Grouping of substances is displayed on Venn diagrams. In design and technology lessons Year 6 pupils make accurate measurements when designing kites and in curved stitching where angles are carefully calculated.

90. Numeracy has been given a high profile in the school development plan and the focus of staff professional development through in-service training is on numeracy. The headteacher and numeracy co-ordinator systematically monitor the teaching of the subject and higher attaining pupils are given extra help to achieve higher standards. The numeracy governor who takes an active part in courses and meetings with staff keeps the governing body informed of progress. This has helped to ensure the smooth and successful introduction of the strategy.

SCIENCE

In the national tests and assessment results in 1999 at Key Stage 1, teacher assessments show the percentage of pupils reaching or exceeding the expected level, Level 2 and above, was just below the national average. However, the percentage of pupils reaching the higher level, Level 3 and above, was very high in comparison with the national average. Over the three years 1997 to 1999, attainment in science at the end of Key Stage 2 has risen from being well below average to above average. Seventy-four per cent of pupils attained the expected level, Level 4 and above, which was just below the national average of 78 per cent. Fifty-one per cent of pupils achieved the higher level, Level 5 and above, which was well above the national average of 27 per cent. The overall results at the end of Key Stage 2 are well above average when compared to similar schools.

91. At the time of the last inspection, standards of attainment were reported to be satisfactory at the end of each key stage. Inspection evidence indicates that standards are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. This represents a significant achievement in Key Stage 1, where the majority of pupils are at an early stage of speaking English, and a dramatic improvement in Key Stage 2. The school is now carefully monitoring its results so as to identify weaknesses in provision and has improved its provision for higher attaining pupils. These initiatives, including improved teaching and the introduction of booster classes at the end of Key Stage 2, have led to the improvement in standards. The subject makes a strong contribution to pupils' numeracy and literacy skills.

92. By the end of Key Stage 1, pupils respond to suggestions of how to find things out and use simple equipment provided when, for example, they carry out investigations to test the 'stretchiness' of materials. They have a sound knowledge of how materials can be twisted, bent, squashed or stretched and that some materials are permanently changed. Most describe similarities and differences between materials such as glass and metal, and investigate the effects of heat on a variety of materials. Higher attaining pupils are confident to use a more extensive vocabulary when describing materials as transparent, rigid and flexible to describe the properties of materials. Pupils are taught to record their findings using simple tables, drawing and charts.

93. By the end of Key Stage 2, written work and observation of lessons show that pupils have a good breadth of understanding of all aspects of the programmes of study of the National Curriculum. Within the area of experimental and investigative science, they predict what will happen and understand the concept of a fair test. For example, when Year 6 pupils investigate evaporation, they recognise the need for fair testing and how to vary one factor whilst keeping others the same. Teachers' have high expectations of the presentation of work and this encourages pupils to record their observations carefully and neatly.

94. Pupils enter the school with below average attainment and make good progress as they pass through the school. The difficulties which many pupils experience in English, particularly in Key Stage 1, provide a barrier to their learning in some aspects of science. Teachers and support assistants provide very helpful guidance and clear structures for these pupils to follow, whilst more able pupils are encouraged to develop their own independent writing and recording skills.

95. The quality of teaching and learning throughout the school is good overall. Teaching was satisfactory or better in all but one lesson and over half were good or very good. Teachers have a good understanding of the subject and provide pupils with a good foundation in science. Most teachers ensure that pupils develop the skills of considering evidence, drawing conclusions and explaining results in scientific terms. Interesting tasks are well chosen with a good balance between giving information and providing opportunities for pupils to find things out for themselves. This motivates the pupils and they show interest and enthusiasm for practical tasks. In the best lessons, teachers ask pertinent questions or give clear explanations, which help pupils to develop scientific understanding. By the end of Key Stage 2, pupils have good opportunities to demonstrate their ability to plan and carrying out an experiment. A very good example of this was seen in a Year 6 lesson where pupils were developing good investigative skills when planning experiments to test the effects of evaporation. They are confident in sharing predictions and answering questions because they are encouraged to work well together, taking turns, share apparatus and discuss their findings. The unsatisfactory teaching was due to low expectations of pupils' attention and behaviour, which slowed the pace of learning. Other shortcomings occurred where the pace of learning slowed because pupils had too few opportunities to research and experiment, or where they spent too long recording work which had not been well used to challenge their thinking. Assessment information is not always well used to support the learning of pupils of differing attainment. Marking of pupils' work is inconsistent and too dependent on the practice of individual teachers.

96. The recently appointed co-ordinator has very good knowledge of the subject and has a clear vision for subject's development. Planning is good, covers National Curriculum requirements and helps to ensure continuity in pupils' learning as they pass through the school. Good resources are well managed and efficiently used. The subject makes a strong contribution to pupils' literacy and numeracy skills as well as to their spiritual, moral, social and cultural development. It also contributes strongly to the health education programme as, for example, when pupils study alcohol and drug abuse. Effective use is made of visits to places such as Syon Park, the museum of Moving Images and the Science Museum to enhance the curriculum and to enrich pupils' experiences.

ART

97. Standards of achievement in art are satisfactory in both key stages and much as expected for pupils' age. Standards have been sustained since the last inspection. Across the school, evidence of pupils' work on display shows that they work with a range of media, materials and techniques, with sound outcomes overall. In Key Stage 1, for example, pupils in Year 2 use brush and paint competently to produce shields based on ideas from the Solomon Islands. In one class, they are particularly perceptive in noting similarities and differences in colour and style between the current work and that carried out previously on Aboriginal art. In Key Stage 2, pupils in Year 6 make good observational drawings of still life to reproduce detail in shape, proportion and tone. Pupils are helped to gain an understanding of the work of different artists, for example study in Year 6 focused on the work of Cezanne during the inspection and there is evidence of the study of different artists'

work in other classes. Pupils across the school have a sound awareness of art in other cultures and in different historical periods, such as the mixed media work in Year 4 on Egyptians. They often use art successfully to support learning in other subjects, such as observational pictures of fruit in science work, making their own patterns using information technology and comparing them with hand drawn versions, and using shapes to form pictures in mathematics. Pupils occasionally work in three dimensions, evidenced in some clay tablets in Year 4, but this aspect is under represented overall to show adequate development of pupils' skills. Pupils have a chance to try different techniques, such as printing and weaving using fabric, but sketchbooks are used neither consistently nor effectively to encourage pupils to experiment more independently.

98. Teaching and learning are at least satisfactory in all lessons, and in one Year 6 lesson they were very good. The most successful feature is the effective management of pupils, which creates a positive and productive working environment, capitalising on pupils' enthusiasm and enjoyment. As a result, most pupils behave well and co-operate to share equipment and space.

99. In the best lessons, questioning is particularly good in encouraging the pupils to think about their learning and to offer sensible and thoughtful suggestions on pieces of art as well as each other's work. For example in a Year 2 lesson the teacher asks the children '*Why do you think red, black and white are used on this shield*' and elicits from the pupils the idea of blood, darkness and creating fear among their enemies, showing good critical skills. In one Year 6 lesson, the teacher asks '*What would be the medium that would be best for your drawing*', which helps the pupils to think more carefully about the choices they make to produce a desired effect, as well as encouraging them to experiment. On occasion, teachers do too much for the pupils, such as setting out paint and brushes, which does not give the pupils enough chance to think and make choices for themselves and constrains their creative and imaginative skills. In Key Stage 2, the pace is sometimes slowed as pupils have to wait for the teacher and their rate of learning is adversely affected.

100. Planning focuses well on the skills to be taught and provides useful guidance to teachers about the key learning points to be emphasised to pupils. Good cross-curricular links and opportunities for involvement in community projects enrich the curriculum. One example is the school's contribution to the 'Millennium' figure on the South Bank. In Key Stage 1, planning benefits from the consistent approach to long term planning, although the same consistency is not so evident at Key Stage 2. Action is due to be taken after Easter to update and ensure a more common format to planning in art and also take account of changes proposed nationally. A common weakness in art, which was also stated in the last inspection, is the lack of any procedures for the assessment of pupils' work to ensure that learning builds effectively on pupils' prior achievement.

101. The co-ordinator provides a strong lead to the subject and acts as a valuable source of information and informal support for colleagues. However, the quality of work in art is not evaluated rigorously enough to identify where the key strengths and weaknesses are, and where improvement is needed, in order to raise standards further.

DESIGN AND TECHNOLOGY

102. Due to timetabling arrangements, no lessons were observed during the week of inspection. However, evidence was obtained in discussion with teachers and by looking at completed pupils' work and teachers' plans.

103. The sound standards identified in the last inspection have been maintained at the end of Key Stage 1 and improved upon at the end of Key Stage 2 where standards are now good. Pupils, including those with special educational needs, those who speak English as an additional language, and higher attaining pupils, make sound progress in design and technology in Key Stage 1 and good progress in Key Stage 2. The subject is taught as a discrete subject, and is integrated well into topic work to enhance the curriculum. Good examples of this are where Year 4 pupils design and make examples of the canopies, which cover the *Holy Granth*, and where they design and make pyramids when studying Ancient Egypt. Another good example of a cross-curricular link was seen on display, where Year 6 pupils design, make and evaluate kites to support their science work on flight.

104. By the end of the Key Stage 1, pupils' work exhibits a sound level of competence in cutting and shaping components and in assembling products. They use construction kits to build toys with moving parts. Pupils in Year 1, when designing and making paper sculptures, generate ideas through shaping, assembling, fringing, cutting and pleating. Pupils in Year 2 design and make pop-up cards following instructions carefully.

105. Pupils in Key Stage 2 work from plans they have produced. They evaluate their ideas, showing understanding of the situations in which designs will have to function and an awareness of the constraints of the resources. They understand and explain a variety of ways of joining a structure together and plan the order of work, choosing materials, tools and techniques realistically. Pupils evaluate their work as it develops, bearing in mind the purpose for which it is intended. Completed work in design and technology is generally imaginative and takes good account of aesthetic considerations. A strength of the subject is pupils' skill in designing at the end of Key Stage 2. Their designs for kites are impressive. They produce step-by-step plans that identify the main stages in making, and list the processes and materials needed. The school ensures that all pupils have full and equal access to all aspects of designing and making. The subject makes an effective contribution to pupils' literacy and numeracy skills as they acquire the appropriate vocabulary and measure materials accurately.

106. Evidence gathered indicates that the quality of teaching and learning is good in both key stages. Teachers' plan well using a detailed scheme that develops pupils' knowledge and skills progressively. Pupils' good attitudes to the subject have a positive impact on learning and they are proud of their finished products. Resources are adequate and are efficiently used.

HISTORY and GEOGRAPHY

107. Standards reach nationally expected levels in history and in aspects of geography at the end of Key Stage 1 and Key Stage 2. Following the introduction of the literacy and numeracy strategy each of the subjects has each been timetabled for half the academic year. Consequently, the evidence for judgement in geography mainly comes from talking with pupils, a small sample of work, and from attractive displays in Key Stage 1.

108. Pupils in both key stages enjoy history and are enthusiastic about the subject. At the end of Key Stage 1, they understand some of the differences between now and one hundred years ago. 'There was no electricity in the old days – so they used candles.' They explain about weekly baths in the kitchen. Pupils handle artefacts from the past and put toys in sequence of age. Most understand the concepts of past and present. In geography at Key Stage 1 they explore the local community and identify key buildings in Acton. They learn to follow and plan routes around the school locality.

109. In Year 3, pupils make a timeline to show the peoples who invaded Britain in the past. After seeing a video and hearing the story of Beowulf, they realise that there are different versions of the past and they show an understanding of historical evidence from archaeology. By the end of Key Stage 2, pupils compare aspects of the life of Ancient Greeks with the present. They research into the theorems of famous Greek philosophers, linking their knowledge and understanding to their work in science, mathematics and personal and social education. They discuss in groups, record their ideas and report back on their consideration of a quotation from Plato concerning behaviour, trust and rules. In each year group, pupils build and develop skills of chronology. In geography, pupils have a satisfactory understanding of the socio-economics of a community in India, recall making comparisons between Godstone with Acton, and have carried out some studies on France. However, their mapping skills are weak because they are not practised and reinforced regularly.

110. Since the last inspection, there have been satisfactory improvements. Resources in geography are now adequate for teaching the subject. All the teaching seen at both key stages was satisfactory or better with some good challenge for high attaining pupils.

111. Teaching in history is satisfactory with some good features. The most effective teaching inspires children to deepen their understanding and knowledge and develop a spirit of enquiry within the lessons. Skilful questioning such 'How do we know...?' and 'Why do you think...?', encourages pupils to use their intellect to make suggestions and interpret the evidence before them. Different levels of work planned with due consideration to pupils language skills, enable pupils to work with independence and confidence. However, teaching is less effective when planning is not specific about what the pupils are intended to learn. On a few occasions, the written work is too difficult for the less able pupils and so they lose interest and confidence. Assessment procedures are not well developed. Although there is evidence of annotated and levelled work in portfolios, this work is not kept and the information from it is not used.

112. Throughout the school there are good quality displays of work and artefacts on each topic being studied. In Key stage 1 there are photographs of themselves playing with toys such as hoops from Victorian times and teddy bears of a range of antiquity to develop skills in sequencing. At Key Stage 2, pupils have made clay tablets with their names in Egyptian hieroglyphs, designed and drawn Greek vases, created armies of Britons and Romans and Viking ship invasion using information from secondary sources. There are good opportunities to visit museums both local and further afield. Pupils in Year 5, on a visit to Gunnersbury Museum are photographed in a World War II role acting out an air raid and dressing in the clothes of the time.

INFORMATION TECHNOLOGY

113. Standards of attainment in information technology at the end of both key stages are below those expected of pupils at seven and eleven. This represents a decline in standards since the previous inspection. Information technology is a major priority in the school development plan for three years and recent improvements are already making a positive impression. Teachers are confident in introducing new programs because they have been trained in their use. Basic skills are being taught in all year groups but recent improvements in resources and teaching have not yet begun to have an impact on pupils' standards. Progress over time is unsatisfactory because pupils do not have sufficient time to practise and consolidate what they have learnt.

114. Most pupils at Key Stage 1 use the mouse confidently and Year 2 pupils use a graphics programme competently to make patterns and pictures. They begin to become familiar with simple word processing skills but because of the limitations of the computers in Key Stage 1 the majority are unable to save, retrieve or print their work independently. There is some use of control technology, and pupils learn to program a robot with simple instructions. Pupils are developing the skills of entering, analysing and presenting data. Pupils in Year 6 are introduced to the use of spreadsheets. They begin to understand some of the advantages and limitations of information technology, and most understand the need to check their work. Pupils' keyboard skills are generally very slow, but they sustain concentration well and their finished work is accurate. Few pupils at either key stage know or use relevant technical vocabulary. Some pupils are confident in their use of computers, particularly when they have regular access to a computer at home but others lack confidence and are unable to work with appropriate independence.

115. The school has recently begun to use national guidance material as a scheme of work and this gives a sound basis for planning. A regular time has not been designated for the development of information technology skills each week, although some direct whole class teaching occurs when new programs are introduced. Consequently, some pupils have a considerable wait before they use new programs. In addition they lack the regular repetition of subject vocabulary experienced in other subjects. Computers are used appropriately to support work in other subjects, for example English, mathematics and for research in religious education. During lessons, teaching provide an appropriate level of help when required but pupils work independently for much of the time.

116. The co-ordinator for information technology is well qualified and is beginning to provide effective leadership. A systematic programme of improvement began last term with all Key Stage 2 classes being supplied with new computers. Plans have been agreed for developing a computer room equipped with enough computers for whole class lessons and with access to the Internet. A very good programme of staff training is linked with the provision of new resources.

MUSIC

117. Pupils' standards of achievement are satisfactory and attainment is similar to that expected for their age in Key Stage 1. Pupils sing tunefully, clap rhythms from notation and experiment with instruments to create sounds. In Year 1 pupils are learning to notate their compositions successfully by using simple symbols.

118. In Key Stage 2, there are differences in the standards seen within aspects of music. The quality of singing in song practices is very good. Pupils sing with enthusiasm, enjoyment, and sustained effort to maintain a good level of control. The tone quality is good even when pupils sing unaccompanied in two or three part rounds, and when singing harmonies. Diction is clear, and pupils respond appropriately to the teacher's hand signals to vary the dynamics of the singing. Throughout the key stage, pupils accurately read and clap rhythm patterns of increasing complexity; they are learning the names of notes and note values. However, few teachers were able to provide evidence of pupils' past work in composing and it is clear from talking to pupils that such opportunities are irregular. Year 6 pupils have a patchy knowledge of musical terms but were able to talk about their current work on 'Rondo' with a satisfactory level of understanding.

119. The quality of teaching and learning is satisfactory overall. However, in one of the seven lessons, teaching was unsatisfactory and pupils did not learn enough because weaknesses in time management meant that there was too little time to pursue fully the content of the planned lesson. The timetabling of music lessons at end of day is not always appropriate for the younger pupils who are tired and restless. In some lessons, teachers' enthusiasm compensates for their obvious lack of confidence and specialist subject knowledge. This motivates pupils to participate fully and to sustain an interest in the activities. Good management of pupils ensures an environment in which all are encouraged to make a contribution, which they know will be valued. For example, in a lesson in Year 4, pupils worked together co-operatively to create an instrumental rhythm pattern which they performed to each other and which was greeted with genuine and spontaneous applause. In both key stages, activities are planned well as part of a series of lessons that develop pupils' skills and knowledge systematically over a half term. However, assessment procedures are not well developed and teachers do not evaluate pupils' achievements in lessons to use as a basis for future planning. An inconsistency in teaching is the quality of feedback that is given to pupils to encourage them to consider ways of improving their work. On occasion, teachers are too prescriptive in the way they direct pupils' activities and this limits opportunities for creativity.

120. In the most effective lessons, a high focus on teaching specific, technical vocabulary increases pupils' understanding and knowledge. A good example was seen in the song practices in Key Stage 2 led by the co-ordinator. Despite the large numbers of pupils' involved, the level of participation was very high. The teaching was demanding and pupils rose to the high expectations that were set. The pace was brisk and pupils developed their knowledge of musical terms as well as improving the quality of singing.

121. The knowledgeable co-ordinator gives a good lead to music by supporting and guiding staff in planning activities. She has secured some improvements since the last inspection by reorganising the music room to provide a stimulating environment for lessons, increasing the quality and range of resources, and by producing written guidance for lessons. The profile of music has been raised through several projects within the local authority and further afield, which involved specialists working in the school. A small number of pupils are involved in the recorder group and percussion groups that meet at lunchtimes and individual pupils receive private instrumental tuition after school. However, the school does not have a choir except when preparing for musical performances. Some teachers still lack confidence and this leads to inconsistencies in approaches to teaching and in the time devoted to lessons. As yet, the monitoring and evaluation of teaching and learning in music is not rigorous enough to eradicate the weaknesses and inconsistencies that remain.

PHYSICAL EDUCATION

122. Standards in physical education are in line with expectations for pupils' age and ability, at the end of both key stages. Standards have been maintained since the last inspection. During the inspection, lessons were seen only in gymnastics and swimming but the school covers all other areas of the physical education curriculum at other times of the year. In Key Stage 1, pupils move safely on the apparatus and show awareness of posture and balance. Pupils use space sensibly, control their body movements and vary form, speed and expression. They refine their movements and produce different sequences to demonstrate to the class. Year 6 pupils use various body parts in gymnastic performances to demonstrate different ways to achieve balance while performing a sequence of movements. They produce varied and imaginative combinations, which satisfy the high expectations of their teacher. All pupils in Year 4 have swimming lessons, throughout the year. By the end of the year, about half the pupils are able to swim a minimum of 25 metres. Pupils understand the effect of exercise on the body and appreciate the importance to the body of warming up and cooling down activities.

123. The quality of teaching and learning is never less than satisfactory and it is sometimes good. Teachers have secure knowledge of the subject and high expectations about the quality of the movements pupils are to produce. They use praise appropriately and provide opportunities for pupils to improve their performance, often using pupils to demonstrate their ideas to others. Pupils respond readily to their teachers' clear instructions. Good habits of correct dress and safe handling of equipment are instilled in pupils. Pupils are managed well and motivated to stay on task; they enjoy the subject and take part with enthusiasm. Behaviour is good and pupils work co-operatively together

124. The curriculum is enhanced by a very limited offer of extra curricular activity in the form of an after school football club in winter and athletics in the summer. The co-ordinator, who is new to the post, has plans to extend the number of clubs. The school takes part in the Acton schools Athletics competition, which the school won last summer.

RELIGIOUS EDUCATION

125. Standards achieved by pupils in religious education at Key Stage 1 and 2 are in line with the requirements of the locally Agreed Syllabus. Religious education makes a strong contribution to pupils' moral development. Pupils respect the values and beliefs of others. In Key Stage 1, they learn about the concept of caring for others and about birth and death. In Key Stage 2, they discuss in relation to the story of Zacchias how it feels to be wronged and the idea of repentance. They have opportunities to respond reflectively to extracts from the Guru Granth Sahib, the Holy book of the Sikh religion. In classroom discussions there are good opportunities for sharing knowledge and understanding of beliefs and practices in Christianity and world religions. They celebrate all the festivals of the main world religions in school and parents contribute artefacts and special food on appropriate occasions. They understand, discuss and compare Chinese birth rites with other religions and cultures.

126. Since the last report, the key feature of improvement in lessons is the emphasis on exploring pupils' experiences and knowledge, and recognising the diversity of cultural and religious backgrounds within each class. In a small proportion of lessons, opportunities for discussion remain under-developed.

127. The quality of teaching and learning is satisfactory, with some good features. Where teachers prepare well, and in their exposition create a spiritual and reverential atmosphere within a lesson, pupils respond with thoughtful remarks, respect and a raised awareness. In lessons where the teacher makes skilful use of questioning, pupils share their experiences, and express their opinions, showing ability to empathise with others and see more than one view of a predicament. However, teaching is less effective when teachers do not place an emphasis on discussion and developing ideas. Pupils' learning and attitudes are adversely affected, and there are fewer opportunities to have experiences beyond the mundane. Literacy is well supported in religious education. Pupils are encouraged to refer to books and software programmes in information and communication technology, and to practice writing skills. However pupils personal development would benefit from more planned opportunities to work independently.

128. The curriculum co-ordinator manages the planning and resourcing of the subject well, keeping up with changes, through attendance at courses and co-operation with the governor responsible for religious education. The co-ordinator is piloting assessment of identified key learning objectives for all pupils in Year 4 with a view to adopting this practice in the rest of the school.